

BC Ministry of Education

# BAA Course

**District Name:** Kamloops Thompson

**District Number:** 73

**Developed by:** Scott Simpson & Grady Sjokvist

**Date Developed:** January 29, 2009

**School Name:** Brocklehurst Secondary

**Principal's Name:** Tom Dinsdale

**Board/Authority Approval Date:**

**Board/Authority Signature:**

**Course Name:** Rugby Skills 11

**Grade Level of Course:** 11

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 100

**Prerequisite(s):** Open to students in Grades 10-12

**Special Training, Facilities or Equipment Required:** All weather facility, scrum sled, rugby balls, tackle shields/pads, cones

**Course Synopsis:** This course is designed to develop initial rugby knowledge and skills, while laying the foundation for future development. The topics covered in this course will correspond to the Level 2 coaching manual through BC Rugby and Rugby Canada as well as the International Rugby Board (IRB). The skills taught will see a progression from beginner to intermediate skill level. The students will demonstrate understanding of the game through video and statistical analysis.

Rationale:

<b>Unit</b>	<b>Title</b>	<b>Time</b>
Unit 1	History of Rugby Union, Styles of Rugby and Evolution of Rugby Laws	20
Unit 2	Nutrition, Fitness, and First Aid	20
Unit 3	Offensive Strategies (Basic & Advanced)	25
Unit 4	Defensive Strategies (Basic & Advanced)	25
Unit 5	Player Performance Evaluation	10
	<b>Total Hours</b>	<b>100</b>

## **Unit Descriptions:**

### **Unit 1: History of Rugby Union, Styles of Rugby and the Evolution of Rugby Laws**

#### **Time Allocation: 20 hours**

Students will learn how rugby-football was created and how the game has evolved to what it is today. Historical developments, along with important personalities from the world of rugby union will be analyzed to determine his/her influence on the game. The Rugby World Cup of 1995 in South Africa will be looked at and how it changed some views and opinions regarding apartheid. Differing rugby styles will also be introduced to show the southern hemisphere style of rugby versus the northern hemisphere style of rugby.

*It is expected that students will be able to:*

1. Explain how Webb Ellis created rugby football.
2. Describe the evolution of football species such as soccer, Aussie rules, and American football.
3. Identify how Nelson Mandela and the 1995 World Cup helped break the colour barrier in South African rugby.
4. Understand the origins and events in BC and Canadian rugby history.
5. Evaluate how rugby fosters pride in one's country.
6. Understand law changes from past to present and explain how these changes have affected player preparation for a match.
7. Analyze the laws as well as the new experimental law variations (ELV's)
8. Differentiate between southern and northern hemisphere styles of rugby as well as list their strengths and weaknesses.
9. Identify a style that best suits a specific team based on team composition.

### **Unit 2: Nutrition and Fitness**

#### **Time Allocation: 20 hours**

Students will learn that proper nutrition is essential for peak performance of an athlete. In addition to physical fitness, nutrition is critical for an athlete to perform at the highest possible level. Students will learn how to do a diet analysis to allow for an optimal nutrition plan. Physical conditioning will also be addressed in this unit. Strategies for rugby will be taught to ensure optimal muscular strength, aerobic and anaerobic power during matches. Fatigue is closely related to a lack of execution on the playing field. Drills will mimic game scenarios, ensuring that practice is translated into game situations.

*It is expected that students will be able to:*

1. Differentiate between the body's different energy systems.
2. Create conditioning drills that strengthen each of the body's energy systems.
3. Understand the correlation between a lack of fitness and on-field performance and enjoyment of rugby.
4. Differentiate the role that fats, carbohydrates and proteins play in fueling the human body.
5. Explain the importance of hydration and sports drinks before, during and after a match.
6. Analyze sample diets for peak athletic performance.
7. Create a personal nutrition plan.

### **Unit 3: Offensive Strategies (Basic & Advanced)**

#### **Time Allocation: 25 hours**

Students will learn why fundamental ball handling and quick ball movement is an essential attacking tool for creating offensive opportunities. Moving the ball into open space creates an overlap on the outside so students will be taught how to recognize a potential 2 on 1 and how to capitalize on this situation. From here, students will learn to create gaps in a defense that has a solid defensive system in place. Building on the fundamental ball skills taught earlier, the skills of switches and inside ball attacks will be used to create holes in the defense. In this unit, video and statistical analysis will show that ball retention is key to a strong offense.

*It is expected that the students will be able to:*

1. Understand the importance of ball handling in creating offensive opportunities.
2. Create offensive attacking formations from various areas on the field.
3. Explain the correlation between ball handling errors and turnovers.
4. Explain the correlation between ball retention and scoring opportunities.
5. Create offensive plays against different defensive structures.
6. Discover how to identify weak points in an opposition's defense.
7. Use video and statistical analysis to accomplish the above learning outcomes.

#### **Unit 4: Defensive Strategies (Basic & Advanced)**

##### **Time Allocation: 25 hours**

Students will learn that cutting down the amount of open space on defense is one of the most effective ways to decreasing the offensive threat. They will also learn 1 on 1 defense in the tackle that will encourage turnover ball as well as how to organize a defense to be in unison. Students will also learn different defensive systems such as straight-up and drift defense as well as the benefits/drawbacks of each. The quick transition from defense to offense will also be taught so as to maximize the opportunities created by causing turnovers.

*It is expected that the students will be able to:*

1. Establish 1 on 1 defensive skills (tackle situation)
2. Differentiate between team defense and individual defense.
3. Understand the importance of quick feet and proper body position on defense.
4. Identify the correlation between staggered defense and offensive opportunities.
5. Explain the difference between the straight-up and drift defensive systems.
6. Explain the importance of team communication in effective defensive coverage.
7. Demonstrate how to safely tackle, defensively ruck and maul.
8. Understand how to create a counter attack opportunity from a turn-over ball.
9. Use video and statistical analysis to accomplish the above learning outcomes.

#### **Unit 5: Player Performance Evaluation**

##### **Time Allocation: 10 hours**

Students will learn how to personally evaluate themselves as well as others to aid in personal growth in their own rugby game. This unit will enable students to provide themselves as well as others with direct, constructive feedback designed to correct flaws in their game or elevate their skill set to a higher level. Summative and formative assessment strategies will be used and discussed in order to improve the athlete's individual performance as well as the team performance as a whole.

*It is expected that the students will be able to:*

1. Utilize assessment rubrics to evaluate an athlete's performance as well as their own.
2. Conduct player performance evaluations during a rugby match.
3. Understand the importance of providing praise as well as constructive criticism.

#### **Instructional Component:**

1. Direct Instruction
2. Indirect Instruction
3. Interactive Instruction
4. Independent Instruction
5. On-Field Activities
6. Group Work
7. Practical/Role Playing Scenarios
8. Demonstrations/Modelling

## 9. Experience Journals

### **Assessment Component:**

- 80% of the grade will be based on formative evaluations conducted during the course. This formative evaluation will provide an indication of the student's master of the major instructional components covered during the course.
- 20% of the grade will be on a final project.

### **Type of Assessment – Formative**

Evaluation Components – Theory/On-field activities

Skill Assessment	20%
Theory Tests	20%
Case Studies (Video/Stats Analysis)	20%
Presentation/Projects	15%
Journal	<u>5%</u>
<b>Total</b>	<b>80%</b>

### **Type of Assessment – Summative**

Evaluation Component – Final Project

Assessment Tools – Teacher and Self Evaluation forms using a *criterion based* checklist.

Value **20%**

### **Learning Resources:**

1. Rugby Technical Manuals (*Rugby Canada & IRB*)
2. Selected Course Readings Package
3. NZRFU/England RFU/Super 14 videos
4. Internet (*World Wide Web*)
5. IRB Referee's Handbook (*IRB*)
6. Sports Nutrition (*Coaching Association of Canada*)
7. Sports First Aid Manual (*SportsMed BC*)

Additional Information: