EdRugby Online Educational Resource

LESSON: Rugby people 2

THEME: Rugby diversity



DESCRIPTION:

Students work with information about the people related to Rugby. They play a card game exploring the various roles and their contribution to Rugby as a whole.

An ideal preparation for this lesson is Rugby people 1

OUTCOMES

This lesson contributes to the achievement of the following unit outcomes:

English

- With teacher guidance, identifies and discusses how linguistic structures and features work to shape readers' and viewers' understanding of texts.
- Interacts confidently with others in a variety of situations to develop and present familiar ideas, events and information.
- Controls most distinguishing linguistic structures and features of basic text types such as stories, procedures, reports and arguments.

Studies of Society and Environment

Describes how cultural groups, their belief systems and social organisation contribute to the identity of a society.

The Arts

- Responds to key visual features of art works.
- Explores and uses several art elements and uses specific skills and techniques appropriate to the medium.

SUGGESTED TIME:

40 minutes

WHAT YOU NEED:

- class copies of student handout (at the end of this lesson plan)
- scissors, glue, sticky tape, cardboard (for making cards)



PART 1 REVISION

a. Revise the lesson Rugby people 1 with the class. Discuss the range of people who contribute to the success of a game such as Rugby.

Suggested people in Rugby could include:

players referee supporters

coach ball boys line umpires

team managers club managers sponsors

local councils grounds staff canteen staff

ticket collectors trainers first aid/physiotherapists

media

PART 2 PLAYING ROLES

- a. Form small groups. Distribute student handouts—playing cards 1 and 2, one set for each group.
- b. Work with the students to explain, select and play the following games:
- Snap or Memories to match photos of people with their roles
- Secret interviews: one player chooses a role card and the class interviews with yes/no questions to identify which person it is within ten questions
- rank the cards in order of importance of contribution to the game
- lay out the cards and make connections between them with string and blutac to show major associations, for example coach with players, referee with players, sponsors and team managers or club managers, canteen and supporters.

Discuss the patterns of connection and interdependence, reinforcing the value of all roles.

Explore other ways of classifying and grouping the roles.

PART 3 REFLECTION

Reflect on variations and range of students within your class. Think about how the diversity of different people's contributions can result in a strong team. How does this apply to other areas of our lives?

PART 4 EXTENSION

- Invent other card games using the role cards.
- Discuss which roles you'd like to have and why.
- Study the different contributions made by people in other entities such as hospitals.
- Interview people with differing roles at a Rugby match to find out more about what they do and why they do it. Share new information with the class.
- Discuss reasons for additional or different roles in amateur, professional, local, national and international Rugby.

STUDENT HANDOUT

PLAYING CARDS 1A

Prepare cards by sticking or photocopying onto cardboard. Use scissors to cut along lines.

Players

matches against We train every week and play other teams.

Referee

game are broken the whistle when the laws of the · We control the game, blowing and awarding penalties. tries and

Supporters

matches or else We come along to watch Rugby wear the team elevision. We colours and support our watch on teams.

Coach

games we decide who's on the field and what to do to team to ensure safely. During win the game. they have the knowledge to play well and · We train the skills and

Club managers

activities of all the We make sure al We organise the teams in the club, the players are egistered and nsured.

the goalposts.

Team managers

ight uniform and We make sure al about where and players have the matches are on. nformation when their

Ball boys

new ball when it's the game to run and get the ball sideline during or hand over a We wait at the kicked out.

the player or the sidelines and tel he referee when we see off-side olay or whether line or between ball is over the game from the We watch the **Touch judges**

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Sponsors

and in return our We give money their expenses to the club for printed on the advertising is uniforms. name or

Local councils

playing fields in good condition and allow the We keep the clubs to use them.

Grounds staff

We look after the We mark lines on and ropes are in place for stands and club make sure flags the fields and matches. buildings.

Canteen staff

who come to the We sell food and drinks to people game.

First aid and physiotherapists

We advise the

Trainers

Ticket collectors

 We stand at the gates collecting

players about

money or tickets

from supporters

who've come to

games to treat players who have seen injured. We attend

should do and

training they what sort of

now to get fit.

Media

photographs, film about the game or write reports about games. for radio and commentate audiences. television We also We take

STUDENT HANDOUT PLAYING CARDS 2A

Prepare cards by sticking or photocopying onto cardboard. Use scissors to cut along lines. Use the blank area to draw or glue a picture.

Players	Referee	Supporters	Coach
Ball boys	Touch judges	Team managers	Club managers

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	Media
grounds staff	First aiders and physiotherapists
0	Trainers
່ ! ! ! ທ	Ticket collectors