

Invasion games- Rugby

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- Analyse performances compared to previous ones and demonstrate improvement to achieve personal best.
- Take part in competitive sports and activities outside school through community links or sports clubs

Objectives of the Unit:

<p>Outwitting an opponent:</p> <p>Pupils will develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to combine and perform individual and team rugby skills, consistently applying accuracy and high quality replication of technique. Continual development and refinement of skills will contribute to producing an improved performance & technique.</p>	<p>Developing Physical and Mental Capacity</p> <p>Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Develop knowledge of the major rules and laws involved in rugby. Use rugby to develop observation skills on peer performances, skills and techniques. Ask questions about the effectiveness of these tactics.</p>	<p>Developing Skills/Performance</p> <p>Pupils will develop the fundamental principles of play when selecting and applying tactics for defending and attacking. Passing, Receiving, outwitting defenders, controlling breakdowns, and set plays will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.</p>
<p>Making and Applying Decisions</p> <p>Pupils will be constantly faced with strategic and tactical decisions based on movement of the ball into space and choice of decision giving a selected situation. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.</p>	<p>Making Informed Choices About Healthy, Active Lifestyle</p> <p>Develop a deeper understanding of stretches for all major muscle groups and those specific to rugby. Suggest any rugby clubs within the school timetable and promote community links. Discuss the benefits of being healthy and living an active lifestyle both at school and post 16.</p>	<p>Evaluating and Improving</p> <p>Be able to understand the concept of rugby and make effective evaluations of strengths and weaknesses of performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Pupils will develop capacity to self-assess, assess others and to coach.</p>
<p>Cross Curricular Links:</p> <p>Literacy: C4TEEP: Key word, group discussions, small white boards, written answers, work of the week, structuring sentences to answer questions.</p> <p>Maths: Scoring, statistics, measurements, heart rates/pule rates.</p> <p>ICT: Photographic/video feedback, performance</p>		<p>Assessment:</p> <p>Q & A</p> <p>Formative and summative assessment.</p> <p>Students assessment booklets</p> <p>Assessment criteria- name matching</p> <p>Verbal feedback</p>

Extension & Enrichment

Out of lessons, at home and in the community, pupils could be encouraged to:

- practise skills at home
- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded matches, to appreciate high-quality performance
- make up games that focus on improving technique and fitness
- read rule books and sports reports in newspapers and magazines

BRONZE LESSONS

Introduction to tackling

- To introduce the skill of being tackled and tackling another player – 1 v 1 static or walking pace
- To develop understanding of where to tackle on the body and the rules round tackling
- To progress their tackling skills in a small sided game with players of a similar size.

Task examples:

- Ripping the ball skills
- 1 v 1 wrestling for the ball. Player with the ball cannot move. Whoever is holding the ball after 1 min wins – Start to include basic tackling rules
- 3 or 4 grids of different size students, small-large. Students must see how many tackles (wrestle others to the floor) they can make in 1min
- Numbered lines.
- 1 v 1 tackling. Students walk/remain still.

Passing, receiving and outwitting an opponent.

- How to receive a rugby ball
- Understanding the rules around passing and receiving
- How to pass a rugby ball
- Place P+R skills under pressure from players

Task examples:

- Passing in pairs in a grid – Non-stop moving. Forfeits for dropping the ball
- Introduce different types/styles of passing in the same format.
- Passing and receiving in 3's moving from 1 line to another but the ball must be passed backwards
- Auckland grid drills
- Tag rugby small sided games

Running with the ball – Evasive skills

- How to hold the ball when running and why?
- Understand the importance of the 'step' within an attacking 1 v 1 play
- Demonstrate the step with a drill and game situation

Task examples:

- Run with a ball at a cone and shift body weight from 1 leg to another.
- Diamond shape with cones stepping from 1 side to another
- 1 v1 in a grid – beat the defender to the line to score a point
- Tag rugby – 3 v3 2v2games,
- 1 v1 (defender with shield – try and stay on feet)

What is a ruck?

- To demonstrate rucking in a controlled drill situation
- To play all positions in a ruck
- To demonstrate a ruck within a competitive small sided situation

Task examples:

- Ruck is performed by the control of a whistle. Each blow will signal next part of the ruck developing.
- Gradually the whistle gets faster until the point there is no whistle and students can perform without the need of a command.
- Ruck is performed against opposition (limited) holding pads.
- 2 small sided games (contact allowed). 1 person in each team to have pads and takes first contact.

Basic attacking options

- To understand and perform a loop/switch/miss pass in a non-competitive situation
- To perform the 3 moves against a limited defence.
- To attempt any of the moves in a game situation

Task examples:

- Students to pass across the line of 3 moving forward. Can you do it twice?
- Break down each of the 3 moves and teach individually students to attempt all 3 at slow walking/jogging pace
- Place 1 defender with a tackle bag 10 yards in front of the line of 3. Can you beat the 1 defender?

Demonstrating knowledge of skills/rules in a game situation

- To play in a contact game of rugby performing some of the skills learnt over the past 5 weeks.
- To play in a game and demonstrate the knowledge of basic rules within a game.
- To referee a small sided game of rugby

Task examples:

- 4v 4 game in a small gridded area. Students take turns in refereeing. Highlight the key decisions you are looking for them to make
- Play 1 match on a long/thin pitch to help with the contact, players to put into practise skills learnt.

SILVER LESSONS

<p><u>Passing and receiving under pressure</u></p> <ul style="list-style-type: none"> ○ To be able to pass the ball under limited pressure from passive defenders ○ To receive the ball in traffic/under pressure from defenders ○ To pass/receive the ball consistently in a game situation <p>Task examples:</p> <ul style="list-style-type: none"> ○ Pass to group under pressure from others groups doing the same drill (opposite direction) ○ 3 v 1 (1 to have shield) ○ Gate drill – students to run through poles and then pass to supporting runner before getting hit by shield (shield can hit as soon as player is through gate) ○ 4 v 2 gauntlet run 	<p><u>Developing tackling skills</u></p> <ul style="list-style-type: none"> ○ To develop tackling skills from static/walking to moving targets. ○ To use the correct technique for tackling successfully in a drill situation ○ To tackle an attacking opponent in a game situation <p>Task examples:</p> <ul style="list-style-type: none"> ○ 1 v 1 – Jog in straight line to aid defender and to practise the correct technique for tackling from the side/front/behind ○ 1v 1 – small grid work. SH pass off to attacker and must try to beat defender. Defender cannot move until pass is made from SH. ○ Turning the corner – Students to run around corner of square (defender and attacker) first to the ball is A and D must stop A from reaching opposite line 	<p><u>Rucking – Importance of retaining possession</u></p> <ul style="list-style-type: none"> ○ To enhance rucking skills in a drill and game situation ○ To know when to pick the ball up and attack the defensive line ○ Understand the rule around rucking (entering the ruck, hands in the ruck etc...) <p>Task examples:</p> <ul style="list-style-type: none"> ○ 5 v 2 (2 with shields) – Running the gauntlet! Students to beat the defensive line with a ruck. When ready add in another line to extend the gauntlet – defenders can support each other. ○ 6 v 6 (maximum 4 in ruck) – Work your way home. Students have to regain the ball and work back to starting line. Defensive team have to stop them. Attacking team must have at least 2 phases of play before returning ○ Run similar drills but stop and highlight key rules of the ruck. Put back into practise and if infringements award other teams points.
<p><u>What is mauling?</u></p> <ul style="list-style-type: none"> ○ To understand and take part in a maul ○ To develop skills in all positions within the maul ○ To understand rules around entering and bringing down the maul <p>Task examples:</p> <ul style="list-style-type: none"> ○ Breakdown the maul and teach the set up. ○ 5 v 2 (2 on the shields). Defensive 2 have to prevent the maul from reaching the line. ○ Add in defender if group are progressing well. ○ Stop drill and bring in rules. ○ Game situation (long thin pitch). To score they must have initiated a maul 	<p><u>Re-distributing the line</u></p> <ul style="list-style-type: none"> ○ To demonstrate how to redistribute the line to support runners with the ball ○ To successfully redistribute the line in a drill situation ○ To redistribute the line after a set play in a drill or game situation. <p>Task examples:</p> <ul style="list-style-type: none"> ○ Groups of 4 passing down the line (backwards only of course!) ○ Once the ball gets to the end teach how to re organise the line so the ball can be passed back down the line whilst still going forward ○ Run the gauntlet. 2 defenders but 1 in each square. Attackers must beat first defender then enter next grid to beat another defender. 	<p><u>Attacking skills/Fixing a player</u></p> <ul style="list-style-type: none"> ○ To understand what the term ‘fixing’ means ○ To demonstrate ‘fixing’ in a drill situation ○ To attempt to ‘fix’ a player/defender in a game situation <p>Task examples:</p> <ul style="list-style-type: none"> ○ Walk/jog through running at defenders inside shoulder then once his weight has gone in that direction pass to supporting runner 2 v 1 ○ Introduce shields to defenders. They can now make a hit when the attacker gets close. ○ 4 v 2 attacking defenders outside/inside shoulder committing the defender then passing to supporting runners ○

GOLD LESSONS

GOLD LESSONS		
<p><u>Attacking/support the ball handler</u></p> <ul style="list-style-type: none"> ○ To understand and demonstrate an 'off load' in a drill situation ○ To support attacking runner in a drill/game situation ○ To understand and demonstrate an 'off load' in a game situation <p>Task examples:</p> <ul style="list-style-type: none"> ○ In 3's students work on off load in a controlled drill. 1 ball handler/1 tackler/1 supporting runner ○ Small grid work – 3 v 1. All 3 run through poles then split. Defender makes tackle (half tackle) then player off loads to one of the supporting runners. Conduct drill at half pace until students are comfortable with off load technique (2 hands/1 hand) ○ 4 v 4 small sided game. Off load counts as double points when scoring 	<p><u>Attacking options at the breakdown</u></p> <ul style="list-style-type: none"> ○ To understand and demonstrate some of the different attacking options at the breakdown (ruck). ○ To use the attacking play that best exposes the defence ○ To lead a group in demonstrating a successful attacking option <p>Task examples:</p> <ul style="list-style-type: none"> ○ Set up a mock breakdown (with cones) SH to run through some set running plays (passing/experiment with movement the breakdown) ○ Groups to run plays against limited defence to fine tune plays ○ Groups to run plays against each other (defensive team with shields) 	<p><u>Line outs/Using the maul in an attacking situation</u></p> <ul style="list-style-type: none"> ○ To set up and demonstrate (in a drill) an attacking maul from a lineout situation ○ To take part in all different positions in the attacking maul ○ Experiment with attacking plays off the maul <p>Task examples:</p> <ul style="list-style-type: none"> ○ Set up a 5 man line out and walk through process of setting up the maul. Students to complete 5 walk through's with each student having a go in each position ○ Defending team to have shields and give resistance to the attacking maul ○ Set up situation in a game
<p><u>Defensive line/Posting</u></p> <ul style="list-style-type: none"> ○ To understand and demonstrate the defensive line in rugby ○ To have knowledge of the rules regarding offside from a defensive position ○ To demonstrate posting and to understand its importance in controlling the defensive line. <p>Task examples:</p> <ul style="list-style-type: none"> ○ Defensive team of (8/9). (with shields) against attacking team 4/5 Recreate breakdown situations then defensive line with posts must be re-formed. ○ Add in communication from posts and look at the rules regarding offside behind last member of ruck. ○ Students to play a range of different roles 	<p><u>Attacking line</u></p> <ul style="list-style-type: none"> ○ To understand and demonstrate the attacking line in rugby ○ To have knowledge of the rules regarding offside from a defensive position ○ To demonstrate set plays from deep and enhance understanding of depth in an attacking line <p>Task examples:</p> <ul style="list-style-type: none"> ○ Defensive team of 4/5 (with shields) against attacking team (8/9). Recreate breakdown situations then attacking line must re-form off the breakdown. ○ Introduce set plays into the breakdown scenario. ○ Students to play a range of different roles 	<p><u>Game scenario's</u></p> <ul style="list-style-type: none"> ○ To demonstrate a range of defensive and attacking skills in a game situation ○ To make good decisions that have a positive contribution on your team in a game situation <p>Task examples:</p> <ul style="list-style-type: none"> ○ After students led warm-up straight into game but stop start to ensure learning and understanding of the rules is in place

PLATINUM LESSONS

Creating your own set plays from midfield

- To work in small groups to produce their own creative set plays
- To perform their set plays against opposition in a drill situation
- To try and set up the plays in competitive game.

Task examples:

- In groups of 3/4/5 students to work on creating a passing /kicking move from midfield
- Students to perform against a defence unit of 3/4 with shields
- Small sided games (short and wide pitch). Put into practise.

Kicking options

- To demonstrate 3 different kicks in a drill and understand when to use them
- To help support other students in kicking a rugby ball in a drill situation
- To demonstrate how to catch the ball from a high kick

Task examples:

3 separate drills for each of the kicks:

1. Grubber kick – In pairs about 10 yds away students to kick the ball along the ground using the correct technique and the partner has to collect. Move partner away the better they get + increase of power. Add in another person to add competition to the drill
2. Up and under – Same set up as above but students to consider distance from partner based on ability. Drill should be progressive, don't move further apart until accuracy and catching ability allow.
3. Drop kick – Same set up as above but students will need more room to perform as higher % of error's will occur.

Catching the high ball/Importance

- To perform a catch under no pressure from various heights
- To catch the ball under pressure from opposition in a drill situation
- Understand the importance and when to use the skill in a game situation

Task examples:

- Start drill with 10 yds between partners. Short kicks, body on half turn
- The players move back and kick slightly higher when ready.
- Player is put under pressure by dummy runner after kick.
- Competition for ball when ball is put in the air 1v1 catching drill

Understanding positions/Keeping shape

- To maintain defensive shape under attacking pressure in a drill situation
- To be able to change from defensive shape to attacking but still maintain disciplined shape.

Task examples:

- 2 teams to alternate attacking and defensive roles in a non-competitive drill game.
- Teams to have a focus of being able to change from one to another so swap roles at the breakdown and see how the teams react.

Game scenario's

- To put into practise all learnt skills
- Students to referee the game and demonstrate knowledge of rules

Task examples:

- Students to conduct warm-up, select fair teams and decide size of pitch.
- The pitch size will determine the focus of the game that the students will have control of

Game scenario's

- To put into practise all learnt skills
- Students to referee the game and demonstrate knowledge of rules

Task examples:

- Students to conduct warm-up, select fair teams and decide size of pitch.
- The pitch size will determine the focus of the game that the students will have control of