



Board/Authority Authorized Course Framework Template

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| School District/Independent School Authority Name: SD #8 Kootenay Lake | School District/Independent School Authority Number (e.g. SD43, Authority #432): |
| Developed by: Michael Joyce | Date Developed: Originally- February 2011. Rewritten for new curriculum March 2018. |
| School Name: L V Rogers Secondary | Principal's Name: Tamara Malloff |
| Superintendent Approval Date (for School Districts only): | Superintendent Signature (for School Districts only): |
| Board/Authority Approval Date: | Board/Authority Chair Signature: |
| Course Name: Principals of Rugby 10 (Frame work for Rugby Academy Course) | Grade Level of Course: 10 |
| Number of Course Credits: 4 | Number of Hours of Instruction: 120 |

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Currently-Indoor Field Facility (Nelson Indoor Soccer), Nelson, B.C., Currently-Training Facility (Maverick Fitness) Nelson, B.C.

Course Synopsis:

This course includes examination of core rugby skills, offensive and defensive strategies, strategic play from set piece, open play, as well as position specific skills used at all levels of rugby (high school, club, amateur, collegiate, and professional). Students will study current trends in international rugby strategy and play. Current perspectives on laws of the game, law evolutions, tactics, trends, coaching and proper safety procedures (including mayday protocols) are covered. The course will follow the LTAD (long-term athlete development) parameters set out by Rugby Canada to ensure the safety and appropriate development of the young athletes. The core skills unit are taught using the IRB's key factor analysis method: a criterion based skill analysis and teaching method where key factors are clearly outlined for each skill in the game, and the successful and sequential performance of the factors will allow the athlete to achieve the desired outcome. The extensive fitness components of

the course also follow the LTAD guidelines. Students will apply principles and theories through analysis of various aspects of team play and their own play on the rugby pitch.

Goals and Rationale:

This course offers students of moderate to advanced skill level the opportunity to improve their rugby core skills, individual fitness level, and provide the abilities and knowledge to help students develop life-long appreciation for fitness and healthy living. It also provides the opportunity to train consistently at a higher level with certified coaches. Parents, students and community looking for an elite-level rugby experience drive the demand for this course: one that allows them to compete for post-secondary opportunities, as well as spots on representative sides. It also serves as a source of pride for the students who may not have other attachments or achievement in the school or community based sports. The course is delivered by an IRB level 2 skills coach, who is also a full time teacher at the school.

Aboriginal Worldviews and Perspectives:

Rugby is a sport played worldwide and is strongly connected to the aboriginal peoples of Polynesia- The Maori population in New Zealand is particularly famous for its' cultural connection to the sport. The "Haka" performed before matches is lead by a Maori player (and only) a Maori player at the games outset recognizing that the knowledge of the dance is sacred and only shared by the Maori people. The physicality of the sport and the communal nature of rugby players puts an emphasis and importance on connectedness of the community of players and the reciprocal relationships needed to accomplish shared experiences and goals. Long-term athlete development recognizes learning is both ongoing and takes time for mastery and success.

BIG IDEAS

identify and perform key factors and outcomes for successful performance of the skills of rugby union

knowledge of effective methods for individual and team preparation for competitive play

Athletic development is long term and on going. LATD (long term athlete development)

Following proper training guidelines and techniques can help us to reach skill, on-field play, health and fitness goals.

Learning Standards

| Curricular Competencies | Content |
|--|--|
| <p><i>Students are expected to do the following:</i></p> <p>SKILLS AND PLAY</p> <ul style="list-style-type: none"> • Demonstrate successful performance of the following individual skills: passing and receiving, picking up the ball, running and evasion, kicking and catching, the drop kick at restarts, the side-on tackle and falling in the tackle, contact skills in attack, the place kick. • Demonstrate successful performance of the player's role in: the line-out, the scrum, back-line attack, defense, phase play, support play, kick and restarts, counter attacking. <p>CONDITONING AND FITNESS</p> <ul style="list-style-type: none"> • participate daily in a targeted condition program designed to enhance on field performance • demonstrate ability to overcome barriers that affect ability, skill and on field play <p>KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> • understand the 5 principals of rugby and different styles of attack and defence • Identify and analyze the relationship between strength/conditioning training, healthy eating ,and performance in fitness activities • Explain how developing competencies in fitness and conditioning activities can increase confidence, ability, play and encourage lifelong participation in physical activities | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique (KEY FACTOR ANALYSIS) for skills involved in rugby • rugby specific movement concepts and strategies • benefits of long and short term targeted conditioning and strength activities to on field play (LATD) • how to participate in different types rugby related physical activities, including individual and team activities • training principles to enhance rugby skills, team play and personal fitness levels, including the LTAD (Long Term Athlete Development) principle and KEY FACTOR ANALYSIS skills development principle • basic principles for responding to on field emergencies and injury • Laws of the Game (WRU) |

- *Identify and train muscles that produce movement in different parts of the body and how to effectively train those muscles to increase on field performance*
- *Identify and describe the influences of different training styles on rugby specific and on field results*
- *Identify the key factors and outcomes for successful performance of the skills of rugby union*

FULL LIST

- *Demonstrate successful performance of the following individual skills: passing and receiving, picking up the ball, running and evasion, kicking and catching, the drop kick at restarts, the side-on tackle and falling in the tackle, contact skills in attack, the place kick.*
- *Demonstrate successful performance of the player's role in: the line-out, the scrum, back-line attack, defence, phase play, support play, kick and restarts, counter attacking.*
- *understand and execute roles at the breakdown*
- *demonstrate safety in the tackle using the appropriate method and form*
- *understand the principals and styles of attack and defence*
- *learn position specific skills in open play and at the set piece (scrums, lineouts, restarts)*
- *attack 1v1, 2v1,2v2,3v2,3v3*
- *describe effective methods for individual preparation for competitive play*
- *participate daily in moderate to vigorous physical activity to enhance fitness*
- *demonstrate a willingness to participate in a wide range of rugby activities, including individual and dual activities games*
- *pursue personal physical activity goals related to health-related components of fitness (posture, corrective exercise, muscular strength, muscular endurance, cardiovascular endurance, and flexibility)*
- *respond appropriately in the following game situations: open play/phase play, set piece, defence, counter attack*
- *describe effective methods team preparation for competitive play/analyse and identify the key factors for success in these areas*
- *Demonstrate competence as a youth coach*
- *Identify and incorporate elements of the methodology coaching approach and key factor analysis*
- *Demonstrate key factor coaching points of individual and team play skills from previous units*
Explain and teach safe rugby core principals as well as scrum safety protocols
- *Examine and analyse theories and strategies in rugby*
- *Identify current and historic trends in rugby strategy and play*
- *Demonstrate proper equipment usage and safety procedures*

- *Present game analysis of recorded rugby matches Identify various systems of play (in both offense and defence) and their key components*
- *Demonstrate the principles of various systems of team play including defending and attacking systems*
- *Identify key strengths and weaknesses of these systems of play*

Big Ideas – Elaborations

identify and perform key factors and outcomes for successful performance of the skills of rugby union

Sample questions to support inquiry with students:

What are the key factors for a successful pass, tackle, ruck etc.?

Am I effectively recreating the key factors involved in a particular skill?

knowledge of effective methods for individual and team preparation for competitive play

Sample questions to support inquiry with students:

How does my pregame routine effect on field performance?

How can we change/improve team-based practices to improve team results?

athletic development is long term and on-going. LATD (long term athlete development)

Sample questions to support inquiry with students:

How can I develop and execute a long-term plan to increase conditioning, power, strength, speed and agility?

How can I use the training principles learned to be healthy long term and myself fit?

following proper training guidelines and techniques can help us to reach skill, on-field play, health and fitness goals.

Sample questions to support inquiry with students:

How does training intensity, rep range and rest specifically effect performance and athletic performance?

How does rest and diet effect body composition, performance and recovery?

Curricular Competencies – Elaborations

SKILLS AND PLAY

Sample questions to support inquiry with students:

Can/do I perform the key factors when carrying the ball in attack regularly?

Do I perform the key factors of a successful tackle? Do I perform these safely and regularly?

CONDITIONING AND FITNESS

Sample questions to support inquiry with students:

How do I know how many repetitions, what % of 1RM, at what tempo and rest period I should be lifting to increase-
Mass?
Power?
Strength?

How much protein should I be eating at my body weight to recover from high intensity strength training?
Am I taking enough carbohydrates to maintain my energy in training and performing?
Am I adequately hydrated? How do I know if I am adequately hydrated to perform?

KNOWLEDGE AND UNDERSTANDING

Sample questions to support inquiry with students:

Content – Elaborations

The following elaborations are possible illustrations of the Content:

SKILLS AND PLAY

Sample of (2) skills-

RUNNING IN ATTACK-RECOGNIZING AND ATTACKING SPACE

- observe the defense in front of them and move into a position to make and attack space considering depth and width of attack
- identify how the defense is set up: - where there are gaps and potential mismatches, e.g. a center versus a prop - defensive players' body position and formation – are they squared up to the attack and ready to move forward in defense or are they misaligned and still concentrating on the contact area? - is there space behind the defensive line to attack with kick through or over?
- keep eyes on opposition to react to defensive changes
- communicate defensive set up and gaps/mismatches to team mates
- attack space quickly and confidently with support to get over the gain line

THE RUCK

If clearing or driving out defenders:

- maintain a strong, stable and low body position
- 'eyes up' - sight the target, chin off the chest
- keep the spine in line with the direction of drive
- start the drive from a low body position
- make contact with defender using the shoulder and arms, not the head

Content – Elaborations

- close arms around opponent
- drive the player away and clear the ball
- bind with a team-mate to improve stability

CONDITIONING AND FITNESS

Students will be participating in a specific Strength and Conditioning program designed by a CHECK certified coach 2 days per week.

KNOWLEDGE AND CONTENT

Students will pass WRU Laws Test (all modules)

Students will pass WRU Rugby Ready (all modules)

Students will know Key Factors for successful completion of each skill component

Daily discussions/lessons during Conditioning sessions to inform training

Recommended Instructional Components:

Organizational Structure:

| Unit/Topic | Title | Time |
|--------------------|---|------------|
| Unit 1 | Individual Rugby Skills/ Strength and Conditioning/ Life Long Fitness | (60 hours) |
| Unit 2 | Team Play/Organization and Playing from Set Piece | (30 hours) |
| Unit 3 | Safe Rugby (WRB Rugby Ready), Laws of the Game, Coaching | (10 hours) |
| Unit 4 | Nutrition and Strength and Conditioning Theory | (10 hours) |
| Unit 5 | Systems of Play | (10 hours) |
| Total Hours | | 120 hours |

Unit/Topic/Module Descriptions:

Unit 1: Overview

Curriculum Organizers and Learning Outcomes

INDIVIDUAL SKILLS

Students will be able to

- identify the key factors and outcomes for successful performance of the skills of rugby union
- demonstrate successful performance of the following individual skills: passing and receiving, picking up the ball, running and evasion, kicking and catching, the drop kick at restarts, the side-on tackle and falling in the tackle, contact skills in attack, the place kick.
- demonstrate successful performance of the player's role in: the line-out, the scrum, back-line attack, defence, phase play, support play, kick and restarts, counter attacking.
- understand and execute roles at the breakdown
- demonstrate safety in the tackle using the appropriate method and form
- understand the principals and styles of attack and defence
- learn position specific skills in open play and at the set piece (scrums, lineouts, restarts)
- attack 1v1, 2v1,2v2,3v2,3v3
- describe effective methods for individual preparation for competitive play
- participate daily in moderate to vigorous physical activity to enhance fitness, including strength training
- demonstrate a willingness to participate in a wide range of rugby activities, including individual and dual activities games
- pursue personal physical activity goals related to health-related components of fitness (posture, corrective exercise, muscular strength, muscular endurance, cardiovascular endurance, and flexibility)

Unit 2: Overview

Curriculum Organizers and Learning Outcomes

TEAM PLAY AND PLAYING FROM THE SET PIECE

Students will be able to

Team play building from 2v2 to 15v15

- respond appropriately in the following game situations: open play/phase play, set piece, defence, counter attack
- describe effective methods team preparation for competitive play
- analyze and identify the key factors for success in these areas

Unit 3: Overview

Curriculum Organizers and Learning Outcomes

SAFE RUGBY

Students will be able to:

- Demonstrate competence as a youth coach
- Identify and incorporate elements of the methodology coaching approach and key factor analysis
- Demonstrate key factor coaching points of individual and team play skills from previous units
- Explain and teach safe rugby core principals as well as scrum safety protocols

Unit 4: Overview

Curriculum Organizers and Learning Outcomes

RUGBY THEORY

Students will be able to:

- Examine and analyse theories and strategies in rugby
- Identify current and historic trends in rugby strategy and play
- Demonstrate proper equipment usage and safety procedures
- Present game analysis of recorded rugby matches

Unit 5: Overview

Curriculum Organizers and Learning Outcomes

SYSTEMS OF PLAY

Students will be able to

- Identify various systems of play (in both offense and defence) and their key components
- Demonstrate the principles of various systems of team play including defending and attacking systems
- Identify key strengths and weaknesses of these systems of play

Instructional Component:

The majority of instruction will take place on the playing surface. The cycle of “posting learning intentions”, executing, providing feedback, key factor analysis, executing and revisiting learning intentions will be commonplace. Instruction will occur in the following forms:

- On field lecture and drill on basic concepts and skills (key factor analysis)
- Class and group discussions of significant issues and topics
- Individual and group interpretations of rugby in the media
- Readings in current rugby media followed by class discussions of strategies
- Skill building drills that build rugby strategy critical thinking
- Peer presentations and teaching
- Hands-on experiences analysis of videotapes and third party research

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Assessment evidence is collected using a wide variety of methods, such as observation, video, on-field skills tests, learning logs, student self-assessments and peer assessments, oral and written. Students will understand Key Factor Analysis (criteria) of skills, which will be integral in the assessment of all skill based learning outcomes (criteria based assessment). Students will be able to identify the key factors to inform their learning and successes.

Student performance is based on the information collected through assessment activities. Coaches use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to learning outcomes of the course.

Achievement indicators using language directly from the learning outcomes will be used to gauge the level of achievement for each player. The breakdown of the grade will correspond to the time allotted to each learning unit and the student’s engagement with that particular section.

Learning Resources:

Rugby Canada LTAD program

World Rugby Skills (KEY FACTOR ANALYSIS)

CHECK Fitness Systems Training

World Rugby On-line Resources: Rugby Ready and WRB Laws of the Game

Additional Information: