



TOOLS FOR LEARNING
RUGBY

MIDDLE (6-8)

A PUBLIC SERVICE OF



MODULE OVERVIEW

ABOUT THIS MODULE

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Games that resemble Rugby appear as far back in history as 300 BC in Greece. The modern version of the sport was created at Rugby School in Rugby, Warwickshire (England) in the 19th Century. This recreational game of the early 1800's was first formalize in 1857 in a match in Scotland between Edinburgh University and Edinburgh Academicals (AKA "the Accies"). The Edinburg Accies still operate as a formal Rugby Union Football Club and are the oldest rugby club in Scotland. Worldwide, rugby is an incredibly popular sport and has influenced Football, Australian-rules Football, and the fashion world (ala the Rugby Shirt).

NATIONAL STANDARDS AND OUTCOMES FOCUS

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

- ✓ **S1.M2:** Throws with a mature pattern for distance or power appropriate to the practice task (6); Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment (7); Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play (8).
- ✓ **S1.M3:** Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks (6); Catches with a mature pattern from a variety of trajectories in small-sided game play (7).
- ✓ **S1.M4:** Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, or team handball (6).
- ✓ **S1.M5:** Throws, while stationary, a leading pass to a moving receiver (6); Throws, while moving, a leading pass to a moving receiver (7); Throws a lead pass to a moving partner off a dribble or pass (8).
- ✓ **S1.M6:** Performs pivots, fakes, and jab steps designed to create open space during practice tasks (6); Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps (7); Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens (8).
- ✓ **S1.M7:** Performs the following offensive skills without defensive pressure: pivot, give & go fakes (6); Performs the following offensive skills with defensive pressure: pivot, give & go, fakes (7); Executes the following offensive skills during small-sided game play: pivot, give & go, fakes (8).
- ✓ **S1.M11:** Maintains defensive ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player (6); Slides in all directions while on defense without crossing feet (7); Drop-steps in the direction of the pass during player-to-player defense (8).

MODULE OVERVIEW

NATIONAL
STANDARDS
AND
OUTCOMES
FOCUS

Standard 2. Demonstrates competency in a variety of motor skills and movement patterns.

- ✔ **S2.M1:** Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace) (6); Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal) (7); Opens and closes space during small-sided game play by combining locomotor movements with movement concepts (8).
- ✔ **S2.M2:** Executes at least one the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes; uses pivot, fake or give & go (6); Executes at least two of the following offensive tactics to create open space: give & go; a variety of passes; fakes, pivot) (7); Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; give & go (8).
- ✔ **S2.M3:** Creates open space by using the width and length of the field/court on offense (6); Creates open space by staying spread on offense, and cutting and passing quickly (7); Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball (8).
- ✔ **S2.M4:** Reduces open space on defense by making the body larger and reducing passing angles (6); Reduces open space on defense by staying close to the opponent as he/she nears the goal (7); Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective) (8). **S2.M5:** Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass (6); Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection (7); Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection (8).
- ✔ **S2.M6:** Transitions from offense to defense or defense to offense by recovering quickly (6); Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates (7); Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage (8).

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- ✔ **S3.M7:** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- ✔ **S3.M12:** Describes the role of warm-ups and cool-downs before and after physical activity (6); Designs a warm-up/ cool-down regimen for a self-selected physical activity (7); Designs and implements a warm-up/cool-down regimen for a self-selected physical activity (8).

MODULE OVERVIEW

TABLE OF CONTENTS

RESOURCES	FOCUS OUTCOMES & STANDARDS	PAGE
Module Overview		1
Required Materials List		6
Activity Plans		
Rugby Tag	Standard 1, 3	7
Stationary Passing	Standard 1, 2	9
Leader Ball	Standard 1, 2	11
Star Passing Drill	Standard 1, 2	13
Monkey In The Middle	Standard 1, 2, 3	15
Sharks & Minnows	Standard 1, 2, 3	17
Gauntlet	Standard 1, 2	19
Partner Score	Standard 1, 2	21
Learning Lanes	Standard 1, 2	23
Ultimate End Ball	Standard 1, 2	25
Flag Rugby	Standard 1, 2	27
Sample First Lesson Plan		29
Academic Language Posters		48 pages
Grip Cue Chart		
Ball Handling Cue Chart		
Passing Cue Chart		
Try Cue Chart		
Student Assessment Tools		
Holistic Performance Rubric		
Purposeful Practice Plan		
Teamwork Exit Slip		
Academic Language Quiz		
Teacher Reflection Guide		
Universal Design Adaptations		

MODULE OVERVIEW

PLANNING
COMPLETE
LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30 to 45 minute lesson:

Instant Activity (not on block plan)	<i>5-10 minutes</i>
+ Skill Activity with Debrief	<i>10 minutes</i>
+ Skill Activity with Debrief	<i>10 minutes</i>
+ Additional Skill Activity (Time Permitting)	<i>10 minutes</i>
+ Check for Understanding	<i>5 minutes</i>

Important: Suggestions are what they say they are – suggestions. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Four types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

Holistic Performance Rubric

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities/lessons.

The Holistic Rubric provided separates skill and personal & social responsibility (PSR) characteristics, providing two sets of criteria to be evaluated separately. This rubric can be completed as students perform small-sided games and/or during the final Flag Rugby lessons, providing a final holistic evaluation of each student's performance.

Academic Language Quiz

A short academic language quiz is provided as a knowledge-based assessment. Each quiz is designed to provide a basic assessment of student understanding of a few of the module's critical academic language vocabulary words. We encourage you to use this format to create your own custom quizzes.

The format of each question has been written and optimized for use with Plickers data collection tool available for Apple and Android devices. To learn more about Plickers visit: www.plickers.com

MODULE OVERVIEW

ASSESSMENT

Purposeful Practice Plan

Purposeful practice is an essential component of the skill mastery process. Mindfulness within skill development also fosters growth mindset and positive self-talk. The Purposeful Practice Plan is design to be an artifact of student learning and should be evaluated on student effort (how well did they fill the plan out) and mindful planning (will the plan be effective if implemented).



Teamwork Exit Slip

Exit slips are another way to utilize tiered Depth of Knowledge debrief questions. It provides an opportunity for all students to demonstrate their ability to answer increasingly complex questions while recording their work for placement in a student portfolio. Again, this assessment should be evaluated on the quality of student responses and effort given regarding those responses.

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Rugby Tag, Stationary Passing, Leader Ball	Cage Grip, Rugby, Basic Ruby Pass, Cooperation, Hand-Off, Pendulum Motion, Pop Pass, Purposeful Practice, Skill-Related Fitness
2	Stationary Passing, Leader Ball, Star Passing Drill	Encouragement, Fake, Jab Step, Open Space, Lead Passing, Cooperation, Fitness, Pattern, Pop Pass, Trajectory
3	Leader Ball, Star Passing Drill, Monkey in the Middle	Anticipate, Deny, Fake, Jab Step, Open Space, Pivot, Reduce Open Space, Respect, Spirit of the Game
4	Star Passing Drill, Monkey in the Middle, Sharks & Minnows	Avoid, Defense, Offense, Strategy, Safe, Support
5	Star Passing Drill, Gauntlet, Sharks & Minnows	Ball Movement, Cut, Effort, Leading Pass, Teamwork
6	Star Passing Drill, Partner Score, Sharks & Minnows	Angle, Direction, Close Space, Fair Play, Open Space, Speed
7	Rugby Tag, Leader Ball, Learning Lanes	Defensive Ready Position, Drop Step, Score a Try, Slide, Spread the Defense
8	Learning Lanes, Ultimate End Ball (Repeat Lesson as Needed)	Health-Related Fitness, Passing Lane, Possession, Self-Officiate, Spirit of the Game, Skill-Related Fitness, Strategy, Teamwork
9	Star Passing Drill, Flag Rugby (Repeat Lesson as Needed)	Academic Language Review

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
24	Footballs (Item # includes set of 6; order qty 4)	95900	Link to e-Store
4	Rugby Balls (Item # is for a single ball)	1303674	Link to e-Store
12	Red Flag Belts (Various Sizes) (Item # is for single belts – specify size on order)	1149487	Link to e-Store
12	Yellow Flag Belts (Various Sizes) (Item # is for single belts – specify size on order)	1149524	Link to e-Store
24	Low Profile Cones (Item # is for a set of 12; order qty 2)	1255690	Link to e-Store
6	18” Cones (Item # is for a set of 6; order qty 1)	1245875	Link to e-Store
6	Task Tents to Display Cue Cards on Cones (Item # is for a set of 6; order qty 1)	1389878	Link to e-Store
18	Flex Cone Makers (Item is for a set of 6; order qty 3)	1237771	Link to e-Store
			
48	Academic Language Posters		OPENPhysEd.org
4	Skill Cue Charts		OPENPhysEd.org
1	Holistic Performance Rubric		OPENPhysEd.org
1	Purposeful Practice Plan		OPENPhysEd.org
1	Teamwork Exit Slip		OPENPhysEd.org
1	Academic Language Quiz		OPENPhysEd.org

RUGBY TAG

STUDENT TARGETS

- ✔ **Skill:** I will avoid taggers by using movement skills such as jab steps while using a cage grip.
- ✔ **Cognitive:** I will define and discuss the concept of open space.
- ✔ **Fitness:** I will actively participate and increase my heart rate.
- ✔ **Personal & Social Responsibility:** I will move safely, avoiding collisions.

TEACHING CUES

- ✔ **Cage Grip:** Ball Parallel to the Ground, Thumbs on Top Seams, Fingers Spread On Bottom Seams, Create a Firm Cage Around the Ball

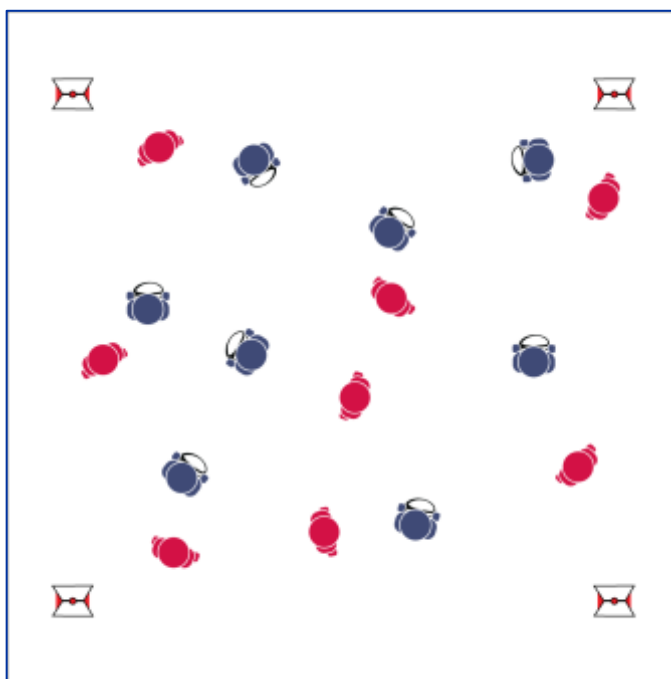
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 flag belt per student (2 colors for 2 even teams)
- ✔ 1 rugby ball per 2 students (can use footballs)
- ✔ Cones to mark playing area
- ✔ If playing inside, use lines on gym floor

Set-Up:

1. Create a large playing area to safely accommodate the entire class for tag (60'x60').
2. Split the class in half by using belts of 2 different colors. Every student needs a flag belt, and the flag color represents which team they're on.
3. Give each student on 1 team (half the class) a rugby or similarly shaped ball.
4. All students scatter throughout the playing area.



Activity Procedures:

1. Today's activity is called Rugby Tag. The object of the activity is for:
 - a. Students with a ball to avoid having their flag pulled. They can do this by faking, jabbing, cutting, and running to move to and create open space.
 - b. Students without a ball to pull a ball carrier's flag.
2. I'll use a signal (whistle, starting the music, etc.) to start round 1 of Rugby Tag. If a ball carrier's flag gets pulled by their opponent, s/he must freeze, put the flag back on, and hold the ball out in front of her/him using a cage grip.
3. Then a teammate needs to unfreeze the frozen player by touching her/his ball to the frozen player's ball.
4. Stop when you hear the signal again (whistle, music stops, etc.).
5. Switch roles in Round 2: the flag pullers become ball carriers and the carriers become pullers.
6. Or, when a ball carrier's flag is pulled, s/he must give the ball to the person that pulled the flag and players switch roles/teams. This eliminates the need for multiple rounds.

Grade Level Progression:

- 6: Implement the activity as described above.
- 7 & 8: Teach and prompt students to perform a minimum of 3 jab steps per round of play.

RUGBY TAG

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Allow students to use pool noodles for tagging.
- ✔ Set up mats in areas where students may fall.
- ✔ Slow the pace of the game.

ACADEMIC LANGUAGE

Cage Grip, Fake, Jab Step, Open Space, Rugby

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [M6.6-8]** Performs pivots, fakes, and jab steps designed to create open space during practice tasks (6); Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps (7); Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens (8).
- ✔ **Standard 2 [M1.6-8]** Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction, or pace) (6); Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal) (7); Opens and closes space during small-sided game play by combining locomotor movements with movement concepts (8).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How would you describe open space?
- ✔ **DOK 2:** How would you summarize the importance of open space in rugby?
- ✔ **DOK 3:** As a defender, how is open space related to your success/failure?
- ✔ **DOK 1:** Can you recite the cues for a cage grip?
- ✔ **DOK 2:** How does grip affect your ability to carry the ball?
- ✔ **DOK 3:** After playing Rugby Tag and utilizing a cage grip, what facts would you select/identify to support the use of a proper grip? Why did you choose those facts?

TEACHING STRATEGY FOCUS

Preview new content: Use the first lesson to introduce rugby in a fun and exciting way. There are amazing videos online to capture the essence of Flag Rugby. Go to YouTube.com, search “Flag Rugby Highlights,” and pick your favorite one!

STATIONARY PASSING

STUDENT TARGETS

- ✓ **Skill:** I will perform a hand-off, a basic rugby pass, and a pop pass following all skill cues.
- ✓ **Cognitive:** I will discuss the importance of purposeful practice.
- ✓ **Fitness:** I will engage in an effort to build skill-related fitness.
- ✓ **Personal & Social Responsibility:** I will cooperate with my teammates by making accurate passes and focusing on clean catches.

TEACHING CUES

- ✓ **Basic Pass:** Cage Thumbs Down, Hip Level, Side to Target, Step Laterally, Pendulum Swing
- ✓ **Pop Pass:** Cage Thumbs Up, Chest Level, Chest to Target, Step and Push to Target

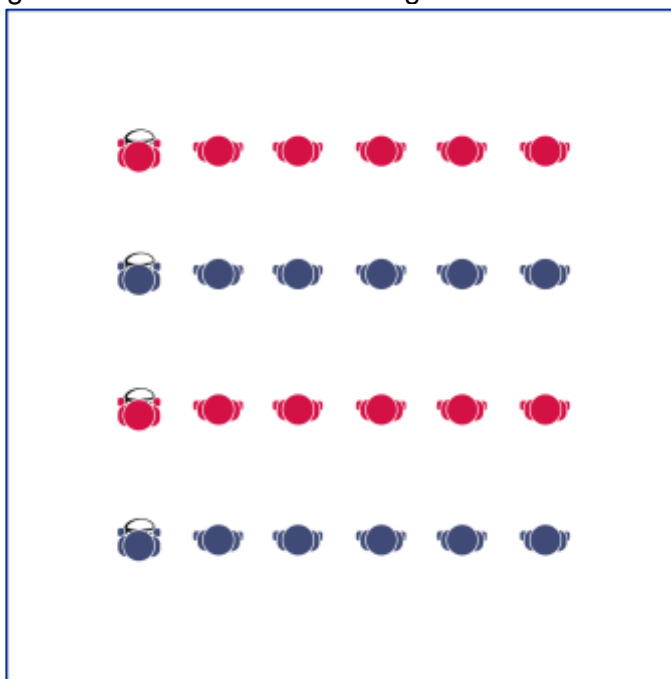
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 rugby ball per group of 5 or 6 students

Set-Up:

1. Create a large activity area (approx. 30'x30').
2. Place 1 rugby ball on the ground where you want each line to start.
3. Create groups of 5 or 6 students in relay lines. Students are spaced arms-length away from the next teammate in line.



Activity Procedures:

1. Today's activity is called Stationary Passing. The object of the activity is to learn and practice the basic rugby pass and the pop pass by using each skill to move the ball down the line and then back again.
2. Round 1: (Hand-offs only) Start the activity with the first person in line holding the ball with a cage grip. On the start signal, s/he will hand the ball off to the next person in line by side stepping toward the next player and using a pendulum motion to execute a hand off.
3. The receiving player grips the ball with a cage grip and executes this same hand off to the next player. This continues all the way down the line and then reverses all the way back to the first player. There should be no "flight" of the ball; hand-offs allow us to practice the cage grip and the pendulum motion.
4. Round 2: (Basic rudy pass) Spread out with about 2 arms' lengths between each player. It's time to practice the basic rugby pass. Now there will be flight! Same grip and step, same pendulum motion, but the next player will catch the pass instead of receiving a hand-off.
5. Round 3: (Pop pass) Same set-up and grip, but the ball is held in a position similar to a basketball chest pass. There should be enough elevation on the pass for the ball to clear a defensive player's head.
6. Stop when you hear the signal (whistle, music stops, etc.).

Grade Level Progression:

- 6:** Focus on handoffs and a basic pass. Revisit the activity in the next class with a focus on the pop pass.
7 & 8: Challenge students by adding a timed element to the activity. For example, can all teams move their ball down and back in less than 1 minute?

STATIONARY PASSING

UNIVERSAL DESIGN ADAPTATIONS

- ✓ Use larger balls of various shapes and construction.
- ✓ Use Velcro gloves and compatible balls.

ACADEMIC LANGUAGE

Basic Ruby Pass, Cooperation, Hand-Off, Pendulum Motion, Pop Pass, Purposeful Practice, Skill-Related Fitness, Trajectory

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [M3.6-7]** Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks (6); Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play (7).
- ✓ **Standard 4 [M5.6-8]** Cooperates with a small group of classmates during adventure activities, game play, or team-building activities (6); Problem-solves with a small group of classmates during adventure activities, small-group initiatives, or game play (7); Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives, and game play (8).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What is purposeful practice?
- ✓ **DOK 2:** How would you compare and contrast purposeful practice with unfocused participation?
- ✓ **DOK 3:** How is purposeful practice related to skill development? How is it related to performance?
- ✓ **DOK 4:** Develop a purposeful practice plan that you can implement at home in order to improve your rugby skills.

TEACHING STRATEGY FOCUS

Identify critical content: Grip and passing techniques are the fundamentals needed for rugby success. Give students time to practice and become competent passers while providing fun, high-MVPA activities in which you can focus on grip technique. Define purposeful practice, and then create opportunities for students to experience it.

LEADER BALL

STUDENT TARGETS

- ✔ **Skill:** I will perform a leading pass to a moving teammate.
- ✔ **Cognitive:** I will define and discuss a leading pass.
- ✔ **Fitness:** I will engage in an effort to build skill-related fitness.
- ✔ **Personal & Social Responsibility:** I will use encouraging language in an effort to support my teammates.

TEACHING CUES

- ✔ Lead Pass to Where Receiver is Going to Be – Not Where They Are

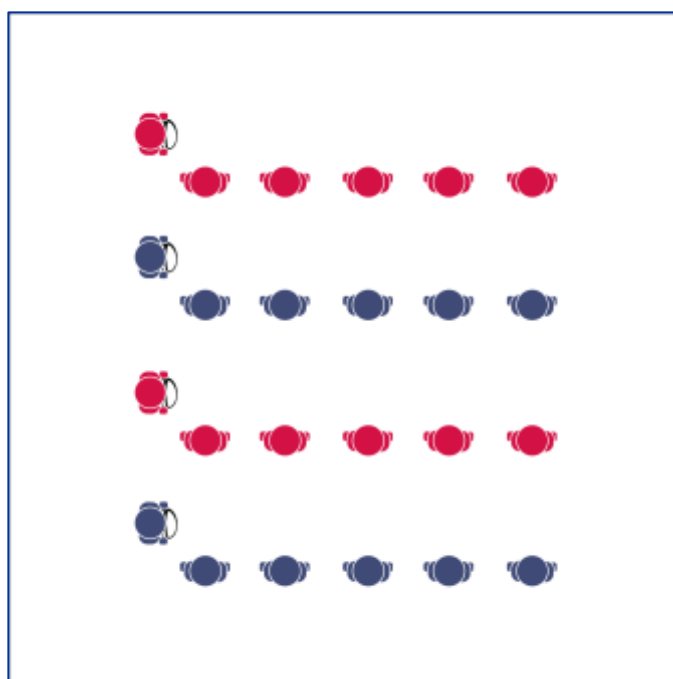
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 rugby ball per group of 5 or 6 students

Set-Up:

1. Create a large activity area (approx. 30'x30').
2. Place 1 rugby ball on the floor/ground where you want each line to start.
3. Create groups of 5 or 6 students in relay lines. Students are spaced arms-length away from the next teammate in line.



Activity Procedures:

1. Today's activity is called Leader Ball. The object of the activity is to practice the basic rugby pass and the pop pass by using each skill to move the ball down the line as quickly as you can.
2. Start the activity with the line leader holding the ball and the other group members in line, arms-length away from one another.
3. On the start signal, the line leader executes a basic rugby pass (pendulum pass) to the first person in line. The person receiving the pass catches it, passes it back, and then begins doing jumping jacks. The line leader then moves to make a basic rugby pass to the second person in line. The receiver catches it, passes it back, and then begins doing jumping jacks with the first person.
4. This pattern continues until everyone in line is doing jumping jacks. The line leader then goes to the end of the line and the next player moves up to be the new leader. The ball is quickly handed off down the line to the new leader. This continues until everyone in the group has been a line leader.
5. When everyone has had a turn as the line leader, repeat the activity practicing the pop pass.
6. Stop when you hear the signal (whistle, music stops, etc.).

Grade Level Progression:

- 6: Perform the activity with stationary receivers. Then challenge students to pass to a moving receiver.
7 & 8: Focus on leading passes and catching on the move.

LEADER BALL

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Slow the pace of the activity.
- ✔ Use Velcro gloves and/or a variety of balls of various shapes and construction.
- ✔ Group students who work well together.

ACADEMIC LANGUAGE

Encouragement, Lead Passing, Skill-Related Fitness

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [M4.6]** Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball, or team handball (6).
- ✔ **Standard 1 [M5.6-8]** Throws, while stationary, a leading pass to a moving receiver (6); Throws, while moving, a leading pass to a moving receiver (7); Throws a lead pass to a moving partner off a dribble or pass (8).
- ✔ **Standard 3 [M7.6-8]** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- ✔ **Standard 5 [M6.6-8]** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates (7); Demonstrates respect for self by asking for help and helping others in various physical activities (8).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How can you recognize a leading pass?
- ✔ **DOK 2:** When would you apply/use a leading pass in rugby?
- ✔ **DOK 3:** Can you predict the outcome of a rugby game if a team cannot execute a leading pass?
- ✔ **DOK 4:** Create a choreographed rugby play that includes a lead pass beating a defender.

TEACHING STRATEGY FOCUS

Organize students to interact with content: One essential component to a student-centered class is cooperative learning. Leader Ball provides a small-group structure for active participation as well as discussion. Use a “Turn and Talk” strategy during this activity’s debrief to allow groups to discuss, explore, and collaborate on answers.

STAR PASSING DRILL

STUDENT TARGETS

- ✔ **Skill:** I will follow cues for a leading pop pass to make accurate passes to my teammates.
- ✔ **Cognitive:** I will follow the proper movement pattern for star passing.
- ✔ **Fitness:** I will engage in an effort to build my fitness.
- ✔ **Personal & Social Responsibility:** I will communicate with my teammates in an effort to cooperate, problem-solve, and strive for successful performance.

TEACHING CUES

- ✔ Review Pop Pass Cues
- ✔ Lead Pass to Where Receiver is Going to Be – Not Where They Are

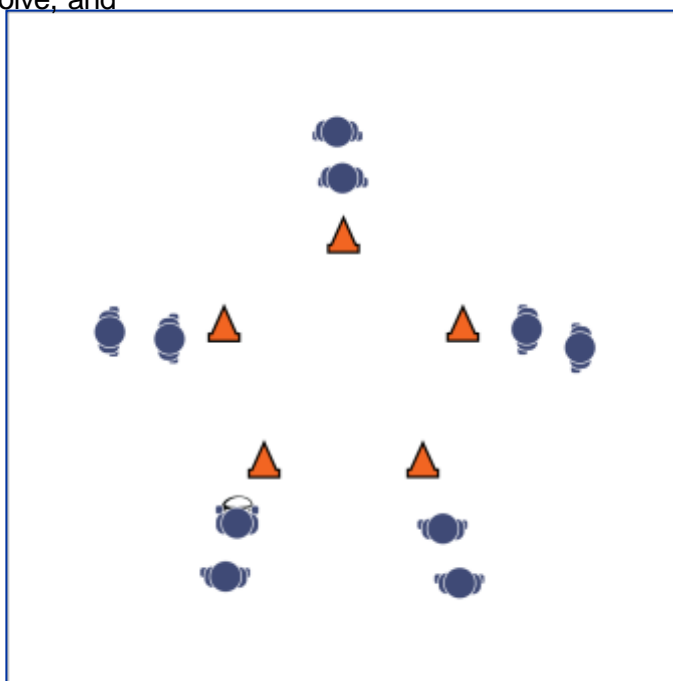
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 rugby ball per group of 10 students
- ✔ 5 cones/floor markers per group

Set-Up:

1. Create a large activity grid with 1 square per group of 10 students.
2. In each grid square, set up 5 cones in the shape of a star as well as 1 ball. Designate the cone closest to the front of the room as the “top” point of the star.
3. Organize students in groups of at least 10 with 2 students behind each of their star’s 5 cones.



Activity Procedures:

1. Today’s activity is called Star Passing. The object of the activity is to execute a pop pass while moving in a star pattern.
2. Start the activity with the first player at the bottom left point of the star holding the ball. S/he will run and pop pass to the player at the top point of the star and then go to the end of the top point’s line.
3. The receiving player will then run and pop pass the ball to the player at the bottom right point of the star and then go to the end of that point’s line.
4. The receiving player will then run and pop pass to the player at the diagonal left point of the star and then go to the end of that point’s line.
5. The receiving player will then run and pop pass to the player at the diagonal right point of the star and then go to the end of that point’s line.
6. Finally, that receiving player will run and pop pass to the player at the bottom left point of the star (the line where the ball started) and then go to the end of that point’s line.
7. Repeat this star pattern until you hear the stop signal.

Grade Level Progression:

- 6: Focus on proper passing technique and accuracy.
- 7: Expand the distance between star points. Passer and receiver both move (pass to a moving receiver).
- 8: Challenge students to make as many accurate leading passes as possible in a set amount of time.

STAR PASSING DRILL

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Slow the pace of the activity.
- ✓ Use Velcro gloves and/or a variety of balls of various shapes and construction.
- ✓ Group students who work well together.

ACADEMIC
LANGUAGE

Cooperation, Fitness, Leading Pass, Pattern, Pop Pass

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [M5.6-8]** Throws, while stationary, a leading pass to a moving receiver (6); Throws, while moving, a leading pass to a moving receiver (7); Throws a lead pass to a moving partner off a dribble or pass (8).
- ✓ **Standard 4 [M5.6-8]** Cooperates with a small group of classmates during adventure activities, game play, or team-building activities (6); Problem-solves with a small group of classmates during adventure activities, small-group initiatives, or game play (7); Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives, and game play (8).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What is a pattern?
- ✓ **DOK 2:** What do you know about patterns in sports? Provide examples.
- ✓ **DOK 3:** What facts would you select to support the importance of patterns in sports? Can you elaborate on why you chose those facts?

TEACHING
STRATEGY
FOCUS

Help students process content: The Star Passing Drill is another cooperative learning opportunity that can be easily missed for the sake of staying on schedule and increasing activity time. Processing is an essential ingredient to learning. Take the time to allow students to discuss the above debrief questions, explore their collective experience, and process concepts that transfer across a variety of sport possibilities.

MONKEY IN THE MIDDLE

STUDENT TARGETS

- ✔ **Skill:** I will execute pivots, fakes, and jab steps in an effort to create open space.
- ✔ **Cognitive:** I will anticipate passing and movement and work to close space to deny passes.
- ✔ **Fitness:** I will engage in the activity and increase my heart rate.
- ✔ **Personal & Social Responsibility:** I will demonstrate respect for my opponents and honor the Spirit of the Game.

TEACHING CUES

- ✔ Pivot Foot Stays Planted, Rotate on Ball of Foot
- ✔ Head Fake with Quick Move with Head and Shoulder in One Direction, Then Cut Away
- ✔ Jab Step with Hard/Short Step to The Front

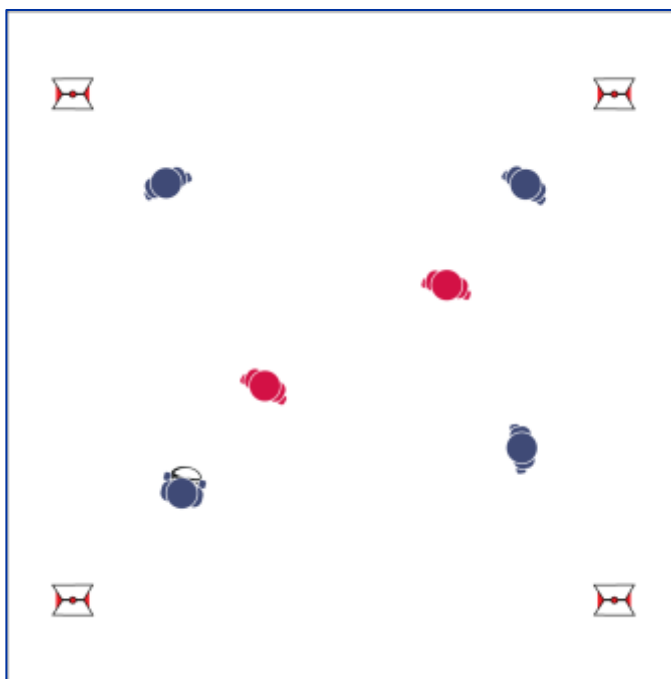
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 rugby ball per group of 6 students
- ✔ Optional: 1 flag belt per student

Set-Up:

1. Create a large activity grid with 1 square per group of 6 students.
2. Students in groups of 6 (4 v 2), with 1 group in each square.



Activity Procedures:

1. Activity Today's activity is called Monkey in the Middle. The object of the activity is for:
 - a. Offensive players to maintain possession of the ball.
 - b. Defensive players to gain possession of the ball.
2. Within the groups, allow students to decide which 4 players will start on offense and which 2 players will start on defense (or pre-determine this for your students).
3. On the signal, offensive players will try to complete passes to their teammates while defensive players try to intercept the passes. Offensive players with possession of the ball can pivot and jab, but they cannot take any steps.
4. If/when a pass is intercepted, the player who threw it becomes a defender and the intercepting player goes to offense (or keep offense and defense for a set time, then rotate positions).
5. *Teachers, you may want to include a 3 second stationary possession rule.*
6. Continue playing until you hear the stop signal.

Grade Level Progression:

- 6: Implement the activity as described above.
- 7: Allow players with possession of the ball to take 3 steps before passing.
- 8: Add an additional defender to create a 4 v 3 game.

MONKEY IN THE MIDDLE

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Change roles often.
- ✔ Adjust the number of students on offense/defense.
- ✔ Slow the pace of the activity.
- ✔ Use Velcro gloves and/or a variety of balls of various shapes and construction.
- ✔ Group students who work well together.

ACADEMIC LANGUAGE

Anticipate, Deny, Fake, Jab Step, Open Space, Pivot, Reduce Open Space, Respect, Spirit of the Game

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [M6.6-8]** Performs pivots, fakes, and jab steps designed to create open space during practice tasks (6); Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps (7); Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens (8).
- ✔ **Standard 2 [M5.6-8]** Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass (6); Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection (7); Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection (8).
- ✔ **Standard 5 [M6.6-8]** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates (7); Demonstrates respect for self by asking for help and helping others in various physical activities (8).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does denying a pass mean?
- ✔ **DOK 2:** How do open and closed spaces apply to defensive denial?
- ✔ **DOK 3:** How would you change defensive positioning to reduce open space for your opponent? Can you describe positioning when the ball is close to your defender? How is that different from when the ball is far away from your defender?

TEACHING STRATEGY FOCUS

Help students elaborate on content: Monkey in the Middle is a classic game that can be used to illustrate the importance of offensive and defensive movement, or it can be a frustrating mess for students just developing skills and knowledge. Teach in chunks. Start the activity and then pause after a few minutes to discuss the first question above. Allow students to process what denying a pass means and how it can be applied in the next round of play. Restart the game and continue for several minutes before pausing and covering the next debrief question. Prompt students to elaborate on their responses by providing details from game play that just occurred. Turn and Talk is a great way to help students generate the details needed for this type of elaboration.

SHARKS & MINNOWS

STUDENT TARGETS

- ✓ **Skill:** I will move safely from one end to the other, watching out for other players and moving in open space.
- ✓ **Cognitive:** I will discuss strategies for finding/creating open space on offense and closing space on defense.
- ✓ **Fitness:** I will engage and increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will avoid negative language and provide support to my classmates.

TEACHING CUES

- ✓ Head on a Swivel, Eyes Alert and Active
- ✓ Move to Open Space
- ✓ Be Ready to Change Direction

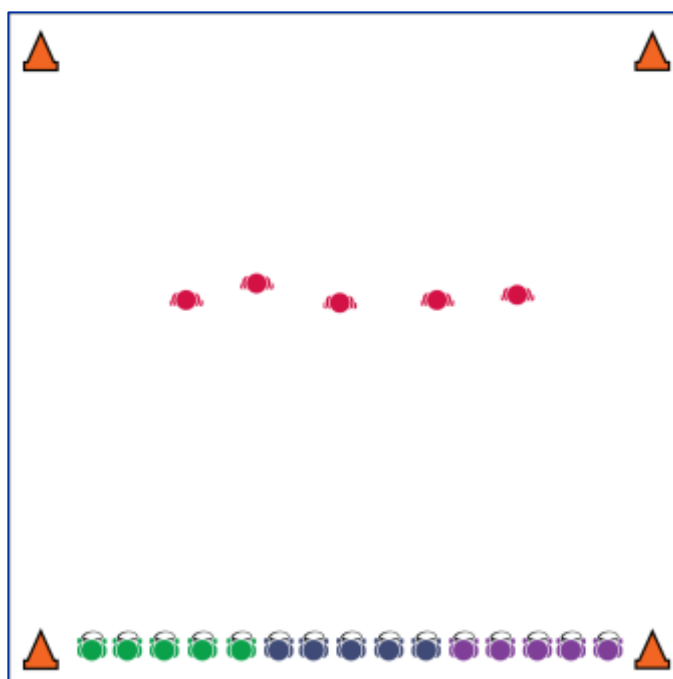
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 flag belt per student
- ✓ 1 rugby ball or football for all but 5 students (the “Taggers”)
- ✓ 4 cones to mark the playing area

Set-Up:

1. Create a large activity area (approx. 30x30 ft.) with 1 cone in each corner.
2. Give each student a flag (color does not matter).
3. Organize students in teams of 4 or 5, each team assigned a number.
4. 1 team starts in the middle of the playing field (without balls) as the Taggers.
5. All other students line up shoulder-to-shoulder on 1 end line, each non-tagging student with a ball.



Activity Procedures:

1. Today’s activity is called Sharks and Minnows.
2. The object of the activity is for ball carriers to practice running with the ball, moving to open space, and making it across the playing field without having their flag pulled by a Tagger.
3. To start the activity, I will call out an “if command” (e.g., “if you were born in January or February–GO!”).
4. If the “if command” applies to you, try to run across the field without having your flag pulled by a Tagger.
5. If your flag gets pulled, retrieve it and continue on to the other end line.
6. Next, the teacher calls another “if command” and all players the command applies to will make an attempt to cross. This continues until all students have run from the initial end line. At that point, a new team comes to the middle to be Taggers. Repeat until all teams have had a chance to tag.

Grade Level Progression:

- 6: Implement the activity as described above.
- 7: Add another team of Taggers to the middle of the playing field.
- 8: Each team of “minnows” has 1 ball. Taggers (“sharks”) attempt to pull the ball carriers’ belts. Teams may use proper passing to avoid being tagged. If a pass is dropped, receiving player is automatically tagged.

SHARKS & MINNOWS

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Allow students to use pool noodles for tagging.
- ✓ Set up mats in areas where students may fall.
- ✓ Slow the pace of the game.

ACADEMIC
LANGUAGE

Avoid, Defense, Offense, Strategy, Safe, Support

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [M6.6-8]** Performs pivots, fakes, and jab steps designed to create open space during practice tasks (6); Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps (7); Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens (8).
- ✓ **Standard 2 [M5.6-8]** Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass (6); Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection (7); Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection (8).
- ✓ **Standard 5 [M6.6-8]** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates (7); Demonstrates respect for self by asking for help and helping others in various physical activities (8).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What would you include on a list about open space as it related to rugby? What would you include on a list about closed space?
- ✓ **DOK 2:** Can you compare and contrast open space with closed space?
- ✓ **DOK 3:** What defensive strategy can be applied to our game of Sharks & Minnows to help the defenders close space for the minnows?
- ✓ **DOK 3:** What skill-related fitness components are related to a defender's ability to close space?

TEACHING
STRATEGY
FOCUS

Manage response rate with tiered questioning: At this point in the module you've already used tiered questioning debrief strategies. However, it's important to reflect on how your technique is benefiting all students. Are all students getting an opportunity to respond? This is impossible in a single meeting unless you use Turn and Talk sessions and monitor each group to be sure everyone is participating. Even then, the likelihood of 100% participation is slim, so mix the "cold call" technique into your sessions. Make a mental note of students who typically don't participate and then call on them without asking for volunteers. Try to do this at a time when they're likely to have a response, and praise their responses while encouraging them to elaborate with details.

GAUNTLET

STUDENT TARGETS

- ✔ **Skill:** I will perform accurate passes with a focus on proper form to a moving receiver.
- ✔ **Cognitive:** I will discuss how teamwork can improve performance.
- ✔ **Fitness:** I will engage in an effort to improve my fitness.
- ✔ **Personal & Social Responsibility:** I will display teamwork and focus my effort on group success.

TEACHING CUES

- ✔ Review All Passing Cues
- ✔ Work Hard with a Focus on Form

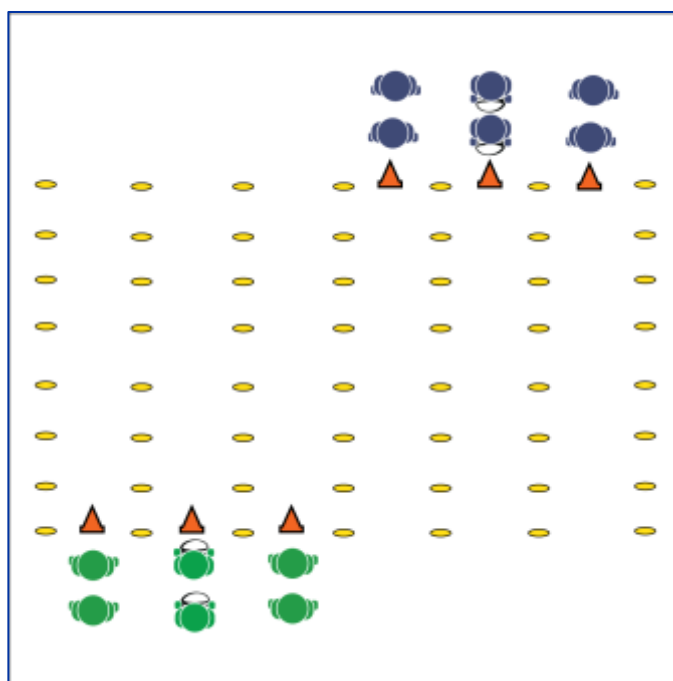
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 rugby ball per group of 3 students
- ✔ 6 cones
- ✔ 12 to 24 low profile cones

Set-Up:

1. Create a rectangular activity area (30'X60').
2. Use low profile cones to divide the rectangle into 6 lanes (length-wise).
3. Place 3 cones at one end of the 1st, 2nd, and 3rd lanes to create a starting line. Place the other 3 cones at the opposite end of the 4th, 5th, and 6th lanes to create a starting line at the opposite end.
4. Students all line up behind the cones at every lane to create groups of 3 (the students who are first in line in the 1st, 2nd, and 3rd lanes are a group; the students who are first in line in the 4th, 5th, and 6th lanes are a group; etc.).
5. Each group has a ball. The ball starts in the center lanes (lanes 2 and 5).



Activity Procedures:

1. Today's activity is called Gauntlet. The object is to practice passing and receiving on the move.
2. On the start signal, the groups at the starting line will begin to jog down their lanes.
3. The middle player will start by passing the ball to the player on her/his right using a pendulum pass or a pop pass. That player passes back to the middle player.
4. The middle player then passes to the player on her/his left, who then passes back to the middle player.
5. This passing/receiving pattern continues all the way down to the opposite end line. When a group reaches the end line, they move to the end of the opposite starting line (students from the 1st, 2nd, and 3rd lanes move to the end of the lines in the 4th, 5th, and 6th lanes and vice-versa). Students switch positions so a new player is in the middle line and follow the same passing pattern.
6. Keep lines moving by starting as soon as the group in front of you reaches the center of the activity area. Stop when you hear the signal.

Grade Level Progression:

- 6: Implement the activity as described above.
- 7 & 8: Implement a 3-person weave formation. Players pass and then follow their pass with a cut behind the receiver. This pattern continues down the length of the activity area.

GAUNTLET

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Slow the pace of the activity.
- ✔ Use Velcro gloves and/or a variety of balls of various shapes and construction.
- ✔ Group students who work well together.

ACADEMIC
LANGUAGE

Ball Movement, Cut, Effort, Leading Pass, Teamwork

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [M4.6]** Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball, or team handball (6).
- ✔ **Standard 1 [M5.6-8]** Throws, while stationary, a leading pass to a moving receiver (6); Throws, while moving, a leading pass to a moving receiver (7); Throws a lead pass to a moving partner off a dribble or pass (8).
- ✔ **Standard 4 [M5.6-8]** Cooperates with a small group of classmates during adventure activities, game play, or team-building activities (6); Problem-solves with a small group of classmates during adventure activities, small-group initiatives, or game play (7); Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives, and game play (8).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What would you include on a list about teamwork?
- ✔ **DOK 2:** How does teamwork affect your team's ability to move quickly down the gauntlet?
- ✔ **DOK 3:** What behaviors contribute to teamwork? What behaviors weaken teamwork?
- ✔ **DOK 4:** What experiences did you have today that can be used as evidence to support your ideas about teamwork? Elaborate on each experience.

TEACHING
STRATEGY
FOCUS

Help students record and represent knowledge: Use the debrief questions above as an opportunity to collect a quick writing sample. Transfer each question onto a worksheet or exit slip, or post them where all can see. Then prompt students to take 5 minutes to answer each question in writing. This strategy will offer a break from your normal debrief routine, allow students to create their own representation of what they're learning, and provide an artifact of student work that illustrates an important affective concept (teamwork) that is essential to 21st century learning.

PARTNER SCORE

STUDENT TARGETS

- ✔ **Skill:** I will change direction and speed in an effort to avoid having my flag pulled.
- ✔ **Cognitive:** I will identify strategies for closing space on defense.
- ✔ **Fitness:** I will identify skill-related fitness components important to successful participation in this activity.
- ✔ **Personal & Social Responsibility:** I will focus on safety and fair play.

TEACHING CUES

- ✔ Head Fake, Move to Open Space
- ✔ Watch Offensive's Belly Button, Close Angles to End Zone

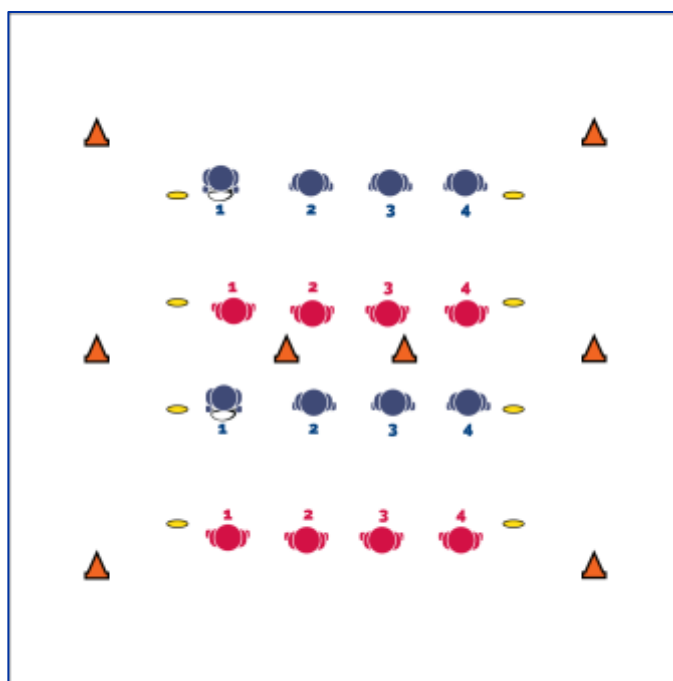
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 2 rugby balls
- ✔ 1 flag belt per student (color does not matter)
- ✔ 8 cones
- ✔ 8 low profile cones

Set-Up:

1. Use cones to create a rectangular activity area (approx. 40x60 ft.) and divide it in half down its length, creating 2 separate narrow activity areas.
2. Use low profile cones to create 2 parallel lines in each area, approximately 15 feet apart.
3. Divide students into 4 equal teams, every student with a flag belt. Each team lines up on a separate line (created by low profile cones).
4. Give every student a number (each line starts with the number 1) so that students on opposite teams have the same number as the player across from them. The ball begins with player #1.



Activity Procedures:

1. Today's activity is called Partner Score. The object of the activity is for:
 - a. offensive players to score by running the ball across either end line.
 - b. defensive players to keep their opponent from scoring by pulling her/his flag.
2. You all have numbers. It's important for you to know who has the same number as you on the opposite team. We have 2 games playing at the same time, using the same start and stop signals.
3. On the signal, player #1 on one team will start with the ball and pass it to player #1 in the opposite team. That player then passes the ball across to player #2 on the first team. Continue in this way until you hear a whistle. If the ball reaches the end of the line, it continues back down the line in reverse order.
4. On the whistle, the player with the ball (the offensive player) runs into the center alley between the two teams, and the player with the matching number (the defensive player) also runs in to the alley.
5. The offensive player tries to score by crossing the farthest end line. The defensive player tries to pull her/his flag before s/he can score.
6. Reset by bringing the ball back to the line. On the signal, continue passing until another whistle blows.

Grade Level Progression:

- 6: Implement the activity as described above.
- 7 & 8: Allow offensive players to make 1 pass to any sideline player in order to avoid a flag pull. The pass must be return successfully within 3 seconds. If a pass is dropped the play is over.

PARTNER SCORE

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Increase/decrease the size of the activity area.
- ✓ Use mats as boundaries.
- ✓ Designate/predetermine offense and defense.
- ✓ Use an auditory cue behind goal areas.

ACADEMIC
LANGUAGE

Angle, Direction, Close Space, Fair Play, Open Space, Speed

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [M4.6]** Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball, or team handball (6).
- ✓ **Standard 2 [M2.6-8]** Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction, or pace) (6); Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal) (7); Opens and closes space during small-sided game play by combining locomotor movements with movement concepts (8).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What are the components of skill-related fitness?
- ✓ **DOK 2:** How would you apply [*name component*] in the activity Partner Score?
- ✓ **DOK 3:** Choose a component of skill-related fitness. Can you formulate a theory of importance for this component of skill-related fitness as it relates to performance in partner score? How would you test this theory?

TEACHING
STRATEGY
FOCUS

Review content: Returning to the components of skill- and health-related fitness within the context of each instructional content area will highlight the importance of these concepts and will frame them within the “big picture” of the physical education curriculum.

LEARNING LANES

STUDENT TARGETS

- ✓ **Skill:** I will maintain defensive ready position with my eyes on the midsection (belly button) of the offense.
- ✓ **Cognitive:** I will spread the defense with proper spacing on offense.
- ✓ **Fitness:** I will engage in an effort to improve my fitness.
- ✓ **Personal & Social Responsibility:** I will participate with a focus on safety and fair play.

TEACHING CUES

- ✓ **Defensive Ready Position:** Weight on Balls of Feet, Arms Extended, Palms Up, Eyes on Midsection of Offensive Player
- ✓ **Spread the Defense:** Move to Space, Not to the Ball

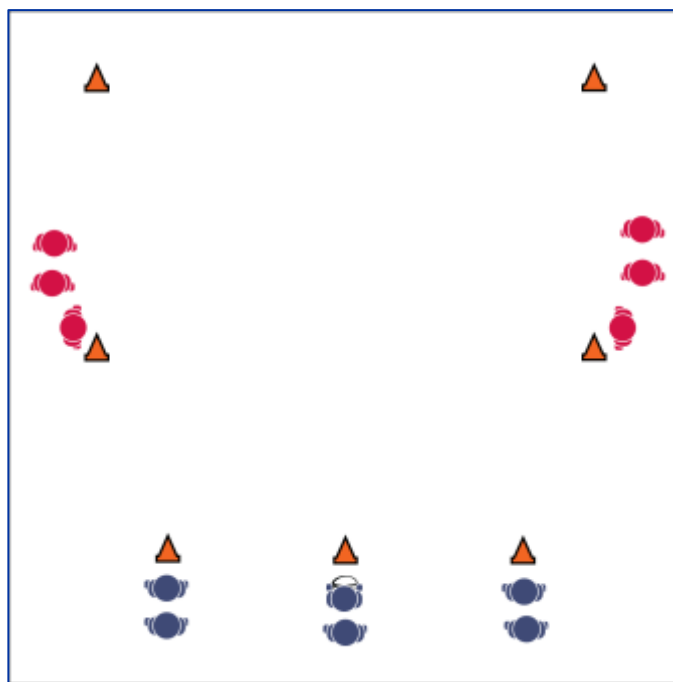
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 7 cones per area
- ✓ 1 rugby ball
- ✓ 1 flag belt per player

Set-Up:

1. Use cones to create rectangular activity areas (approx. 30x50 ft.). Increase student activity by creating 2 identical activity set-ups side-by-side.
2. Divide the playing area into 3 lanes (length-wise). Put 1 cone at the starting end line to designate each lane. This is where offensive players start (3 at a time). Put 1 cone on each sideline at midfield. This is where defensive players start (2 at a time). Put 2 cone on the sides of the opposite end line to identify the “end zone.”
3. Divide class in half (½ offense, ½ defense).
4. Students line up evenly behind cones.
5. Students stay in offense or defense lines until the teacher switches student roles.



Activity Procedures:

1. Today’s activity is called Learning Lanes. The object of the activity is for:
 - a. Offensive players to work together to move into the end zone.
 - b. Defensive teams to work together to prevent the offense from scoring.
2. To start, an offensive player hands the ball off to a teammate and all 3 players start advancing up the field. As soon as the hand-off is made, 2 defenders can enter the field from their cones.
3. Next, the offense applies offensive moves, passes, and strategies in an attempt to score. A turnover occurs when a ball is dropped or a flag is pulled. Then, the ball goes back to the offense at that spot and play resumes. Offense gets 3 turnovers per round.
4. Offense gets 1 point if they score a try. Defense gets 1 point if they prevent a score.
5. After 3 turnovers or a try is scored, players reset and new players begin with a hand-off.

Grade Level Progression:

- 6: Implement the activity as described above.
- 7 & 8: Decrease the allowed turnovers until offense has only 1 chance to score a try.

LEARNING LANES

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Increase or decrease the size of the activity area to meet needs of all students.
- ✔ Allow defense to tag with pool noodles.
- ✔ Slow the pace of the activity.
- ✔ Use auditory cues in end zones.
- ✔ Allow students to choose the style of ball used.
- ✔ Set up mats in areas where students may fall.

ACADEMIC LANGUAGE

Defensive Ready Position, Drop Step, Score a Try, Slide, Spread the Defense

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [M6.6-8]** Performs pivots, fakes, and jab steps designed to create open space during practice tasks (6); Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps (7); Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens (8).
- ✔ **Standard 1 [M11.6-8]** Maintains defensive ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player (6); Slides in all directions while on defense without crossing feet (7); Drop-steps in the direction of the pass during player-to-player defense (8).
- ✔ **Standard 2 [M3.6-8]** Creates open space by using the width and length of the field/court on offense (6); Creates open space by staying spread on offense, and cutting and passing quickly (7); Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball (8).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How would you describe defensive ready position?
- ✔ **DOK 2:** How are the eyes and focus related to defensive ready position?
- ✔ **DOK 3:** How is offensive spacing related to defensive ready position?
- ✔ **DOK 4:** Create a choreographed performance of how the defense would adjust to offensive ball movement.

TEACHING STRATEGY FOCUS

Help students engage in cognitively complex tasks: There is a lot happening in this Learning Lanes activity. Students on defense are focused on positioning, proper locomotor technique, as well as movement on the floor. Students on offense are applying the passing, catching, and grip skills learned while trying to process and demonstrate proper floor spacing. This is all in addition to learning and following the flow and organization of the activity. PERFECT! Be patient. This type of complexity is necessary practice for the dynamic complexity of successful rugby participation.

ULTIMATE END BALL

STUDENT TARGETS

- ✔ **Skill:** I will use both offensive and defensive strategy during game play.
- ✔ **Cognitive:** I will identify and discuss how both health- and skill-related fitness are related to successful rugby performance.
- ✔ **Fitness:** I will engage in an effort to improve my fitness.
- ✔ **Personal & Social Responsibility:** I will honor the Spirit of the Game and self-officiate game play.

TEACHING CUES

- ✔ Review Skill Cues and Strategies

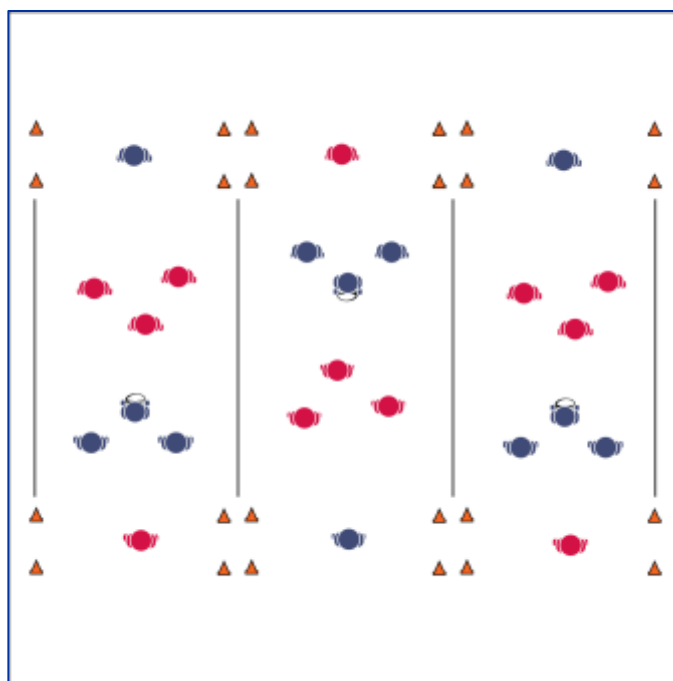
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 flag belt per student (belts being a different color for each of the 6 teams)
- ✔ 1 rugby ball per activity area
- ✔ 8 cones per activity area
- ✔ Round robin tournament bracket

Set-Up:

1. Create a minimum of 3 activity areas (20'x30').
2. Set up cones to mark the corners of each field, as well as the corners of the end zones.
3. Divide students into 6 even teams; assign each team a number. 2 teams to each activity area.
4. Schedule games using a 6-team round robin bracket.



Activity Procedures:

1. Today's activity is called Ultimate End Ball. The object of the activity is for:
 - a. Offensive players to implement offensive skills, strategies, and teamwork to score.
 - b. Defensive players to implement defensive skills, strategies, and teamwork to prevent scoring.
2. One player from each team is chosen/assigned as the "catcher." The catcher from each team goes to his assigned end zone and her/his teammates scatter on the opposite half of the area. The catcher can move around freely in the end zone but must stay within the sidelines of the activity area.
3. Next, teams play rock, paper, scissors to determine possession. The winning team starts with the ball. They can move in any direction but cannot move more than 3 steps while holding the ball. Passes can be made in any direction. Teams must make at least 3 passes before scoring.
4. Score by completing a rugby pass (pendulum or pop) across the end line to your team's catcher.
5. If offense drops the ball, completes a non-rugby pass (i.e., a "football pass" or a "baseball throw"), drops a pass, or throws it out of bounds, possession changes on the spot. If defense intercepts a pass or pulls the ball carrier's flag, possession changes on the spot.
6. After 4 minutes, rotate teams based on a round robin bracket schedule.

Grade Level Progression:

- 6: Implement the activity as described above.
- 7 & 8: Play "invasion" style by removing the catcher and allowing teams to run and/or pass the ball to teammates in the end zone.

ULTIMATE END BALL

UNIVERSAL DESIGN ADAPTATIONS

- ✓ Everyone must touch the ball before a score.
- ✓ Increase or decrease the size of the activity area to meet needs of all students.
- ✓ Allow defense to tag with pool noodles.
- ✓ Slow the pace of the activity.
- ✓ Use auditory cues in end zones.
- ✓ Allow students to choose the style of ball used.
- ✓ Use brightly colored area markers.
- ✓ Do not keep score.

ACADEMIC LANGUAGE

Health-Related Fitness, Passing Lane, Possession, Self-Officiate, Spirit of the Game, Skill-Related Fitness, Strategy, Teamwork

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 2 [M1.6-8]** Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction, or pace) (6); Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal) (7); Opens and closes space during small-sided game play by combining locomotor movements with movement concepts (8).
- ✓ **Standard 2 [M4.6-8]** Reduces open space on defense by making the body larger and reducing passing angles (6); Reduces open space on defense by staying close to the opponent as he/she nears the goal (7); Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective) (8).
- ✓ **Standard 3 [M7.6-8]** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What would you include on a list about health-related fitness? About skill-related fitness?
- ✓ **DOK 2:** How would you summarize how health-related fitness affects rugby performance? How skill-related fitness affects performance?
- ✓ **DOK 3:** What facts would you select to support developing health- (or skill-) related fitness? Can you elaborate on why you chose those facts?
- ✓ **DOK 4:** Identify areas of health- and skill-related fitness in which you can improve and design a plan for personal improvement.

TEACHING STRATEGY FOCUS

Help students examine their reasoning: It is often difficult for students to reflect on their own performance and personal areas in need of improvement. Use Growth Mindset language in an effort to help students examine their reasoning in a positive, yet meaningful way. Many times students will shy away from recognizing deficiencies and defend their insecurities with logic that does not match reality. Be gentle but consistent while you help them explore the need for further skill development.

FLAG RUGBY

STUDENT TARGETS

- ✔ **Skill:** I will combine skills and strategies learned in all previous rugby lessons in order to successfully participate in Flag Rugby.
- ✔ **Cognitive:** I will identify and discuss transitions from offense to defense.
- ✔ **Fitness:** I will engage in an effort to improve my fitness.
- ✔ **Personal & Social Responsibility:** I will honor the Spirit of the Game and self-officiate game play.

TEACHING CUES

- ✔ Review Skill Cues and Strategies

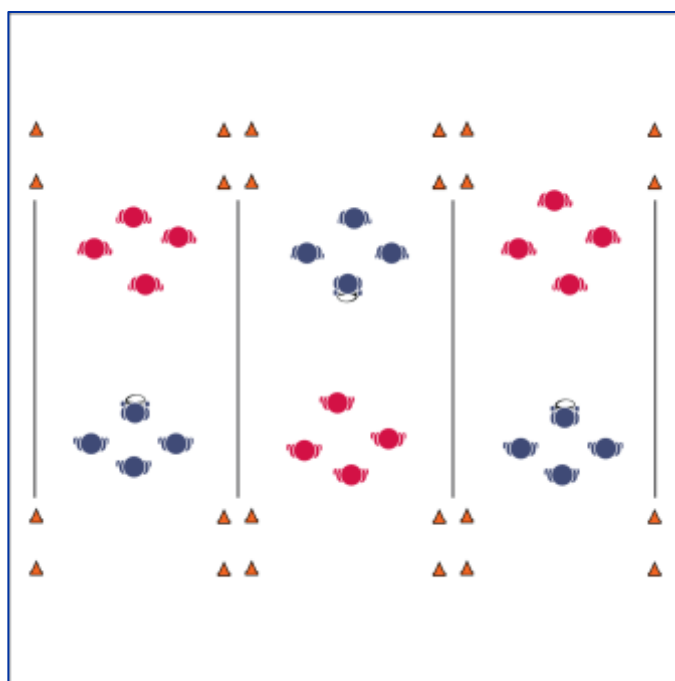
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 flag belts per student (belts being a different color for each of the 6 teams)
- ✔ 1 rugby ball per activity area
- ✔ 8 cones per activity area
- ✔ Round robin tournament bracket

Set-Up:

1. Create a minimum of 3 activity areas, each 20'x30'.
2. Set up cones to mark the corners of each field, as well as the corners of the end zones.
3. Divide students into 6 evenly sized teams; assign each team a number.
4. Schedule games using a 6-team round robin bracket.
5. All players on a team need the same color flag.



Activity Procedures:

1. It's time to play Flag Rugby. The object of the activity is for:
 - a. Offensive players to implement offensive skills, strategies, and teamwork to score.
 - b. Defensive players to implement defensive skills, strategies, and teamwork to prevent scoring.
2. Play rock, paper, scissors to determine possession.
3. Offense combines offensive skills and strategies in an attempt to score by passing or running the ball across their end line. To score a point, the ball carrier must execute a correct try after crossing the defending team's end line (down on one knee, both hands touch the ball to the ground).
4. If the offense drops the ball, completes a non-rugby pass (i.e., a "football pass" or a "baseball throw"), drops a pass, or throws it out of bounds, it is considered a lost attempt to score. If defense pulls the ball carrier's flag it is a lost attempt to score.
5. Offense has 4 attempts to score, and then possession changes. However, if defense intercepts a pass, play does not stop. The defense can run the ball back to score a point (no passing). If the defense fails, possession goes back to the offense to continue their series of tries.
6. After 7 minutes, rotate teams based on the round robin bracket schedule.

Grade Level Progression:

6-8: Implement the activity as described above.

FLAG RUGBY

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Everyone must touch the ball before a score.
- ✓ Increase or decrease the size of the activity area to meet needs of all students.
- ✓ Allow defense to tag with pool noodles.
- ✓ Slow the pace of the activity.
- ✓ Use auditory cues in end zones.
- ✓ Allow students to choose the style of ball used.
- ✓ Use brightly colored area markers.
- ✓ Do not keep score.

ACADEMIC
LANGUAGE

Select academic language vocabulary to review from previous lessons.

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [M6.6-8]** Performs pivots, fakes, and jab steps designed to create open space during practice tasks (6); Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps (7); Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens (8).
- ✓ **Standard 1 [M11.6-8]** Maintains defensive ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player (6); Slides in all directions while on defense without crossing feet (7); Drop-steps in the direction of the pass during player-to-player defense (8).
- ✓ **Standard 2 [M3.6-8]** Creates open space by using the width and length of the field/court on offense (6); Creates open space by staying spread on offense, and cutting and passing quickly (7); Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball (8).
- ✓ **Standard 2 [M6.6-8]** Transitions from offense to defense or defense to offense by recovering quickly (6); Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates (7); Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage (8).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What does transition mean in relation to offense and defense?
- ✓ **DOK 2:** How does this apply to game play in Flag Rugby?
- ✓ **DOK 3:** How would you apply all that you've learned in Flag Rugby activities to effectively transition from offense to defense (or defense to offense)?

TEACHING
STRATEGY
FOCUS

Help students practice skills, strategies, and processes: Dynamic game play is an essential component of the learning process in physical education. However, too often PE teachers assume students will learn through this experience with little or no further instruction. This assumption is false and dangerous. It can lead to a buildup of student frustration and ultimately a negative sport experience. It is the teacher's responsibility to find individual and group teachable moments and then capitalize on those opportunities. Stop a game, take time to discuss what's happening, and help students connect the dots from previous lessons. At the end of each game, bring students together to discuss and process what you observed and what they experienced.

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- ✓ **Standard 1 [M5.6-8]** Throws, while stationary, a leading pass to a moving receiver (6).
- ✓ **Standard 3 [M7.6-8]** Identifies the components of skill-related fitness (6).
- ✓ **Standard 5 [M6.6-8]** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates (7).

FOCUS TARGETS

- ✓ **Skill:** I will perform a hand-off, a basic rugby pass, and a pop pass following all skill cues.
- ✓ **Cognitive:** I will discuss the importance of purposeful practice.
- ✓ **Fitness:** I will engage in an effort to build skill-related fitness.
- ✓ **Personal & Social Responsibility:** I will cooperate with my teammates by making accurate passes and focusing on clean catches.

ACADEMIC LANGUAGE

- ✓ Basic Rugby Pass
- ✓ Pendulum Motion
- ✓ Pop Pass
- ✓ Purposeful Practice
- ✓ Skill-Related Fitness

SELECTED ASSESSMENT

- ✓ Purposeful Practice Plans

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p>1 INSTANT ACTIVITY</p>	<p>As students enter the activity area they put on a flag belt (any color). Modify Empire Tag – when a flag is pulled that person joins the Empire and leaves flag belt off.</p>	<p>→ Empire Tag →</p>	<p>1: What are the components of skill-related fitness? 2: How does skill-related fitness affect a person’s ability to reach physical activity/sport goals?</p>
<p>2 LEARNING TASK</p>	<p>Set the hook for Rugby with Flag Rugby Highlight Videos from YouTube. (Search “Flag Ruby” and preview/select videos prior to class.) Teach Cage Grip with Skill Cue Chart, then begin Rugby Tag.</p>	<p>→ Rugby Tag →</p>	<p>1: Can you recite the cues for a cage grip? 2: How does grip affect your ability to carry the ball? 3: What facts would you select/identify to support the use of a proper grip? Why did you choose those facts?</p>
<p>3 LEARNING TASK</p>	<p>Organize stationary passing activity lines. Teach pendulum motion, hand-offs, then passing technique in layers. Display skill cue charts as you layer instruction. Use same group formations to play leader ball (time permitting).</p>	<p>→ Stationary Passing / Leader Ball →</p>	<p>1: What is purposeful practice? 2: Compare and contrast purposeful practice with unfocused participation. 3: How is purposeful practice related to skill development? 4: Develop a rugby practice plan to implement at home.</p>
<p>4 EXIT ASSESSMENT</p>	<p>Purposeful Practice Plan – Use 5 to 7 minutes at the end of the lesson to complete and then collect Purposeful Practice Plan. Encourage students to follow these plans outside of PE. Place finished plans in student portfolios.</p>		

ANGLE

(noun)

The amount of space between two lines that come together, at or near the corner that they form. Angles are measured in degrees.

*By moving her body so that she closed the **angle** to the end zone, Lydia was able to stop Sydney from scoring.*



ANTICIPATE

(verb)

To analyze a situation and use that information to predict what will happen next.

*Because there was a lot of open space to his right, Darius **anticipated** that Melissa was going to move in that direction.*



AVOID

(verb)

**To keep away from something;
to steer clear of it.**

*Kristin was very fast, so she was able to **avoid** the defense and score a try.*



BALL MOVEMENT

(noun)

Offensive play in which the ball moves quickly from player to player, forcing the defense to adjust their positioning.

*The offense had excellent **ball movement**, so the defense had to move quickly in order to keep up.*



BASIC RUGBY PASS

(noun)

A method of passing a rugby ball from hip position while swinging the arms like a pendulum.

Katie used a basic rugby pass to get the ball to James.



CAGE GRIP

(noun)

A method of holding a rugby ball while running or passing that involves making a “cage-like structure” with your hands: thumbs on the top seams and fingers spread along the bottom seams.

*Priyanka knew that it was important to master the **cage grip** to excel in Rugby.*



CLOSE SPACE

(verb)

Defensive play in which one or more defenders position their bodies to block movement or passing into open space.

*The defense **closed space** so that the offense could not score a try.*



COOPERATION

(noun)

The process of working together for a common goal or outcome.

*Kevin, Sharyn and Diane knew that **cooperation** was important if they wanted to score a try, because it takes teamwork to be successful.*



CUT

(verb)

An offensive movement in which a player without the ball moves into open space using a sharp and quick movement.

*Ruthie **cut** into open space in order to get open to receive a pass.*



DEFENSE

(noun)

The team or players in a game or sport who are trying to steal away possession of the ball and stop their opponent from scoring a goal or point.

*The **defense** was spread out in open space in order to keep the offense from scoring a try.*



DEFENSIVE READY POSITION

(noun)

A stance which allows a defender to quickly move in any direction in order to create a disadvantage for the offense. The defender's weight is on the balls of the feet, arms are extended with palms up, and eyes are on the midsection of the offensive player.

*Stu stood in **defensive ready position** because he knew that Angela could receive a pass and attempt to score at any moment.*



DENY

(verb)

A defensive movement in which a defender positions a part of her/his body (often the hand/arm) into a passing lane in an effort to stop or intercept a pass.

*Howie **denied** a pass made by Joe so that Shelly could not catch it.*



DIRECTION

(noun)

The course along which something moves.

*Daryl wondered which **direction** Nadine was going to go: right or left?*



DROP STEP

(verb)

An athletic movement in which a player pivots backward into open space.

*TJ practiced his **drop step** until he could perform it perfectly.*



EFFORT

(noun)

In movement concepts, this refers to how the body moves and applies the concepts of time (fast, slow), force (strong, light), and flow (bound, free) to specific movement situations.

*Rose knew that if she exerted a lot of **effort** in P.E. class, she would become healthier and more skilled.*



ENCOURAGEMENT

(noun)

Support, confidence, or hope offered by someone of some event.

*The class showed each other **encouragement** by cheering from the sidelines whenever they were watching others play.*



FAIR PLAY

(noun)

Honest and honorable treatment, action, or conduct while playing a game or sport.

*Physical Education class is much more fun when everyone engages in **fair play**.*



FAKE

(verb)

To pretend that you are about to do something that you do not really plan to do in order to deceive an opponent.

*Marie **faked** a movement to the right but then ran to the left in order to avoid her defender.*



FITNESS

(noun)

The degree to which the total organism is able to meet the physical, intellectual, and emotional demands for everyday living, as well as cope with emergencies.

*Playing Rugby is a great way to enhance our **fitness**.*



HAND-OFF

(noun)

An offensive play in which one player gives the ball to another player while maintaining contact until possession is transferred.

*Jeff and Gary executed a perfect **hand-off** and scored a try for their team.*



HEALTH-RELATED FITNESS

(noun)

A group of 5 physical characteristics that contribute to a person's overall well-being. The 5 components of Health-Related Fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

*Patrick enjoyed improving his **health-related fitness** by playing sports like Rugby.*



JAB STEP

(noun)

A strategic offensive movement in which an offensive player takes a short, quick, and hard step toward a defender in an effort to move the defender back and create space in between the two players.

*Brian performed a **jab step** in order to get Margaret to step backwards.*



LEADING PASS

(noun)

A pass that is made just ahead of a cutting player, giving the receiving player the ability to continue movement while catching the pass.

*Jake threw a **leading pass** to Erin just as she cut into open space.*



OFFENSE

(noun)

The team or players in a game or sport who are attempting to score or move the ball forward.

*The **offense** needed to score one more try in order to win the game.*



OPEN SPACE

(noun)

An area of general space with no obstacles where people or objects can move freely.

*Karen knew that she could receive a pass more easily if she moved into **open space**.*



PASSING LANE

(noun)

The open space through which a ball can travel from passer to receiver.

*Anthony threw the ball to Alex and hoped that a defender wouldn't step into the **passing lane** to deny it.*



PATTERN

(noun)

A set of movements or actions that occurs in a predicable and often repeating manner.

*If the offense throws the ball from player to player in the same **pattern** every time, soon the defense will catch on and be able to stop them.*



PENDULUM MOTION

(noun)

A pattern of movement in which the object swings in an upside-down arc, like a child on a swingset.

*You use a **pendulum motion** when performing a basic rugby pass.*



PIVOT

(verb)

To keep one foot in place while moving the other foot one step in any direction.

*Colleen **pivoted** around while she looked for an open teammate who could receive a pass.*



POP PASS

(noun)

A method of passing a rugby ball from chest position and while pushing the ball toward the target.

*Tommy used a **pop pass** to throw the Rugby ball to Brittany quickly.*



POSSESSION

(noun)

The state of an individual or team having the right to put a ball into play; maintaining control of the ball and the ability to score.

*The goal of the offense is to score a try at the end of every **possession**.*



PURPOSEFUL PRACTICE

(noun)

Structured and focused activity designed to improve skill and performance through challenging tasks that provide feedback through trial, error, adjustment, and success.

*Cosley used **purposeful practice** when she was trying to improve her athletic skill.*



REDUCE

(noun)

To bring down to a smaller extent, size, amount, number, intensity, or other form of measurement.

*If you **reduce** the angle to the end zone, it will be harder for the offense to score a try.*



RESPECT

(verb)

To appreciate someone or something as a result of their abilities, qualities, or achievements.

*The two teams showed each other **respect** by shaking hands after the game was over.*



RUGBY

(noun)

An invasion ball game created at Rugby School in Rugby, Warwickshire (England) first known as “Rugby School Football.”

Rugby is a really fun game to play!



SAFE

(adjective)

**Protected against physical, social,
and emotional harm.**

*Physical Education is an environment where
students learn to be **safe** while they play
games and sports.*



SCORE A TRY

(verb)

To successfully advance the ball to or beyond the opponents' goal line. In order to complete a try, the ball must touch the ground while the offensive player maintains firm control.

*Mandy's team jumped for joy after she successfully **scored a try**.*



SELF-OFFICIATE

(verb)

To play by the rules and score by being honest and doing so as oneself or a group. A referee is not needed.

*The class was mature and respectful, so they **self-officiated** the game.*



SKILL-RELATED FITNESS

(noun)

A group of 6 psychomotor characteristics that contribute to a person's ability to successfully complete a physical performance. The 6 components of Skill-Related Fitness include Agility, Balance, Coordination, Power, Reaction Time, and Speed.

*It takes consistent practice to improve **skill-related fitness**.*



SLIDE

(verb)

Sideward movement with one foot leading in the direction of the movement and the other foot following in a step-together pattern. Feet do not cross.

*Quentin decided to **slide** to the left in order to move into open space.*



SPEED

(noun)

The ability to propel the body or a part of the body rapidly from one point to another.

*Throw the pass with a lot of **speed** if you think a defender might deny it.*



SPIRIT OF THE GAME

(noun)

Players are responsible for administering and adhering to the rules. Relies upon fair play of the players.

*Everyone has more fun when the players respect the **spirit of the game.***



SPREAD THE DEFENSE

(verb)

Offensive movement in which offensive players spread out, forcing defenders to follow. This creates large areas of open space for making cuts and passes.

*Troy's team decided to **spread the defense** in order to create more open space.*



STRATEGY

(noun)

A plan of action for achieving a goal.

*The offense's **strategy** was so good that they scored a try easily.*



SUPPORT

(verb)

To give help, assistance, and encouragement to someone or something.

*If we all **support** one another, everyone will have fun and improve together.*



TEAMWORK

(noun)

The combined action and effort of a group of people working toward a goal or purpose.

*By passing back and forth as they moved down the field, Rick and Katrina used **teamwork** and scored a try.*



TRAJECTORY

(noun)

The path along which an object travels as it moves through space.

*Billy followed the **trajectory** of the ball with his eyes in order to anticipate where it was going to land.*



TRY

(noun)

In rugby, the successful earning of three points by advancing the ball to or beyond the opponents' goal line. In order to complete a try, the ball must touch the ground while the offensive player maintains firm control.

*On her third attempt, Rori scored a **try**.*



GRIP CUE CHART

Critical Elements & Cues for...

Cage Grip

Cage Grip is used when passing while either stationary or on the move (basic rugby & pop pass).
The Cage Grip is also used while running with the ball (2-hand carry).

1. Athletic Stance

- ✓ Feet shoulder-width apart
- ✓ Slight bend in knees
- ✓ Slight bend at waist
- ✓ Arms at your sides
- ✓ Elbows bent 90 degrees

2. Create a “cage-like structure” with your hands

- ✓ Ball parallel to the ground
- ✓ Thumbs on top seams
- ✓ Fingers spread along bottom seams
- ✓ Create a cage around the ball

BALL HANDLING CUE CHART

Critical elements & cues for running with and carrying the ball.

Arm Carry

1. Grip

- ✓ 1 hand on the front of the ball
- ✓ Thumb on top seam
- ✓ Pointer finger on tip
- ✓ Rest of fingers spread on bottom seam

2. Lock

- ✓ Flex wrist
- ✓ Push ball against forearm
- ✓ Cradle ball between biceps and rib cage

3. Run

As you run...

- ✓ Opposite arm pumps
- ✓ Keep ball locked to chest
- ✓ Let ball roll across your chest as you run

Hand Carry

1. Grip

- ✓ Cage grip

2. Hold

- ✓ Ball at waist level in front of body

3. Run

As you run...

- ✓ Ball moves from hip to hip

PASSING CUE CHART

Critical elements & cues for passing (stationary or on the move)

Basic Rugby Pass (Pendulum Pass)

Pop Pass

1. Grip

Cage grip but...

- ✓ Thumbs point down
- ✓ Fingers point back

2. Ball Position

- ✓ Hip level (one side)

3. Stance

- ✓ Athletic stance
- ✓ Side to target
- ✓ Eyes on target

4. Pass Execution

- ✓ Step laterally to target
- ✓ Pendulum swing (arms across body in pendulum motion)
- ✓ Release at opposite hip
- ✓ Follow through high (to shoulder) for long passes
- ✓ Follow through low (to chest) for short passes

1. Grip

Cage grip but...

- ✓ Thumbs point up
- ✓ Fingers point forward

2. Ball Position

- ✓ Chest level (centered in front)

3. Stance

- ✓ Athletic stance
- ✓ Chest to target
- ✓ Eyes on target

4. Pass Execution

- ✓ Step forward to target
- ✓ Extend arms
- ✓ Push ball to target (similar to a chest pass in basketball)
- ✓ Release in front at head level
- ✓ Follow through high (above your head) to pass over a defender
- ✓ Follow through straight (head level) no defender between you and target

TRY CUE CHART

Critical Elements & Cues for...

The Try (Scoring)

These cues are modified from traditional rugby for safety purposes in a PE class.

1. Body Position

- ✓ Take a knee (1 knee down, 1 knee up)

2. Ball to the ground

- ✓ Cage grip
- ✓ Ball must touch the ground to score

HOLISTIC DUAL PERFORMANCE RUBRIC

MIDDLE (6-8)

GRADE: _____ CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs passing and ball handling (grips) with control and accuracy, using critical cues. Executes each skill in a dynamic game-play environment. Demonstrates an understanding of offensive and defensive strategy.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to pass with accuracy and can move successfully with the ball in dynamic game-play environments. Understands and attempts to apply offensive and defensive strategy.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Has difficulty participating in dynamic game-play environments.	Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
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16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			

MY PURPOSEFUL PRACTICE PLAN

Name: _____

What skill(s) are you working to develop?

Passing: • Basic Rugby Pass (Pendulum) • Pop Pass

Ball Handling: • Arm Carry • Cage Grip

Describe 3 focused activities that you can do at home to help you improve each of the skills identified above?

Skill 1: _____

- 1) _____
- 2) _____
- 3) _____

Skill 2: _____

- 1) _____
- 2) _____
- 3) _____

Skill 3: _____

- 1) _____
- 2) _____
- 3) _____

On which days of the week will you practice?

- Monday • Tuesday • Wednesday • Thursday
- Friday • Saturday • Sunday

What time will you practice?

- After School • After Dinner • Before Bedtime

Who will you practice with?

- By Myself • With a Friend • With a Family Member

Purposeful Reflections

Remember, purposeful practice requires focus, effort, mistakes, and success. Every time you make a mistake, reflect on how to improve and then strive for success with every attempt.

TEAMWORK EXIT SLIP

Name: _____

Answer each question below.

- What would you include on a list about teamwork?

- How does teamwork affect your team's ability to move quickly down the field?

- What behaviors contribute to teamwork? What behaviors weaken teamwork?

- What experiences did you have today that can be used as evidence to support your ideas about teamwork? Elaborate on each experience.

(Write this answer on the back of this sheet.)

TEAMWORK EXIT SLIP

Name: _____

Answer each question below.

- What would you include on a list about teamwork?

- How does teamwork affect your team's ability to move quickly down the field?

- What behaviors contribute to teamwork? What behaviors weaken teamwork?

- What experiences did you have today that can be used as evidence to support your ideas about teamwork? Elaborate on each experience.

(Write this answer on the back of this sheet.)

ACADEMIC LANGUAGE QUIZ

To analyze a situation and use information to make a prediction.

1

- a. Defensive Moves
- b. Officiate
- c. Perpetrate
- d. Anticipate

2

Thumbs on top seams, fingers spread along bottom seams.

- a. Jungle Grip
- b. Cage Grip
- c. Seam Grip
- d. Basic Grip

When a player without the ball moves quickly into open space.

3

- a. Slice
- b. Cut
- c. Quick
- d. Drop Step

4

To Move into a passing lane in order to stop or intercept a pass.

- a. Post
- b. Declare
- c. Deny
- d. Sneak

To take a quick, hard step in order to move a defender and create space.

5

- a. Hook Step
- b. Cross Step
- c. Jab Step
- d. Upper Step

6

A pass made just ahead of a cutting player.

- a. Leading Pass
- b. Pop Pass
- c. Chest Pass
- d. Bypass

To keep one foot in place while moving the other foot a step in any direction.

7

- a. Jab Step
- b. Position
- c. Post
- d. Pivot

8

Rules and score is kept and honored by all players so that a referee is not needed.

- a. Fair Play
- b. Teamwork
- c. Self-Officiate
- d. Calling Next

Teaching Dates of Module:		School Year:	
General Comments / Notes for Planning Next Year's Module			
<ul style="list-style-type: none"> ✓ Comment 1 ✓ Comment 2 ✓ Comment 3... 			
Self-Reflection Across Danielson's Four Domains of Teaching			
Domain 1: Planning & Preparation			
1a: Demonstrating Knowledge of Content/ Pedagogy		1d: Demonstrating Knowledge of Resources	
1b: Demonstrating Knowledge of Students		1e: Designing Coherent Instruction	
1c: Selecting Instructional Outcomes		1f: Designing Student Assessments	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 			
Domain 2: Classroom Environment			
2a: Evidence of Respect and Rapport		2d: Managing Student Behavior	
2b: Establishing a Culture for Learning		2e: Organizing Physical Space	
2c: Managing Classroom Procedures			
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 			
Domain 3: Instruction			
3a: Communicating with Students		3d: Using Assessment in Instruction	
3b: Using Questioning and Discussion Techniques		3e: Demonstrating Flexibility and Responsiveness	
3c: Engaging Students in Learning			
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 			
Domain 4: Professional Responsibilities			
4a: Reflecting on Teaching		4d: Participating in a Professional Community	
4b: Maintaining Accurate Records		4e: Growing and Developing Professionally	
4c: Communicating with Families		4f: Showing Professionalism	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 			
Self-Rating with Rationale			
Choose One:			
Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)			
Provide rationale:			
<ul style="list-style-type: none"> ✓ Evidence 1 ✓ Evidence 2 ✓ Evidence 3 			

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations that serve to act as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Rugby

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> ✔ Set up crash mats as needed ✔ Use pool noodles to extend reach ✔ Use a beeping box in target areas/end zones ✔ Use larger balls of various materials/construction ✔ Use Velcro gloves and compatible ball for catching 	<ul style="list-style-type: none"> ✔ Allow students to tag with a noodle ✔ Keeping passing and receiving stationary/static skills ✔ Vary the number of players on the field/activity area ✔ Add or remove boundary limitations ✔ Everyone must touch the ball before a score ✔ Implement a personal space rule ✔ Do not keep score 	<ul style="list-style-type: none"> ✔ Increase/decrease the size of the activity area ✔ Use mats as boundaries ✔ Provide auditory goal areas ✔ Use brightly colored area markers ✔ Clap behind goal areas/end zones ✔ Increase the size of end zones 	<ul style="list-style-type: none"> ✔ Provide ongoing verbal cues ✔ Provide physical assistance ✔ Provide a peer tutor/mentor ✔ Use videos, graphics, and pictures as visual examples ✔ Provide individualized (one-to-one) instruction ✔ Use proximity strategies ✔ Provide detailed task analysis

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators (2nd ed.)*. Champaign, IL: Human Kinetics.