EdRugby Online Educational Resource

LESSON: Talking to the team

LEVEL Upper primary

THEME: Game plan

DESCRIPTION:

Students explore a range of communication styles used in Rugby. They examine the purpose and form of language typically used in coaching and role-play a range of scenarios.

OUTCOMES

English

- With teacher guidance, identifies and discusses how linguistic structures and features work to shape readers' and viewers' understanding of texts.
- Identifies and discusses some of the relationships between ideas, information and events in visual texts designed for general viewing.

Health and Physical Education

- Discusses how taking on different roles affects relationships, attitudes and behaviours.
- Analyses the ways in which people define their own and other people's identities.

SUGGESTED TIME:

50 minutes

WHAT YOU NEED:

- class copies of student handouts (at the end of this lesson plan)
- highlighters or coloured pencils
- sheets of cardboard or blank paper

GAME PLAN

australian RUGBY

PART 1 INTRODUCTION

a. Explain that students are going to focus on communication and how to communicate effectively. Point out that communication requires two or more people to be involved, the person sending the message and the person/people receiving it. Students brainstorm the different types of messages that can be sent between the sender and receivers, both verbal and non-verbal. They might mention:

- written texts such as letters, stories, notes
- speech
- visual texts such as signs.
- non-verbal language such as facial expressions, hand movements and body language. Ask students to display some hand movements that indicate stop, quiet, no, you etc and body language to reflect happiness, depression or anger. Discuss some elements of sign language.

b. Identify what factors can influence communication. They could mention the sender's purpose, audience and context. All communication is affected by the context of the message. Ask students to consider how their communication changes when they speak to:

- friends
- family
- very young children
- parents
- teachers.

c. Encourage students to enact a few examples of how someone might speak differently, more formally or informally, depending on context, who they are speaking to and the reason for the communication eg talking on the telephone to a friend, to a teacher in the playground, to the whole school at speech day.

d. Examine how people can ensure their communication is effective. Emphasise that communication is a two way effort, depending on both sender and receiver. Use the following summary as a guide:

The sender:

- speaks or sends the message clearly
- makes sure the message is appropriate for the context and the receiver
- allows the receiver to respond
- listens or watches for their response, making sure they have understood.

The receiver:

- listens carefully
- faces the sender and maintains eye contact
- notices body language
- asks relevant questions
- acknowledges that they have understood the message
- doesn't interrupt.

e. Distribute Student handout - Communication skills and ask students to complete the first activity. They should write down ways they can have good communication as both the sender of a message and the receiver. Ask students to complete the other activities.

PART 2 COMMUNICATING IN SPORT

a. Ask students if they have seen the way:

- goals are indicated in the different football codes
- coaches talk to their teams during a basketball match
- tennis players talk to umpires during big matches
- a Rugby Union captain talks to their team mates.

b. Students brainstorm some of the ways people communicate in sport. They could mention:

- team members during a game
- a referee or umpire during the game to teams, other officials or spectators
- a coach before and or during a game
- linesmen sending signals.

PART 3 COACHING

a. Students discuss the role of coaches such as teacher and motivator. Ask if they have experienced the following coaching styles:

- dominating and angry
- nice but firm
- casual, easy going.

Ask them how effective they thought each one was. They can give reasons for their answers.

b. Students form into groups. Distribute Student handout – Coaching Styles and ask students to read it. Ask students to choose a role and quickly rehearse it. Ask some students to perform their roles in front of the class. Students discuss the different styles of coaching and then complete the activities on the handout.

c. Give students coaching situations which require clear, effective communication, for instance, the first day at practice, before the first or last match of the season, with a new replacement in the team, introducing new tactics at practice. Ask each group to write a short, effective speech for the coach, including the effective features they have discussed.

d. Ask groups to nominate a group member to play the coach and help them to rehearse their role. They perform the group's speech in front of the class. Remind them to:

   – speak clearly

   – try to connect, to look various students in the eye

   – be enthusiastic and use hand gestures and other body language.

e. Ask students how they responded to the different coaches and discuss the reasons for their responses with the whole class. Students brainstorm the elements necessary for coaches to communicate effectively with the people they coach.

PART 4 REFLECTION

Reflect on the importance of communication in our interaction with others. Discuss the range of communication styles that may be observed in the classroom, school, wider community and media. How might a coach get more out of a team by choosing different styles of language?

PART 5 EXTENSION

- Use the Internet to find out more about the different communication methods used by humans
- Watch some footage of a Rugby match, especially the interaction between the coach and the players.
- Develop some drama scripts based on communication styles used in coaching.
- Explore and role-play a few scenarios featuring a range of communication styles including a very bossy coach, a really funny coach or a coach who decides to have a sing-along with the team. What affect do the different styles have on the emotions of the team?

STUDENT HANDOUT COMMUNICATION SKILLS

i. Write down three ways you can make sure you communicate well as a sender and a receiver of messages.

Sender	Receiver
Make sure your speech is appropriate.	Listen carefully.

ii. Imagine the following scenarios. Describe how each makes you feel and the effect it has on you.

a. You can't hear a message properly, for instance the sender is speaking too quietly or mumbling or there is too much background noise.

b. The person you are speaking to isn't paying attention.

iii. Complete the following sentences:

a. I know I am being listened to and understood when:

b. I find it difficult to listen to others when:

STUDENT HANDOUT COACHING STYLES

i. Imagine a Rugby union coach talking to the team at half-time - and the other team is winning. Underline or highlight any negative or positive words, action words, examples of clear or unclear communication.

1	You gutless idiots! You should never have been selected. Didn't you see them coming? Haven't you listened to anything? You're hopeless! A waste of space! What are your parents going to say - who could blame them! Now pull your fingers out and get out there. This is your last shot at the cup. Run them down and tackle them. And start kicking that ball. You backs, get out there and run. Try to do some scoring this half. You forwards tackle like you mean it. I don't want to see any of you later unless you can pick up your game. In fact, don't expect me to coach you again unless you score a few tries.
2	We can do it! I know you have it in you. Focus and remember this is our big chance. The first half didn't go well for us but I know we can recover. You backs, run like the wind. You forwards, get in there and tackle like I know you can. And don't let them through. I know you can play a good defensive game, but we also need some points on the board. Robbie, you're our best runner. Lee and Sammie, you support Robbie. You've got to get the ball, pass quicker to avoid being tackled and make sure we don't lose possession. Remember the tactics we worked out last week? Use them now. We can do it! We can win!
3	Things haven't started too well but I know you'll be fine in the second half. I know you will come good. Just take those opportunities when they arise and run with them. Play as well as you can. Keep calm. Keep your heads and remember, it's not the end of the world if you lose. Go on team and I'll see you all at the barbecue later.

ii. How they affect me. Write one or two words.

Questions	1	2	3
What is their style?			
Is their message clear?			
Can I understand what they want?			
Would I be inspired to try harder?			
Would they be effective or not?			

Who would I rather have coach me? 1, 2 or 3? Why?

_____

_____

_____

STUDENT HANDOUT WORD PUZZLE

Coaching and communication

Search the puzzle below and circle the listed words.

V	S	E	B	E	C	E	J	P	H	T	E	I	I	A
G	N	S	O	S	H	H	N	C	A	C	N	N	P	P
Q	G	I	D	O	A	G	A	C	N	D	T	P	T	L
U	I	S	Y	P	N	O	K	E	I	E	R	C	C	A
E	S	A	L	R	C	L	I	C	R	O	A	L	E	Y
S	N	H	A	U	E	D	A	R	P	T	E	T	F	E
T	O	P	N	P	U	T	U	R	N	A	M	E	F	R
I	I	M	G	A	E	P	I	O	R	H	O	A	A	S
O	S	E	U	E	T	A	C	I	N	U	M	M	O	C
N	S	C	A	G	T	E	V	I	T	C	E	F	F	E
S	E	M	G	E	Y	U	T	A	C	T	I	C	S	D
T	R	A	E	E	U	N	D	E	R	S	T	A	N	D
Y	P	S	T	R	A	T	E	G	Y	F	O	C	U	S
L	X	R	E	F	L	E	C	T	X	E	T	N	O	C
E	E	G	A	S	S	E	M	I	N	S	P	I	R	E

Word List

AFFECT	APPROPRIATE	AUDIENCE
BODY LANGUAGE	CHANCE	CLEAR
COACH	COMMUNICATE	CONTEXT
EFFECTIVE	EMPHASISE	EXPRESSIONS
EYE CONTACT	FOCUS	INDICATE
INSPIRE	INTERRUPT	MESSAGE
PLAYERS	PURPOSE	QUESTIONS
REFLECT	SIGNS	STRATEGY
STYLE	TACKLE	TACTICS
TEAM	TEXT	UNDERSTAND