

EdRugby Online Educational Resource

LEVEL

Upper primary
Lower secondary

REFERENCE: Health and Physical Education

PART 1 INTRODUCTION

The purpose of the EdRugby Health and Physical Education lessons is to introduce students to the fundamental skills necessary to play the game and to get them excited about the possibility of playing Rugby. This is achieved by providing skill and basic motor development through fun activities and games related to Rugby.

Physical education lessons are designed so that students:

- experience the general gross motor drills and games
- practise some practical and simple physical skills needed to play Rugby
- assist non-players to get a feel for the game
- help complement and reinforce acquired skills of more practiced Rugby players.

Game learning focus

Many of the activities and skills are in the form of a game in order to maintain student appeal and elevate energy levels. The lessons are designed to maximise participation time and avoid complicated instructions on the more precise skills required of Rugby competition.

The games activities approach or learning focus in a game encompasses learning of fundamental motor skills or components of a fundamental motor skill with a Rugby bias. The lessons also promote game strategy, discussion on how to work cooperatively and the acceptance of winning and losing.

PART 2 CURRICULUM

By students engaging in Rugby motor skills, as with all physical education, they are developing knowledge, skills, understanding, values and motivation to seek health and physical competence through lifelong involvement in physical activity.

Physical education is the process by which students can learn these motor skills so they can compete favourably in competition or simply use this acquisition for the productive use of their leisure time.

Further, it provides for the learning and achieving of physical fitness and assists the school in realising sound social and personal skills in students.

The skills and games are an ideal medium for exploring content strands within the Health and Physical Education National Statement and Profile:

Human movement

- Movement patterns such as run, jump, leap, dodge and swerve
- Manipulative skills such as catch, pass, bounce, dribble and generally move in space to track a ball

Physical activity and the community

- Contributing to changes to the body caused by participation in physical activity
- Feelings associated with participation in physical activity
- Places at school and in the community where Rugby activities can be practised and played
- Fitness towards a healthy lifestyle

Human relations

- Modifying the game to encourage and motivate the participation of all students
- Cooperation with a partner or small group and fostering team spirit
- Fair play
- Patience, tolerance and respect, eg for differing abilities and rules

Safety

- Safe and unsafe behaviour
- Basic first aid principles
- Rules and lesson procedures
- Appropriate places and equipment to use

PART 3 SKILLS

Within the Content strands games and sports skills, much knowledge and many skills are enhanced. These are commonly referred to as *fundamental motor skills* (FMS). FMS lays the foundation and essentials for active play, recreation games and engagement in individual and team sport. The more highly competitive and the greater the demand for elite performance, the more the need for the extension of motor abilities.

The skills that are developed within the EdRugby lessons feature ball handling, passing and receiving, evasion and pursuit. These skills can be classified into three types:

1. Manipulation activities
2. Locomotion activities
3. Body management activities

Manipulation and locomotion activities are given attention in each of the lessons and more often they are encouraged together within the same activity. Practice, drills and games aim to develop motor abilities for a wide cross-section of sports, not just specific to Rugby. Ball control, passing and catching, supporting and tracking and throwing and the ability to find space are all ingredients to so many games and sports.

Locomotion includes all those movements that students perform in all activities and games with or without equipment (primarily the football). Running, jumping, leaping, dodging, stepping and swerve are all locomotion activities that children will display.

Body management is given a little emphasis with aspects of landing, balance, rotating, pushing and pulling to mildly disorientate then correct body alignment.

PART 4 TEACHING TIPS

Maximising participation and achievement

Energy will remain high and children will have fun learning skills if the activities are challenging and provide for maximum participation time.

- Lessons flow smoothly when clear, understood and prepared.
- Instructions are short and explicit, kept to a minimum and there are few interruptions.
- Minimum organisation is imposed.
- Maximum engagement means involving all in games and keeping skill groups small.
- Most of the lesson is used for skill practice and game.
- Activities are challenging but are achievable.
- Drills and games ensure a high rate of success.
- The activities and games relate to the skills being promoted.
- Players are not eliminated for any significant period.
- Provision is made for adequate equipment.
- Provision for students to problem solve.
- Positive feedback and appraisal for effort and achievement is given.
- There is opportunity for children to be creative and experiment.
- There is opportunity for children to learn through problem solving and discovery.

PART 5 STRETCHING



Thoracic spine and shoulder mobility exercise.

Cross the arms and clasp hands in front of the body at shoulder height. Breathe in and as you exhale stretch the hands above your head. Breathe in again this time bending the elbows and bringing the hands down behind the neck. Release the hands so that just the fingers are clasping behind the neck. Stretch the arms up again, then repeat.

This is an excellent exercise for reducing stiffness in the shoulders and thoracic spine.



Wrist, shoulder and neck stretch.

Place arm on a wall or door. Side tilt the head away from the outstretched arm. Pull the fingers back over the wrist.



Tricep

Reach with one arm over the middle of thoracic region. Pull down on the elbow to create the stretch. Point bent elbow towards the sky.



Tricep Stretch, & Lattisimus Dorsi.

Perform the tricep stretch then gradually bend away from the bent arm. A stretch will be felt in the tricep and lattisimus Dorsi of the same side.



Posterior shoulder and thoracic spine stretch.

Sitting. Tuck the hands or cross the arms under one knee. Tuck the chin in. Pull up in the shoulder blades as you try to straighten the knee. Not recommended if you have back pain.



Pectoral stretch.

On all fours place the hands with extended wrists out in front, pull the shoulder blades together and let the middle back drop inwards. Keep the hips directly over the knees. Knees should not be touching.



Knee hug stretch

For the hip, backside and lower back. Hug one knee up to the chest. Bring the forehead to the knee. Advance to keeping the outstretched leg off the ground. This will strengthen the abs as you stretch the hips.



Upper hamstring stretch

Cross one ankle in front of a bent knee. Put both hands through and around the bent leg. Hug this knee up onto the chest. Counter resist the ankle against the knee to increase the stretch.



Spinal rotation stretch: sitting

Pull bent leg across with opposite arm, feeling the stretch down bent leg through gluttius and lower back.



Adductor stretch

Holding ankles, push down with elbows. To increase the stretch pull up with knees.



Quadriceps stretch

Keep knees together, push through with hips while pushing bent leg towards the ground.



Hip flexor stretch for quads and lower back

Kneeling with one foot behind, top of the foot against the wall. Flatten the back and shift the top of the thigh forward. Pull the abs up and inwards



Advanced Hip abductor stretch

Holding a fence or solid object, bring the outside leg behind inside leg towards the fence. Stretch will be felt on hip facing away from the fence (Abductor).



Calf Stretch

Leaning against a wall. Lift the arch of the foot slightly. Keep the hip and knee in a straight line and lean forward. Do not let the arch collapse to a flat foot position as this may cause overstretch. Stretch each leg separately.



Achillies Stretch

Leaning against a wall. Slightly bend back leg, heel may raise off the ground. Feet, hips and knees should be facing straight.

PART 6 INVASION GAMES

What are invasion games?

Invasion games are characterised by equal numbers of opponents occupying the same area of play and competing for space within that field of play. The aim of invasion games is to score more points than your opponents, within a given time limit, while endeavouring to keep their score to a minimum.

The main tactics used involve manipulating the use of space (create and deny) to develop strategies of attack and defence to maintain possession, evade the opposition and play as a team.

Invasion games allow participants to develop technical skills and tactical awareness vital for all team games and encourage communication in a sporting environment.

Communication with team members and decision making is important and vital for success.

What skills are developed?

Invasion games are generally active and provide opportunities to develop a variety of technical movement skills including:

- locomotor movements of running and changing direction
- disposing of the ball by passing
- hand-eye coordination
- receiving a ball by catching
- challenging another player.

What is tactical awareness?

Tactical awareness, critical to game performance, is the ability to identify tactical problems that arise during a game and to select the appropriate responses.

Responses include:

- on-the-ball skills such as passing and moving to space in order to maintain possession
- off-the-ball movements such as supporting the ball carrier to create space in attack
- off-the-ball movements to cover attackers and deny them time and space.

All forms of Rugby are invasion games. The development of technical skills and tactical awareness necessary for invasion games are important to success in all forms of Rugby.

Why are invasion games important?

The invasion game provides an appropriate medium for students to practise manipulating the use of space both in attack and defence as well as acquire and improve the performance of particular Rugby-related skills.

Each lesson will assist to develop students' technical competence in the passing, ball handling, catching and evasion skills. Each lesson will also develop students' tactical awareness through the use of appropriate activities and questioning to identify, choose the appropriate and practise the required strategies of the respective Year-level invasion game.

PART 7 **ACTIVITIES OVERVIEW**

UPPER PRIMARY

Lesson	Activities
Skills and drills 1 - primary	<ul style="list-style-type: none"> • BALL IN TWO HANDS RACE (ball familiarisation) • CAPTAIN BALL (passing and receiving) • OVERS AND UNDERS (passing and receiving) • STUCK IN THE MUD (evasion and pursuit) • RUGBY END BALL (invasion game)
Skills and drills 2 - primary	<ul style="list-style-type: none"> • STEP AND SWERVE (ball familiarisation) • RUGBY ROUNDERS (passing and receiving) • TAG BALL (evasion and pursuit) • RUGBY END BALL (invasion game)
Skills and drills 3 - primary	<ul style="list-style-type: none"> • PADDO'S SIMPLE (ball familiarisation) • LINEOUT CAPTAIN BALL (passing and receiving) • BALL TAKE STUCK IN THE MUD (evasion and pursuit) • 4 V 2 INVASION GAME (invasion game)
Skills and drills 4 - primary	<ul style="list-style-type: none"> • TACTILE PRESSURE RELAY (ball familiarisation) • PASSING CHAIN (passing and receiving) • WORKING THE MAN (evasion and pursuit) • EDRUGBY INVASION GAME (invasion game)
Skills and drills 5 - primary	<ul style="list-style-type: none"> • PADDO'S COMPLEX (ball familiarisation) • BALL HANDLING RELAY (passing and receiving) • 51% 1 V 1 (evasion and pursuit) • 50% WALLA (invasion game)
Skills and drills 6 - primary	<ul style="list-style-type: none"> • RUGBY OCTOPUS (game based) • DIAGONAL PASSING (passing and receiving) • BUGS AND SPIDERS (evasion and pursuit) • PUSH TAGGING (invasion game)

PART 7 ACTIVITIES OVERVIEW CONT'D

LOWER SECONDARY

Lesson	Activities
Skills and drills 1 - secondary	<ul style="list-style-type: none"> • TACTILE PRESSURE RELAY (ball familiarisation) • RUGBY ROUNDERS (passing and receiving) • BALL TAKE STUCK IN THE MUD (evasion and pursuit) • 4 V 2 INVASION GAME (invasion game)
Skills and drills 2 - secondary	<ul style="list-style-type: none"> • STEP AND SWERVE (ball familiarisation) • PICK AND PLACE RELAY (ball familiarisation) • DIAGONAL PASSING (passing and receiving) • BUGS AND SPIDERS (evasion and pursuit) • RUGBY END BALL (invasion game)
Skills and drills 3 - secondary	<ul style="list-style-type: none"> • PADDO'S COMPLEX (ball familiarisation) • LINEOUT CAPTAIN BALL (passing and receiving) • TAG BALL (evasion and pursuit) • EDRUGBY INVASION GAME (invasion game)
Skills and drills 4 - secondary	<ul style="list-style-type: none"> • APPROPRIATE FORCE RELAY (ball familiarisation) • PASSING CHAIN (passing and receiving) • 51% 1 V 1 (evasion and pursuit) • 50% WALLA (invasion game)
Skills and drills 5 - secondary	<ul style="list-style-type: none"> • RUGBY OCTOPUS (game based) • DIAGONAL PASSING (passing and receiving) • WORKING THE MAN (evasion and pursuit) • PUSH TAGGING (invasion game)
Skills and drills 6 - secondary	<ul style="list-style-type: none"> • BALL IN TWO HANDS RACE (ball familiarisation) • 51% FUNNEL (evasion and pursuit) • GROUND CONTACT (skill preparation) • RUCK WALLA (invasion game)