

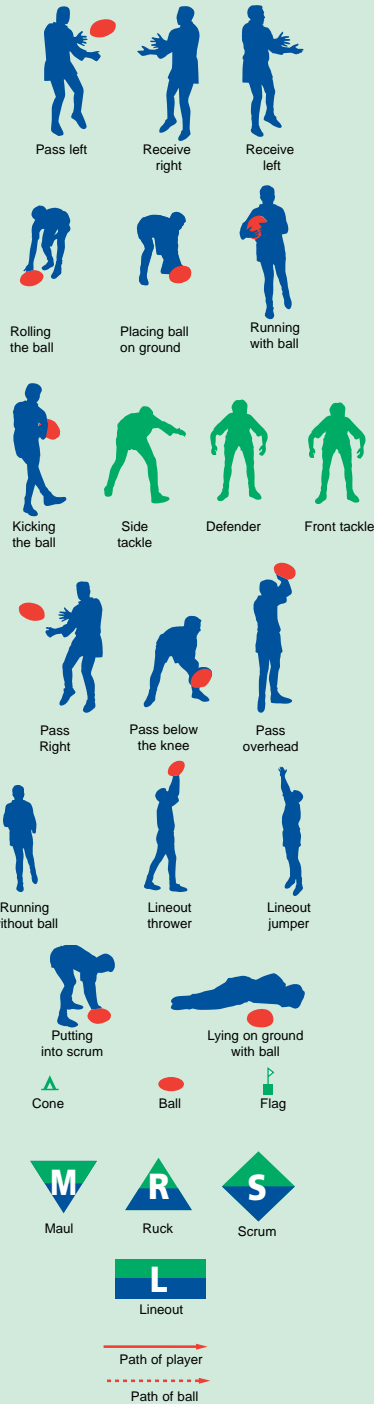
PLAY THE GAME

Play the Game was created by the Dragons Rugby Trust in Wales. It has been adopted by the International Rugby board to assist the development of the game world-wide. It is aimed at players of all ages who wish to develop and measure their individual and team skills. It is a user-friendly aid for teachers, coaches and parents to support them in doing so. The Dragons Rugby Trust and the International Rugby Board wish to thank the Medlock Charitable Trust for its generous support, which has made this initiative possible. The original manuals have been produced in Welsh, English, French, German, Spanish, Romanian and Chinese.

What is in this Manual?

- **Units of work**
Eight unit planning sheets set out **performance goals, achievement strategies, class organisation and resources needed**. Each unit provides an overview of the material to be followed with guidance on the approximate amount of time required. Teachers and coaches may wish to use the units as a complete programme or may, alternatively, take from them lessons to include in their own teaching or coaching programme.
- **Session plans**
Forty one well illustrated session plans. Many of the sample plans cover two or more sessions to allow for variation in the time available and for flexibility of use. Each session has the same format:
 - **Warm up/introductory activities which are game related**
 - **Modified game**
 - **Related skill work**
 - **Key question to ask at end of each session**
 - **Examples of good practice, including personal as well as technical skill development**Each plan outlines the **session aim, learning activities, and key issues for teaching and learning**. Aspects of **health related exercises** are acknowledged in the session plans where appropriate.
- **Technical Cards** provide additional detail of more complex activities and emphasise safe practice.
- **Skills and Record of Achievement cards** are included for completion at the end of each unit. They are designed to encourage all players to assess their own achievements and gain some feeling of success.

Master Symbols



Contents

Introductory Unit	8
Unit 1	9
Unit 2	17
Unit 3	25
Unit 4	32
Unit 5	42
Unit 6	49
Unit 7	55
Technical Cards	67
Modified Games	71

UNIT PLANNER

Introductory Unit
DURATION - ACCORDING TO NEED

Unit aims:

- to play simple games that include running, chasing, dodging and avoiding others
- to develop and practice a variety of ways of sending, receiving and travelling with the ball

Game focus:

- chasing and avoiding games (tag)
- possession game 3 v 1

Performance goals	Achievement strategy	Organisation	Resources
<p>1 To be able to avoid other players</p> <p>2 To use space effectively</p> <p>3 Improved ball handling skills</p> <p>4 An awareness of the importance of accurate passing skills</p>	<p>1 Running, dodging forwards, sideways, backwards. Stop and go to signals.</p> <p>2 Carry the ball around the body, over shoulder, through legs, around the waist. Run and carry in two hands. Dodge and change direction. Bounce and catch. Put down and pick up, on the move.</p> <p>3 Varieties of Tag Game, e.g.</p> <ul style="list-style-type: none"> ● 'Cross the Gap' using 2 or 3 catchers who stay in the gap at the centre of a rectangular pitch and catch players who try to cross one side to the other. If touched, join the players in the gap. ● 'Stuck in the Mud' using 2 or 3 catchers who run and try to touch players in a restricted area. Caught players 'freeze' until touched by a free player. Develop to include taggers carrying a ball and touching players with the ball. <p>4 Relay games involving running, carrying and sending a ball.</p> <p>5 3 v 1 'Keep Ball'. 3 to keep possession either by passing, rolling or bouncing a ball to a free player. The defender can intercept only. Develop to defender being able to touch a player with the ball to score a point. 3 watch for approaching defender.</p>	<p>individually</p> <p>individually</p> <p>Whole or half class per game</p> <p>Small teams of 4 or 5</p> <p>3 v 1</p>	<p>Any large ball</p>

OUTCOMES:

- players perform simple skills safely

Unit 1

UNIT PLANNER

DURATION - 15 HOURS APPROXIMATELY

Unit aims:

- to keep possession
- to invade opponents' territory
- to score
- to stop the team in possession from scoring
- to improve the skills of passing, catching and running with the ball

Game focus:

- invasion and scoring games 3 v 1, 2 v 1, 3 v 2

Performance goals	Achievement strategy	Organisation	Resources
1 To know when to keep possession and when to pass the ball	1 2 v 1. Pressure increases on attackers to select type of pass and timing as defender 1 approaches.	2 v 1	1 ball per group, grid
2 To move forward in attack and invade opponents territory	2 Progress to 3 v 1, ball carrier to keep possession and pass the ball when touched by a defender. Emphasis on timing and accuracy of pass by attackers and regaining possession by the defence.	3 v 1	1 ball per group, in a grid marked out by cones
3 To create scoring opportunities	3 Passing and catching in pairs, stationary and moving. Vary height and distance of pass; change direction and speed whilst carrying the ball.		1 ball and grid
4 An ability to pass the ball accurately to a team player	4 In 4s half with a ball, develop passing and moving practice.	In 4s	Number of balls, and grids
5 An ability to take the ball early	5 2s practice passing sideways or backwards progressing to working in 3s and 4s	Pairs	1 ball per group
6 To understand that to improve one has to try hard	6 3 v 1. Scoring game using a line. Progress to 4 v 2, scoring game using 2 lines and hoops as targets.	3 v 1, 4 v 2	1 ball and grid
7 An ability to keep moving whilst playing			Ball each group

OUTCOMES:

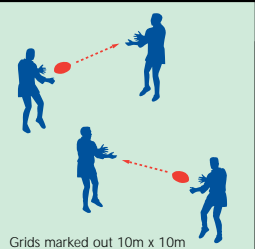
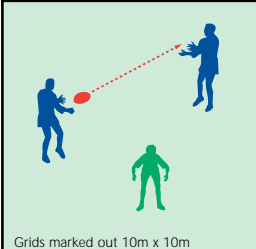
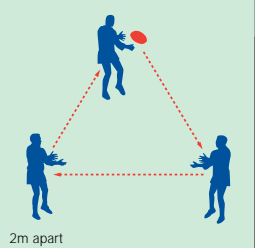
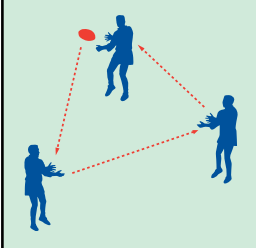
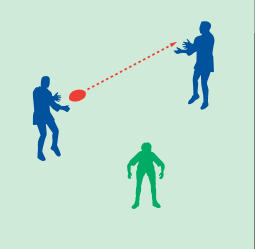
- players practice and improve performance
- they work safely in pairs and in groups
- they sustain energetic activity over appropriate periods of time

Unit 1

session 1

Session aim:

- to understand how to keep possession, and when to pass
- to develop the skills of passing, catching and running with the ball
- to sustain energetic activity

<p>1 Warm-up In 2s passing the ball to a partner whilst on the move.</p>  <p>Grids marked out 10m x 10m</p> <p>Key issues</p> <ul style="list-style-type: none"> ● carry the ball in two hands ● partners close together, pass to target area ● keep moving - and call for the ball - extend fingers ● reach for ball - extend fingers <p>Q: Why is it important to keep moving?</p>	<p>2 Modified game 2 v 1 player to keep possession until defender approaches, emphasis on early, safe passing (aim for 5 passes). Defender to touch the hips of a ball carrier (two hands) to force the pass. Change defender.</p>  <p>Grids marked out 10m x 10m</p> <p>Key issues</p> <ul style="list-style-type: none"> ● receiver to catch the ball in a space (not directly behind the defender) ● encourage players to call for the ball ● quick safe passing ● keep moving <p>Q: When should the ball be passed?</p>
<p>3 Related skills In 3s stand in space - passing</p> <ul style="list-style-type: none"> - clockwise - anti clockwise - any direction  <p>2m apart</p> <p>Key issues</p> <ul style="list-style-type: none"> ● sympathetic passing ● hands ready to receive <p>Q: What is important when - passing? - catching?</p>	<p>4 Related skills In 3s passing the ball to a moving partner, approximately 2m apart - develop to two pairs working in the same grid.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● watch the ball ● hands ready to receive, extend fingers ● keep ball away from body ● call for the ball <p>Q: What is a good pass?</p>
<p>5 Modified game Repeat above (2)</p>  <p>Key issues</p> <p>Q: Where should the player be to receive the ball?</p>	<p>KEY QUESTION:</p> <ul style="list-style-type: none"> ● In the small game when should the ball be passed? > when the defender threatens

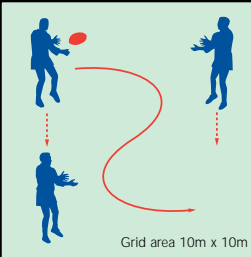
Unit 1

session 2

Session aim:

- to keep possession under pressure
- to develop the skills of passing, catching and running with the ball
- to sustain energetic activity

1 Warm-up
In 3s passing a ball to a player who is free to receive.
Ball receiver to run and change direction before transferring the ball.



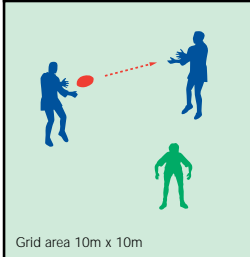
Grid area 10m x 10m

Key issues

- call for the ball
- pass to target area
- hands out to meet the ball, extend fingers
- be aware of space and other players
- keep moving

Q: What has happened to your body since you started running?

2 Modified game
2 v 1, two players to keep possession. Defender to force the pass by touching the ball carrier (two hands on the hip).
Progress to 3 v 1. Emphasis on early accurate passing (aim for 6 passes).



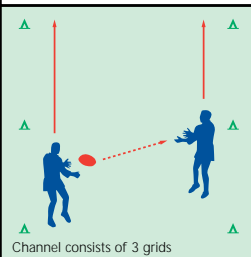
Grid area 10m x 10m

Key issues

- players can pass before they are touched
- quality of pass - aim for the target area
- movement and communication off the ball - call for the pass, keep moving

Q: What must the player without the ball do?

3 Related skills
In 2s passing whilst jogging up and down a channel.
Pass can go forward or backwards.



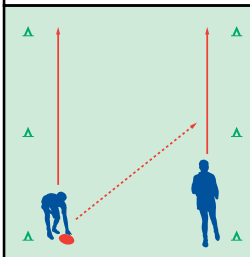
Channel consists of 3 grids

Key issues

- carry the ball in 2 hands
- keep the ball away from the body
- straddle the ball, pick up in two hands
- score by placing the ball on the floor at the end of the channel

Q: What must the passer remember?

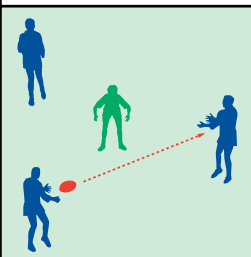
4 Related skills
Roll the ball for a partner to pick up and score.
Pairs to follow each other - ensure plenty of space between each pair.



Key issues

- carry the ball in 2 hands
- keep the ball away from the body
- straddle the ball, pick up in two hands
- score by placing the ball on the floor at the end of the channel

5 Modified game
3 v 1 three players to keep possession (keep ball).
Progression 3 v 2 depending on ability.



Key issues

- as above (2)
- run into space
- call for the ball

Q: How can passing and catching be improved?

KEY QUESTION:

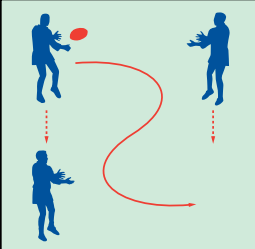
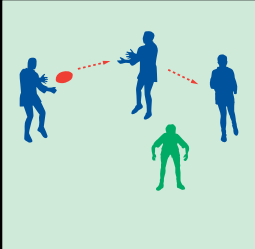
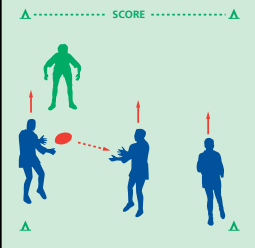
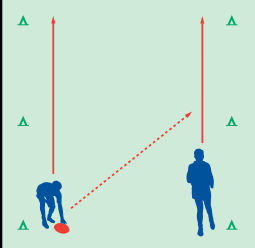
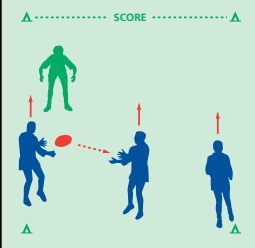
- What must you remember when passing the ball?
> *to be accurate and sympathetic*
- Why must the defender go to touch the ball carrier?
> *to force the pass*

Unit 1

session 3/4

Session aim:

- to keep possession under pressure
- to move forward in attack (invade)
- to develop the skills of passing, catching and running with the ball
- to sustain energetic activity

<p>1 Warm-up In 3s keep possession by passing the ball to each other. Receiver to run hard into a space and change direction, before passing to a team mate. Progress to placing the ball on the floor, receiver to pick it up, and run into a new space.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● partners close together, pass to the target area. Do not pass too hard ● look at the receiver ● hands out to meet the ball - call for the ball ● eyes on the ball <p>Q: What is the target area?</p>	<p>2 Modified game 3 v 1 or 3 v 2 keep ball.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● keep moving ● use all the space ● look where you're passing <p>Q: What must the receiver look for immediately when receiving the ball?</p>
<p>3 Modified game In 4s 3 v 1 "END BALL" scoring game using a line to score. 5 attempts before changing defender. Defender to keep score. Ball must be carried over line to score. Progress to putting the ball down beyond the line to score.</p>  <p>Key issues</p> <p>Attackers - each player to consider how to get over the line without being touched. Player with the ball</p> <ul style="list-style-type: none"> - do I go for the line? - do I pass? - to whom do I pass? - how do I avoid being touched? <p>Q: How is a try scored?</p>	<p>4 Related skills In 2s passing the ball, whilst running up a channel, and roll the ball to your partner, travelling down the second channel.</p>  <p>Key issues</p> <p>Player without the ball</p> <ul style="list-style-type: none"> - am I needed for the next pass? - where do I move to? - can I be seen?
<p>5 Modified game In 4s 3 v 1 "end ball" scoring game using a line to score, 5 attempts before changing the defender. Defender to keep score. Ball must be carried over line to score. Progress to putting the ball down beyond the line to score.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● pass to the target area ● keep close together ● roll the ball in front of the partner <p>Q: What is there to remember when picking up the ball off the floor?</p>	

KEY QUESTION:

- When in possession of the ball do players run for the line or pass?
> *go for the line whenever possible*
- What happens to you when you have been running for a long time?
> *hot, flushed and breathless*

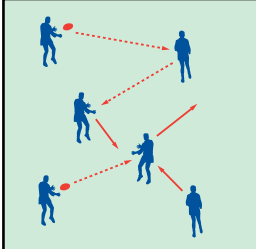
Unit 1

session 5/6

Session aim:

- to invade the opponents' territory
- to develop catching, passing and running skills
- to sustain energetic activity
- to be mindful of others

1 Warm-up
6s - Half the group with a ball, half without. Each player to walk within the grid. Ball carrier to move into space before transfer, holding the ball out in two hands, give the ball to a player without a ball. Progress to jogging with the ball before transfer.

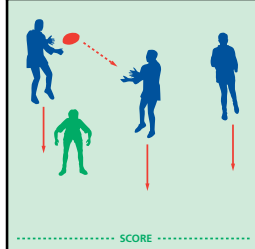


Key issues

- look for space
- hold the ball out to the side
- carry the ball before giving it to a free player
- call for the ball
- receiver to take the ball in two hands

Q: Are you breathing faster since you started running? Do you feel warmer?

2 Modified game
3 v 1 (or 3 v 2) invasion game (END BALL) using lines as targets to score. 5 attempts before changing the defender. Ball must be put down over the line to score. Ball can be passed in any direction. Defender to keep score.



Key issues

Attackers

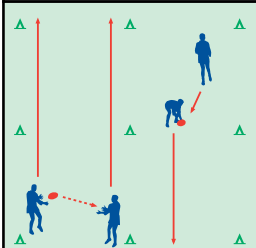
- see session 3/4

Defenders

- each player to consider:
 - how to stop the ball carrier from scoring?
 - is the game fair?

Q: Do you have to pass?

3 New skill
2s passing the ball backwards whilst working down the first channel, return up the second channel by players placing the ball on the floor, and second player picking it up and repeating.

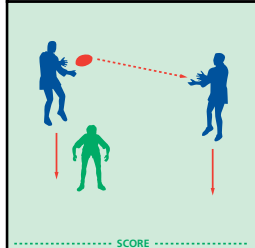


Key issues

- pass to target area
- run forward with the ball
- place the ball on the floor
- straddle the ball
- bend your knees to pick the ball up in two hands

Q: How do players score in rugby?

4 Modified game
2 v 1, END BALL ball game, using scoring line, 5 attempts before changing defender. Defender to keep score. Ball must be put down over the line to score. Ball can be passed in any direction.



Key issues

See 2

- keep moving and putting pressure on the defender
- be careful to work within the rules and avoid injury

Q: What decisions must the ball carrier make?

KEY QUESTION:

- Does the defender go for the player or the ball?
> *the ball*

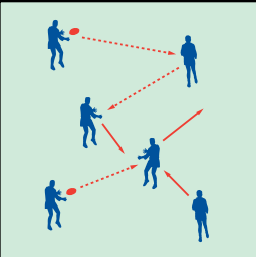
Unit 1

session 7/8

Session aim:

- to score
- to develop catching, passing and running skills
- to pass the ball backwards
- to sustain energetic activity

1 Warm-up
6s - half the group with a ball, half without. Each player to walk within the grid, looking for space. Ball carrier to hold the ball out to one side (L and R), receiver to take the ball. Progress to jogging and passing ball to a free player.

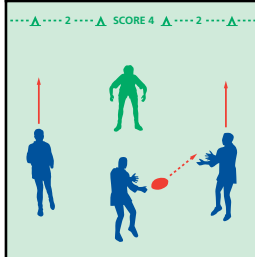


Key issues

- look for space
- hold the ball out to the side
- carry the ball before giving it to a free player
- call for the ball
- receiver to take the ball in two hands

Q: Are you warmed up and ready to play a game?

2 Modified game
3 v 1, 2 v 1 END BALL game using scoring line divided into 3 scoring areas (4 points centre, 2 points areas on either side).



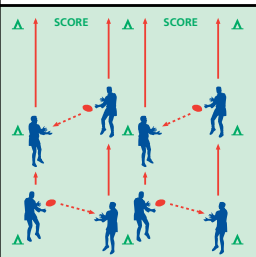
Key issues

Attackers - each player to consider:

- can I score or must I pass?
- how many points can I score?
- to whom do I pass?

Q: Do you always go for 4 points?

3 Related skill
2s channel work, no forward passes - begin by walking, then progress to jogging. Progress to 5 passes whilst travelling down a channel, and score, by putting the ball down over the end line. Progress to 2s channel work, ball carrier places the ball on the floor, second player picks up the ball and repeat.

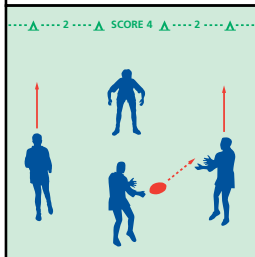


Key issues

- look at the receiver
- receiver to be alongside and behind the ball carrier
- hands out to meet the ball; on receiving the ball to go forward

Q: What must the ball carrier remember to do before passing?

4 Modified game
3 v 1, 2 v 1 scoring game. Repeat as above.



Key issues

- when touched place the ball on the floor
- straddle the ball, bend knees and pick up the ball in two hands

Q: Why must you talk to each other?

KEY QUESTION:

- How does a team score the most points in this game?
 - > by attacking the highest target when possible
 - > by drawing defender away from the target

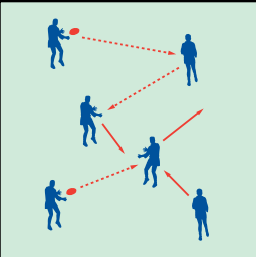
Unit 1

session 9/10

Session aim:

- to prevent scoring
- to further develop passing, catching and running with the ball
- to develop the concept of passing the ball backwards
- to sustain energetic activity

1 Warm-up
6s half the group with a ball, half without. Each player to jog, pass the ball using a pop pass. Receiver to run with the ball and change direction before passing the ball to a free player.

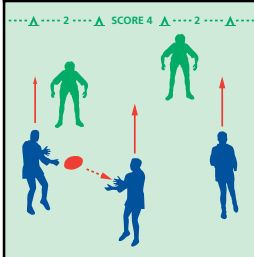


Key issues

- take the ball at speed and accelerate into a space
- change direction off both feet
- carry the ball in two hands
- call for the ball

Q: Were you able to keep moving all the time?

2 Modified game
3 v 2 END BALL game using scoring line divided into 3 scoring areas, 4 pts for centre, 2 pts either side.



Key issues

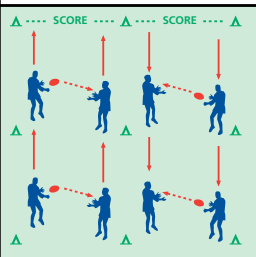
Each player to consider

Attackers - see session plan 7/8

Defenders - Do I defend the target or touch the player? Which target do I defend?

Q: How do I work with the other defender?

3 Related skills
3s channel work passing the ball backwards and score a try on reaching the end of the channel, aim for 6 passes. Progress to rolling or placing the ball on the floor.

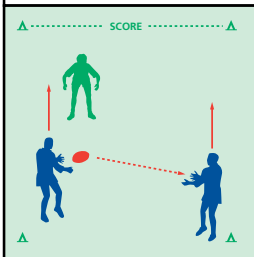


Key issues

- receiver to stand alongside and behind the passer
- reach out early to take the ball

Q: Where must the receiver stand?

4 Related skills
2 v 1 Defender moving quickly towards ball carrier, forcing the pass. Progress to - defender moving to receiver if the ball carrier passes too early.



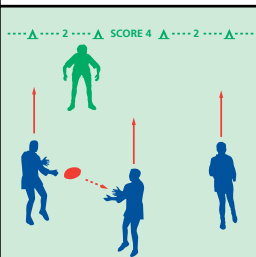
Key issues

defender to run

- at the ball carrier quickly.
- change angle of run if the pass is made.
- if the ball is passed, try to touch the ball carrier

Q: Why must you look where you are passing?

5 Modified game
In 3 v 2 or 3 v 1 END BALL game repeat (2) above. Defenders work together to close down the spaces.



Key issues

See 2

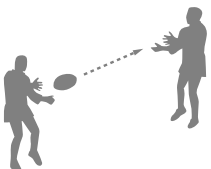
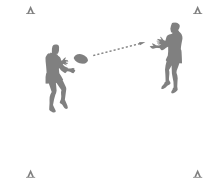
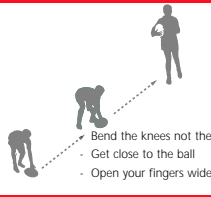

- draw the defender

Q: Why is timing the pass important?

KEY QUESTION:

- How do the defenders work together to prevent scoring?
> *by talking to and watching each other*

Skill card 1

<p>Catching</p>  <ul style="list-style-type: none"> ● Give the passer a target to aim for by holding out both hands ● Pass and catch with two hands ● Keep your eyes on the ball at all times ● Call for the ball early and reach out with both hands 	<p>Name: _____ Date: _____</p> <p>I can ... pass the ball back and fore 20 times without dropping the ball</p> <p>SIGNED _____ AGREED BY _____</p>
<p>Running and passing</p>  <ul style="list-style-type: none"> ● Mark out a grid ● Keep moving all the time ● Call for the ball early and reach out with both hands ● Pass and catch the ball with two hands 	<p>Name: _____ Date: _____</p> <p>I can ... make and take 10 passes whilst moving about in a grid</p> <p>SIGNED _____ AGREED BY _____</p>
<p>Roll ... pick up ... score a try!</p>  <ul style="list-style-type: none"> ● Roll the ball along the ground ● Pick up without slowing down ● Head up and run! ● Score a try! ● Press the ball down with both hands <p>Bend the knees not the back - Get close to the ball - Open your fingers wide</p>	<p>Name: _____ Date: _____</p> <p>I can ... roll, pick up and score a try at speed without a fumble 5 times</p> <p>SIGNED _____ AGREED BY _____</p>
<p>Change direction at pace</p>  <ul style="list-style-type: none"> ● Pick up ● Run hard ● Keep your head up ● Carry the ball in two hands ● Score a try! 	<p>Name: _____ Date: _____</p> <p>I can ... pick up, run hard, change direction at pace and score a try 5 times</p> <p>SIGNED _____ AGREED BY _____</p>

Tell me about it!

What must you remember when catching and passing?

Before doing any sport you should always warm up. Why?

Name your local rugby club? What colours do they play in?

These are the things I do best

These are the things I could do better

Unit 2

UNIT PLANNER

DURATION 7 HOURS APPROXIMATELY

Unit aims:

- to consolidate the principles of attack and defence in small sided games
- to refine skills of passing catching and running with the ball
- to develop uncontested lineouts and scrums
- to learn to play fairly
- to be able to sustain energetic activity

Game focus:

- scoring games 5 v 5

Performance goals	Achievement strategy	Organisation	Resources
1 To create and use space in attack	1 3 v 2 game with target at one end. Progress to 4 v 2, 5 v 3.	5s, 6s, 8s	Grids and 1 ball per group
2 To deny space in defence	2 Passing and catching in pairs with receiver taking the ball early at speed to score. Progress to working in 3s and putting the ball down, and pick up and pass.	2s, 3s	Double grid per group and 1 ball
3 To pass the ball accurately at speed whilst under pressure	3 In 6s half with the ball, refine passing and moving practice at speed and under pressure.	4s, 6s or 8s	Double grid 1 ball as above
4 To take the ball early at speed and change direction quickly	4 3 v 3 game with scoring at either end. 3 v 2, ball carrier to pass the ball along the line and score whilst under pressure from 2 defenders. Progress to 4 v 3.	5s, 6s, 7s	Number of balls, and grids, double grid and 1 ball
5 Knowledge of positioning for lineout and scrums	5 Lineout in pairs, one thrower one jumper - 2 handed catch progressing to 3s with jumper feeding 3rd player. Progress to 5s, 3 jumpers and 1 receiver (scrum half).	2s, 3s, 5s	1 ball per group
6 Knowledge of game rules and understanding of fair play	6 4 v 4 game progress to 5 v 5 game with scoring at either end.	8s, 10s	1 ball
	7 In pairs 1 v 1 practice binding. Progress to 4s and 6s. Progress to 7th player putting the ball into the scrum.	2s, 4s, 6s 7s	1 ball playing area 20 x 20
	8 5 v 5 game	10s	

OUTCOMES:

- players practice, improve and refine performance, and repeat movements they have performed previously, with increasing control and accuracy
- they sustain energetic activity over appropriate periods of time

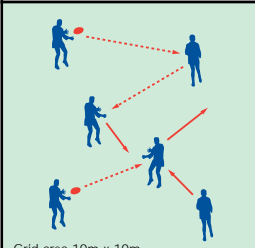
Unit 2

session 1 / 2

Session aim:

- to consolidate scoring game 3 v 2
- to refine handling skills
- to work at speed
- to introduce the scrum

1 Warm-up
In 6s, three with a ball, three without. Transfer the ball by pop pass. Receiver to run, and change direction before further transfer of the ball. Avoid contact with any player.



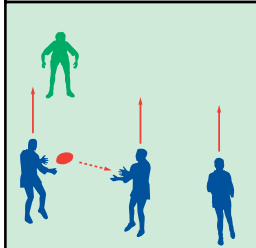
Key issues

- call for the ball
- pass to target area
- sympathetic passing
- carry the ball in two hands (on receiving it)
- look for space to run into
- keep moving

Grid area 10m x 10m

Q: Did everyone manage to keep moving?

2 Modified game
3 v 2 (or 3 v 1) end ball game using scoring line divided into 3 scoring areas.



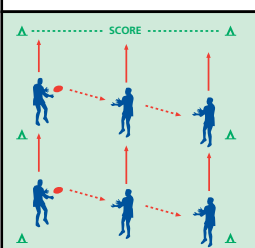
Key issues

Each player to consider:

- **Attackers**
 - can I score or must I pass?
 - how many points can I score
 - to whom do I pass
- **Defenders**
 - do I defend the target or touch the player?
 - which target do I defend?

Q: Can you score without passing?

3 Related skills
In 2s passing within a channel. The ball must not be passed forward. Score on reaching the end of the channel - aim for three passes.



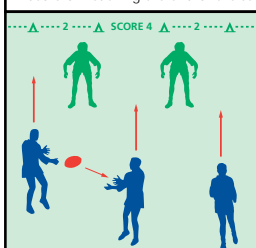
Key issues

- receiver must not be in front of the player
- time the run onto the ball
- do not stand too far apart

Two grids per group 20m x 10m

Q: What must the passer/receiver remember?

4 Related skills
In 5s, 3 attackers two defenders, timing the pass to
a) commit the defender
b) release a player in space to score.
Score on reaching the end of the second grid.



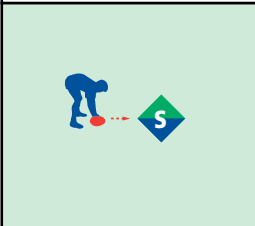
Key issues

- pass before being touched
- run straight
- look at the player receiving the pass
- run on to the ball

Two grids per group 20m x 10m

Q: How is space created for team mates?

5 New skill
Scrum in 3s, 1 v 1 players to lean on each others shoulders, 3rd player to put the ball in. Take it in turns to put the ball into the scrum.

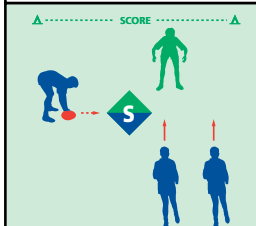


Key issues

- no pushing - non contestable

Q: What is a comfortable position?

6 Modified game
4 v 2 possession game. Start with a 1 v 1 scrum, and restart after any breakdown. (Players lean on each others shoulders).



Key issues

- stress the necessity for safe, fair play
- emphasise supporting the ball carrier

* see Technical Card

Q: Why must your head be higher than your hips in the scrum?

KEY QUESTION:

- What is the ball carrier trying to do?
 - > commit the defender
 - > create space for team mates
- What is the defender trying to do?
 - > stop scoring
 - > regain possession

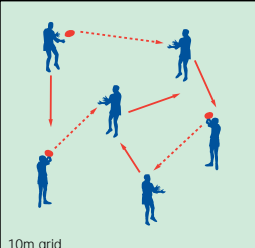
Unit 2

session 3/4

Session aim:

- to play 3 v 3 possession and scoring game
- to develop passing skills at speed
- to develop perception whilst attacking
- to practice scrummaging

1 Warm-up
in 6s, 3 with a ball, 3 without. Transfer the ball by pop pass. Receiver to run and change direction before further transfer of the ball (count of five). Variation-pass the ball from above the head. Keep the ball off the floor.



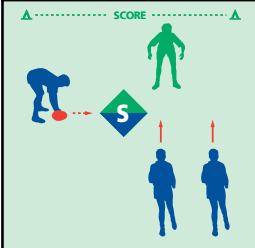
10m grid

Key issues

- call for the ball
- quality of pass, everyone moving, looking for a space
- clear communication, eye contact
- receiver, hands out to meet the ball, run into a new space on receiving the ball
- keep activity continuous

Q: Is everyone warmer now than at the start?

2 Modified game
4 v 2 possession game. If touched in possession, restart with 1 v 1 (scrum game). (Players lean on each others shoulders).



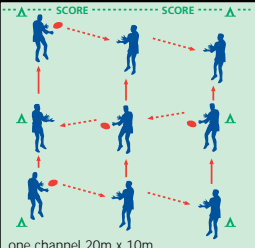
Key issues

- avoid being touched
- let the ball do the work

* see Technical Card

Q: Why communicate?

3 Related skills
In 2s passing at speed within a channel, receiver to accelerate on to the ball, and slow down before passing the ball to a partner. No forward passes, score at the end of the second grid. Progress to 3s.



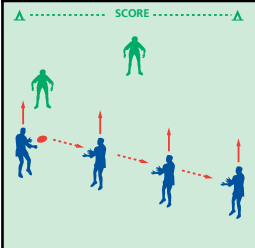
one channel 20m x 10m

Key issues

- quick hands
- accuracy
- sympathetic pass

Q: Where does a player have to pass the ball in order for the receiver to run on to it?

4 Related skills
3 v 1 3 attackers and 1 defender to create pressure on the ball carrier, progress to 4 v 2, staggered defenders

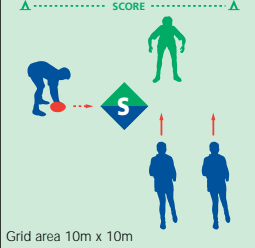


Key issues

- pass before getting too close to the defender
- look where passing
- receivers to time their run on to the ball

Q: What is meant by timing the pass?

5 Modified game
4 v 2 possession game. If touched in possession, restart with 1 v 1 (scrum game). (Players lean on each others shoulders).



Grid area 10m x 10m

Key issues

- create space
- keep the ball moving
- quality of pass
- defenders to work as a pair/team

Q: How does a team keep possession?

KEY QUESTION:

- When sides are uneven what are the problems for the defending team?
 - > pressure from extra attackers
 - > how to mark the space and go for the ball or the player

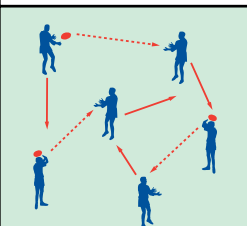
Unit 2

session 5/6

Session aim:

- to create and use space in attack
- to close down space in defence
- to develop the skill of timing the pass
- to sustain energetic activity
- to develop 2 v 2 scrum

1 Warm-up
in 6s, 3 with a ball 3 without, passing the ball quickly and accurately, changing direction on receiving the ball. Pass the ball in a variety of ways.



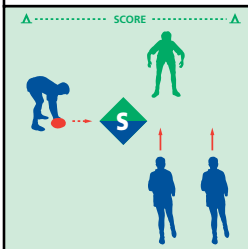
Grid area 10m x10m

Key issues

- use all the space
- concentrate on passing to the target area
- receiver to take the ball early and travel at speed before transferring the ball

Q: What do you notice about your breathing after this work?

2 Modified game
4 v 2 scoring game using a scoring line at either end - score by putting the ball down over the end line. Restart after each breakdown with 1 v 1 scrum. Progress to 4 v 3 where appropriate.



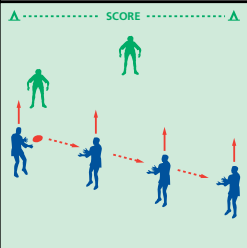
Key issues

- commit the defender
- talk to each other
- pass to a player who is free

* see Technical Card

Q: Do you always have to pass?

3 Related skills
6s 4 v 2 with two defenders staggered, one behind the other. Attackers to commit the defender, time the pass, receiver to commit second defender, pass and score.

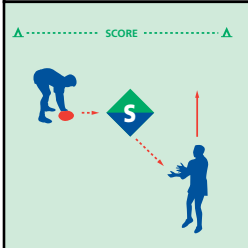


Key issues

- defender to put pressure on the passer
- passer to time the pass

Q: Why is timing the pass important?

4 New skill
In 6s 2 v 2 scrums, 5th player to put the ball into the scrum 6th player free. Develop to the ball being passed to the free player, who runs and scores. Repeat and change positions.

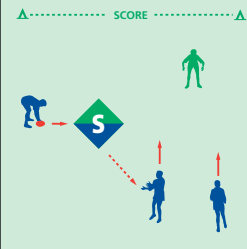


Key issues

- no pushing - lean on opponent
- ball in straight
- concentrate on accurate passing
- remember - play fairly

Q: Why must your back be straight in the scrum?

5 Modified game
5 v 3 scoring game start and restart with a 2 v 2 scrum.



Key issues

- use all the space available
- look for support
- players without the ball to call
- keep the ball away from defenders
- keep play moving
- no pushing - lean on opponents

Q: Is it important for players to talk?

KEY QUESTION:

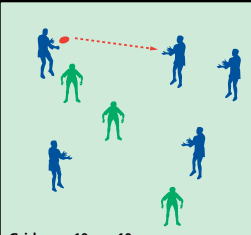
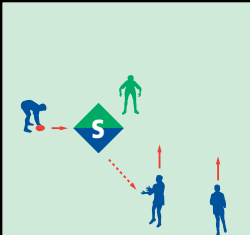
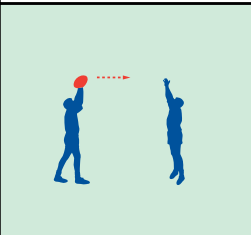
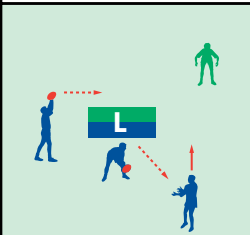
- What happens if the ball is passed too early?
 - > the defender is not committed
 - > the defender is not under pressure

Unit 2

session 7

Session aim:

- to introduce 5 v 5 scoring game
- to introduce the lineout
- to sustain energetic activity

<p>1 Warm-up In 8s, 5 v 3, 4 players to keep possession, pass when touched (or before). Keep possession for 45 seconds. Each team to have three attempts before changing the defender.</p>  <p>Grid area 10m x 10m</p> <p>Key issues</p> <ul style="list-style-type: none"> ● players to call for the ball ● use all the space available ● quick transfer of the ball ● defenders to work as a pair ● keep activity energetic and continuous <p>Q: How can defenders work as a team in defence?</p>	<p>2 Modified game 5 v 3 scoring game using a scoring line at one end, score by putting the ball down over the end line. Restart with 2 v 2 scrum.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● communicate! ● scrum: no pushing, lean on opponent ● keep the play fair <p>Q: Why is close support important?</p>
<p>3 New skill In 2s, partner throws the ball to the player who jumps and catches the ball above their heads - stand 3ms apart. Progress to 1 v 1 or 2 v 2 uncontestable lineouts, keeping a clear space between the two sets of players. Progress to 2 v 2 with the jumper/catcher feeding the ball to a third player.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● jump and reach for the ball ● catch the ball in two hands ● throw the ball accurately, so that the jumper can take the ball in the air <p><small>* see Technical Card</small></p> <p>Q: How can the players jump higher?</p>	<p>4 Modified game 5 v 3 - scoring game. Start the game with a lineout. When the game breaks down restart through 2 v 2 uncontestable lineouts.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● use the spaces available ● encourage players to run with the ball ● accurate passing <p>Q: Why catch the ball in two hands?</p>

KEY QUESTION:

- How is the ball controlled in the lineout?
 - > by an accurate throw
 - > by a clean catch
- What are the rules?
 - > ball is thrown down the centre
 - > in between lines

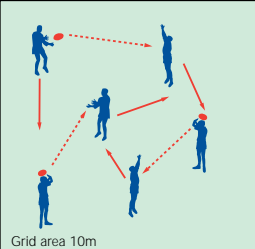
Unit 2

session 8

Session aim:

- to play a 5 v 5 game
- to restart the game through uncontestable lineouts
- to sustain energetic activity

1 Warm-up
Half the players with a ball, move and pass to a player without a ball. Progress to a lofted pass, with receiver jumping to catch the ball. Players to accelerate, and change direction off both feet on receiving the ball.



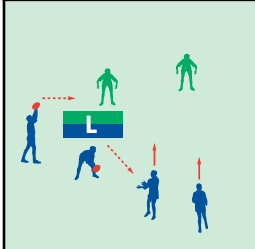
Grid area 10m

Key issues

- call for the ball
- look for space
- stretch to catch the ball
- keep moving

Q: Why is it important to keep moving at the start of the session?

2 Modified game
10s 6 v 4 - Start game with a lineout when the game breaks down re-start through 2 v 2 uncontestable lineouts.



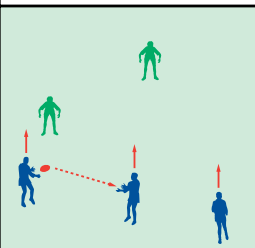
Key issues

- communicate
- catch the ball in two hands
- pass and run onto the ball, run hard and score

* see Technical Card

Q: Why catch the ball in two hands?

3 Modified game
3 v 2 or 3 v 1 staggered defender - scoring game - ball carrier to time the pass, receiver to accelerate on to the ball.

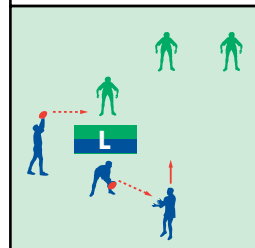


Key issues

- pass before you are touched
- look where you are passing
- run on to the ball
- do not pass too early

Q: What do we mean by timing the pass?

4 Modified game
5 v 5, restart after all breakdowns with a noncontestable lineout.



Key issues

- work hard to support the ball carrier
- call for the ball
- pass and move

Q: How many players in this lineout?

KEY QUESTION:

- When does a lineout occur?
> to restart play when the ball is carried, passed or kicked out of play over the touch line

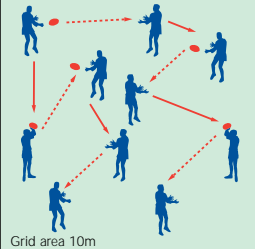
Unit 2

session 9/10

Session aim:

- to play a 5 v 5 game
- to restart the game through uncontestable lineouts and scrums
- to sustain energetic activity

1 Warm-up
Half the players with a ball, move and pass to a player without a ball. Progress to a lofted pass, with receiver jumping to catch the ball. Players to accelerate, and change direction off both feet on receiving the ball.



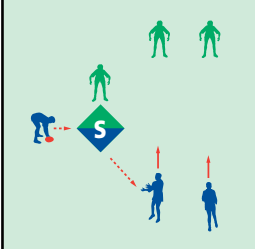
Grid area 10m

Key issues

- pass accurately
- run into space
- hands out to take the ball early
- keep moving

Q: Why is a warm-up important?

2 Modified game
5 v 5 playing area 30 x 30. Scoring game. Restart the game after each breakdown with either an uncontestable scrum (2 v 2) or lineout 2 v 2.

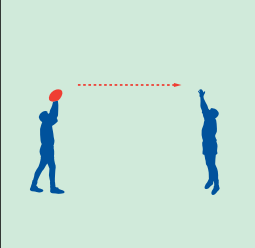


Key issues

- support the ball carrier closely
- pass the ball to players in space
- pass the ball backwards

Q: What does the player in possession have to do when running out of space?

3 Modified game
Revisit principles of attack and defence - explained in session 5-7. Develop throwing in and catching skills in the lineout. Develop putting in and striking for the ball in scrums.



Key issues

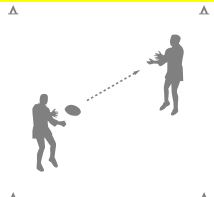
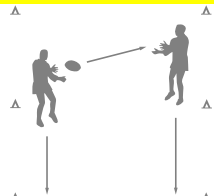
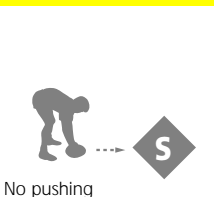
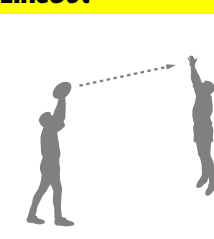
- revise the rules of lineout and scrum

Q: How do we win the ball in a scrum?

KEY QUESTION:

- How is space made in order to score?
 - > by committing defenders
 - > by creating space for attackers to score
- How can defenders work together to prevent scoring?
 - > by talking to, watching and supporting each other

Skill card 2

<p>Running and passing</p>  <ul style="list-style-type: none"> ● Mark out a grid ● Keep moving all the time ● Call for the ball early and reach out with both hands ● Pass and catch the ball with two hands 	<p>Name: _____ Date: _____</p> <p>I can ... make 10 passes moving in a grid, without dropping the ball</p> <p>SIGNED _____ AGREED BY _____</p>
<p>Running and passing in a channel</p>  <ul style="list-style-type: none"> ● Concentrate on short passes ● Run on to the ball ● Look in the direction you are passing the ball ● Call for the ball early and reach out with both hands ● Pass and catch the ball with two hands 	<p>Name: _____ Date: _____</p> <p>I can ... make 10 passes running in a channel, without passing the ball forward</p> <p>SIGNED _____ AGREED BY _____</p>
<p>Scrummage 1v1</p>  <p>No pushing</p> <ul style="list-style-type: none"> ● Players must be comfortable ● Feet shoulders width apart and knees slightly bent ● Keep your hips below your shoulders ● Keep your head tucked under opponents chest and look forward ● Bind on your opponent ● Hook the ball 	<p>Name: _____ Date: _____</p> <p>I can ... hold a scrum, and win the ball 5 times</p> <p>SIGNED _____ AGREED BY _____</p>
<p>Lineout</p>  <ul style="list-style-type: none"> ● Throw the ball accurately so the jumper can take the ball in the air ● Jump and reach for the ball ● Catch the ball in two hands above your head with both feet off the ground 	<p>Name: _____ Date: _____</p> <p>I can ... jump and catch the ball above my head with my feet off the ground 10 times</p> <p>SIGNED _____ AGREED BY _____</p>

Tell me about it!

What is the law you must remember when you pass the ball?

Name the position of the player who usually throws the ball in to the lineout?

Why do rugby players wear mouth guards?

Who is your National Captain?

These are the things I do best

These are the things I could do better

Unit 3

UNIT PLANNER

DURATION 7 HOURS APPROXIMATELY

Unit aims:

- to introduce the 7 a side game using uncontestable lineouts and scrums
- to refine the timing of passing the ball in a variety of game situations
- to develop support skills
- to develop understanding of the short term effects of exercise on the body

Game focus:

- scoring games 7 v 7

Performance goals	Achievement strategy	Organisation	Resources
1 An ability to identify when to pass the ball, and when to keep possession	1 In groups (half with a ball each) passing the ball in a variety of ways - on and off the ground.	6s, 8s, 10s, 12s	Numbers of balls, grids
2 Knowledge of how to support the ball carrier	2 2 v 1, or 3 v 2 with ball carriers creating space, and timing the release of the ball to free a player to score, taking account of defence.	2 v 1, 3 v 2	1 ball, grid, per group
3 Knowledge of how to assist team members in defence	3 2 v 1 with defender putting pressure on the ball carrier. Progress to 3 v 2 where the two defenders work as a team to close down the space in a marked area. Attackers to score.	2 v 1, 3 v 2	1 ball, grid per group
4 Knowledge and application of the 7-a-side rules	4 6 v 6 with uncontestable scrums and lineouts	6 v 6	Playing area 20 x 20, 1 ball
5 The ability to play in a variety of positions	5 7 v 7 with uncontestable scrums and lineouts	7 v 7	Playing area 20 x 20, 1 ball
6 Knowledge of the short term effect of exercise on the body.			

OUTCOMES:

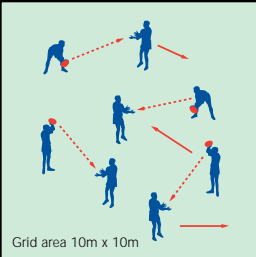
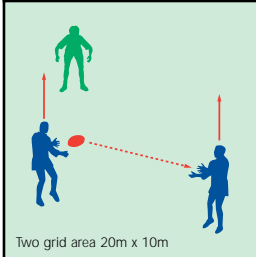
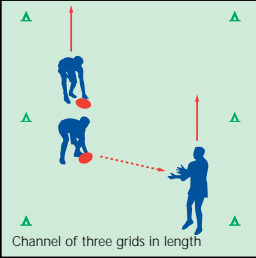
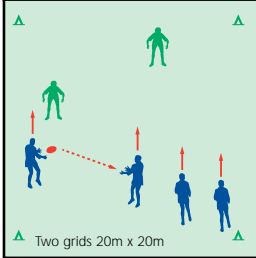
- players find solutions, sometimes responding imaginatively to the various challenges that they encounter
- they understand what is happening to their bodies during exercise

Unit 3

session 1

Session aim:

- to revise a 5 v 5 scoring game
- to develop timing when passing
- to develop awareness of how to support the ball carrier
- to raise awareness of what is happening to the body during exercise

<p>1 Warm-up In 8s, half the players with a ball, half without, pop passing to each other, passing from below the knees, passing from above the head, to the same target area.</p>  <p>Grid area 10m x 10m</p> <p>Key issues</p> <ul style="list-style-type: none"> ● look for space ● run at speed, but be aware of other players ● call for the ball ● accuracy of the passes ● keep moving <p>Q: What has happened to the pulse rate during this warm-up? What effect does this have?</p>	<p>2 Modified game In 3s, 2 v 1 (Touch game) two attackers, one defender, with the emphasis on passing the ball to a player in space to score. Defender to touch the ball carrier to make him/her pass.</p>  <p>Two grid area 20m x 10m</p> <p>Key issues</p> <ul style="list-style-type: none"> ● commit the defender ● pass accurately (backwards) ● receiver to time the run onto the ball <p>Q: Why is it important to commit the defender?</p>
<p>3 Related skills Passing in pairs down a channel - progress to 3s. In 3s, ball carrier runs with the ball and puts it on the floor. 2nd player steps over the ball, picks it up and passes to the 3rd player. Work down one channel and return up the second channel.</p>  <p>Channel of three grids in length</p> <p>Key issues</p> <ul style="list-style-type: none"> ● place the ball on the floor ● straddle and pop the pass to the receiver ● time the run onto the ball - take the ball at speed <p>Q: What does timing of the run mean?</p>	<p>4 Modified game 6s, 4 v 2 touch rugby changing the defenders. 5 attempts to score.</p>  <p>Two grids 20m x 20m</p> <p>Key issues</p> <ul style="list-style-type: none"> ● let the ball do the work ● look for space ● work as a team in attack and defence <p>Q: How do players work as a team in attack?</p>

KEY QUESTION:

- How is the ball carrier supported?
> by team mates getting free behind the ball carrier

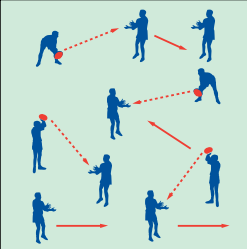
Unit 3

session 2

Session aim:

- to develop the 5 v 5 scoring game
- to develop timing of the pass and support skills
- to play with uncontestable lineouts

1 Warm-up
In 10s, half the players with a ball, show a variety of passing skills i.e. above the head, below the knee, rolling the ball on the floor.

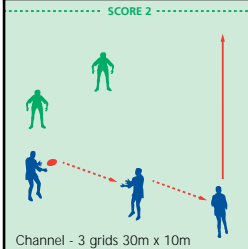


Key issues

- encourage high numbers of passes
- target area, accuracy of pass
- movement in different directions, at speed
- keep moving

Q: Why do players call for the ball?

2 Modified game
3 v 2 - 3 attackers 2 defenders. Defenders to put pressure on the first two attackers. 3rd attacker in space to score. Five attempts each, before changing defenders.



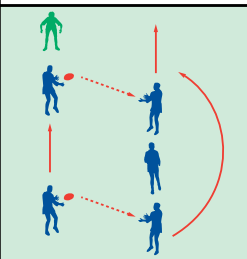
Key issues

- straight running ball in two hands
- timing of the pass is important to release the third attacker

Channel - 3 grids 30m x 10m

Q: Why is timing of the pass important?

3 New skill
2 v 2 (staggered defence), after passing the ball, passer to support the new ball carrier to score a try.

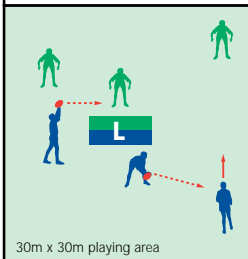


Key issues

- support from behind, call early
- pop pass for receiver to hit at speed
- target area
- support players either side of the ball carrier
- pass and support

Q: When supporting the ball carrier what are the important points?

4 Modified game
5 v 5 touch rugby with 2 v 2 uncontestable lineouts - emphasis on support play.



Key issues

- emphasise supporting the ball carrier
- emphasis for the ball carrier to look for support, go forward, make appropriate decisions

30m x 30m playing area

→ see Technical Card

Q: Was the play safe? - fair?

KEY QUESTION:

- What is the ball carrier looking for from team members?
 - > support from behind
 - > support from either side
 - > calling early for the ball

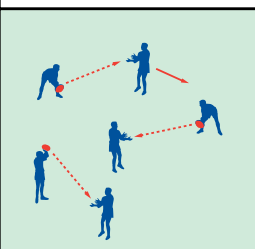
Unit 3

session 3/4

Session aim:

- to play 6 v 6 game with emphasis on support play
- to develop handling skills
- to develop 3 v 3 scrums
- to experience play in a variety of positions
- to increase understanding of what is happening to their bodies during exercise

1 Warm-up
In 6s 3 players with a ball, 3 without, transfer the ball in a variety of ways e.g. above the head, below the knee, orthodox, roll the ball on the floor.

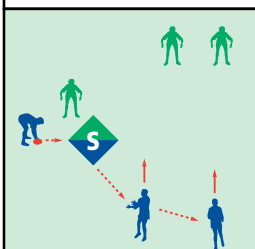


Key issues

- pass to the target area
- use all the space
- change direction on receiving the ball and run with the ball in two hands
- keep moving

Q: Why do you have to get your body ready to play a game?

2 Modified game
6 v 6 touch rugby with uncontestable scrums (3 v 3) (alternative - 6 v 4 for players having difficulty). Restart the game with a scrum. Score anywhere on the line at the end of the playing area.



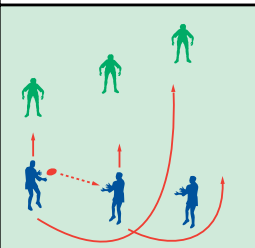
Key issues

- use the spaces available
- concentrate on the quality of pass
- run hard with the ball
- change the direction of play if you are running out of a space

- see Technical Card

Q: Why is it important to call for the ball when in space?

3 Related skills
3 v 3 with 3 staggered defenders, passer to support the ball carrier.

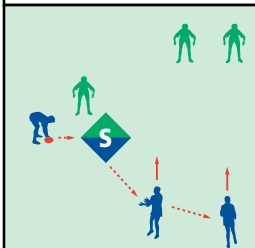


Key issues

- support closely
- call for the ball
- look at the receiver when passing
- take the ball at speed
- after passing support the player on the outside

Q: What must the player who has passed then do?

4 Modified game
6 v 6 game with 3 v 3 uncontestable scrum - start and restart, (alternative 6 v 4 for players having difficulty).

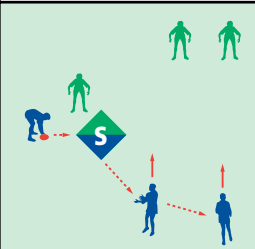


Key issues

- no pushing
- middle player of the team putting the ball in the scrum to strike for the ball
- keep feet on the floor until the ball is put into the scrum

Q: Why is it helpful for the ball carrier to have support on either side?

5 Modified game
Repeat 2



Key issues

See 2 above

KEY QUESTION:

- Where do players stand in relation to the scrum, when:
 - a) attacking? > *at an angle*
 - b) defending? > *flat*

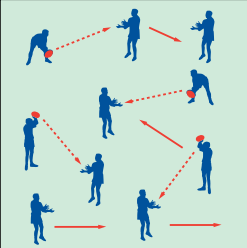
Unit 3

session 5/6

Session aim:

- to develop play from a lineout
- to emphasise support play

1 Warm-up
In 10's half with a ball, transfer the ball to any player without one in a variety of ways, pop, overhead, below the knees, roll the ball, lob it up in the air.

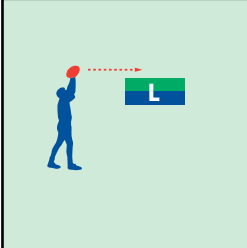


Key issues

- pass the ball to the target area
- run hard into a new space
- change direction off right and left feet
- keep moving

Q: Was everyone able to keep moving without stopping?

2 Related skill
5s 2 v 2 uncontestable lineouts - change position



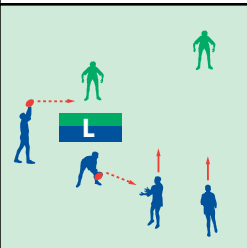
Key issues

- jump off the floor
- catch the ball in two hands

* see Technical Card

Q: Why catch the ball in two hands?

3 Modified game
6 v 4 start the game with a 2 v 2 uncontestable lineout. The attacking team has five attempts to score before changing the defenders. Once the lineout is over, the player putting the ball in, as well as the players in the lineouts, support the ball carrier.

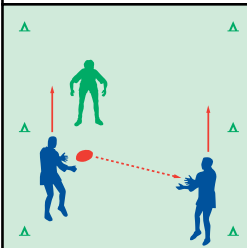


Key issues

- create time and space for the attacking players to score
- defender to try and touch the attacker before the pass is made
- run hard with the ball
- support the ball carrier

Q: How does the attacking team get the ball to the player who is free?

4 Related skills
3s 2 v 1 in channel, defender can move forward and backwards. Progress to defender moving laterally. 5 attempts to score. Progress - 2 attackers 2 defenders (staggered).

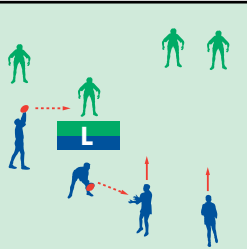


Key issues

- commit the defender before passing
- run hard to score
- time the pass - before you are touched

Q: What must players without the ball remember?

5 Modified game
Repeat 2.
Progression to 6 v 6 lineout game with 2 v 2 lineouts.



Key issues

- work hard to keep possession
- look for space
- call for the ball
- support the ball carrier

Q: What are the throwing in laws for lineout?

KEY QUESTION:

- From a lineout, how do players support the ball carrier?
 - > support from behind
 - > support from either side
 - > calling early for the ball

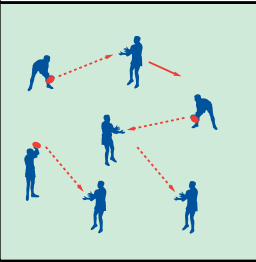
Unit 3

session 7 / 8

Session aim:

- to play 7 v 7 scoring game
- to encourage fair play according to the laws and spirit of the game

1 Warm-up
7s half with a ball, half without, transfer the ball with quick short, pop passes. Avoid each other by sidestepping into space. Ball carrier to run hard for up to 10m before transferring the ball.

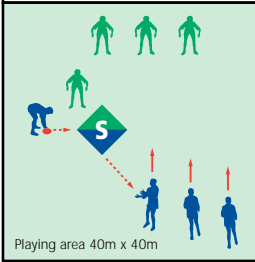


Key issues

- accuracy in the pass
- safe change of direction when carrying the ball
- encourage players to call for the ball
- reach out and take the ball early

Q: Why is it important to warm up before the game?

2 Modified game
7 v 7 Touch rugby. Start the game with a pass. With any breakdown, the game is restarted with a scrum e.g. if the pass is forward, or the ball is knocked forward - if the ball carrier steps out of play - a lineout. Both are uncontestable.



Playing area 40m x 40m

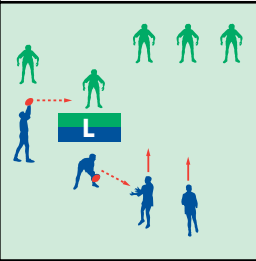
Key issues

- keep possession
- go forward if there is a space
- support the ball carrier, call for the ball
- look for support

* see Technical Card

Q: Why is team X able to keep the ball and score?

3 Modified game
As 2 above. With any breakdown, the game is restarted with a lineout.



Key issues

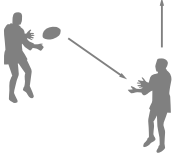
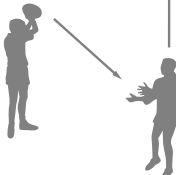
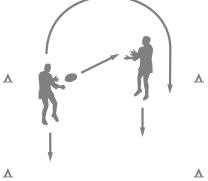
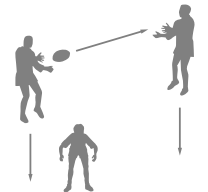
See 2

KEY QUESTION:

- Why is the timing of a pass so important?
 - > to commit the defender
- Is there always a need to pass?
 - > No - score whenever possible
 - > Only pass to improve the chance of scoring
- Why do players support the ball carrier?
 - > To increase the chance of scoring
 - > To increase the options for the ball carrier
- Was the play fair at all times?

Players should know what happens when the ball is **knocked** forward or **passed** forward.

Skill card 3

Catching	Name: _____ Date: _____
 <ul style="list-style-type: none"> • Call for the ball • Pop the pass to the receiver • Time your run on to the ball • Take the ball at speed • Reach for the ball early with both hands 	I can ... catch a pass when running at speed SIGNED _____ AGREED BY _____
Passing and catching	Name: _____ Date: _____
 <ul style="list-style-type: none"> • Mark out the grid • Keep moving in to space at all times • Call for the ball • Pass and take the ball with two hands • Pass the ball in different ways (above the head, below the knees, normal pass) 	I can ... make 10 passes moving in a grid, without dropping the ball SIGNED _____ AGREED BY _____
Support play	Name: _____ Date: _____
 <ul style="list-style-type: none"> • Mark out the channel • Pass the ball to the support player • No forward passes • Call for the ball when ready to receive the pass • Run hard to the other side behind the support player, to receive the return pass 	I can ... make 10 passes moving in a grid, looping my partner, catching the ball on the other side SIGNED _____ AGREED BY _____
Timing the pass	Name: _____ Date: _____
 <ul style="list-style-type: none"> • Mark out the grid • Commit the defender before passing • Look where you are passing • Pass the ball to beat the defender • Support player run on to the ball at speed to score 	I can ... pass the ball to beat the defender SIGNED _____ AGREED BY _____

Tell me about it!

Why should you support the ball carrier?

What happens to your heart rate after a warm up?

Which team is also known as the "All Blacks"?

These are the things I do best

These are the things I could do better

Unit aims:

- to introduce the 10 a side game with contestable lineouts and passive scrums
- to introduce the laws applicable to the game
- to introduce tackling into the 10 v 10 game
- to emphasise the importance of safe, fair play and being mindful of others
- to develop good practice in warm up prior to competitive play

Game focus:

- 10 v 10

Performance goals	Achievement strategy	Organisation	Resources
1 An ability to play in a variety of positions in a 10-a-side game	1 Group of 8 (pairs) one ball per pair, working in a confined area, passing the ball in a variety of ways.	8, four pairs	4 Balls, grid
2 An ability to maintain possession in a variety of contexts	2 Magic square, diagonal running and passing, progressing to diagonal running, passing to the left - group of 14.	14s	Grids and 4 balls per group
3 A knowledge of how to compete for the ball in a lineout	3 3s, 1 throws the ball into the lineouts, 2 jumpers compete - 2 v 2, 3 v 3.	3s, 5s, 7s	Playing area 30 x 30 1 ball per group
4 An ability to tackle using the correct technique and defend accordingly	4 In 2s - tackle side on	2s	Playing area 40 x 40 1 ball per pair
5 A knowledge of correct positioning in the scrum	5 2s - tackle head on	2s	1 ball per pair
6 Knowledge of the laws applied in the game	6 In 2s - tackle from behind	2s	1 ball per group
7 Knowledge of why it is important to warm up prior to play	7 7 v 7 - with contestable lineouts/scrums (3's) - no tackling (touch tackle).	7 v 7	1 ball per group Playing area 40 x 40
	8 7 v 7 - with tackling and contestable lineouts/uncontestable scrums.	7 v 7	1 ball per group 1 ball
	9 10 v 10 - contestable lineouts, uncontestable scrums, tackling.	10 v 10	Playing area 50 x 50

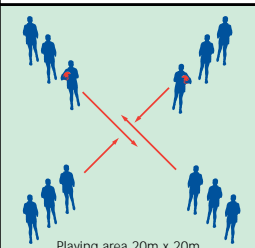
OUTCOMES:

- players adapt and refine existing skills and apply these to new situations
- players recognise the importance of rules and apply them

Session aim:

- to play 7 v 7 with uncontestable lineouts
- to improve passing skills and support work
- to introduce tackling

1 Warm-up
14s. Magic square, diagonal running, put the ball on the floor. Receiver to pick up and run with the ball. Progress to passing to the next player. Teacher- led static stretching to prepare leg muscles.



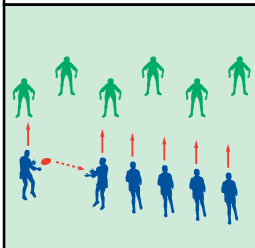
Playing area 20m x 20m

Key issues

- be aware of other players
- put the ball on the floor so that it is stationary
- pick up in two hands - bending the legs, to get close to the ground
- sympathetic passing; mindful of others
- communicate

Q: Why is it important to stretch muscles before playing a game?

2 Modified game
7 v 7 touch rugby - if the game breaks down, free pass or 3 v 3 uncontestable scrum, or lineout to restart.

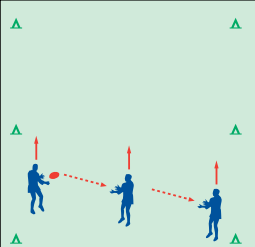


Key issues

- support the ball carrier, and communicate
- look for space

Q: Why get behind the ball carrier?

3 Related skills
3s in a channel, passing, followed by placing ball on floor, players pick up and pass.

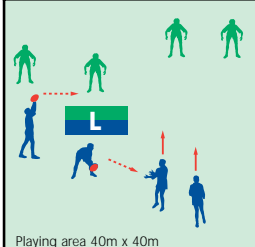


Key issues

- pass to the target
- accelerate on to the pass
- encourage players to be in a position to receive the ball

Q: Can you pick the ball up at speed?

4 Modified game
7 v 7 with uncontestable lineouts (3 v 3) and uncontestable scrums - restart the game with uncontestable scrum/lineouts



Playing area 40m x 40m

Key issues

- look for spaces - go forward
- communicate - call for the ball
- emphasise fair, safe play
- be mindful of others

* see Technical Card

Q: Why do players bind tightly in the scrum?

KEY QUESTION:

Session 1

- In the 7 v 7 game how do we keep the game flowing?
 - > by keeping moving
 - > by supporting the ball carrier
 - > by good communication

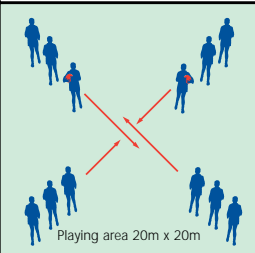
Unit 4

session 2

Session aim:

- to play a 7 v 7 scoring game with contestable lineouts
- to improve support work
- to introduce the side tackle
- to introduce contestable lineouts

1 Warm-up
14s develop the magic square - diagonal running, pop passing, receiver to take the ball on the move. Progress to scoring a try. Further progression - roll the ball to receiver who falls on the ball, gets up, runs and scores a try, repeat. Teacher-led stretching exercises.



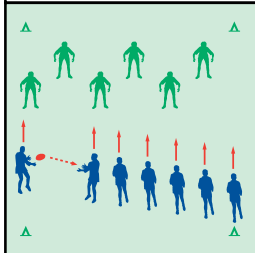
Playing area 20m x 20m

Key issues

- two hands out to meet the ball
- eyes on the ball
- quick footed - ready to change direction
- keep moving, raise the pulse rate

Q: Which stretching exercises are needed before the game?

2 Modified game
7 v 7 with noncontestable lineout as a restart at any breakdown. (2 v 2 in lineout). No tackling - touch.

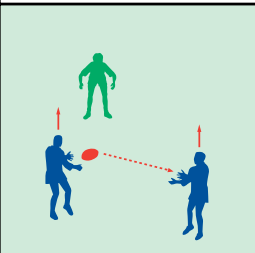


Key issues

- look for space
- support each other
- those without the ball, work as a team to close down space

Q: How can a defender close down space?

3 Related skill
3s 2 v 1 defender can move forward, backwards, then laterally.

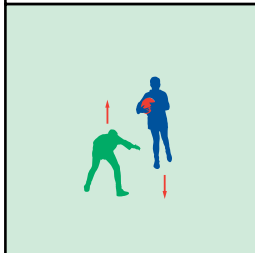


Key issues

- time the pass
- fix the defender
- work as a pair
- receiver to accelerate on to the ball

Q: Do you have to pass?

4 New skill
2s side on tackle, stationary and walking pace.



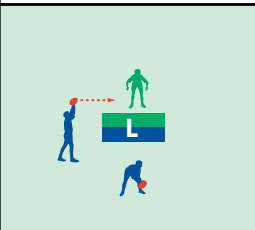
Key issues

- Tackler's head behind the buttocks
- both arms squeeze tight
- hold on tight at all times
- contact with the appropriate shoulder
- be mindful of others

* see Technical Card

Q: What is the purpose of a tackle?

5 Related skills
7s (2 v 2) contestable lineouts, with one player throwing the ball into the lineout. Players to change position.



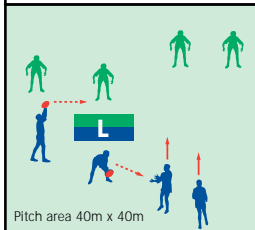
Key issues

- attack the ball
- catch the ball in two hands

* see Technical Card

Q: Can you move forward to catch the ball?

6 Modified game
7 v 7 with contestable lineouts (2 v 2) and ball thrown to variety of jumpers, restart each game with a lineout. No tackling - touch.



Pitch area 40m x 40m

Key issues

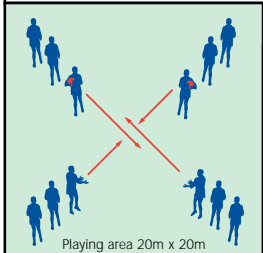
- encourage players to go forward with the ball
- look for space and support
- try and pass the ball so that the receiver is in space
- jumpers to catch the ball in two hands

Q: How does the team in possession, keep possession?

Session aim:

- to play a 7 v 7 scoring game with passive scrum
- to introduce front tackle
- to improve and develop support work

1 Warm-up
14s develop the magic square - diagonal running, pop passing, receiver to take the ball on the move. Progress to scoring a try. Further progression - roll ball to receiver who falls on the ball, gets up, runs and scores a try, repeat. Teacher-led stretching exercises.



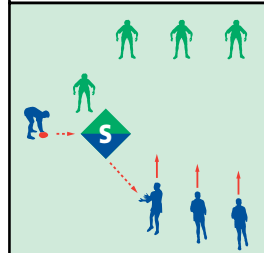
Playing area 20m x 20m

Key issues

- two hands out to meet the ball
- eyes on the ball
- quick footed - ready to change direction
- player who falls on the ball, calls "my ball"

Q: When carrying the ball what problems are encountered?

2 Modified game
7 v 7 scoring game restarting with passive scrum (3 x 3) at each breakdown. No tackling - touch.



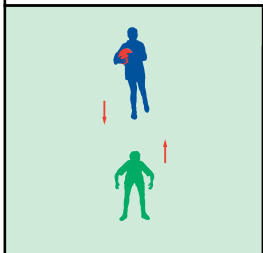
Key issues

- support the ball carrier
- look for space
- pass accurately
- call for the ball

+ see Technical Card

Q: When not in possession what must players do?

3 New skill
Front tackle (revision of side tackle).



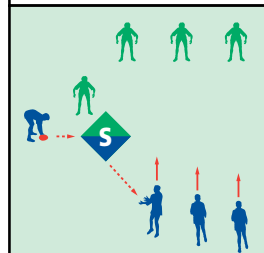
Key issues

- head to the side
- contact with the shoulder
- hold on tight until hitting the ground
- fall back with the tackle and twist

+ see Technical Card

Q: Why hold on tight in the tackle?

4 Modified game
7 v 7 scoring game. Restart the game with a free pass, or passive scrum (3 x 3) if ball goes out of play. No tackling - touch.



Key issues

- call for the ball
- look for space
- run hard
- ball in two hands

Q: How can the team in possession keep the ball?

KEY QUESTION:
Session 2

- When tackling what must the tackler remember?
 - > head to the side
 - > hold on tightly
- Did everyone keep to the rules? Why is this so important?
 - > for safety and fair play

KEY QUESTION:
Session 3

- What does a team do when in possession?
 - > look for opportunities to score
 - > support the ball carrier
 - > look for space
 - > run hard
- What does a team do when not in possession?
 - > work together to close down the attack
 - > tackle the ball carrier
 - > try to regain possession

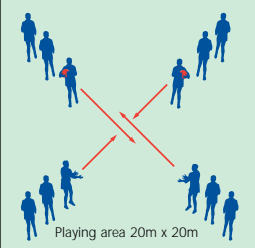
Unit 4

session 4

Session aim:

- to play a 7 v 7 scoring game with passive scrum and with tackling
- to include tackle from behind
- to improve and develop support work
- to develop player understanding of stretching activity in a warm up

1 Warm-up
14s develop the magic square - diagonal running, pop passing, receiver to take the ball on the move. Progress to scoring a try. Further progression - roll the ball to receiver who falls on the ball, gets up, runs and scores a try, repeat. Teacher-led stretching exercises.



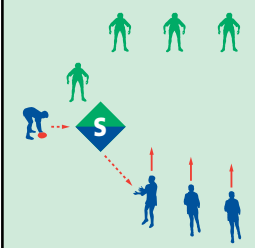
Playing area 20m x 20m

Key issues

- two hands out to meet the ball
- eyes on the ball
- quick footed - ready to change direction
- call for the ball
- hold stretches for at least 6 seconds

Q: Why are stretches held?

2 Modified game
7 v 7 scoring game restarting with passive scrum (3 v 3) at each breakdown. No tackling - touch.



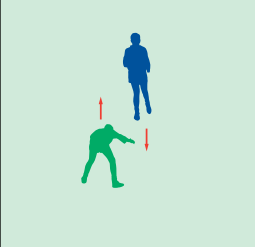
Key issues

- support the ball carrier
- look for space
- communicate
- concentrate on the quality of pass

* see Technical Card

Q: When not in possession what must players do?

3 New skill
Tackle from behind.

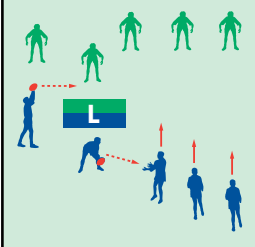


Key issues

- tackler - arms wide
- head to the side
- hold on tight
- contact with the shoulder
- tackled player to place the ball on the floor
- be careful with others

Q: Why is your head to the side?

4 Modified game
7 v 7 scoring game. Tackling, with contestable lineouts (2 v 2) and uncontestable scrums (3 v 3)



Key issues

- support the ball carrier
- keep the game going
- jump to catch the ball in the lineout
- tackler
- person being tackled

Q: What does quick ball from a lineout mean?

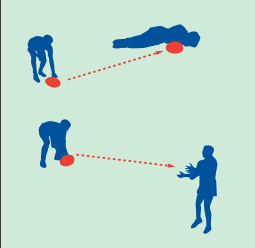
KEY QUESTION:

- What should the tackled player do immediately?
> *release the ball*
- Name three things which the tackler should remember
> *head to the side*
> *hold on tight*
> *contact with the shoulder*

Session aim:

- to play a 10 v 10 scoring game with contestable lineouts
- to develop tackling technique
- to ensure players understand the rules of the game

1 Warm-up
Jogging followed by a teacher-led routine of static stretches. Half the group with a ball pass in a variety of ways. Progress to rolling the ball on the ground. Player without a ball falls on the ball, gets up, and repeat - roll the ball into a space.

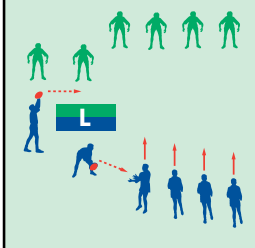


Key issues

- hands out to meet the ball
- eyes on the ball
- be aware of others when running
- be prepared to slow down, accelerate and change direction
- down and up quickly
- call for the ball

Q: How long should stretches be held in a warm up?

2 Modified game
10 v 10. 4 v 4 lineouts. Scoring game with tackling. Re-start with contestable lineouts after every breakdown.



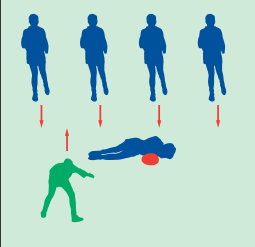
Key issues

- catch the ball in two hands
- feed the ball quickly to the scrum half
- support players to bind on the catcher
- tackler-correct body positioning
- ball carrier falls correctly

* see Technical Card

Q: Why do non-catchers bind on the catcher?

3 Related skill
Tackle game 6s - one tackler who tackles the ball carrier. On being tackled, tackled player places the ball on the ground. Another player picks it up. 10 tackles then change.



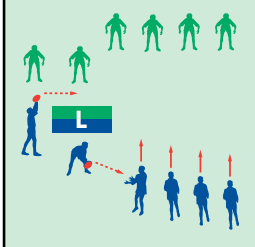
Key issues

- place the ball away from the body
- hold on tight
- tackle with different shoulder

* see Technical Card

Q: Why tackle with a different shoulder?

4 Modified game
10 v 10 scoring game with tackling. Restart with contestable lineouts after every breakdown. Same modified game as above.



Key issues

- look for the ball
- run hard
- look for support
- do not give the ball away
- cool down using the same held stretches as in the warm up

Q: How can you help the ball carrier?

KEY QUESTION:

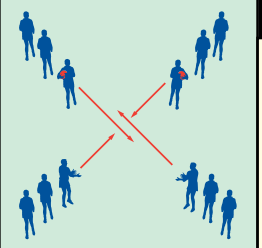
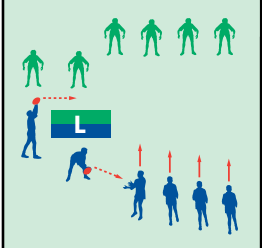
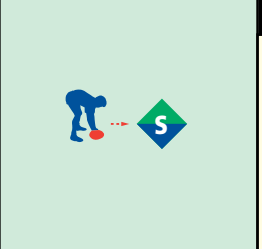
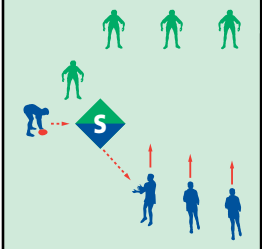
- How is the team with the ball prevented from scoring?
 - > by tackling the ball carrier
 - > by closing down the options for the attacking team
- What are the rules that relate to tackling?
 - > you may not tackle above shoulder height
 - > you must place (release) the ball on contact with the ground immediately

Unit 4

session 6

Session aim:

- to play 10 v 10 scoring game with contestable lineouts
- to develop tackling technique
- to ensure players understand the rules of the game
- to develop 5 v 5 scrum (uncontestable)

<p>1 Warm-up Jogging to raise pulse rate followed by teacher led static stretches. Half the group with a ball pass in a variety of ways. Progress to rolling the ball on the ground. Player without a ball falls on the ball, gets up, and repeat - roll the ball into a space.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● hands out to meet the ball ● eyes on the ball ● be aware of others when running ● be prepared to slow down, accelerate and change direction ● down and up quickly ● call for the ball <p><small>Stress the need to keep moving as part of this warm-up activity</small></p> <p>Q: Why is the pulse raising activity so important before a game?</p>	<p>2 Modified game 10 v 10. 4 v 4 lineouts. Scoring game with tackling. Re-start with contestable lineouts after every breakdown.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● catch the ball in two hands ● feed the ball quickly to the scrum half ● support players to bind on the catcher <p><small>→ see Technical Card</small></p> <p>Q: Why do non-catchers bind on the catcher?</p>
<p>3 New skill 11s 5 v 5 uncontestable scrum.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● bind correctly ● keep the scrum square, still ● be aware of the ball ● body position correct <p>Q: Why bind tightly?</p>	<p>4 Modified game 7 v 7 scoring game with tackling. Restart with contestable scrums after every breakdown.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● look for the ball ● run hard ● look for support ● do not give the ball away <p>Q: Why pass before contact?</p>

Rules of the Game

Team with the ball retains possession after each tackle.
5 tackles before turn over.

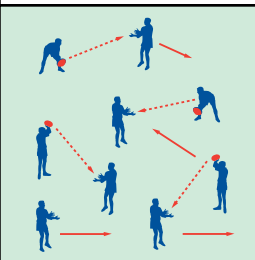
KEY QUESTION:

- How is the team with the ball prevented from scoring?
 - > by tackling the ball carrier
 - > by closing down the options for the attacking team
- What are the rules that relate to tackling?
 - > you may not tackle above shoulder height
 - > you must place (release) the ball on contact with the ground immediately

Session aim:

- to play 10 v 10 scoring game with contestable lineouts, uncontestable scrums, and tackling
- to ensure players understand the rules of the game and apply them appropriately

1 Warm-up
Jogging followed by static stretches. Half the players with a ball half without, transfer the ball in a variety of ways. Change direction off both feet on receiving the ball. Progress to rolling the ball on the floor. Player without the ball falls on it and gets up quickly.

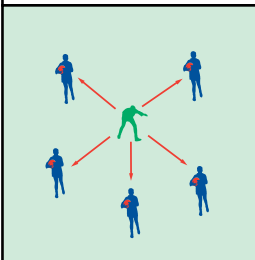


Key issues

- be aware of other players
- look for space
- carry the ball in two hands
- down and up in one action
- call for the ball

Q: Is it harder to work at speed/pace?

2 Related skills
6s tackle grid - repeat a variety of tackles, each tackler to put down as many players as possible in 45 seconds.

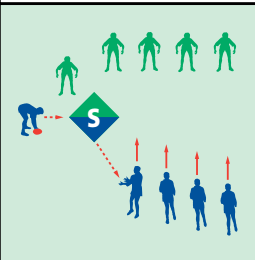


Key issues

- correct technique
- get up off the floor quickly
- tackle using first one shoulder then the other
- stress need for safe, fair tackle

Q: Why is the head put to the side in a head on tackle?

3 Modified game
10 v 10 scoring game with tackling, uncontestable scrums. (5 v 5) and contestable lineouts (4 v 4).



Key issues

- support the ball carrier
- work as a team
- keep the ball alive
- stress need for safe, fair play
- cool down after vigorous activity



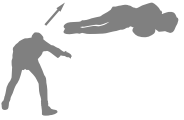
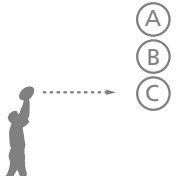
* see Technical Card

Q: When the scrum is over. what do the players involved do?

KEY QUESTION:

- What laws are associated with a scrum?
 - > *shoulders level with hips*
 - > *put ball in straight*
 - > *no handling of the ball in the scrum*

Skill card 4

Side tackle	Name: _____ Date: _____
 <ul style="list-style-type: none"> ● Contact with the appropriate shoulder ● Keep your eyes open, head up and behind opponents buttocks ● Lock arms around legs ● Hold on at all times 	<p>I can ... perform a side tackle correctly with confidence</p> <p>SIGNED _____ AGREED BY _____</p>
Front tackle	Name: _____ Date: _____
 <ul style="list-style-type: none"> ● Head to one side ● Contact with the shoulder ● Hold on tight until hitting the ground ● Twist with the tackle to land on top 	<p>I can ... perform a front tackle correctly with confidence</p> <p>SIGNED _____ AGREED BY _____</p>
Ball placement following tackle	Name: _____ Date: _____
 <ul style="list-style-type: none"> ● On being tackled keep possession until contact with the ground ● As you fall turn your back to the opposition ● Place the ball towards own players ● Keep control of the ball 	<p>I can ... place the ball correctly after being tackled</p> <p>SIGNED _____ AGREED BY _____</p>
Throwing a ball into the lineout	Name: _____ Date: _____
 <ul style="list-style-type: none"> ● Hold the ball in two hands ● Throw the ball straight 	<p>I can ... hit each target 3 times</p> <p>SIGNED _____ AGREED BY _____</p>

Where should you place your head during a) side tackle? b) front tackle?

Why is it important to stretch during warming up?

Where and when is the next Rugby Union World Cup?

These are the things I do best	These are the things I could do better

Record of Achievement - UNIT 4

Name:

During this unit I have learned:

TACKLE

- to tackle correctly and with confidence from
 - (a) Side
 - (b) Front
 - (c) Behind
- to fall and place the ball with control in a tackle

SCRUM

- safely form 3 v 3 scrum with correct binding and foot positioning
- how to put the ball into the scrum
- how to hook the ball

LINE-OUT

- how to form a line-out (2 v 2 and 3 v 3)
- how to throw the ball into a line-out
- how to jump, catch and feed the scrum half

GENERAL

- the importance of communicating with other players
- to understand and work within the laws related to the game
- how to work effectively with others
- the importance of being prepared for each lesson
- equipment and warm up

PERSONAL PARTICIPATION

- Do you play for a school team?
- Do you play for a local club team?

If so, name of club

✓	Signed	Agreed by

These are the things I do best:

These are things I could do better:

My future targets are:

Player signature: _____ Date: _____ Staff signature: _____

Unit aims:

- to play a 10 a side modified game
- to introduce and develop the ruck
- to extend the skills of handling, tackling
- to develop the lineout (contestable)
- to consolidate the laws applicable to the game

Game focus:

- 10 v 10

Performance goals	Achievement strategy	Organisation	Resources
1 An ability to play in more than one position in a 10-a-side game	1 Passing, unopposed in groups of 4/6 working on quick transfer, lines of running, pace. Introduce defenders to increase pressure. Develop practices which particularly concentrate on support and speed. 4 v 2, 5 v 3.	4s, 6s, 8s	Grids and number of balls
2 To demonstrate handling skills, under pressure in the game situation	2 In 5s with one player as opposition initially build up the ruck, focusing on body position, position of the ball, protection. Progress up to mini ruck.	5s	Channels, 1 ball per group
3 To demonstrate appropriate support play in attack and defence	3 In 4s, 6s - building up lineouts, focusing on supporting players, jumpers and variety in lineout plays.	4s, 6s	1 ball
4 Knowledge of the correct techniques associated with a) the ruck b) the maul	4 In contact situation develop tackling and focus on ball retention. Introduce specific laws.	2s, to whole group	1 ball per game
5 Knowledge of roles and responsibilities - the lineouts and scrums	5 Play in a variety of overload situations from lineouts and ruck.	8s, 6 v 2 8 v 2, 8 v 4	1 ball per game
6 An ability to apply the laws of the game	6 Introduce the specific laws to lineout scrum, ruck, maul and tackle.	3s, 5s	1 ball

OUTCOMES:

- players appreciate the strengths and limitations in performances and use this information in co-operative team work as well as to outwit the opposition in competition

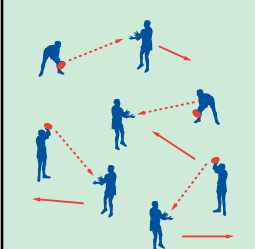
Unit 5

session 1

Session aim:

- to review the 10 v 10 scoring game, with no scrum or lineout
- to consolidate tackling
- to consider players' strengths and limitations in open play

1 Warm-up
8s, half the group with a ball, half without. Transfer the ball by pop pass, lofted pass, overhead, rolling. On receiving the ball, accelerate and change direction off either foot before transfer. Teacher - led static exercises prior to game.

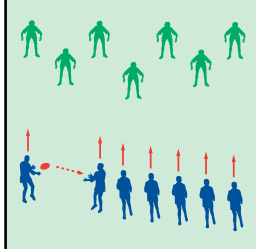


Key issues

- carry the ball in two hands
- be aware of other players
- run low to the ground

Q: Why run low to the ground?

2 Modified game
7 v 7 touch rugby. Change over occurs after six touches.

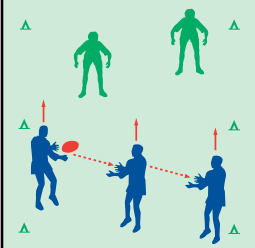


Key issues

- support the ball carrier
- look and use spaces available

Q: Do you have to pass when tackled?

3 Related skills
Develop lateral passing in 3s, progressing to 4s and 5s - progression static/staggered/moving defence i.e. 2 v 1, 3 v 2.

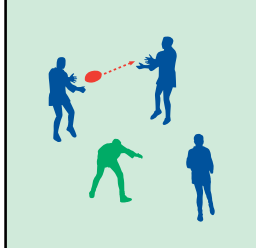


Key issues

- pass to target area
- run straight
- fix the defender before passing
- concentrate

Q: Why accelerate on to the pass?

4 Modified game
Tackle game in 4s. One player to tackle the ball carrier who passes on contact or places on the floor. One minute for each tackler. Recap range of tackles.



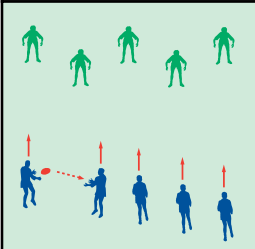
Key issues

- hold on tight, head to one side
- get up off the floor quickly
- place the ball away from the body

* see Technical Card

Q: Why place the ball away from the body?

5 Modified game
10 v 10 scoring game with tackling only. Re-starts to begin with a free kick.



Key issues

- concentrate on maintaining possession
- support the ball carrier
- cool down after vigorous activity

Q: What are the strategies needed to outwit the opposition?

KEY QUESTION:

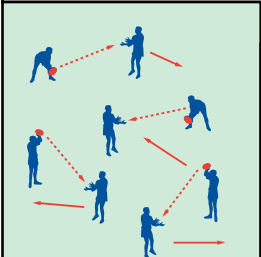
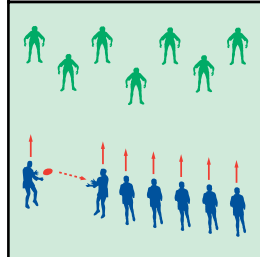
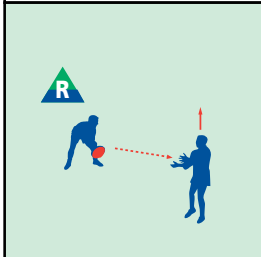
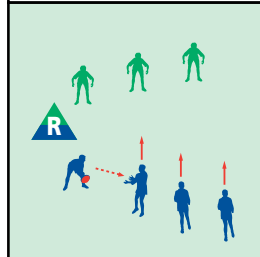
- When tackling what must be remembered?

Unit 5

session 2/3

Session aim:

- to develop the 10 v 10 conditioned rucking game
- to further develop support play
- to consolidate tackling

<p>1 Warm-up 8s half the group with a ball, half without. Transfer the ball by pop pass, lofted pass, overhead, rolling. On receiving the ball, accelerate and change direction off either foot before transfer. Teacher led exercise routine emphasising role of the muscle groups in work to follow.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● carry the ball in two hands ● be aware of other players ● run low to the ground ● relate chosen stretches to the activity to follow <p>Q: Why run low to the ground?</p>	<p>2 Modified game 7 v 7 touch rugby. Change over occurs after six touches.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● support the ball carrier ● look and use spaces available <p>Q: Why call for the ball?</p>
<p>3 New skill - the ruck in 6s/8s Develop from a tackle situation with placing the ball on the floor. Two supporting attacking players step over the tackled players, third player picks up the ball and feeds a fourth player. Progress to using two passive defenders to ruck onto.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● the ball on the floor ● body position of attacking players ● bind on each other ● step over bodies on the floor ● no contact with the ball <p><small>* see Technical Card</small></p> <p>Q: Why place the ball on the floor? What is so important about the body position?</p>	<p>4 Modified game 12s, 6 v 6 Rucking game - 6 defenders staggered or zoned. Attackers aim to score over try line. If caught in a tackle situation attackers must either pass the ball (before or during contact) or go to ground and place the ball on the floor. Defenders - aim to put attacker on the floor - tackle attacker to the ground - cannot go for the ball in contact.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● half pace ● body position ● ball position ● bind tight ● drive with the legs <p>Q: Why is it important to be close to each other when driving into the ruck?</p>

KEY QUESTION:

- What is the correct body position in the ruck?
- Why should the ball carrier when tackled, present the ball?

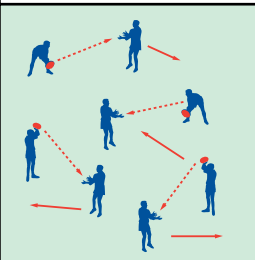
Unit 5

session 4/5

Session aim:

- to develop the conditioned 10 v 10 maul game
- to consolidate contact ● to further develop support play
- to remind players of the strengths and limitations in performance and how these affect co-operative and competitive play

1 Warm-up
8s, half the group with a ball, half without. Transfer the ball by pop pass, lofted pass, overhead, rolling. On receiving the ball, accelerate and change direction off either foot before transfer. Players suggest some exercises to prepare body for game to follow.

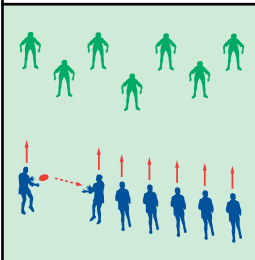


Key issues

- carry the ball in two hands
- be aware of other players
- run low to the ground

Q: Why run low to the ground?

2 Modified game
7 v 7 touch rugby. Change over occurs after six touches.

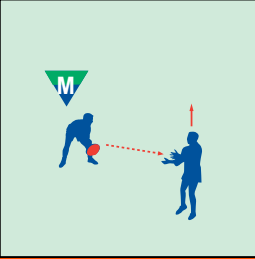


Key issues

- support the ball carrier
- look and use spaces available
- use knowledge of strengths and limitations co-operatively
- use knowledge of strengths and limitations competitively

Q: What makes a good team?

3 New skill - the maul in 6s
Standing tackle 2 defenders. Ball carrier presents the ball. Next player secures and turns. Next two supporting players bind on the ball carrier. Drive forward and feed to a free attacking player. Progress by building up the number of attackers and staggered defenders thus encouraging a series of mauls.



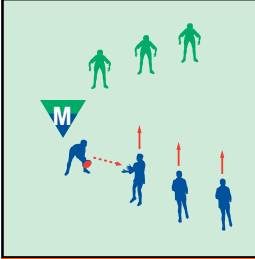
Key issues

- stay on your feet
- close support
- be aware of the position of the ball
- drive the legs
- bind tight

* see Technical Card

Q: Why must the support be instant?

4 Modified game - 12s 6v6 mauling game
Defenders staggered or zoned. Attackers aim to score over try line. Attackers cannot go to floor - must stay on their feet. Defenders - keep attackers on their feet - take ball off attackers.



Key issues

- set up the maul slowly at first - build up the pace
- stay on your feet
- chose support
- cool down and shower after vigorous activity

Q: Why stay on your feet?

KEY QUESTION:

- Why must the ball carrier be supported so closely?
- Why do players require leg drive in the maul?

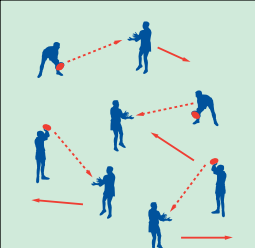
Unit 5

session 6 / 7

Session aim:

- to play a conditioned game 10 v 10 with mauls and rucks
- to develop play from the maul and ruck

1 Warm-up
Half the group with a ball, half without. Transfer by pop pass, receiver to travel and sidestep before passing. Progress to placing on the floor, receiver to step over and pick up. Final progression, roll the ball to the receiver. Players suggest exercises to prepare for game.

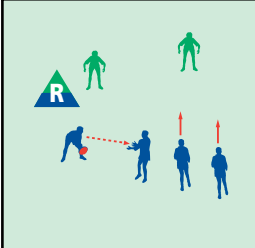


Key issues

- quick, accurate transfer
- exploit space
- change direction and accelerate away
- use two hands to pick up a rolling ball
- hold static stretches for at least 6 seconds

Q: Why are stretches held and not jerked?

2 Modified game
Conditioned game 8 v 4, scoring after setting up a series of rucks and mauls - staggered paired defence.



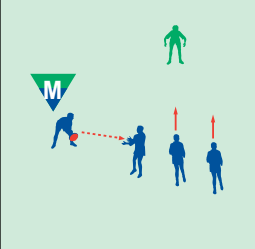
Key issues

- ball retention
- support the ball carrier
- communicate
- be aware of where the ball is

* see Technical Card

Q: Why is ball retention so important?

3 Related skills
To further develop the maul or ruck 6 v 2 setting up a succession of mauls or ruck before changing roles - passive opposition. Isolate whichever one requires attention (or both).

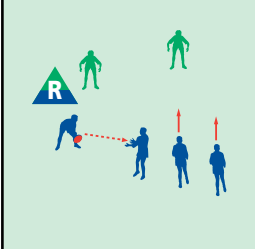


Key issues

- awareness of position of the ball
- close support
- secure the ball
- body position

Q: Why is body position so important?

4 Modified game
Conditioned game 8 v 4, scoring after setting up a series of ruck and mauls - staggered paired defence.

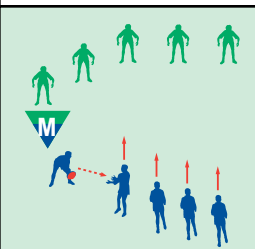


Key issues

- ensure enough space between each ruck/maul
- be aware of the position of the ball
- support the ball carrier closely

Q: Why place the ball away from the body when tackled on the floor?

5 Modified game
10 v 10 scoring game with contestable rucks and mauls. Players to experience a variety of positions. Play to re-start with a free kick.



Key issues

- support the ball carrier
- call for the ball
- be aware of ball position
- drive the maul forward - leg drive
- close support
- work as a unit
- react quickly

Q: What is the difference between a ruck and a maul?

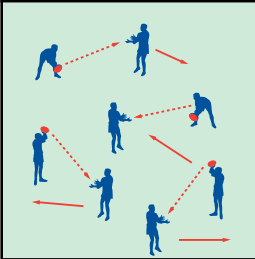
KEY QUESTION:

- Why must the ball carrier be supported so closely?
- What is the correct body position when approaching a ruck?
- When the player is tackled and goes to ground, what is being set up?

Session aim:

- to develop the 10 v 10 scoring game with contestable lineouts and passive scrums
- to develop attacking from a line-out and passive scrum
- to consolidate and develop the ruck and maul
- to consolidate appreciation of the need for appropriate warm up and cool down activity

1 Warm-up
Half the group with a ball, half without. Transfer the ball in a variety of ways - pop pass, pass from above the head, below the knee, roll the ball. Players select range of static exercises to prepare for mauling game to follow.

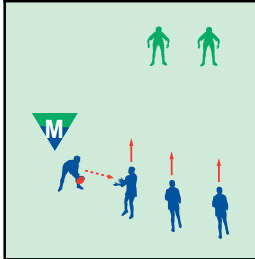


Key issues

- quick, accurate transfer
- concentration
- speed and use of space
- keep moving, raise pulse rate effectively
- relate exercises to mauling game

Q: Why include running, mobilising & stretching in a warm up?

2 Modified game
8 v 6. Mauling game 8 set up a succession of mauls, with 4 from the 6 defenders involved each time, 5 attempts to score before rotating players.

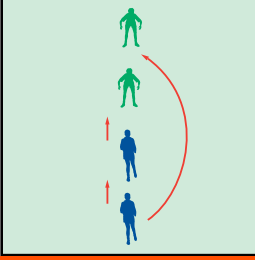


Key issues

- react quickly
- support closely
- bind tight
- body position

Q: Do we attack the edges of the defenders?

3 Related skills - the maul
4s, 2 v 2 with defenders one behind the other. Pair with the ball. 1st player drives in and commits the 1st defender, 2nd player support, drives and rips ball before committing 2nd defender. Progress to adding a third attacking player who receives the ball from the 2nd player - taking the ball at speed.



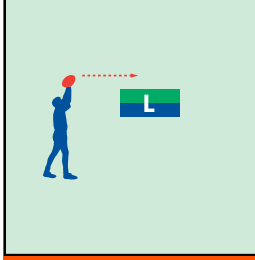
Key issues

- ball carrier wide base
- stay on the feet
- rip downwards

* See Technical Card

Q: Why do you stay on your feet?

4 Modified game
10 v 10 Game to re-start with lineouts - (contestable) or passive scrums, 3 v 3 or 5 v 5, (hookers from both sides may strike for the ball - no pushing).



Key issues

- look for space
- react to where the defenders are or are not
- keep possession
- keep control
- support closely

Q: Which players have to make decisions?

KEY QUESTION:

- What decision do you have to make when approaching a maul or ruck? (attackers)
- Was the play always fair today?
- Was the competition always honest? If not, why not?
- How is the body cooled down effectively after vigorous exercise?

Record of Achievement - UNIT 5

Name:

During this unit I have learned:

LINE-OUT

- to develop line-out play and effectively support the jumpers

SUPPORT PLAY & DECISION MAKING (RUCK & MAUL)

- to make appropriate decisions in contact:
 - (a) when ball is on the ground
 - (b) when ball carrier is held up
- the importance of close, instant support
- the importance of an effective, low body position
- to provide drive on/over the ball carrier (go forward)
- how to "rip" a held ball
- how to pick up a grounded ball
- to apply the laws relating to ruck and maul

GENERAL

- to experience and appreciate the qualities needed to play in different positions
- to develop communication, handling and tackling skills, under pressure, in game situations
- why it is important to cool down after vigorous exercise

PERSONAL PARTICIPATION

- Do you play for a school team?
 - Do you play for a local club team?
- If so, name of club
- Which position do/would you prefer to play?
.....

✓	Signed	Agreed by

These are the things I do best:

These are things I could do better:

My future targets are:

Player signature:	Date:	Staff signature:
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unit 6

UNIT PLANNER

DURATION 12 HOURS APPROXIMATELY

Unit aims:

- to play the 12 a side game
- to develop contestable scrums (U19 laws)
- to further develop the ruck and consolidate the maul
- to consolidate lineouts
- to consolidate the laws applicable to the game
- to introduce and consolidate positions at various kick offs

Game focus:

- 12 v 12

Performance goals	Achievement strategy	Organisation	Resources
1 To demonstrate the ability to maintain possession under pressure	1 Small-sided games setting up rucks and mauls and working on ball retention.	4 v 1, 5 v 2 6 v 3	1 ball/group grids
2 To demonstrate the ability to ruck and maul effectively	2 6 v 6 contestable scrums.	6 v 6	Grids and ball
3 To demonstrate knowledge of roles and responsibilities in lineouts and scrums	3 10 v 10 scoring game with passive scrums (5v5) and contestable lineouts, mauls and rucks.	10s	1 ball/group
4 To apply the laws of the game in the full sided game	4 Developing the role of the back row in attacking and defensive scrums.	5 v 5	Grid and ball
5 To know where to stand and where to kick at kick offs	5 Build up the ruck with 4 and 5 players, focusing on ball placement, body position and forward momentum.	4s, 5s	Grid and ball
6 To perform a high degree of skill, whilst working physically hard	6 Position at various situations e.g. kick off, attacking and receiving, drop out. (12 v 12)	12 v 12	1 ball

OUTCOMES:

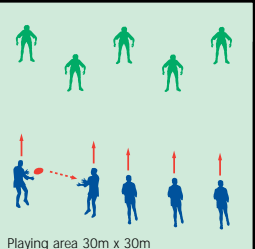
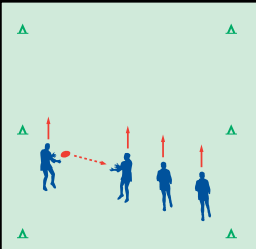
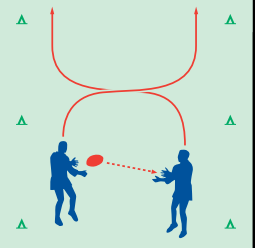
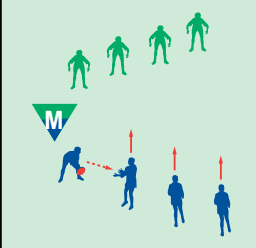
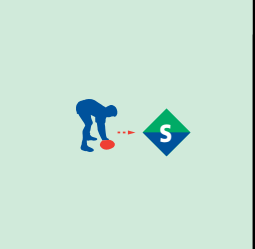
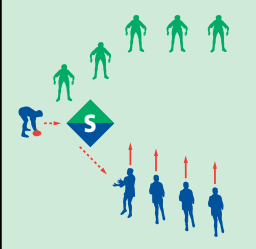
- players devise strategies and tactics. Players recognise the importance of rules and apply them, and show an ability to prepare for and recover from vigorous physical activity.

Unit 6

session 1 / 2

Session aim:

- to review the 10 a side game
- to further develop support play
- to introduce the switch pass
- to warm up and cool down appropriately

<p>1 Warm-up 5 v 5 touch rugby. Teacher-led jogging and static exercises routine prior to competitive play.</p>  <p>Playing area 30m x 30m</p> <p>Key issues</p> <ul style="list-style-type: none"> ● quick hands, take the ball early ● use all the space available ● carry the ball in two hands <p>Q: Why is it important to warm up before a competitive game?</p>	<p>2 Related skills 4s, lateral passing at speed, with the ball receivers accelerating on to the ball - working on lines / angles of running.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● lines of running ● take and give the ball quickly ● accuracy <p>Q: Why are angles of running important?</p>
<p>3 New skill Switch with the outside player to continue practice - combine with above related skills.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● turn upper body only, when passing to player coming to receive the ball <p>Q: Why pass the ball from two hands?</p>	<p>4 Modified game 8 v 6 mauling game - each team have 5 attempts to maintain possession and score. Encourage the last two players arriving at the maul to stand off, staggered defence - players to stay on feet. Defence to allow attackers to stay on their feet. Two defenders only commit themselves to the maul.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● body position ● close support <p>* see Technical Card</p> <p>Q: Why is timing of the running important?</p>
<p>5 New skill 3 v 3 passive scrums, progressing to 5 v 5, with each team having 5 attempts to strike for the ball conditioned practice.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● body position ● hooking technique ● rules of the scrum <p>Q: What is the benefit of channel 1 ball?</p>	<p>6 Modified game 10 v 10 scoring game with passive scrums (5 v 5) and contestable lineouts, mauls and rucks. Teacher-led cool down after vigorous game activity.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● support the ball carrier ● two handed catch in the lineout ● work hard to maintain possession ● cool down to avoid stiffness, holding stretches for 10-20 seconds <p>Q: Why is possession important?</p>

KEY QUESTION:

- What is the correct binding in front row of the scrum?
- What are the two options when using a switch pass?

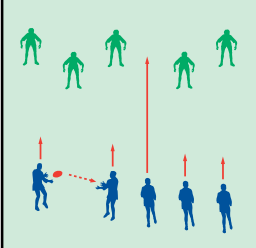
Unit 6

session 3/4

Session aim:

- to develop the 10 a side game
- to develop the ruck ● to develop support play
- to develop players awareness of different roles on the field of play
- to examine the role of stretching in warm up and cool down

1 Warm-up
Warm up to include jogging, dodging and static exercises, avoiding ballistic stretching. 5 v 5 touch rugby.

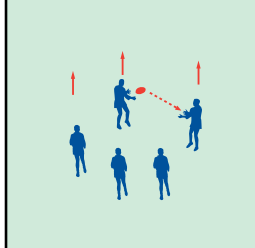


Key issues

- hold each stretch for 6-10 seconds
- accurate passing
- carry the ball in two hands
- use space available
- communicate

Q: Why avoid ballistic stretching when warming up?

2 Related skills
5s supporting the ball carrier, pop pass to either side. Players coming close from deep, and the ball carrier to vary direction/angle of run each time. Progression 5 v 5 - defenders staggered with lateral movement only.

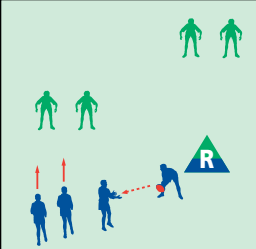


Key issues

- support either side
- take the ball at speed
- call for the ball

Q: Why support the ball carrier closely?

3 Modified game
8 v 6 rucking game. Each team has 5 attempts to maintain possession and score. Encourage last 2 players to stand off and drive at the fringes of the ruck. Two defenders only to commit themselves to a ruck. Tackle player to the ground.

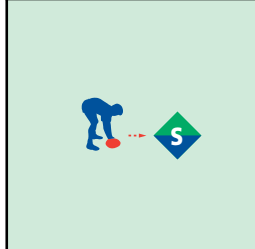


Key issues

- close support
- body position
- leg drive
- place the ball on the floor, away from the body
- drive defenders off the ball-low body position

Q: Why should players driving into a maul have a low body position?

4 New skill
6 v 6 contestable scrum. Develop play from an attacking scrum.



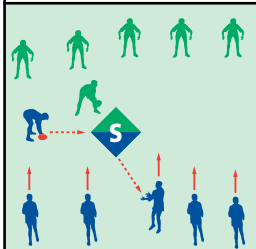
Key issues

- body position
- put-in
- striking

+ see Technical Card

Q: How far can you push in a scrum?

5 Modified game
12 v 12 scoring game with contestable 6 v 6 scrums, contestable line-outs, mauls and rucks. Re-start after each stoppage with a contestable scrum.



Key issues

- correct positions in the scrum
- set up a ruck/maul and get the ball away quickly
- players to react quickly
- cool down after vigorous activity. Hold stretches for 10- 20 seconds.

Q: What are the key differences between forwards and backs?

KEY QUESTION:

- When tackled what should the ball carrier do?
- Supporting players in a ruck must?
- Why is body position and close support crucial in a ruck?

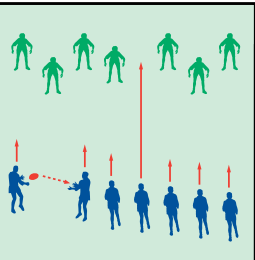
Unit 6

session 5/6/7

Session aim:

- to develop the 10 a side game with rucks mauls, re-start
- to further develop the ruck ● to develop support play
- to develop speed of reaction in a variety of situations
- to develop player responsibility for selecting appropriate warm up and cool down exercises

1 Warm-up
7 v 7 touch rugby - 3 touches then hand over possession. Players select from mobility and pulse raising activities e.g. jogging, side stepping, hip circles, arm-circles, side binds, upper body twists and head tilts and nods. Stretches to include: calf, quads, hamstrings, groin and upper back.

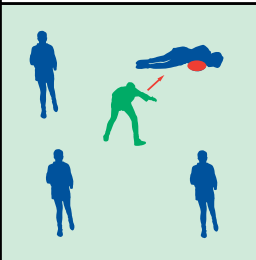


Key issues

- accurate passing
- use of space
- support
- retaining possession

Q: Which key muscle groups need warming up for rugby?

2 Modified game
Tackle game. 5s. One tackler tackles the ball carrier to the ground. That player places the ball away from him. Next player picks up, moves and awaits the tackle.



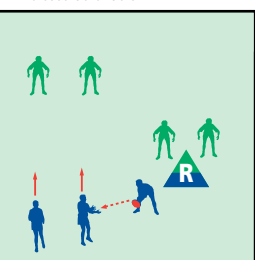
Key issues

- correct tackling techniques
- place the ball on the floor

* see Technical Card

Q: Why place the ball on the floor?

3 Related skills (6v6)
Rucking game. Defence staggered - aim of defence - put player on the floor. Attackers explore options - pick up the ball, drive opponents away, attack spaces, left or right. Progression, increase defenders.



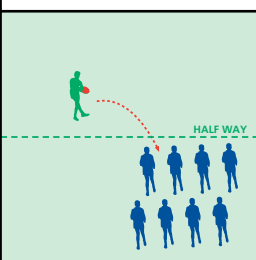
Key issues

- drive in hard and low
- receiver to take the ball at speed
- teach correct body position
- close support
- body position
- awareness of position of the ball

Q: Why drive in low when rucking?

4 New skill
Introduce players to kick offs

- 1) halfway
- 2) 22m drop outs

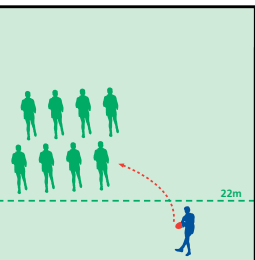


Key issues

- left side, right side
- call for the ball
- react quickly, be positive

Q: Where do you stand when receiving a kick off?

5 Modified game
12 v 12 scoring game with rucks and mauls with various kick offs (halfway 22m). All re-starts with a kick off - drop out.



Key issues

- concentration
- support the ball carrier closely
- cool down key muscle groups for 10-20 seconds after vigorous activity

Q: Why is it important to be alert at kick off?

KEY QUESTION:

- What are the most important points when driving into a ruck?
- When tackled why place the ball on the floor?

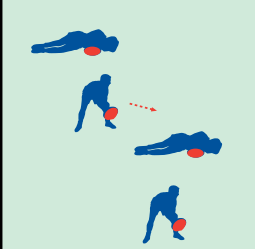
Unit 6

session 8/9/10

Session aim:

- to play a 12a side game
- to consolidate play from ruck and maul and re-start
- to develop the 6 v 6 scrum and line-out
- to develop player responsibility for selecting appropriate warm up and cool down exercises

1 Warm-up
Pupil selected mobility, pulse raising and stretching exercises to last for approximately 8 minutes. Working in pairs, on command, 1) player rips ball from partner, 2) player goes to ground and places the ball, partner picks up, 3) player hits the ground and passes immediately.

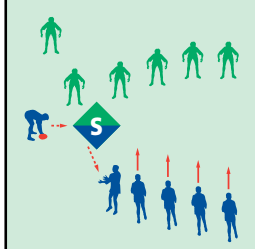


Key issues

- keep warm up moving
- keep possession
- look for space and support
- make the correct decision
- ripping downwards

Q: Why is it important to mobilise the joints prior to play?

2 Modified game
12 v 12 with contestable scrum, line-outs, rucks and mauls.

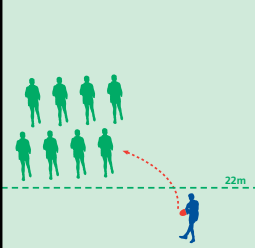


Key issues

* see Technical Card

Q: Why bind tightly in the scrum?

3 Modified game
Develop plays from various re-starts. 12 v 12.

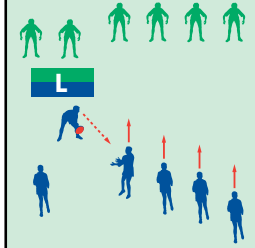


Key issues

- take the ball at speed, expect contact
- react quickly

Q: Why take the ball at speed?

4 Modified game
Develop plays from attacking / defensive line-outs. 12 v 12.

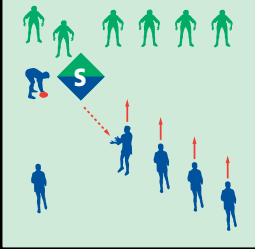


Key issues

- support the ball carrier
- speed of action and thought

Q: When attacking where do you throw the ball into the lineout?

5 Modified game
Develop plays from attacking / defensive scrums. 12 v 12.



Key issues

- concentrate on technique
- body position/ support play
- react quickly
- players select cool down pulse-lowering exercises and stretches to last for approx 5 minutes

Q: What are the key factors in good support play?

KEY QUESTION:

- How do we improve team play?
- How might playing and training for rugby contribute to long term health?

Record of Achievement - UNIT 6

Name:

During this unit I have learned:

GAME

- to maintain possession under pressure whilst working in groups on ball retention (Rucks & Mauls)
- to safely form a 5 v 5 contestable scrum with correct binding and foot positioning
- to use a variety of ways to transfer the ball to supporting players
- to change direction of attack when needed (switch)
- to receive and retrieve the ball at kick off situations, where to stand and how to support
- to develop attacking plays from lineout and scrum situations against a variety of defensive situations
- the importance of timing the run onto the ball in support
- to understand the importance of quick, controlled delivery of the ball in scrum, line-out, ruck and maul situations

GENERAL

- to perform within the laws of the game
- to work effectively in a team situation
- how to prepare for, and recover from, vigorous activity

PERSONAL PARTICIPATION

- Do you play for a school team?
- Do you play for a local club team?

If so, name of club

✓	Signed	Agreed by

These are the things I do best:

These are things I could do better:

My future targets are:

Player signature:	Date:	Staff signature:
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unit 7

UNIT PLANNER

Unit aims:

- to develop opportunities to counter attack and develop tactical kicking
- to develop skills strategies and tactics, specific to individual positions
- to develop skills strategies and tactics, specific to unit skills
- to develop skills strategies and tactics, specific to team play
- to further develop scrums and lineout

Game focus:

- 15 a side game

Performance goals	Achievement strategy	Organisation	Resources
1 To make the correct decisions in a full game	1 Full-sided game with contact and including all unit and team plays.	15 v 15	1 ball full pitch
2 To realise opportunities to counter attack	2 Develop attacking plays from lineouts, scrums ruck and maul. Develop the role of the back row in attacking a defensive scrums.	6 v 4, 8 v 4 15 v 15	1 ball/group 1/2 pitch
3 To demonstrate knowledge of attacking and defensive roles in scrums, lineouts rucks and mauls	3 Develop defensive plays from lineouts, scrums ruck and maul.	6 v 4, 8 v 4 15 v 15	1 ball/group 1/2 pitch
4 To kick accurately and correctly when required	4 Develop kicking skills in pairs, focus and modified game situation.	2s, 4s 15a side	1 ball pair/group
5 To display individual skills, and maintain them under pressure in a variety of situations	5 Develop individual running skills, 1 v 1, 1 v 2 including sidestep, swerve.	1 v 1, 1 v 2	1 ball, 2 channels

OUTCOMES:

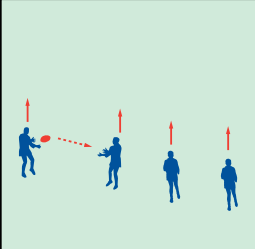
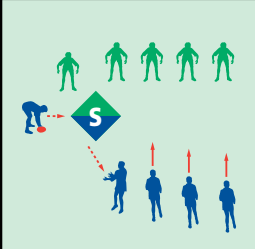
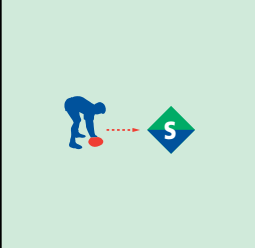
- players devise strategies and tactics. They adapt and refine existing skills and apply these to new situations. They show an understanding of the short and long term effects of exercise on the body systems.

Unit 7

session 1

Session aim:

- to further develop 15-a-side game with contestable scrums
- to further develop support play
- to introduce the full scrum (8 v 8)
- to reinforce the necessity for appropriate warm-up, relevant to the following activity
- to reinforce the necessity for appropriate cool-down after vigorous activity
- to give players an opportunity to referee in partnership with the teacher

<p>1 Warm-up 4s. lateral passing, followed by short pop pass in group of 4, building up from jogging to 3/4 pace. Ball receiver in second practice to change the direction of travel, others to react. Flexibility exercises to prepare for scrum game - emphasis on lower back, shoulders, hamstrings.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● start gently and increase intensity of activity ● speed and accuracy in the pass, correct lines of running <p>Q: Why is activity started gently and gradually intensified?</p>	<p>2 Modified game 10 v 10 Scrum game (5 v 5) U19 laws.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● encourage awareness of position on the field ● support quickly - get to the break-down in numbers <p>+ see Technical Card</p> <p>Q: What is the main objective of an attacking scrum?</p>
<p>3 Modified game 8 v 8 Scrum - developing channels, and back row plays.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● bind tight ● get the ball away from the scrum quickly ● body positions <p>Q: Why is the correct body position so important in the scrum?</p>	<p>4 Modified/conditioned game Full game, 2 referees (one player). All stoppages result in scrums to restart.</p> <p>SEE OVERALL PITCH DIAGRAM 1 (KICK OFF)</p> <p>Key issues</p> <ul style="list-style-type: none"> ● player referee encouraged to make positive, confident decisions ● be aware of opportunities to attack ● react quickly ● cool down immediately after game <p>Q: How does a team attack from a scrum?</p>

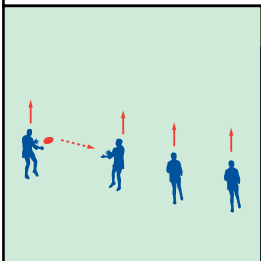
KEY QUESTION:

- Which channel delivers quick ball?
- Why does one team need quick ball?
- Why is it important to accept the referees' decisions?

Session aim:

- to further develop 15-a-side game with contestable scrums
- to further develop support play
- to introduce the full scrum (8 v 8)
- to reinforce the necessity for appropriate warm-up and cool-down activity
- to give players an opportunity to referee in partnership with the teacher

1 Warm-up
4s, lateral passing followed by short pop pass in group of 4, building up from jogging to 3/4 pace. Ball receiver in second practice changes the direction of travel, others react. Flexibility and strengthening exercises to prepare for scrum game.

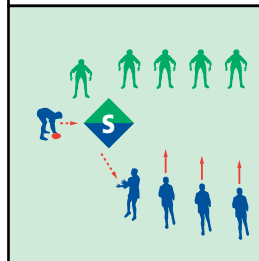


Key issues

- the necessity for relevant strengthening exercises
- speed and accuracy in the pass, correct lines of running
- support from deep but close, always one player each side of the ball carrier

Q: Why is it important to develop overall strength for rugby?

2 Modified game
10 v 10 Scrum game (5 v 5) U19 laws.



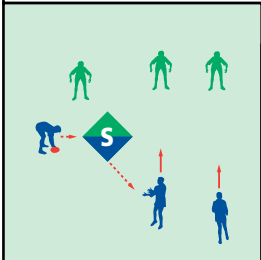
Key issues

- body including feet position, in the scrum
- knowledge of U19 laws in relation to scrum

- see Technical Card

Q: Why bind tightly in the scrum?

3 Modified game
8 v 8 Scrum game, 2 scrum halves, 2 backs. Move scrum position around the field, alternate pack putting in. Vary tactics according to where the scrum occurs and which team (attacking or defending) is feeding scrum. Defending pack to counter attacking moves. Include back row moves.

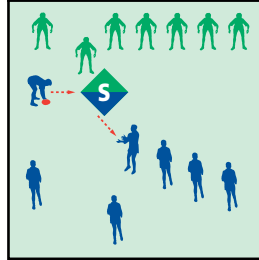


Key issues

- encourage awareness of position on the field
- support quickly - get to the breakdown in numbers

Q: What is the main objective of an attacking scrum?

4 Modified/conditioned game
Full game, 2 referees (one player). All stoppages result in scrums to restart.



Key issues

- player referees encouraged to make positive, confident decisions
- be aware of opportunities to attack and defend
- react quickly
- accept referees decisions
- cool down immediately after game

Q: How does a team attack and defend from a scrum?

KEY QUESTION:

- Which channel delivers quick ball?
- Why does one team need quick ball?

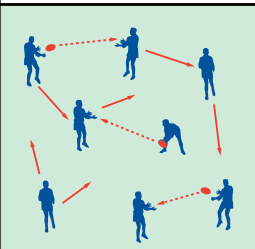
Unit 7

session 3

Session aim:

- to develop a lineout game
- to attack and defend from a lineout
- to examine appropriate exercises in preparation for lineout activity

1 Warm-up
Half the group with a ball, half without, quick transfer and travel with the ball. Passing and receiving in a variety of ways. Develop to throwing the ball. Receiver to jump and catch.

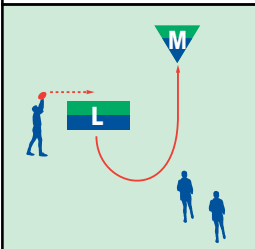


Key issues

- quick transfer
- accuracy
- concentration
- leg work in warm up and lineout

Q: Which muscle groups initially are used most in lineout work?

2 Modified game
5 v 5 lineout game, developing a ruck or a maul from the lineout. Conditioned game, so that each team has the opportunity to win the ball, and attack through setting up a ruck or maul on contact.



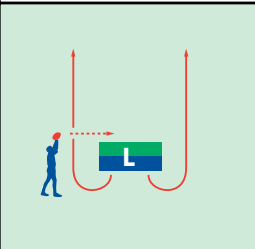
Key issues

- good clean catch
- support players in correct position
- body position
- awareness of where the ball is

* see Technical Card

Q: Why catch the ball in two hands?

3 New skill
7 v 7 full lineout. Vary the throw - front, middle back, conditioned so that one team wins 5 consecutive lineouts and attacks through front and back peel.

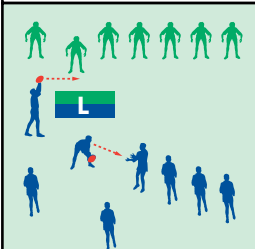


Key issues

- angle of running
- awareness of where the ball is
- timing of the jump

Q: Who is the best player to take a peel front and back?

4 Modified game
15 v 15 lineout game. Each stoppage to re-start with a lineout. Two referees.



Key issues

- support the ball carrier
- work hard
- react quickly
- be first to the ball
- cool down after game

Q: Why do we need a gap in the lineout?

KEY QUESTION:

- What is the advantage of winning quick ball in the lineout?
- Why is self discipline so important in playing the game?

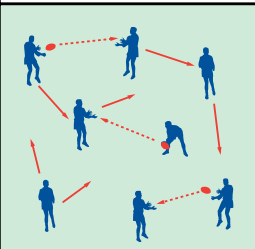
Unit 7

session 4

Session aim:

- to develop a lineout game
- to attack and defend from a lineout
- develop play from various restarts
- players encouraged to devise their own appropriate warm up strategy

1 Warm-up
Half the group with a ball, half without, quick transfer and travel with the ball. Passing and receiving in a variety of ways. Players help select appropriate flexibility and stretch exercises.

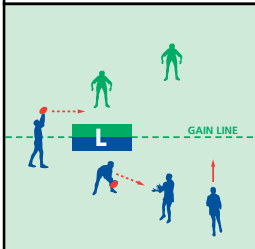


Key issues

- quick transfer
- accuracy
- concentration

Q: Does playing rugby lead to a general improvement in health?

2 Modified game
Lineout game 6 v 4 players have 5 attempts at a front, middle, long throw and developing either quick ball or a rolling drive towards opposition. Develop to 12 v 8 with 6 v 6 lineout, emphasise quick ball to three quarters who work on a) crossing the gain line b) releasing in space c) commit defenders d) score.



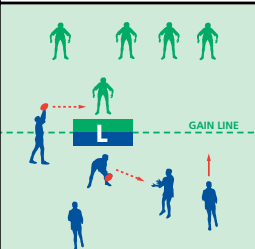
Key issues

- two handed catch
- ball position in drive
- body position

+ see Technical Card

Q: How does a player decide which way to roll off?

3 New skill
Lineout variations - 2 man lineouts - 4 man/5 man lineouts. Groups of 16 - two sets of forwards.



Key issues

- watch your opponent
- react quickly

Q: Why reduce the numbers of players in a lineout?

4 Modified game
15 v 15, two referees, reinforce correct positioning at KO and restarts. Each stoppage to restart with a lineout.

SEE OVERALL PITCH DIAGRAM 2 (DROP OUT)

Key issues

- work hard physically
- support closely
- react quickly
- keep possession
- cool down after game

Q: Why is it important to be alert at kick off?

KEY QUESTION:

- If the attacking side is standing too deep at the lineout, what difficulties might they encounter, and what tactics are they likely to use?

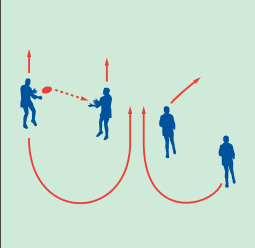
Unit 7

session 5/6

Session aim:

- to develop the ruck/maul continuity game (from Unit 6)
- players encouraged to devise their own appropriate warm up strategy

1 Warm-up
4s, lateral passing with switch pass at end of line to bring the ball back. Progress to ball carrier looping the 1st receiver and so on. Players helped to select appropriate flexibility and strength exercises.

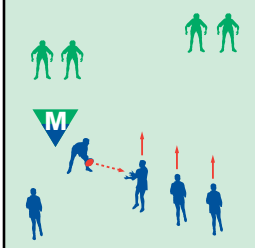


Key issues

- speed and accuracy of pass
- switching players cross close to each other
- quality in the pass
- relevance of selected static exercises to muscle groups used predominantly in the game

Q: Why are the correct angles of running important?

2 Modified game
8 v 6 mauling rucking game, where only two defenders involve themselves in any contact situation at any one time. Attacking team to develop plays left and right of maul/ruck. Defenders to counter attacking moves, prevent attacking team from crossing the gain line. Score a try.



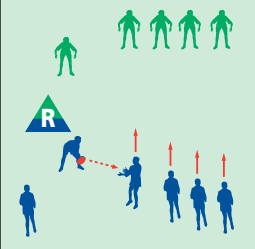
Key issues

- keep close to the ball carrier
- support either side
- body position
- drive the legs

* see Technical Card

Q: Why do players need to be in close support?

3 Modified game
10 v 10 conditioned game, all restarts from a free kick, develop a ruck maul game, no kicking.



Key issues

- work hard to support ball carrier
- encourage correct decisions
- keep the ball alive
- cool down after game

Q: How do we ensure continuity in play?

KEY QUESTION:

- Why support either side of the ball carrier?
- Why is ball retention so important?

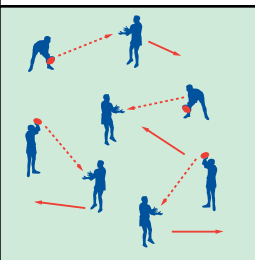
Unit 7

session 7

Session aim:

- to develop the full-sided game
- to develop counter attacking opportunities
- to develop tactical kicking

1 Warm-up
Half the group with a ball; transfer in a variety of ways. Players demonstrate their own warm up strategy.

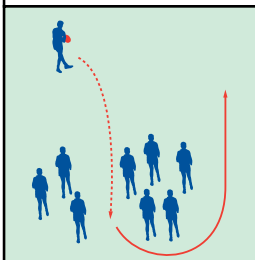


Key issues

- quality in the pass
- speed of movement
- balance of activities selected in the warm up

Q: How long should a warm up be?

2 Modified game
8's to turn and retrieve a kicked ball, realign and counter. Develop by introducing 2, 3, 4 defenders - develop continuity game.

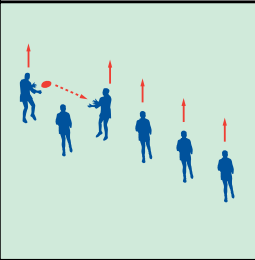


Key issues

- scan opposition
- quick movement - be positive
- add conditions according to skill level of group

Q: Who makes the decision whether to counter attack?

3 Related skill
6's lateral passing coupled with group support practice - linking switches looping and variety of miss passes.

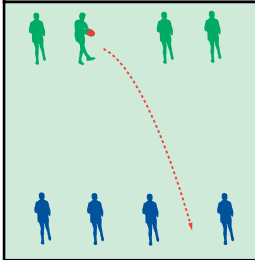


Key issues

- lines of running
- encourage communication

Q: What are the advantages of a miss pass?

4 New skill
Tactical kicking - high kick, kick to corners, grubber kick, develop to 4 v 4 kicking game (kicking tennis). Target to push the opposite team back and force handling errors.



Key issues

- reinforce when best to use various kicks

Q: When does the player use the grubber kick?

5 Conditioned game
15 v 15 Full game. Team A has the option to kick in attack or defence. Team B must counter attack. No kick allowed. Rotate. Two referees.

SEE OVERALL PITCH DIAGRAM 1 (KICK OFF)

Key issues

- support the ball carrier
- react quickly
- keep possession
- encourage players to recognise the strengths and limitations of other players

Q: When do you kick the ball?

KEY QUESTION:

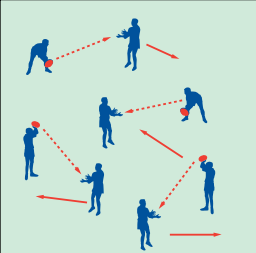
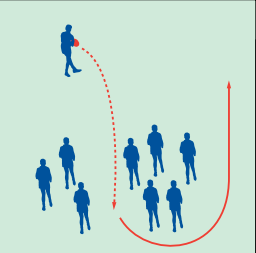
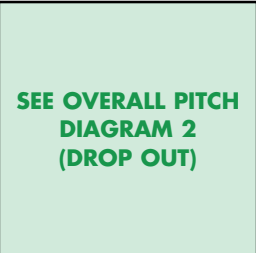

- What must happen if a team is to counter attack effectively?

Unit 7

session 8

Session aim:

- to develop the full sided game
- to develop counter attacking opportunities
- to develop tactical kicking
- to develop play restarts
- to introduce the concept of warming up in relation to specific positions

<p>1 Warm-up Half the group with a ball, transfer in a variety of ways. Players demonstrate their own warm up strategy in a set time.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● quality in the pass ● speed of movement ● appropriate balance of warm up activity in set time <p>Q: Do players in different positions require a different warm up?</p>	<p>2 Modified game 8's to turn and retrieve a kicked ball, realign and counter. Develop by introducing 2, 3, 4 defenders - develop continuity game.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● scan opposition ● quick movement - be positive ● add conditions according to skill level of group <p>Q: Why get into position quickly?</p>
<p>3 New skill Position at KO from centre. Left and right kick off - develop the ruck and maul continuity game. Each stoppage start with a restart. Place kick and drop kick.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● react to the ball ● support each other ● call for the ball ● realign quickly <p>SEE OVERALL PITCH DIAGRAM 2 (DROP OUT)</p> <p>Q: Who calls for the ball at KO?</p>	<p>4 Modified game 15 v 15 Full game. Team A has the opportunity to kick in attack and defence. Team B must counter attack if kick is not effective. Two referees.</p>  <p>Key issues</p> <ul style="list-style-type: none"> ● support the ball carrier ● react quickly ● keep possession <p>SEE OVERALL PITCH DIAGRAM 1 (KICK OFF)</p> <p>Q: Who makes the decision when to counter attack?</p>

KEY QUESTION:

- When does the player kick?
- What must happen if a team is to counter attack effectively?

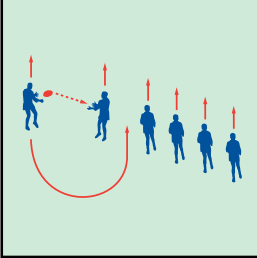
Unit 7

session 9/10

Session aim:

- to develop the full sided game
- to develop counter attacking opportunities
- to develop tactical kicking
- to develop the tackle
- to warm up according to position

1 Warm-up
6s, lateral passing, support including, short, miss, pop, switch passing and looping, ball carrier to make contact with the floor and pop the ball, or place. Select other activities according to chosen position.

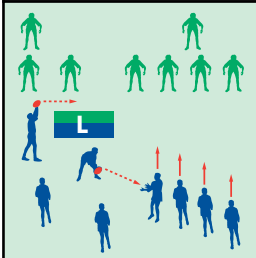


Key issues

- encourage different angles of running
- accuracy in passing
- delivering the right pass for the situation in the game
- appropriate balance and choice of warm-up activity according to position

Q: Why must players develop good handling skills?

2 Game
Full 15 v 15 game. Two referees to control the game.



Key issues

- emphasis:
 - support
 - communication
 - correct decision making
 - pace of thought and action
- to play the game honestly and show good sporting behaviour

* see Technical Card

Q: Why is correct decision - making important?

KEY QUESTION:

- What does playing as a team actually mean?

Record of Achievement - UNIT 7

Name:

During this unit I have learned:

GAME

- to make a contribution in a full 15-a-side game
- to safely form a full 8 v 8 scrum with correct binding and foot positioning
- to understand the use of channels and back row ploys
- to develop attacking ploys from a variety of situations and to defend against them
- to understand the roles of units and mini-units within the team
- to use kicking of the ball as another tactical ploy
- to realise and develop opportunities to counter-attack

GENERAL

- to understand the principles of play
- the importance of support, communication, decision making, speed of thought and action
- to play within the laws of the game and also apply them as a referee
- to understand the effects of exercise on the body systems

PERSONAL PARTICIPATION

- Do you play for a school team?
- Do you play for a local club team?

If so, name of club

✓	Signed	Agreed by

These are the things I do best:

These are things I could do better:

My future targets are:

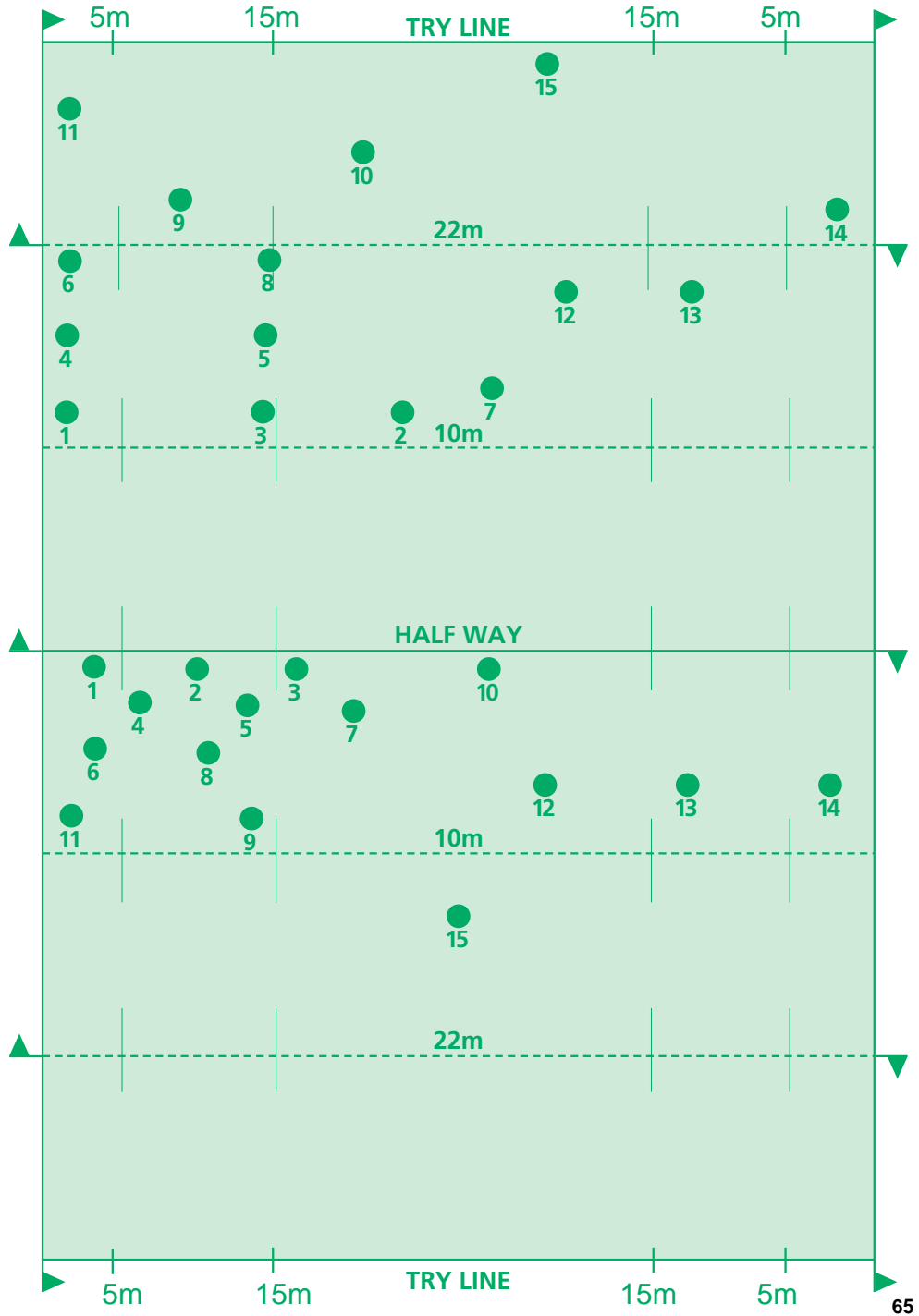
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Date: _____

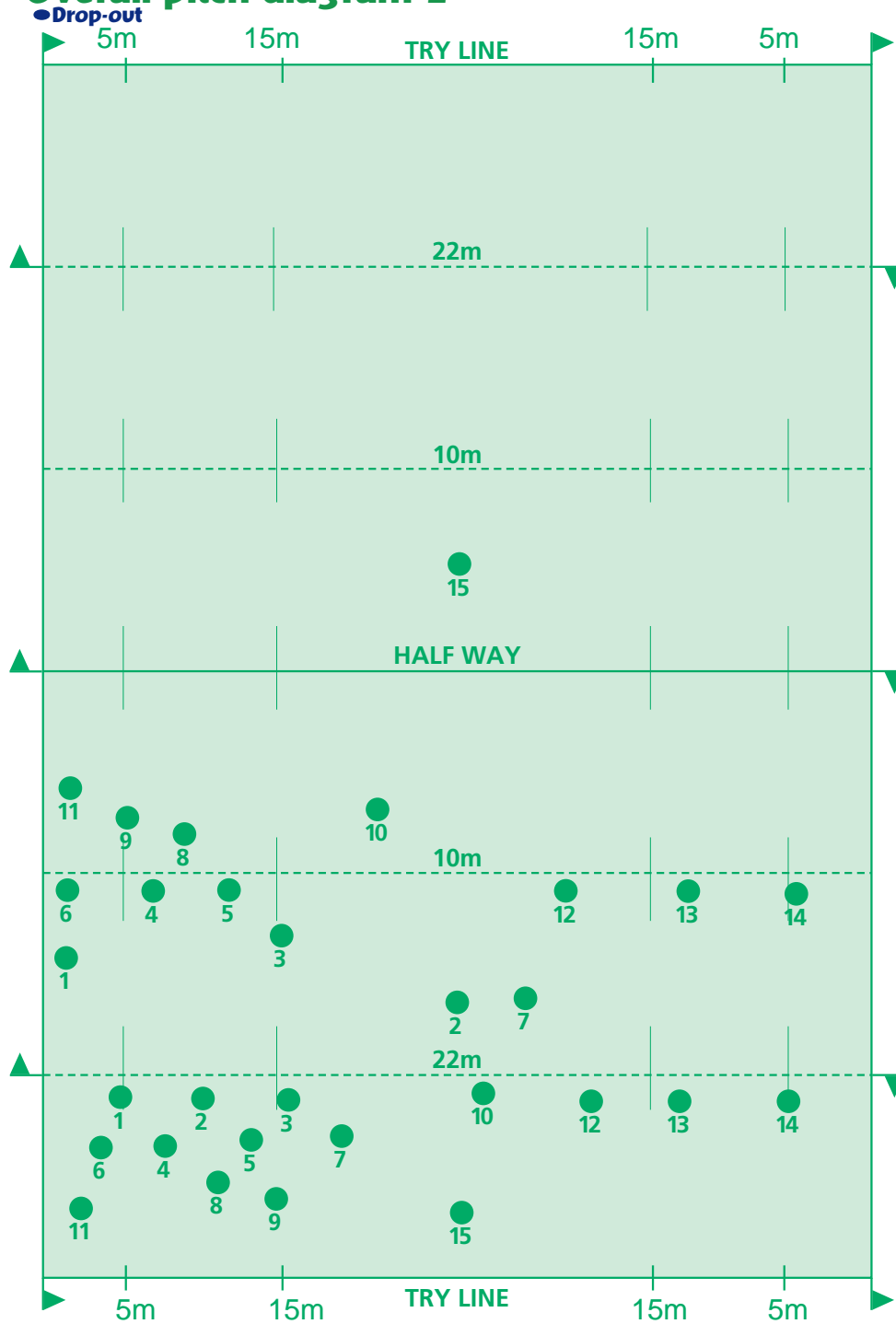
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Overall pitch diagram 1

● Kick Off



Overall pitch diagram 2



Technical card

Coaching points (all tackles):

- eyes open and on the target
- shoulder makes contact
- arms should strongly encircle thighs and grip tight



Front tackle

Safety: head position is vital.

Definition:

At least one player from each team on their feet, bound together with the ball on the ground between them.



Ruck 2 v 2

Safety and coaching points:

- shoulders must **not** be lower than the hips
- keep your **head straight** and **chin up**
- claim the ball by directly driving over and beyond it

Tackling

- head to one side behind ball carrier
- drive with legs
- use opponent's momentum.



Side tackle



Rear tackle

Photographs by Huw Evans

Ruck



Ruck 5 v 3

Photographs by Huw Evans

- players should stay on their feet
- approach from behind
- bind on to a team mate.

Technical card

Maul



Maul - 2 attackers / 1 defender



Maul - 4 attackers / 2 defenders

Photographs by Huw Evans

Definition:

At least one player from each team on their feet bound onto the ball carrier.

Safety and coaching points:

You must:

- bind on, or be bound onto, a maul if you join
- join the maul right at the back with your head above your hips
- stay on your feet
- make the ball available to team members.

You must NOT:

- jump on top of or collapse the maul
- drag a player out of the maul
- stay or move in front of a line through the back feet if you are not in the maul.

Scrum (3x3)

Three player scrum (3 v 3): uncontestable scrum

Binding:

- three players of similar size line up
- the middle person (hooker) puts an arm over the shoulder and under the arm of each outer person (prop)
- the props put their inside arms under the hooker's shoulders and hold the hooker just below the armpit.

Engaging the scrum:

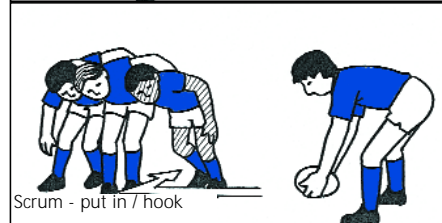
- engage slowly by leaning forward and coming to rest, shoulder to shoulder, with the opposition
- left hand props have their outside hand on the outside of the scrum
- your **head must always** be higher than your hips and your chin kept in.

The put in:

- one player (half-back) feeds the ball into centre of tunnel with a rolling action.

The hook:

- after the ball has been fed into the tunnel, the hooker pushes the ball backwards.



Scrum (5 v 5)

The scrum is formed by using three (3) front row players and two (2) second row players

Front row binding:

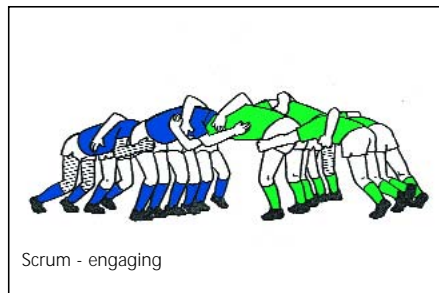
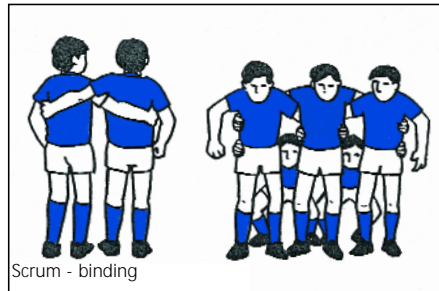
- see 3 player scrum, 3 v 3 scrum card.

Second row binding:

- place inside arms around each other
- the second row players bind in between the props and the hookers
- heads are just below the hips of the front row players and their outside arms grasping the outside hips of the props
- the back should be straight, chin up
- legs bent, keeping their heads above the height of the hips.

Engaging the scrum:

- see 3 v 3 scrum card.



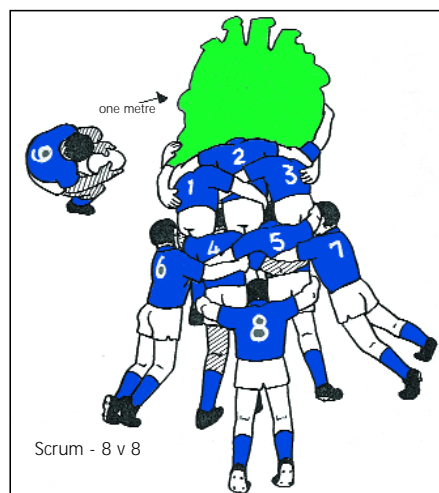
Scrum (8 x 8)

Front and second row binding:

- see 3 v 3 and 5 v 5 scrum cards.

Structure:

- the flankers can now join by engaging their pushing shoulders fairly square on the props' buttocks at the bone of the hip joint. The inside arm may grip the lock in whichever position is the most comfortable for extending the shoulder to the prop.
- the No.8 is the last to join and he must (Under 19 law) pack down between the inside hips of the two second rows, gripping them tightly around their outside hips.



In assembling the scrum there are four (4) overriding factors:

The 4 S's **Stable** **Square** **Solid** = **Safe**

Technical card

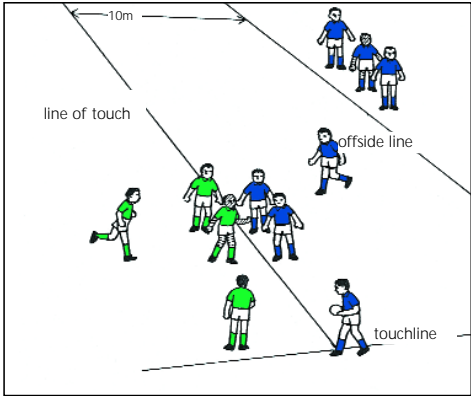
Lineout

Definition:

The **lineout** is used to restart play when a ball is carried, passed or kicked out of play, over a touchline.

Positions:

- two players (forwards) from each team act as jumpers
- **they line up:**
5m from and facing the touchline
1m from the opposition lineout players
- all other players stand 10m behind the lineout.



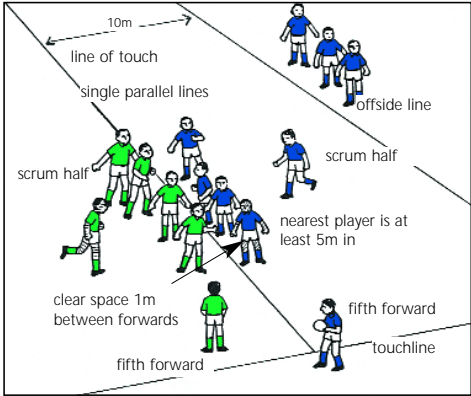
Lineout - 2 v 2 (3 forwards from each side)

Definition:

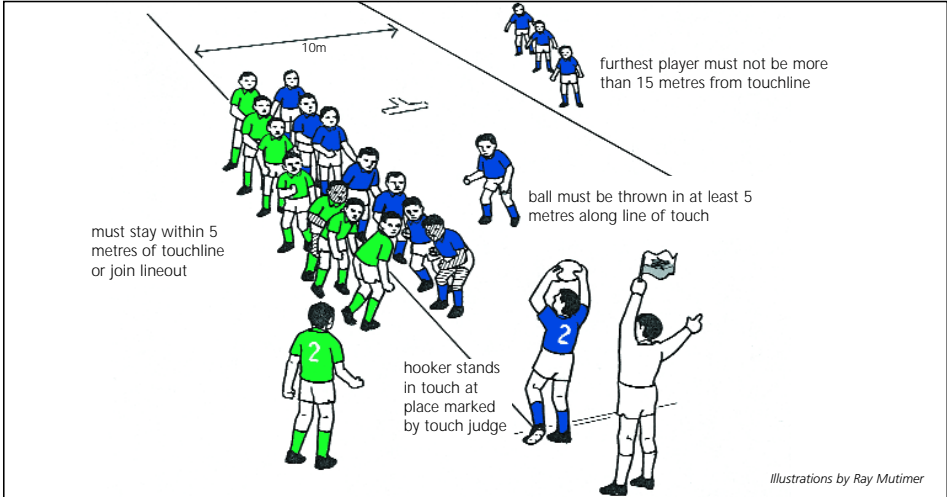
The standard lineout in the 15-a-side game has seven forwards (see diagram below).

Mechanics of lineout - key factors:

- **throw** - ball must be thrown straight and accurate
- **jump and catch** - quality possession is dependent upon a good jump. Control is far easier to achieve with a clean catch and this should be a first priority
- **support** - without support possession cannot be protected
- **variety** - if the same routine is used all the time the opposition will easily counteract this.



Lineout - 4 v 4 (5 forwards from each side)



70 Lineout - 7 v 7 (8 forwards from each side)

Illustrations by Ray Mutimer

Rules for Modified Games

KEEP BALL

Number of players	- 2 v 1; 3 v 1; 4 v 1; 3 v 2 etc.
Size of playing area	- 10m x 10m
Equipment	- 1 ball, braids/bibs to distinguish teams

Rules

- Start or restart each game from an agreed line/marker.
- Team in possession scores a point if they make 5 passes without being touched by the defender(s).
- Each team has 5 attempts to score a maximum of 5 points.
- Number of passes to score a point can vary, e.g. 10 passes for an able group.
- Defender may touch the ball carrier, using two hands on the hips, or intercept the ball, to prevent a score.
- Game stops if the ball/ball carrier goes out of the playing area.
- *Variation - the number of passes in 1 minute.*

END BALL

Number of players	- 2 v 1; 3 v 1; 4 v 1; 3 v 2 etc.
Size of playing area	- 10m x 20m
Equipment	- 1 ball, braids/bibs to distinguish teams

Rules

- Start or restart each game from the end line, and attack the opposite end line.
- Team in possession scores by placing the ball on the ground beyond the end score line.
- Team in possession has 5 attempts to score a try (5 points). Maximum score 25 points.
- Defender may touch the ball carrier, using two hands on the hips, or intercept the ball, to prevent a score. Game then restarts.
- Game stops if the ball/ball carrier goes out of the playing area.
- *Variation - the number of tries in 1 minute.*

TOUCH RUGBY

Number of players	- 3 v 1; 4 v 1; 4 v 2; 4 v 3; 4 v 4 etc.
Size of playing area	- varies depending on number of players e.g. 20m x 20m for 4 v 4
Equipment	- 1 ball, braids/bibs to distinguish teams

Rules

- Start from own line, and attack the opposite score line.
- Team in possession scores a try by placing the ball down beyond the score line (try line).
- Defender may prevent a score, by touching the ball carrier on the hips using two hands, or intercepting the ball.
- Ball carrier, when touched, must be allowed to pass. 5 touches and the game stops.
Restart from the original line.
- Game stops if the ball goes out of the playing area, or ball carrier knocks the ball forward ("knock on").

Notes
