



RUGBY
ONTARIO

Kickoff Rugby Program



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Rugby Ontario's Kickoff Rugby is an introductory program for children ages 6 to 9 in schools and rugby clubs. Kickoff Rugby focuses on young athletes learning the skills of rugby through the *Teaching Games for Understanding Model*. Using our detailed lesson plans, teachers and coaches can get kids playing, learning and enjoying the sport of rugby.

This manual is based on four theories of teaching games and sports:

- 1) The Ontario Health & Physical Education 2010 Curriculum, Interim Edition
- 2) Understanding The Primary Learner
- 3) Teaching Games for Understanding Model
- 4) The Canadian Sport For Life Model and Long Term Athlete Development

The Ontario Health & Physical Education 2010 Curriculum, Interim Edition

The revised health and physical education curriculum is based on the vision that the knowledge and skills acquired in the program will benefit students throughout their lives and help them to thrive in an ever-changing world by enabling them to acquire physical and health literacy and to develop the comprehension, capacity, and commitment needed to lead healthy, active lives and to promote healthy, active living.

The Rugby Ontario Kickoff Rugby Manual takes into account these principles where children are given opportunities to develop physical literacy through learning skills and strategies that can be applied to the game of rugby. According to the Ontario H&PE 2010 Curriculum, physically literate individuals "are individuals who move with competence in a wide variety of physical activities that benefit the development of the whole person." In this manual, children will learn how to apply skills, concepts and strategies through games that increase their comfort and confidence with physical activity."¹

Through the game of rugby, this manual will be focusing on physical literacy where the games and activities develop movement competence so that children can transfer and apply them to a variety of game and physical activity situations.

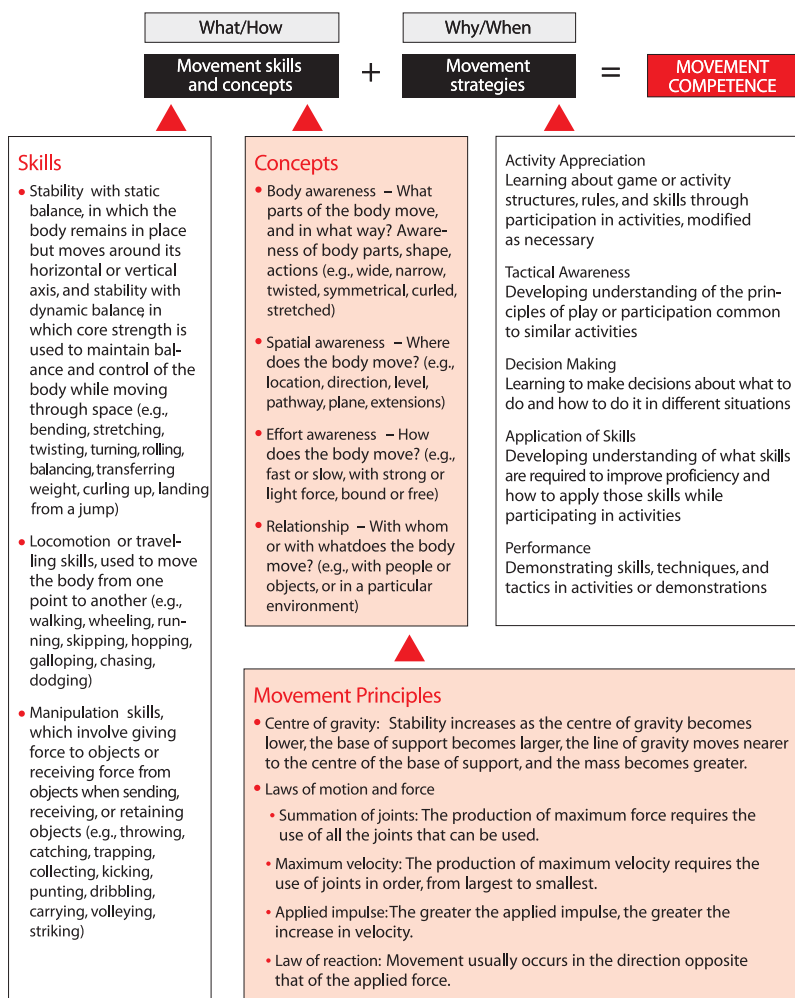
Understanding The Primary Learner

Children's early learning experiences have a huge impact on their later development. When we look at the primary learner, it is important that we know the stage of physical development they are at so that we understand their cognitive, affective, and physical state.

Movement Competence Strand

Through exploration and play, students in the primary grades learn to develop fundamental movement skills and a variety of stability and locomotor skills. Simple manipulation skills, beginning with throwing and catching, are also introduced. Learning about movement concepts begins with an emphasis on body and spatial awareness and expands later to include the concepts of effort and relationship. In addition, students learn about the components – the skills, equipment, rules, and conventions of fair play and etiquette – of physical activities and how to use simple tactics to enhance their success and develop their confidence and sense of self as they participate in a variety of activities. ²

This rugby manual understands and values the movement competence stage of a primary learner and supports the development of skills and concepts for them. Knowing this, it is important that we understand how movement competence is developed. In the early stages, movement skills must be explicitly taught, however should not be taught in isolation from the context in which they will be applied. This rugby manual helps develop the movement skills in a way that shows how they can also be transferred from the game of rugby and into other games with common features.



'What/How + Why/When = Movement Competence' equation. ³

Teaching Games for Understanding Model

Games can be grouped into broad categories on the basis of common features and similarities, and students can learn how to transfer strategies, tactics, and skills from one game or activity to another in the same category.

Although this manual promotes the game of rugby, the focus is to encourage participants to think strategically, analyze game and activity structures, and to make connections between different games and game components. The movement strategy expectations give them an opportunity to exercise their critical and creative thinking skills, build confidence, and increase their ability to participate successfully in a wide range of games and other activities.

Categories and Common Features of Games and Activities				
Activity Category	Target Activities	Net/Wall Activities	Striking/Fielding Activities	Territory Activities
Description	<ul style="list-style-type: none"> emphasize accuracy and control challenge can be modified by changing target size and distance and equipment, by using stationary or mobile targets, and by having the players send objects while stationary or mobile can be played individually or in small teams 	<ul style="list-style-type: none"> involve moving and striking an object and hitting it within a specified space players work to make it difficult for opponents to send the object back to the wall or across the net small numbers of players are usually involved 	<ul style="list-style-type: none"> can involve running, striking, batting, throwing, kicking, and catching runners hit, kick, or throw an object, then score runs by running to designated areas fielders retrieve the object and get it to a specified place to stop runs from being scored and to get opponents out 	<ul style="list-style-type: none"> involve controlling an object, keeping it away from opponents, and moving it into a position to score on a target can be modified to be simple running games or to use a specified skill (kicking, throwing) games are challenging because of the continuous action and decision making needed to switch between offensive and defensive roles, the numbers of people involved, and the movement in the playing area
Examples	bocce, bowling, curling, disc golf, lawn bowling, shuffleboard, wheelchair bocce	badminton, sepak takraw, squash, table tennis, tennis, volleyball, wheelchair tennis	baseball, beep baseball, cricket, kick-ball, rounders, softball, t-ball	basketball, football, goal ball, handball, hockey, lacrosse, rugby, sledge hockey, soccer, tchoukball, Ultimate, water polo, wheelchair basketball

'Categories and Common Features of Games and Activities' ⁴

Canadian Sport For Life (CS4L)

Canadian Sport for Life is the agency responsible for linking education, sport, health, and recreation while aligning the goals of the community sports organization, provincial sports organization (PSO), and the national sports organization (NSO). CS4L's Long Term Athlete Development (LTAD) model is the leading guide material for the delivery of sport to athletes at all ages.

This program is a development and recruitment tool that fits into The Rugby Ontario Way, Rugby Ontario's specified Long Term Rugby Development (LTRD) Model. This program focuses on Stage 2 - FUNdamental level of sport. At this level, participants should be playing to learn the sport skills. The players in this stage are aged 6-9 male, and aged 6-8 female.

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	STAGE 6	STAGE 7	STAGE 8
ACTIVE START	FUNDAMENTALS KICK OFF to Rugby!	LEARNING TO TRAIN DEVELOP the Basics	TRAINING TO TRAIN BUILD the Rugby Hard Drive	TRAINING TO COMPETE OPTIMIZE Rugby Potential	TRAINING TO PERFORM MAXIMIZE Rugby Performance	ULTIMATE PERFORMANCE OPTIMAL Rugby Performance	ACTIVE FOR LIFE
GOAL Promote fun and participation, development of movement skills	GOAL Focus on sport skills development	GOAL Enhance overall sport skills including core rugby skills	GOAL Promote rugby specific skill development	GOAL Develop rugby specialization and position-specific skills	GOAL Develop core skills and position-specific skills	GOAL Achieve optimal performance	GOAL Support active involvement in rugby and/or healthy lifestyle
AGES Males 0-6 Females 0-6	AGES Males 6-9 Females 6-8	AGES Males 9-12 Females 8-11	AGES Males 12-16 Females 11-15	AGES Males 16-19+/- Females 15-18+/-	AGES Males 19-23+/- Females 18-21+/-	AGES Males 23+/- Females 21+/-	AGES All



Long Term Rugby Development Model

In the FUNdamentals stage of LTRD, the essence and characteristics of the player, game and coach are outlined to act as a reference point for all who participate in the playing and administration of the game. These characteristics are outlined as:

The Player – PLAYS

The capacities of young players dictates that learning activities related to sport are best achieved through the medium of play. This theme does not just apply to modified games, but also to reduced exercises and drill activities. Specific techniques and corrections can be integrated throughout the activity while still maintaining maximum participation and enjoyment. This will also ensure that players receive a positive and motivating experience.

The Coach – GUIDES

To facilitate the needs and capacities of younger players the coach should act as a guide, providing the environment for players to explore in a safe and exciting way. Corrections and guidance should be subtle and simple, dealing with issues in a broad rather than detailed perspective.

The Game – FUN

Participating should be a safe and fun experience. The emphasis is placed on open play (general movement) with all players running, passing, and catching. Younger players will continue to participate in activities that are enjoyable and rewarding. As players mature and develop greater capacities and skills, (by mastering the FUNdamental Movement Skills) their

needs and demands of the game will also change.

It is important to remember that your primary objectives when coaching participants in this category is promoting a positive experience, while providing players with the FUNDamental skills to succeed. Increasing and promoting physical literacy is paramount to player enjoyment and success at this age level.

Physical Literacy is the mastering of fundamental movement skills and fundamental sport skills that permit a child to read their environment and make appropriate decisions, allowing them to move confidently and with control in a wide range of physical activity situations. It supports long-term participation and performance to the best of one's ability. The ABC's – Agility, Balance, Coordination and Speed are the four skills that underpin physical literacy.

Physical Literacy is the cornerstone of both participation and excellence in physical activity and sport. Ideally, physical literacy is developed prior to the adolescent growth spurt. It has been adopted as the foundation of the Sport for Life concept in Canada. ⁵

The material in this book has been produced in consultation with LTAD experts. It meets the compliance standards of introducing physical literacy to youth. These games all include progressions and variations as players become more comfortable with the movements, and rugby specific connections. This manual is delivering games The Rugby Ontario Way!

For more information on Canadian Sport for Life and Physical Literacy, please visit www.canadiansportforlife.ca

For more information on The Rugby Ontario Way, please visit www.rugbyontario.com

For more information on Rugby Canada's LTRD, please visit www.rugbycanada.ca



FUNDamentals Chart

Stage		Active Start	FUNDamental
Chronological Age	Males	0-6 years	6-9 years
	Females	0-6 years	6-8 years
Development Age		Early Childhood	Early Childhood
Summary		Fun, Safety and Basic Skills	Fun, Safety, Basic Skills and Understanding
Competitions		U6 Flag	U8 Flag / U10 Flag
Windows of Optimal Trainability		FUNDamental Movement Skills	FUNDamental Movement Skills First Speed Window - F: 6-8, M: 7-9
Player capacities	Technical	Basic Individual Skills	Individual Skills Intro to Continuity Skills
	Tactical	Pass Running Catching	Pass Backwards Offside Go Forward Support Continuity
	Physical	ABCs of movement	ABCs of movement Co-ordination and Manipulation Flexibility Speed and Locomotion Warm-up / Cool Down
	Mental	Self-confidence Self-esteem Positive attitude to sport	Self-confidence Self-esteem Positive attitude to sport Tolerance
	Lifestyle	Social skills Fairness Creative thinking HIGH FIVE	Social skills Fairness Self-Control Creative Thinking HIGH FIVE

The Rugby Ontario Way chart

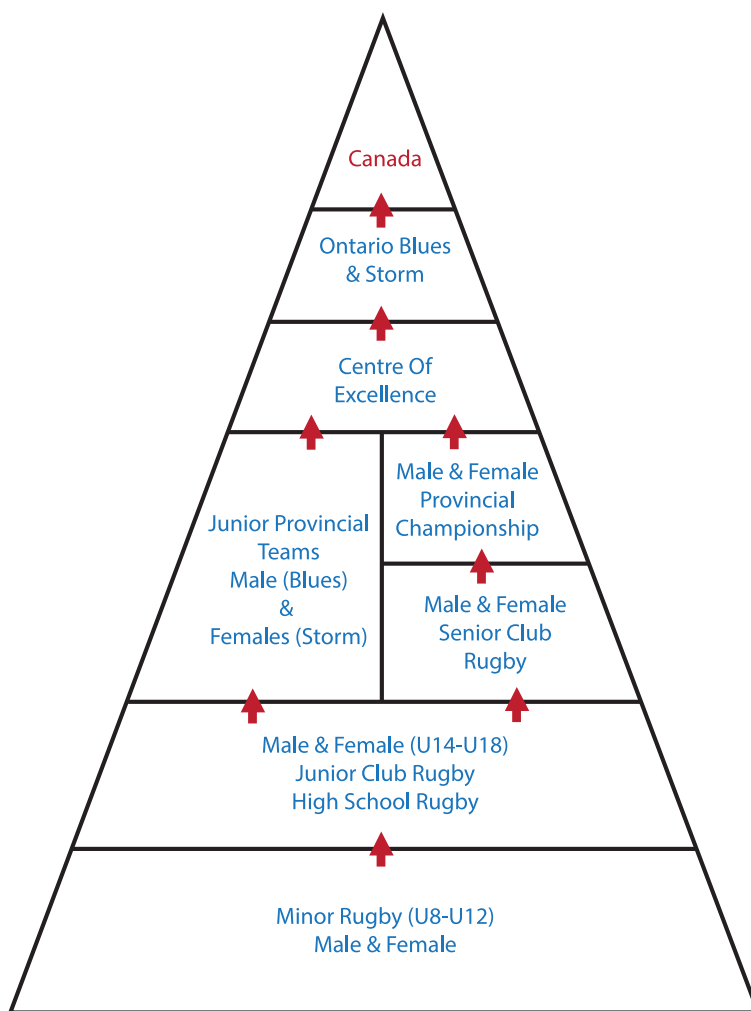
RUGBY ONTARIO PLAYER PATHWAY

Rugby Ontario seeks to provide our athletes every opportunity to succeed and progress to Canadian representation.

At the foundation of the Rugby Ontario's Player Pathway is minor rugby.

Strong minor programs across Ontario are essential for the future success of rugby at all levels.

The Kickoff Rugby Program provides each club with an opportunity to establish and grow their own minor program creating an environment where children can experience rugby in a safe, enjoyable and inclusive setting.



Player Pathway Chart

NCCP FUNDAMENTAL MOVEMENT SKILLS



Equip Children with the Fundamental Skills They Need to Succeed

What are Fundamental Movement Skills?

In developing and teaching a child, we break down simple skills into key components to help the child learn and understand. In teaching a child to read, we teach them about letters and the sounds they make, and how to combine words so that they are comfortable with language and can grow into advanced readers. In teaching movement we want to do the exact same thing!

Physical literacy is the ability for an individual to move competently and confidently in all types of environments – it is the literacy of movement. The key components of physical literacy, the letters and words, if you will, are the fundamental movement skills!

When a child is confident and competent with the fundamental movement skills, they can develop sport-specific and complex movement skills that allow them to enjoy sport and physical activity. Most importantly, having a firm grasp of the fundamental movement skills and being physically literate leads a child to enjoy a life of physical activity.

Learn to teach the fundamental movement skills with one of the National Coaching Certification Program's Fundamental Movement Skills Workshops!

Not sure where to stand to watch a child throw, or how to instruct a child to improve their running form? These workshops will teach you how to instruct, observe, and correct the fundamental movement skills, and give you plenty of opportunity to practice teaching these skills.

For more information please contact:

The Coaching Association of Canada

www.coach.ca/FMS

coach@coach.ca

613-235-5000



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HIGH FIVE®

In 2010, Rugby Ontario signed on as an Umbrella Organization with HIGH FIVE®. HIGH FIVE® is Canada's only comprehensive quality standard for children's sport and recreation, built on five Principles of healthy child development that research indicates are essential for quality programs.



The best way to play™

-  A Caring Adult
-  Friends
-  Play
-  Mastery
-  Participation

HIGH FIVE® consists of Training and Development, Program Assessments, Policies/Procedures, and Awareness.

As an Umbrella Organization, Rugby Ontario is committed to healthy child development and providing positive sport experiences to children so that they remain active for life!

To further develop your coaching expertise, Rugby Ontario would encourage all youth coaches and instructors to participate in **HIGH FIVE® Sport Training**.

HIGH FIVE® Sport Training

HIGH FIVE® Sport is a five hour training designed for coaches who work with children ages 6 to 12 in a competitive sport environment. It allows coaches to have a better understanding of children's mental health and emotional needs and includes tools on how to:

- Identify the five key principles that contribute to the emotional, social and cognitive development of children
- Engage and motivate athletes
- Design competition that promotes Fair Play
- Prepare a child emotionally for competition and manage feelings around winning and losing
- Communicate effectively with athletes and parents
- And more!

"HIGH FIVE® Sport provides coaches with a solid understanding of social and cognitive development of their athletes. This program is a good complement to the National Coaching Certification Program (NCCP) by providing positive and safe sport experience to ensure children are active for life."

- Jeremy Cross, Coaches Association of Ontario, Coach Education, Manager

To find out more about HIGH FIVE® and how you can get involved, please visit www.HIGHFIVE.org

HIGH FIVE® A quality standard for children's sport and recreation
Founded by Parks and Recreation Ontario www.prontario.org

CANADIAN INTRAMURAL RECREATION ASSOCIATION OF ONTARIO

CIRA Ontario is an incorporated, non-profit organization whose mission is to encourage, promote, and develop active living, healthy lifestyles and personal growth through intramural and recreation programs within the education and recreation communities.

Rugby Ontario in partnership with CIRA has embedded their philosophy throughout the manual. The games provided by CIRA offer a wide range of activities that promote fun, fitness and cooperative participation in a non-competitive and friendly atmosphere. Together, the games and activities in this manual strive to:



- Increase participation levels through physical activity.
- Develop of leadership skills, including communication, organization and decision making.
- Increase physical skill, concept and strategy development through the game of rugby.
- Develop social skills resulting in cooperation and teamwork and an understanding of, and commitment to, fair play increased school spirit and enthusiasm.

For more information on CIRA Ontario, please visit: www.ciraontario.com

THE GAME OF RUGBY

Facility/Playing Area

The games in this manual are best played on a field with plenty of space available. These games can also be delivered in a gymnasium, auditorium, or any other adequate and safe space. The playing area should always be clear of hazards, hard ground, or anything else that could be injurious. If posts are present in the playing area, these should be covered with post pads compliant with IRB Law 1.4 (d).

See APPENDIX A for an Ideal Minor Rugby Pitch

Equipment List

The following equipment is required to run the lessons in this manual (based on 16 participants):

- 8 Rugby Balls
- 16 Rugby Flag Belts
- 16 Coloured Pinnies
- 8 Hula-Hoops
- Set of pylons

What is Flag Rugby?

Flag Rugby is a co-ed, non-contact, and flag variation of rugby. The object of the game is that two teams of seven players each, by carrying, passing, and grounding the ball, score as many points as possible. Players shall wear a flag-belt and two flags. Any player without both flags attached to their belt cannot impact the play.

The essential skills learned by age-grade participants are highly transferable upon graduation out of the flag program and into the modified contact and then full contact games.

See **APPENDIX B** for full Rugby Ontario - U8/U10 Flag Rugby Variations Laws of the Game.

International Rugby Board's Rugby Ready

The IRB's Rugby Ready Program is a free online tool designed to raise awareness and knowledge around the game of rugby. The resource is organized into specified modules, and covers many areas, such as match day preparation, emergency planning, best practices, equipment and environment information, and principles of play.



For more information, visit www.irbrugbyready.com

ONTARIO SAFETY GUIDELINES

Ontario Physical and Health Education Association (OPHEA) is considered the provincial expert on physical and health education safety. OPHEA produces safety guidelines for each sport at each level, and these guidelines should always be followed as a minimum when implementing any level of sport. Athlete safety is always the paramount consideration, and when athletes are safe, they're having fun!

More information on the OPHEA Flag Rugby Safety guidelines can be found at <http://safety.ophea.net>

PROGRAM PLANNING FOR PARTICIPANTS WITH SPECIAL NEEDS

Facilitators of the Rugby Ontario Kickoff Rugby Program have a responsibility to help all participants learn, work collaboratively, and where appropriate, achieve their goals. Each participant will have his/her own unique pattern of learning. In any given setting, participants may demonstrate a wide range of strengths and needs. Facilitators need to recognize the diversity in their group and find ways to promote success in each participant.

Facilitators must be informed about the individual needs profiles of their participants. For example: medical history, or any special physical, psychological and/or environmental needs of the participants.

Facilitators must plan the program with the appropriate accommodations and/or modifications in mind to promote an inclusive learning environment for all.

Accommodations and Modifications

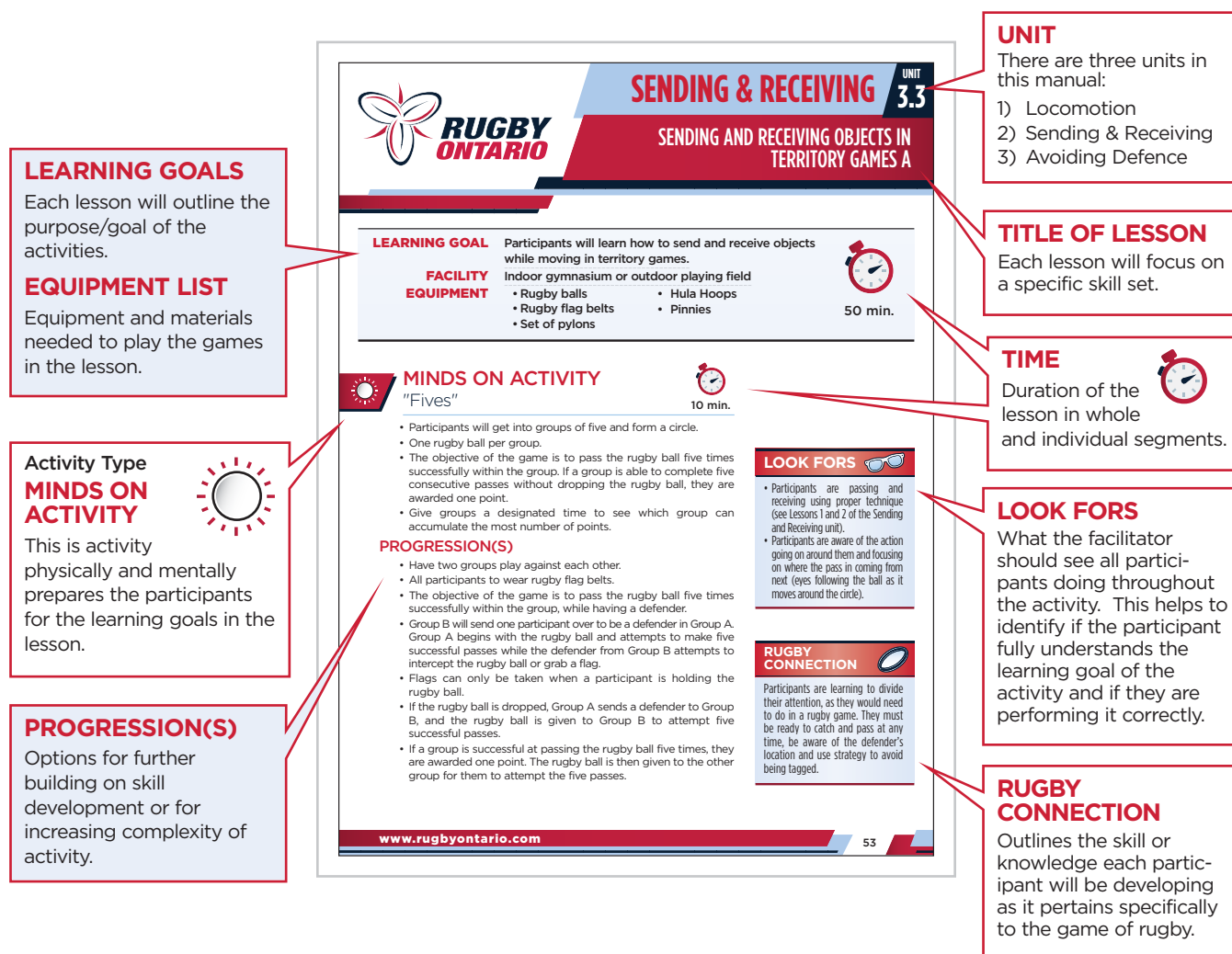
Accommodations: These are some examples of how one might modify programming to ensure the needs of all students are being met. These can also be found in the “variations” component of each lesson

- Changing equipment type (ex: rubber chicken, gator ball)
- Making the playing area smaller or larger

Modifications: The learning goal is modified to meet the learning needs of the participants.

- In order to modify the activities appropriately the facilitator should assess the current level of proficiency and then adapts learning goal to be attainable.

HOW TO USE THE LESSON PLANS



LEARNING GOALS
Each lesson will outline the purpose/goal of the activities.

EQUIPMENT LIST
Equipment and materials needed to play the games in the lesson.

Activity Type
MINDS ON ACTIVITY
This is activity physically and mentally prepares the participants for the learning goals in the lesson.

PROGRESSION(S)
Options for further building on skill development or for increasing complexity of activity.

UNIT
There are three units in this manual:
1) Locomotion
2) Sending & Receiving
3) Avoiding Defence

TITLE OF LESSON
Each lesson will focus on a specific skill set.

TIME
Duration of the lesson in whole and individual segments.

LOOK FORs
What the facilitator should see all participants doing throughout the activity. This helps to identify if the participant fully understands the learning goal of the activity and if they are performing it correctly.

RUGBY CONNECTION
Outlines the skill or knowledge each participant will be developing as it pertains specifically to the game of rugby.

SENDING & RECEIVING
UNIT 3.3
SENDING AND RECEIVING OBJECTS IN TERRITORY GAMES A

LEARNING GOAL
Participants will learn how to send and receive objects while moving in territory games.

FACILITY EQUIPMENT
Indoor gymnasium or outdoor playing field
• Rugby balls • Hula Hoops
• Rugby flag belts • Pinnies
• Set of pylons
50 min.

MINDS ON ACTIVITY
"Fives"
10 min.

- Participants will get into groups of five and form a circle.
- One rugby ball per group.
- The objective of the game is to pass the rugby ball five times successfully within the group. If a group is able to complete five consecutive passes without dropping the rugby ball, they are awarded one point.
- Give groups a designated time to see which group can accumulate the most number of points.

PROGRESSION(S)

- Have two groups play against each other.
- All participants to wear rugby flag belts.
- The objective of the game is to pass the rugby ball five times successfully within the group, while having a defender.
- Group B will send one participant over to be a defender in Group A. Group A begins with the rugby ball and attempts to make five successful passes while the defender from Group B attempts to intercept the rugby ball or grab a flag.
- Flags can only be taken when a participant is holding the rugby ball.
- If the rugby ball is dropped, Group A sends a defender to Group B, and the rugby ball is given to Group B to attempt five successful passes.
- If a group is successful at passing the rugby ball five times, they are awarded one point. The rugby ball is then given to the other group for them to attempt the five passes.

LOOK FORs

- Participants are passing and receiving using proper technique (see Lessons 1 and 2 of the Sending and Receiving unit).
- Participants are aware of the action going on around them and focusing on where the pass is coming from next (eyes following the ball as it moves around the circle).

RUGBY CONNECTION
Participants are learning to divide their attention, as they would need to do in a rugby game. They must be ready to catch and pass at any time, be aware of the defender's location and use strategy to avoid being tagged.

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FACILITATOR PROMPT

Lets the facilitator know the learning goal of the activity/lesson. What will each participant obtain from completing this activity? What can the facilitator ask to ensure that the participant fully understands the purpose of the activity.

Activity Type ACTION ACTIVITY



This activity physically and mentally prepares the participants for the learning goals in the lesson.



SENDING & RECEIVING UNIT

VARIATION(S)

- Participants must move to a different spot in the circle after making a pass.

FACILITATOR PROMPT


"If you are the defender, how do you increase your chances of stopping the group from making five successful passes?"

"If you are the group on offense, how do you increase your chances of making five successful passes?"

PARTICIPANT TALK

"If I am the defender, I have to be in my Motorcycle Position. Being in this ready position and watching around me will help me move quickly to stop the ball from being passed, or help me get a flag."

"If I am the group on offense, I have to communicate with my group members. I can tell the thrower where I am so that it helps them make a successful pass to me."



ACTION ACTIVITY


"4 Corners - Passing"

10 min.

- Place four hula hoops in each corner of the playing area.
- Divide participants into four equal groups.
- Place five rugby balls (or equal number of rugby balls) into each hula hoop.
- The objective of the game is for groups to get the highest number of rugby balls in their hula hoop in the allotted time.
- On the signal to begin, two participants from each group will run to another group's hula hoop and take one rugby ball. The partners must pass the rugby ball back and forth as they travel back to their hula hoop.
- If the rugby ball is dropped when the partners are travelling to their group's hula hoop, they must return to the hula hoop where they retrieved the rugby ball.

PROGRESSION(S)

- All participants are to wear rugby flag belts.
- Designate one participant from each group to be a defender of their hula hoop and rugby balls.
- When a participant is attempting to take a rugby ball from another group's hula hoop, the defender's role is to attempt to take the participant's flag.
- If the defender is successful at taking the participant's flag, the flag is given back to them and are required to go to another group's hula hoop.
- Rotate the defenders in each group.



LOOK FOR(S)

- Participants should be running with their hands in the Ready-to-Receive position and angled toward their partner (where the pass is coming from).
- When carrying/running with the ball, participants should be holding the belly of the ball (not the pointy ends) and should have their thumbs up with limber elbows.
- When participants make the pass, they should transfer the position of the ball from thumbs up to thumbs pointing towards their target (partner's hands).

PARTICIPANT TALK

What the facilitator should expect to hear from the participants at this level of development to demonstrate understanding.

TIME

Duration of the lesson in whole and individual segments.



Activity Type CONSOLIDATION ACTIVITY



In this activity, participants demonstrate and consolidate their learning in relation to the learning goals.

Activity Type COOL DOWN ACTIVITY



In this activity, participants continue to practice the objectives while lowering their heart rate.

References

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MOVING AND STOPPING SAFELY

LEARNING GOAL FACILITY EQUIPMENT

Participants are learning to move and stop safely.

Indoor gymnasium or outdoor playing field

- Rugby balls
- Rugby flag belts
- Set of pylons
- Stereo and music (optional)



50 min.



MINDS ON ACTIVITY

“Move it, move it, move it!”



10 min.

- Participants are spread apart in the playing area.
- Facilitator goes over what it means to be in your **bubble space** with the whole group.
- **Bubble space** means that you are in your personal space with no one touching you. You are able to swing your arms around your body without touching anyone.
- Go over the fundamental movements for the **locomotion skills**: run, walk, skip, hop, jump, gallop.
- Teach locomotion skills as a whole group to make sure participants are familiar with the movements before playing the game.
- Remind students that when they are stopping, they are to stop in their **Motorcycle Position**.
- On the signal to begin, ask participants to run around the playing area.
- On the signal to stop, participants are expected to find their **bubble space** and freeze.
- On the signal to begin, ask participants to skip.
- On the signal to stop, participants are expected to find their **bubble space** and freeze.
- Continue the activity until all locomotion skills are completed.

LOOK FORs



- Participants are running with their head up looking around them and making sure they are not running into people.
- Participants are stopping safely in their **Motorcycle Position**.

RUGBY CONNECTION



- Participants will learn how to move safely in the playing area.
- Participants will learn how to stop on command and move into a safe area.

FACILITATOR PROMPT

“When we are moving around, where should our eyes be looking and why?”

PARTICIPANT TALK

“When we are moving around, we should keep our eyes looking forward and around us. This helps us from bumping into other people and falling down.”

FACILITATOR PROMPT

"Why is it important that we stop in a motorcycle position?"

PARTICIPANT TALK

"It is important to stop in a Motorcycle Position because this position will help me be ready to move left or right and/or change directions if I need to."



ACTION ACTIVITY

"STOP and GO!"



10 min.

- Mark the activity area using pylons.
- Choose one participant to be the Police Officer.
- All remaining participants line up on a starting line that is at least 20 large steps away from the Police Officer.
- On the signal to begin, the Police Officer turns their back to the other participants and calls out "GO!" On this command, participants try to move as quickly as possible toward the Police Officer. The Police Officer, meanwhile, marches or jogs on the spot.
- When the Police Officer hears the other participants approaching, he or she calls out "STOP" and quickly turns around to face them.
- On the "STOP" command, all participants must stand still without moving. Anyone that the Police Officer catches moving is sent back to the start line.
- If no one has reached the Police Officer yet, then he or she turns away and calls out "GO!" again.
- The first participant to reach the Police Officer wins and becomes the new Police Officer.

LOOK FOR



- Participants are stopping on command.
- Participants are stable upon stopping (not falling over or tripping)
- Participants are keeping a safe distance from other participants.

RUGBY CONNECTION



- Participants will learn to safely start and stop running towards a target (in rugby this will eventually become a moving target when they are playing **defence**)
- Participants will gain understanding of the low center of gravity required to be stable when stopping/changing direction.

PROGRESSION(S)

- Add in an object for the participants to hold (Ex. tennis ball or rugby ball)

VARIATION(S)

- Same activity, but participants must run sideways (left or right).

FACILITATOR PROMPT

"When you hear 'GO!,' what must you do? How can your arms help you move more quickly toward your target? When you hear 'STOP!,' what should your feet look like? Should your knees be bent or straight? Do/should you feel wobbly?"

PARTICIPANT TALK

"I should pump my arms to help me move faster. My feet should be spread further apart so I can stop safely. If my feet are too close together, I may fall over."

"When you run sideways, which way should your eyes be looking? When you are holding an object where should your eyes be looking?"

"My eyes should always be looking at my target (the Police Officer). I should also look out for other participants around me so that I don't bump into them."



CONSOLIDATION ACTIVITY



20 min.

"Freeze Tag"

- All participants are to wear rugby flag belts.
- Designate two or three participants to be taggers. Taggers should wear a coloured pinnie to make themselves visible
- The objective of the game is for the participants to run away from the tagger. When a participant's flag is taken, he/she has to stop safely in their motorcycle position and freeze.
- For a participant to re-enter into the game, another participant can save them by giving them a high five.
- Rotate the taggers.

PROGRESSION(S)

- Have participants play the game by holding a rugby ball with two hands.

VARIATION(S)

- Increase or decrease the playing area. Consider talking about how the game changes.
- Increase or decrease the number of participants who are taggers.

LOOK FOR



- Participants are running safely around each other.
- Participants are stopping safely in their **Motorcycle Position** when they are tagged.

RUGBY CONNECTION



- Participants will learn how to move safely in the playing area and with others.
- Participants will learn how to move safely in the playing area with a defender.

FACILITATOR PROMPT

"When everyone is moving around in one area at the same time, what do you have to be aware of in order to move safely?"

"When you see a tagger coming towards you, what can you do to try not to get tagged?"

PARTICIPANT TALK

"In order to move safely, I have to keep my head up because there are many people running around at the same time. By doing this my eyes can see everyone around me and see where I am going."

"If I see a tagger coming towards me, I can change directions to run away from the tagger. Using my speed to go faster will also help me get away from the tagger."



COOL DOWN ACTIVITY

“Clean Up Tag”



10 min.

- Choose one participant to be a tagger.
- A tag is when the tagger taps another participant on the back. Go over what a tag looks like in this game.
- All other participants are running with the rugby ball around the playing area.
- On the signal to begin, the tagger attempts to tag the participant. When a participant is tagged, he/she places their rugby ball away and becomes a tagger too.
- The two taggers continue tagging other participants who have rugby balls.
- The game ends when all the rugby balls are placed away and everyone is a tagger.

LOOK FORS



- Participants are running and stopping safely within the playing area.
- Participants are holding the rugby ball with two hands while running.

RUGBY CONNECTION



Participants will learn how to move and stop safely within the playing area while avoiding a defender.

FACILITATOR PROMPT

“Why do you have to hold the rugby ball with two hands while playing this tag game?”

PARTICIPANT TALK

“When I hold the rugby ball with two hands, it prevents me from dropping the ball while I am running in this tag game. Using two hands keeps the rugby ball safe from dropping to the ground.”

GLOSSARY:

- Bubble Space
- Defence
- Locomotion Skills
 - Gallop
 - Hop
 - Jump
 - Run
 - Skip
 - Walk
- Motorcycle Position

PERFORMING A VARIETY OF LOCOMOTOR MOVEMENTS WITHOUT EQUIPMENT

LEARNING GOAL

Participants will learn how to perform different locomotion movements without equipment.

FACILITY EQUIPMENT

Indoor gymnasium or outdoor playing field

- Rugby balls
- Rugby flag belts
- Set of pylons



50 min.



MINDS ON ACTIVITY

“Dodge This”



10 min.

- Place a set of 20-30 pylons around the playing area.
- Ask the students to try the following within the playing area:
 - Run straight. When you hear the whistle, switch directions.
 - Run to each line that outlines the playing area and touch it.
 - Run through the pylons in a zigzag pattern.
 - Travel through the pylons using a side step.
 - Walk backwards through the pylons slowly while dodging other participants and pylons.
- Guiding Questions to ask to the whole group:
 - 1 . What does your body look like when you are dodging?
 - 2 . Where should your eyes be looking when you are running and dodging?
 - 3 . Is it easier to dodge when your body is in a high position or a low position?

LOOK FORs



- Participants are running with their eyes looking ahead and looking around them.
- Participants are in their **motorcycle position** when they dodge.

FACILITATOR PROMPT

*“Why is it important to be in a **motorcycle position** when you dodge? Why is it important to keep eyes looking up when running? Are there times when it is a good idea to look down?”*

PARTICIPANT TALK

*“It is important to be in a **motorcycle position** when I am dodging because the low position helps me to move quickly when I want to change directions.”*

“It is important for me to keep my eyes up so that I do not bump into other people. Sometimes it is good to look down so I can look where I am running to, like a pylon or sideline, and make sure I do not step on anything in my way.”

RUGBY CONNECTION



- Participants learn to become strong runners that are aware of their surroundings and able to avoid obstacles.
- Being a strong runner makes it more difficult to tag/tackle the participant, and will increase chances that the participant will move through **defence** successfully.
- Running in a specific pattern (i.e. zigzag) serves as a base for learning offensive strategy.



ACTION ACTIVITY

“Rock Paper Scissor (RPS) Subway”

(adapted from CIRA Ontario)



10 min.

- Divide participants into groups of 2.
- Go over the standard game of **Rock, Paper, Scissor (RPS)** as a whole group to make sure students understand the rock, paper, scissor actions and what action beats rock, paper and scissors.
- Groups play one round of **RPS**. The ‘champion’ (winner) of the round becomes the tagger, and the ‘challenger’ (loser) of the round becomes the runner.
- The objective of the game is for the champion to chase the challenger until he/she is tagged. A tag is a tap on the back.
- Once the challenger is tagged, the partners play **RPS** again to determine who the champion/tagger is and who the challenger/runner is.

PROGRESSION(S)

- Play the game where only walking is allowed.
- Play the game where only running is allowed.

VARIATION(S)

- Instead of having the group play in a standard playing area (rectangle marked by pylons), create a playing area that is very small, just enough to fit all the participants in it. This will simulate the feeling of being on a subway.

LOOK FORS



- When participants are running away from their tagger or running to tag their partner, they are moving in a low position ready to change directions quickly.
- Participants have their eyes looking up to either stay away from their tagger or to try to tag their partner.

RUGBY CONNECTION



This activity works on reaction time. In rugby, especially as a defender, it is crucial to react quickly and chase or catch the opposition that moves suddenly in your direction. As an offensive player, being able to quickly evade the defender will improve chances of creating a scoring opportunity.

FACILITATOR PROMPT

“In the beginning of this game, you were only allowed to walk. How did the game change when you were allowed to run? Did running make the game easier or harder?”

PARTICIPANT TALK

“When I play this game, walking is easier because I am able to see who is around me and change directions quickly without bumping into someone. Walking slows the game down for me. When I play this game while running, the game is harder because there are many people also running around me, and it is harder to make a decision to move right or left safely.”



CONSOLIDATION ACTIVITY



20 min.

“Cat and Mouse”

- Facilitator prepares a square playing area relative to the amount of participants so that there is enough space to run around without congestion.
- Participants should split into partners (groups of two) and each partner should be labeled cat or mouse. The mice are to wear pinnies.
- On the signal to begin, cat's must follow the mice. The mice are encouraged to run in different directions, but must stay in the playing area. The goal is for the mice to 'lose' the cats. The cat's goal is to stay with the mice, as close as possible.
- On the next signal (whistle), the partners switch positions.
- Once participants get a feel for chasing another participant effectively, implement the following:
 - Select two cats for the total group.
 - Both cats can catch any mouse.
 - If the 'cat' tags the mouse, the mouse must freeze and stay standing with legs wide open enough for another participant to crawl underneath.
 - The only way to unfreeze a mouse, is for another mouse to crawl between his/her legs.
 - Cats may not tag mice that are crawling between legs.
 - The winning mouse is the last one running freely (unfrozen).

PROGRESSION(S)

- Add more cats or reduce the size of the playing area to increase difficulty of task.

VARIATION(S)

- Once participants have each had a chance to play cat and mouse a couple of times, ask each A to find another A and link arms. B's should also find another B to link arms with. Now you have a playing area with pairs of A's and B's. Each pair of A's should find a pair of B's to begin playing again, this time playing cat and mouse while connected to another participant (thus making is more difficult and promoting communication between linked participants).
- Another variation includes changing the type of running the participants can do. For example, they may only run sideways, or they may only hop on two feet.

LOOK FOR



- Participants are running safely around each other.
- Participants are stopping safely in their Motorcycle Position when they are tagged.

RUGBY CONNECTION



- Participants will learn how to move safely in the playing area and with others.
- Participants will learn how to move safely in the playing area with a defender.

FACILITATOR PROMPT

"What should the cat be doing to catch the mouse? Where should the cat's eyes be looking? What kind of running should the cat be doing? (Eg. Fast? Slow? One direction?) What can the mouse do to stay away from the cat? What kind of running can the mouse do to: Stay in bounds? Avoid running into other mice? Not get tagged? Where should eyes be looking?"

PARTICIPANT TALK

"My eyes must be looking up (not at my feet). As the cat, I should run quickly and keep my eyes on the mouse while I run. As the mouse, I should change directions quickly to keep the cat from touching me. I must pay attention to the boundary lines, and watch out for other participants so I don't bump into them."



COOL DOWN ACTIVITY

"Groove it"



10 min.

- Go over the following **locomotion skills** as a whole group: run, walk, jump, hop, skip and gallop.
- Place 20-30 pylons scattered around the playing area.
- On the signal to begin, call out one of the **locomotion skills** for the participants to perform.
- On the signal to stop (Eg. Blow whistle) participants freeze.
- While participants are standing still, tell the group that the next time they freeze, they have to balance on one foot.
- On the signal to begin, call out a different **locomotion skills** for the participants to perform.
- On the signal to stop, participants freeze while standing on one foot.
- Continue playing the game until you have gone through all the **locomotion skills** are completed.

PROGRESSION(S)

- Each time the participants freeze, have them hold a different position:
 - Balance on two feet and one hand.
 - Balance on two knees and one hand.
 - Balance on one foot and two hands.
- Slowly decrease the playing area to make it a smaller area for participants to move in.

FACILITATOR PROMPT

*"Which **locomotion skill** is the easiest for you? Which **locomotion skill** is the hardest for you?"*

"When the playing area gets smaller does it make the game easier or harder? Why?"

PARTICIPANT TALK

"For me, walking and running is the easiest because I do these movements a lot everyday. However, skipping and galloping is hard for me because I have to really pay attention to where and how my feet are moving. I feel like I have to concentrate more when I skip and gallop."

"When the playing area gets smaller, the game is harder because there is less area for me to move around. I also have to pay more attention to how and where I move so that I don't bump into anyone."

LOOK FORS



- Participants are able to perform each **locomotion skill**.
- Participants have their eyes looking ahead and around them in order to move safely in the playing area.

RUGBY CONNECTION



This activity encourages the development of balance and strength. Balance is important in a variety of rugby situations. Building strength in joints is crucial in injury prevention.

GLOSSARY:

- Defence
- Locomotion Skills
- Motorcycle Position
- Rock, Paper, Scissors

PERFORMING A VARIETY OF LOCOMOTOR MOVEMENTS WITH EQUIPMENT

LEARNING GOAL

Participants will learn how to perform different locomotion movements with equipment.

FACILITY EQUIPMENT

Indoor gymnasium or outdoor playing field

- Rugby balls
- Rugby flag belts
- Set of pylons



50 min.



MINDS ON ACTIVITY

“Switch”



10 min.

- Review as a whole group the proper way of holding a rugby ball. Go over the term **W-Hands**.
- Give each participant a rugby ball. Check to see if all participants are holding the rugby ball with their **W-Hands**.
- Have participants run around the playing area while holding the rugby ball.
- On the signal to stop (blowing the whistle), participants will:
 - 1) Place the rugby ball on the ground with two hands.
 - 2) Find another rugby ball to pick up.
 - 3) Begin running again with the rugby ball.
- Continue playing and blowing the whistle more frequently so that students get to practice running with a rugby ball, placing the rugby ball down with two hands and moving to another rugby ball safely.

PROGRESSION(S)

- Once participants are proficient at the task, increase complexity by giving two instructions. Same instruction as above for one whistle (place the ball and grab another), but if two consecutive whistles are heard, they must touch the nearest sideline with their ball, and then continue running with ball until next whistle is heard.

VARIATION(S)

- On the signal to stop (whistle) participants will fall to the ground with ball in hand and then place the ball firmly in front of them before getting up again and searching for another ball to pick up.

LOOK FOR



- Participants are holding the ball with two hands.
- Participants are placing the ball firmly (without the ball moving or rolling away).

RUGBY CONNECTION



- To be a strong attacker, one must run with the ball in two hands so that the defender does not know if you plan to pass or continue running.
- Learning to run well with the ball in two hands also provides a good base for participants once they begin playing flag rugby. Ball retention is much more consistent if the ball is held securely in two hands.

FACILITATOR PROMPT

*"Why is it important to hold the rugby ball with your **W-Hands** while running? What could happen if you run with the ball in one hand? Why is it important to place the ball firmly (without letting it roll)?"*

PARTICIPANT TALK

*"It is important to hold the rugby ball with my **W-Hands** because my two hands will keep the ball safe from falling on the ground. Placing the ball firmly makes it easier for another participant to pick it up because it is easier to pick up a ball that is standing still than a ball that is moving."*



ACTION ACTIVITY

"Down and Up"



10 min.

- Scatter 20-30 pylons around the playing area. Half should be facing up and the other half facing down.
- Divide the participants into two groups.
- Each participant requires a rugby ball.
- Designate one group to turn pylons up, and the other group to turn pylons down.
- Participants are required to hold the rugby ball throughout this activity.
- At the signal to end (whistle) pylons are counted to see which team has the most positioned in their desired direction (up or down).
- Then switch the desired pylon position for each team and play again.

PROGRESSION(S)

- Rather than changing the position of pylons, balls are placed on pylons to begin (half on belly and half on point). Participants must run from pylon to pylon attempting to move the ball into the desired ball position of their team (point up or belly up). Points are counted on the whistle.

LOOK FOR



Participants are moving safely in the playing area making sure their eyes are looking around them.

RUGBY CONNECTION



Participants learn to move in different directions with a ball in hand while they must think of how the position of the ball changes when performing a secondary activity (such as scoring a **try**, in this case, moving a pylon).

FACILITATOR PROMPT

"How do you effectively keep the ball from falling out of your arms while moving from pylon to pylon?"

PARTICIPANT TALK

"I have to make sure I hold the ball tightly and the ball is close to my body when I am moving a pylon up or down. When I am running, I want to make sure that I have two hands on the ball so that the ball doesn't drop."



CONSOLIDATION ACTIVITY



20 min.

"Steal The Ball"

- Divide participants into four equal groups. Each participant should be wearing a rugby flag belt.
- In each group, number participants from one through five.
- To start the game, place four rugby balls in the middle of the playing area.
- On the signal to begin, call out a number (1/2/3/4/5).
- The objective of the game is for the participant who has been designated that number to run to the middle of the playing area as fast as they can to steal a rugby ball to bring back to their group.
- Example: Place three rugby balls in the middle of the playing area. Facilitator calls out "Number 3!". The participants that are designated as number 3 in each group runs to the middle of the playing area to steal a rugby ball to bring back to their group.

PROGRESSION(S)

- When participants get the idea of the game, start placing less rugby balls in the middle of the playing area so that only the fastest runners can get the ball.
- Call out more than one number.
- Allow participants who are unable to steal a rugby ball from the middle of the playing area attempt to get another participants rugby ball by taking their flag. For example, if a participant A is the last to run to the middle of the playing area, he/she is allowed to take a participant B's flag. If participant B's flag is taken they have to give participant A their rugby ball.

VARIATION(S)

- Place pylons for participants to run around and through as they run towards the middle of the playing area to get a rugby ball.
- Have participants do an exercise (eg. five **jumping jacks**) before they run to the middle of the playing area to get a rugby ball.

LOOK FORS



- Participants are picking up the ball with two hands.
- Participants are stopping safely; they are in a **motorcycle position** when ready to bend down to pick up a rugby ball.
- Participants are applying dodging skills as they run away from another participant who may be trying to get their flag.

RUGBY CONNECTION



- Participants learn to secure a loose ball (important in creating effective turnover situations when the opposition commits a **knock-on**)
- Participants learn safe technique for picking up a ball. Having a wide and low base when picking up a ball in a rugby game will protect the participant from injury. Chances of ball retention will also be improved.

FACILITATOR PROMPT

"Why is it important to pick up the ball with two hands? Why is it important to be in motorcycle position when running and then bending down?"

PARTICIPANT TALK

"If I pick up the ball with two hands, I have a better chance of not dropping the ball. It is important to be in motorcycle position because it helps me stop safely and I will not fall over when I stop. When I am low, I am also closer to the ball to pick it up."



COOL DOWN ACTIVITY

“Pass The Movement”



10 min.

- Participants stand in a circle as a whole group. Participants have their own rugby ball.
- Choose one participant to demonstrate the first movement with the rugby ball. (eg. Circle the rugby ball around their waist). The rest of the group will be copying this movement.
- Have each participant have their turn to demonstrate how they are going to use the rugby ball in a movement.
- The following are some examples:
 - Circling the rugby ball around your head.
 - Circling the rugby ball around your ankles.
 - Sitting down and passing the rugby ball from your hands and to your feet.
 - Holding the rugby ball between your knees while walking around.
 - Performing a **locomotion skill** while holding the rugby ball with two hands.
 - Performing a **locomotion skill** while circling the rugby ball around your waist.

LOOK FORS



Participants are trying different ways to move while holding the rugby ball in different way.

RUGBY CONNECTION



This activity creates a familiarity and comfort with the rugby ball. Participants become more aware of the size and texture of the ball, and how to keep it safe while moving it around.

FACILITATOR PROMPT

“How should the ball be held when moving it around?”

PARTICIPANT TALK

*“I should hold the ball with **W-Hands**, and keep two hands on the ball so that I do not drop it while I move it around.”*

GLOSSARY:

- Jumping Jack
- Knock-on
- Motorcycle Position
- Try
- W-Hands

TRAVELLING IN DIFFERENT DIRECTIONS, DIFFERENT SPEEDS, AND USING DIFFERENT PATHWAYS

LEARNING GOAL

Participants will learn how to travel in different directions, different speeds and use different pathways with and without equipment.

FACILITY EQUIPMENT

Indoor gymnasium or outdoor playing field

- Rugby balls
- Rugby flag belts
- Set of pylons



50 min.



MINDS ON ACTIVITY

“Listen up”



10 min.

- On the signal to begin participants will be moving around the playing area.
- Participants will have to listen carefully to the whistle blow.
- One whistle blow means that participants walk slowly.
- Two whistle blows means that participants jog at a medium pace.
- Three whistle blows means that participants run at a fast pace.

PROGRESSION(S)

- Have participants play the same game but holding a rugby ball.

VARIATION(S)

- Instead of using a whistle blow to communicate how fast the participants should be moving, use hand signals. One finger represents participants are walking, two fingers represents participants are jogging, three fingers represents participants are running.

LOOK FOR



- Participants are able to control their speed accordingly to the facilitator's instructions.
- Participants are able to move in different directions and pathways safely in the playing area.

RUGBY CONNECTION



Participants are in the early stages of developing mental processing capacity during a physical activity. In the game of rugby, they will need to watch the opposition and quickly process what to do next (make a tag, move into space, etc.). They will also need to be able to react quickly to a whistle blow and referee hand signals. This ability to mentally process a signal will improve with games like these at practice.

FACILITATOR PROMPT

"Describe what your body has to do when you are transitioning from walking to running."

"Describe what your body has to do when you are transitioning from running to walking."

PARTICIPANT TALK

"When I am transitioning from walking to running, I have to be in a low position so that I can push off the ground with the balls of my feet. If I swing my knees up high it will help me push off the ground faster so I can run."

"When I am transitioning from running to walking, I also stay in a low position and gradually slow my legs down. I also have to be aware of who and what is around me so I don't bump into anyone."



ACTION ACTIVITY

"Shadows"



10 min.

- Participants will work in groups of two.
- Partners decide who will be the runner and who will be the shadow.
- On the signal to begin, the runner will accelerate and decelerate their speed around the playing area. The shadow will attempt to follow the runner's speed accordingly.
- Rotate the roles of the runner and shadow.
- Frequently stop the group to remind them of the learning goal. Discuss as a whole group the different directions, speeds and pathways the runner can go.

PROGRESSION(S)

- Have each participant play the same game but holding their own rugby ball.
- Have runners change their locomotion to:
 - Walk
 - Skip
 - Gallop
 - Hop
 - Jump

VARIATION(S)

- Participants can work in groups of four where only one participant in the group is the runner.

FACILITATOR PROMPT

"Is it easier to move while following a partner or while moving independently? Describe why."

PARTICIPANT TALK

"It is easier to move independently because I can control how I want to travel and the speed I want to travel at. When I am following my partner, I have to be aware of their movements and the speed they are travelling at along with making sure I move safely in the playing area."

LOOK FORS



- Participants are able to increase and decrease their speed according to their partner.
- Participants are able to move safely in the playing area while following their partner.

RUGBY CONNECTION



Participants are in the early stages of tracking a defender in this activity. To be an effective defender in rugby, one must be able to match the speed of a player they are tracking defensively (to avoid losing the ball carrier and put themselves in a good position to make a tag/tackle).



CONSOLIDATION ACTIVITY

“Ball Switch Tag”



20 min.

- Participants will have their own rugby ball and rugby flag belt.
- Choose two to three participants to be taggers. Once a tagger has successfully pulled a flag, they must give it back to the participant right away and then continue to tag other participants.
- Go over as a whole group the appropriate way to pull off a flag.
- On the signal to begin, taggers will attempt to tag as many participants as possible.
- When a participant is tagged, he/she sits down and the tagger will give back their flag.
- To re-enter the game, another participant has to stop and switch their rugby ball with the participant who is sitting down.
- Rotate the taggers.

PROGRESSION(S)

- Make the playing area smaller or bigger, and/or increase/decrease the number of taggers depending on the level of the participants to adjust difficulty.

VARIATION(S)

- The participants can use a rugby ball to tag (rather than pulling flags). Once a participant has been tagged with a ball, they must become a tagger. The original tagger is now part of the group of participants running from the tagger.

LOOK FOR



- Participants are dodging the tagger and other participants.
- Participants are using their speed to avoid getting tagged.

RUGBY CONNECTION



This activity works on two aspects: The defender chasing a ball carrier, as well as the ball carrier avoiding being tagged. Participants build the skills necessary to chase an opponent and evade contact.

FACILITATOR PROMPT

“How does your speed change when you see the tagger approach you?”

“Describe a strategy that you use to avoid getting tagged.”

PARTICIPANT TALK

“When I see the tagger approaching me, I will use my speed to go faster so that the tagger cannot tag me. When the tagger is far away from me I can slow my speed down and conserve energy.”

“One strategy I use to avoid getting tagged is switching directions. If the tagger is coming from one direction, I will dodge and go the other way.”



COOL DOWN ACTIVITY

“Run, Walk, Walk!”



10 min.

- Have participants spread out in the playing area and make sure they are in their own space.
- Call out the following commands for the participants to explore on their own:
 - Run on the spot.
 - Run and touch all four walls/sides of the playing area.
 - Run very loud. Run very soft.
 - Run inside the playing area.
 - Run outside of the playing area.
 - Run and tap five people who are wearing the colour red.
 - Walk in a circle.
 - Walk in a circle backwards.
 - Walk very loud. Walk very soft.
 - Walk and touch all four walls/sides of the playing area.

PROGRESSION(S)

- Have each participant perform the commands above while holding a rugby ball.
- Remind participants to hold the rugby ball with two hands.

VARIATION(S)

- Attempt to follow the commands while linked to another participant by the elbow.

LOOK FOR



- Participants are following commands.
- Participants are able to follow commands and hold the rugby ball with two hands.
- Participants are able to adjust their movements and speed accordingly.

RUGBY CONNECTION



Participants are learning to follow commands. These activities provide a basis for receiving and applying information from coaches. Participants are also building an awareness of how their body moves and how to move within a space without making contact with others. Body awareness is critical in injury prevention.

FACILITATOR PROMPT

“How does this game change when you are holding the rugby ball? Does it make the game easier or more challenging?”

PARTICIPANT TALK

“When I play this game holding the rugby ball, it is a bit more challenging because I have to remember to keep two hands on the ball while listening to the instructions.”

“There is also a lot of people moving around in many directions so I have to be aware of who is around me so that I don't bump into anyone.”

APPLYING LOCOMOTION SKILLS WHILE STATIONARY AND MOVING

LEARNING GOALS

- Participants will learn how to apply locomotion skills and strategies with a stationary defender.
- Participants will learn how to apply locomotion skills and strategies with a moving defender.

FACILITY EQUIPMENT

- Indoor gymnasium or outdoor playing field
- Rugby balls
 - Rugby flag belts
 - Set of pylons
 - Hula hoops
 - Pinnies



50 min.



MINDS ON ACTIVITY

“Frogs on a Lily Pad”



10 min.

- Participants wear their rugby flag belts.
- Place hula hoops scattered around the playing area. The hula hoops represent lily pads.
- Designate two to three taggers. Taggers should wear a coloured pinnie to make themselves visible.
- On the signal to begin participants will be running around the playing area. On the signal to stop (i.e. whistle blow) participants quickly jump into a hula hoop/lily pad.
- Taggers will attempt to tag remaining participants who are not in/on a lily pad by taking a flag. When a flag is taken, the flag is not returned to the participant.
- If a participant has both flags taken away by the tagger, he/she becomes a tagger.
- The objective is for the frogs/participants to jump onto a lily pad as quick as possible without getting their flags taken. There can only be a maximum number of two participants in a hula hoop.
- The game ends when everyone becomes a tagger.

PROGRESSION(S)

- Each participant will play holding their own rugby ball.
- Increase or decrease the amount of hula hoops to make the task more difficult or easier.

LOOK FOR



- Participants are aware of the taggers chasing them (they are avoiding being near them prior to the signal to begin)
- Participants are also aware that they must stay near a hula hoop, preferably one without too many other participants surrounding it (to increase their chances of safely getting inside on the signal to begin)

RUGBY CONNECTION



The goal of this activity is to create an awareness of defenders at the same time one is focusing on another goal. For example: In a rugby game, a ball carrier must be aware of the sideline and the opposition/defenders all while focusing on maintaining possession of the ball (carrying it in a position furthest away from the nearest defender). Participants learn to manage more than one goal at a time.

FACILITATOR PROMPT

"When you are running around the playing area, what do you have to be aware of?"

PARTICIPANT TALK

"When I am running around the playing area I have to be aware of the hula hoops around me because I don't want to trip on them. I also have to make sure I stay away from the taggers because when the whistle blows, I don't want my flag to be taken by the tagger."



ACTION ACTIVITY

"Cross the Ocean"



10 min.

- Designate two to three participants to be the fishermen. Fishermen are wearing pinnies so that they are visible as the taggers.
- The rest of the participants will be wearing rugby belts with flags.
- An appropriate tag is when the tagger pulls off one flag. The fisherman keeps the flag and does not return it to the participant.
- Fishermen are scattered around the playing area ("ocean") and are stationary (standing).
- The rest of the participants are wearing rugby flag belts and are lined up on one end of the playing area.
- On the signal to begin, participants have to run ("swim") across the playing area without getting their flag pulled.
- If one flag is pulled, the participant is still in the game. Once both tags are gone they become seaweed in the ocean and have the choice of kneeling or sitting stationary. As seaweed they can attempt to tag the leftover fish as they cross the ocean.
- Continue signaling the participants/fish to cross the ocean. The game ends when all the participants are seaweed.

PROGRESSION(S)

- Allow the taggers three lateral steps from their original position each time they attempt a tag. To facilitate this, place a hula hoop where the tagger must begin and show them how to measure either two steps to the right or left from the hoop. Increase the number of taggers to make the task more difficult.

VARIATION(S)

- Participants can hop on two feet when they are crossing the ocean (rather than running), or they must cross the ocean linked to another participant by the elbow.

LOOK FORS



Participants are steering clear of the taggers when they attempt to cross the ocean. They also increase their speed when they are passing by the taggers.

RUGBY CONNECTION



- Participants are learning the skills necessary to evade a defender. They learn that the faster they run, as well as the further away they run from a defender, the better their chances of making it through successfully (parallel to finding a space in the **defence** to score a **try**).
- Taggers are also getting an introduction to the idea of getting low and lining up a target (as they would when making a tag) because they have to grab the flags of the participants at waist level, and they must be quick if they want to grab one.

FACILITATOR PROMPT

"Describe what you have to do to avoid the taggers in this game. What factors in the way you run or path you choose will improve your chances of getting through without losing your flags?"

PARTICIPANT TALK

"I have to make sure I plan my route of where I am going to run. If I see more taggers on one side of the ocean, I will try my best to avoid that area and run into the more open space instead."



CONSOLIDATION ACTIVITY

"Flag Tag"



20 min.

- All participants will be wearing rugby flag belts.
- The objective of the game is for participants to get as many flags as they can.
- When a flag is taken, it is not returned to the participant.
- If participants have no more flags, their goal is to attempt to get flags from participants with remaining flags.
- Participants are only allowed to take one flag at a time.

PROGRESSION(S)

- Increase or decrease the size of the playing area.

VARIATION(S)

- Have participants wear coloured pinnies. Colour groups will work as a team to take on other colour group's flags. The objective of the game is to accumulate as many flags as you can as a colour group.

LOOK FOR



Participants are attempting to find and move to space where there are fewer participants (and taking breaks in that space when they are out of breath). Participants are increasing their speed when they attempt to pull a flag or evade another participant. Participants are looking up and aware of the sidelines and location of other participants.

RUGBY CONNECTION



Participants are learning effective lines of pursuit and **evasion**. They will begin to form a sense of how they must run to avoid defenders, as well as how to track a ball carrier as a defender.

FACILITATOR PROMPT

"Describe a strategy that you applied to avoid other people from taking your flags."

PARTICIPANT TALK

*"One strategy that I had to use to avoid people from taking my flags is staying in my **Motorcycle Position**. When I am in this position, my legs are bent, my body is low and I have to make sure my eyes are looking all around me to make sure I avoid other people from coming in different directions."*



COOL DOWN ACTIVITY

"Fric and Frac"



10 min.

- All participants are wearing rugby flag belt.
- Participants find a partner and line up with their backs to their partner (i.e. field or gym sideline).
- Their backs should not be touching, but they shouldn't be more than a foot away from one another.
- Space out the partners so that there is at least two arms length between pairs standing next to each other on the line.
- The facilitator should create another two lines using cones - one on each side (10 feet away) of the line being used.
- Participants on one side of the line are named "FRIC" and those on the other side of the line are named "FRAC".
- The facilitator will yell out FRIC indicating that FRIC must get away from their partner FRAC and try to reach the cones (10 feet away). FRAC must attempt to tag FRIC before they reach the cones (by removing a flag). After each chase, the participants return to the line, back to back again, and wait for the facilitator to call out either FRIC or FRAC. The name called out is always the participant running away from their partner.
- The facilitator should try to call out an even number of FRICS and FRACS so that there are equal opportunities to tag. Also, make sure they are in random order so that participants can't predict which way they are going next.
- Participants should keep track of how many times they tag their partner before they have reached the cone. When the facilitator ends the game, the participant with the highest number of tags wins.

PROGRESSION(S)

- Give more space between pairs so that participants can run in zigzag lines if necessary to avoid their partner.

VARIATION(S)

- Start the participants facing one another or side by side rather than back to back (with a foot between them)

FACILITATOR PROMPT

"What must you do to increase your chances of getting away from your partner? What must you do to increase your chances of tagging your partner?"

PARTICIPANT TALK

"I must turn and begin running quickly to get away from my partner. I must run quickly and reach out with my arm to tag my partner."

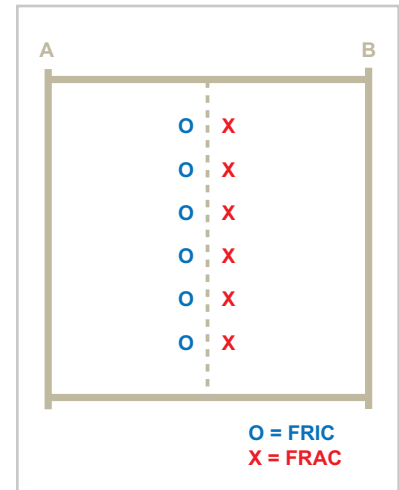
GLOSSARY:

- Defence
- Evasion
- Locomotion Skills
- Motorcycle Position
- Try

LOOK FORs



Participants are turning quickly in an attempt to catch their partner.



RUGBY CONNECTION



This activity is intended to begin the training of reaction time. Participants are learning that they must be prepared to turn/change direction quickly in an effort to evade a defender. "Chasers" are also learning how to effectively follow a ball carrier and reach out to catch them.

SPACIAL AWARENESS EVASION

LEARNING GOAL

Participants will learn about spatial awareness and relationships with other participants, in relation to effective placement in the playing area.

FACILITY EQUIPMENT

Indoor gymnasium or outdoor playing field

- Rugby balls
- Rugby flag belts
- Set of pylons
- Pinnies
- Hula hoops
- Tennis balls



50 min.



MINDS ON ACTIVITY

“Quick Hands”



10 min.

- Participants wear rugby flag belts and work in groups of two. Each pair requires one rugby ball.
- On the signal to begin, partners place the rugby ball on the ground between them and play one round of **Rock, Paper, Scissors (RPS)**.
- The champion/winner of the round is the tagger and the challenger/loser of the round is the runner.
- The objective of the game is for the runner to quickly pick up the rugby ball and move away from the tagger to avoid getting tagged.
- A tag is when the tagger is successful at grabbing their partner's flag.
- Go over as a whole group what an appropriate tag with the flag belts is.
- When the tagger is successful at tagging the runner, the partners play another round of **RPS** and continue the tag game.

PROGRESSION(S)

- Turn it into a tournament. Give participants only five seconds to catch their partner. Participants count who gets the most tags out of five rounds of play. The winners move to a champions side, and the losers to "consolation side". Repeat so that winners/losers can earn their way back up to champion's side. This will allow participants to be more evenly matched for the activity.

LOOK FORS



- Participants keep a low center of gravity while playing RPS to facilitate a quick/effective ball pick up and **evasion**.
- Participants are picking up and holding the ball with two hands.

RUGBY CONNECTION



Participants are learning to evade a pursuer in a variety of situations that mimic a rugby game (lots of other participants in surrounding area, and pursuant in close proximity).

VARIATION(S)

- Rather than picking up the ball between the two participants after the **RPS** game, instead they must take a ball from another pair of participants.

FACILITATOR PROMPT

"If you are a runner, describe a strategy you use to get away from the tagger?"

"What body position will increase your chances of safely picking up the ball without getting tagged?"

PARTICIPANT TALK

"If I am a runner, I can use my speed to quickly switch directions and move away from the tagger. Being fast in this game will help me avoid getting my flag taken."

*"To increase my chances of safely picking up the ball without getting tagged, I have to make sure I am in my **Motorcycle Position**. My knees should be bent, hands are up and in front of me, and my body is nice and low."*



ACTION ACTIVITY

"Island Tag" (adapted from CIRA Ontario)



10 min.

- Create two zones on each end of the playing area with pylons.
- Scatter hula hoops around the playing area. The hoops are islands for participants to go into as safe zones for three seconds.
- Participants are wearing their rugby flag belts. When tagged, the rugby flag is given back to the participant.
- Participants work in groups of two.
- Participants determine who is the runner and who is the tagger.
- The objective of the game is for the tagger to chase the runner in attempt to get their flag.
- If the runner goes into an island, he/she has to complete five **jumping jacks**. Once five **jumping jacks** are complete the participant must leave the island.
- If a participant is tagged, the tagger becomes the runner and the runner becomes the tagger.

PROGRESSION(S)

- Add/subtract hoops to make the game more or less challenging.

VARIATION(S)

- Runners carry a tennis ball in one hand, and eventually a rugby ball with two hands.

LOOK FOR



- Runners are using strategy to cross the playing area; taking the closest path between hoops.
- Taggers are staying close to runner and anticipating their next movements.

RUGBY CONNECTION



- Participants are learning to think about the path of least resistance when crossing a playing area with a goal in mind. Just as in the rugby game, they will need to follow a game plan, or take the path to score that contains the least defenders.
- Participants are also learning to anticipate movements of the opposition to effectively track them and stay close enough to make a tag.

FACILITATOR PROMPT

"If you are a tagger, describe a strategy that was effective in tagging the runner."

"If you are a runner, describe a strategy that was effective in avoiding a tag."

PARTICIPANT TALK

"If I am a tagger, I use my speed to chase the runner so I can get their flag. I also stand around the islands so that when my runner leaves the island I am close by them to take their flag."

"If I am a runner, I look for empty islands because the tagger cannot tag me when I am on an island. I also have to use my speed because once the three seconds are up, I have to quickly get out of the island and avoid getting tagged."



CONSOLIDATION ACTIVITY

"Stuck In Mud"



20 min.

- All participants will wear rugby flag belts and have their own rugby ball.
- Designate two to three participants to be the taggers. Taggers will wear a pinnie so that they are identified.
- On the signal to begin, participants avoid getting their flags taken by the tagger. When tagged, the flag is given back to the participant and the participant stands with their feet wide apart and holds the ball above their head and scream, "Help! Stuck in mud!"
- For the participant to re-enter into the game, another participant has to roll their rugby ball through the tagged participant's legs.
- If a participant is saving another participant, they cannot get tagged.
- Rotate the taggers.

PROGRESSION(S)

- Allow tagging during saving to make it more challenging.

LOOK FOR



Participants are evading taggers by moving into space (away from congested areas) and changing direction to keep distance from taggers.

RUGBY CONNECTION



- Participants are consolidating the learning of skills required to evade another participant.
- Participants are learning the foundation of teamwork, as they are not only keeping themselves safe, but work to free their teammates.

FACILITATOR PROMPT

"In this game, describe what you would do to avoid getting tagged."

PARTICIPANT TALK

"To avoid getting tagged, I have to move into open space away from the tagger. If the tagger is in one corner of the playing area, I will move to the other corner where it is safe."

"Another way to avoid getting tagged, is to save other people who are stuck in mud. When I am saving people, I cannot get tagged."



COOL DOWN ACTIVITY

“Partner Knee Tag”



10 min.

- Participants will have their own rugby ball.
- Participants work in groups of two.
- On the signal to begin, partners will attempt to tag each other’s knees. Participants will keep track of how many times they can tag their partner’s knee.
- Remind participants to hold their rugby ball close to their body while they are attempting to tag their partner’s knees.

PROGRESSION(S)

- Increase the number of participants in each group.
- Have participants use their non-dominant hand to tag

LOOK FOR



Participants have a low center of gravity and a wide base (feet spread shoulder-width apart) all while being on their toes to maintain agility. The ball is secured under the arm, close to the body.

RUGBY CONNECTION



- This activity teaches participants effective body position to maximize agility. Agility is important for both **offense** and **defence**, making it easier to change direction as needed.
- Participants also practice keeping the ball safe while working toward another goal.

FACILITATOR PROMPT

“What are some strategies that you can apply so that you can successfully tag your partner’s knees?”

PARTICIPANT TALK

*“In order for me to be successful at tagging my partner’s knees, I have to be on my toes and move very quickly. If I am in my **Motorcycle Position**, my body will be in a low position making it easier to tag my partner’s knees.”*

GLOSSARY:

- Defence
- Evasion
- Jumping Jack
- Motorcycle Position
- Offense
- Rock, Paper, Scissors

SPACIAL AWARENESS INVASION

LEARNING GOAL

Participants will learn how to move away from a defender(s) and move towards a goal (Eg. scoring)

FACILITY EQUIPMENT

Indoor gymnasium or outdoor playing field

- Rugby balls
- Rugby flag belts
- Set of pylons
- Pinnies
- Hula hoops



50 min.



MINDS ON ACTIVITY

“Group Tag”



10 min.

- Divide participants into teams of four to five participants.
- Teams are to wear different colour pinnies so can be easily differentiated.
- Each participant is to wear a rugby flag belt and will have their own rugby ball.
- The objective of the game is for teams to work together to attempt to collect as many flags as they can from other teams.
- On the signal to end, participants will gather the flags that they have accumulated to see which team has collected the most number of flags.

PROGRESSION(S)

- Group two colour teams together to make a larger team. The new teams compete against each other as they try to collect as many flags from the other team.

LOOK FOR



Participants are moving quickly with eyes up, demonstrating an awareness of the other participants and sidelines. Participants are working together to obtain flags of participants on opposing teams (oral communication should be evident)

RUGBY CONNECTION



Participants are learning to track an opponent with the goal of taking their flag. They are also building awareness of the sidelines and other participants so they may keep their flags safe and stay in the game.

FACILITATOR PROMPT

“What strategies can your team apply so that you are successful at collecting the most number of flags?”

PARTICIPANT TALK

“If our team communicates with each other, it will help us work together to think of a plan. When we have a plan, it will help us get more flags. We must move quickly to collect flags and keep our own flags safe.”



ACTION ACTIVITY

“Race To The End”



10 min.

- Each participant will have their own rugby ball and will be wearing a rugby flag belt.
- Participants will line up on one end of the playing area.
- Create an **in-goal area** for the participants to score.
- The objective of the game is for the participants to run across the playing area to score a **try** in the **in-goal area**.
- Go over as a whole group what a **try** is in the game of rugby.
- Start the game off with no defenders. On the signal to begin, participants will run across the playing area to score a **try**.

PROGRESSION(S)

- When participants understand the objective of the game, choose two to three defenders. Have the defenders wear pinnies to be identified.
- On the signal to begin, participants will attempt to run across the playing area while avoiding the defenders from taking their flag.
- If the defender takes a flag, the participant will have to do five **jumping jacks** and then re-enter the game.
- Once a participant loses both flags, they are out of the game.
- Participants continue to run back and forth (each time on the signal to begin) until there is only one participant left (the winner!)
- Rotate the defenders and try increasing the number of defenders.

VARIATION(S)

- If a participant's flag is taken, they become a defender. The game ends when everyone is a defender.

LOOK FORS



- Participants are running in a straight line to the goal (quickest path to a point is a straight line).
- Participants are holding the ball in two hands.
- Participants are putting controlled downward pressure on the ball in the in-goal area when they arrive.
- Once defenders are added, participants time their running to avoid crossing a defender.

RUGBY CONNECTION



Participants are learning the foundations of successful scoring in rugby. Such as, running in a straight line towards the in-goal area, carrying the ball in two hands and putting downward pressure on the ball in a controlled manner to score.

FACILITATOR PROMPT

*“Describe a strategy that you have to apply in order to increase your chances to score a **try** in this game. What is the quickest way to get to the goal area? How must you hold the ball while running and/or scoring?”*

PARTICIPANT TALK

*“If I take my time and don't run right away, the defenders will get distracted with the other participants who start running right away. When this happens, I will then run quickly across the playing area to score a **try** in the **in-goal area**. I must hold the ball with two hands when I run to make sure I don't drop it.”*



CONSOLIDATION ACTIVITY



"4 Corners"

20 min.

- Place four hula hoops in each corner of the playing area.
- Divide participants into four equal groups.
- Place five rugby balls (or equal number of rugby balls) into each hula hoop.
- On the signal to begin, one participant from each group will run to another group's hula hoop to take a rugby ball.
- Only one participant can go at a time.
- The objective of the game is for groups to collect the most number of rugby balls in the allotted time.

PROGRESSION(S)

- Designate one participant from each group to be a defender of their hula hoop and rugby balls.
- When a participant is attempting to take a rugby ball from another group's hula hoops, the defender's role is to attempt to take the participant's flag.
- If the defender is successful at taking the participant's flag, the attacker has to go to another group's hula hoop.
- Rotate the defenders in each group.
- Allow any number of groups members to leave their territory at once.

VARIATION(S)

- Place the groups' hula hoops in different locations of the playing area. Discuss the impact of the game as a whole group when the hula hoops are moved.
- Change the objective of the game and have participants try to make sure their hula hoop does not have any rugby balls. The objective now is to get rid of the rugby balls in your group's hoop.

LOOK FOR



- Participants are picking the balls up with a wide base (feet at least shoulder width apart) and quickly taking off to avoid losing a flag.
- Participants are attempting to run towards hula hoops that have many balls to increase their chances of obtaining one if another group also arrives when they do.

RUGBY CONNECTION



Participants are learning to think about strategy on the go and make decisions according to what situation is presented to them. This is an important skill in a game of rugby; the game is evolving to be less a game of set plays, and more a game of reading the **defence** and making attacking decisions accordingly.

FACILITATOR PROMPT

"When you approach another group's territory, how do you successfully get a rugby ball without getting tagged?"

"If you are a defender, describe a strategy that you can use to protect your rugby balls from being taken."

PARTICIPANT TALK

"When I approach another group's territory, I make sure that I am with another group member. My group member can distract the defender so that I am able to sneak around to take a rugby ball without getting tagged."

*"If I am a defender, I make sure that I am always in my **Motorcycle Position**. I make sure my knees are bent, my body is low, my eyes are looking all around me, and my hands are out ready to grab someone's flag."*



COOL DOWN ACTIVITY

"Alien Invasion"



10 min.

- Participants work in groups of two. Participants must work with their partner (linked at the elbow) to safely travel through "space" without losing a flag to an alien.
- Aliens are to wear pinnies and only have the capacity to move in one direction between two cones (either laterally, front/back, or diagonally). These aliens are spread out throughout the playing area between start and finish points so that there is no direct running line to the finish.
- Pairs must work together to safely cross the playing area (and continue back and forth until all four flags are lost).
- If pairs break their link (elbows) they lose a flag. If a participant steps outside the playing area, they lose a flag.
- Game ends when all pairs have lost all their flags except one pair - the winners!

PROGRESSION(S)

- Make the pairs of cones intersect so that aliens must be aware of pairs running to grab their flags, as well as other aliens (to not bump into them).

VARIATION(S)

- Add one rugby ball per pair, which they must safely carry with them as they travel.
- Break the pairs, and make it an individual task so that participants must run with a rugby ball in both hands.

FACILITATOR PROMPT

"If the aliens can only move between their two cones, how can you avoid having your flags stolen? What must aliens do to successfully grab flags? How can you make sure that you and your partner run in the same direction so you don't break your link?"

PARTICIPANT TALK

"I must try to run a path that does not intersect the running lines of the aliens."

"I must look up and be aware of my position in relation to the aliens so they don't steal my flag."

"I must talk with my partner and decide the best path to go before and during the game so that we run the same way and don't break our link at the elbows."

LOOK FOR



- Participants are talking to their partners and deciding on a good path to cross the playing area.
- Participants are looking up and avoiding coming too close to the aliens.

RUGBY CONNECTION



Participants are learning to work as a team and use oral communication to achieve a common goal. This is important for all team sports, but can be connected to both the offensive and defending strategies in rugby, where participants are always required to work with others to succeed.

GLOSSARY:

- Defence
- In-Goal Area
- Jumping Jack
- Motorcycle Position
- Try

STATIONARY SENDING

LEARNING GOAL

Participants will learn how to pass a rugby ball at different levels and in different ways.

FACILITY EQUIPMENT

Indoor gymnasium or outdoor playing field

- Rugby balls
- Pinnies
- Rugby flag belts
- Hula Hoops
- Set of pylons



50 min.



MINDS ON ACTIVITY

“Roll With Me”



10 min.

- Participants will each have a rugby ball and rugby flag belt.
- Designate two to three participants to be taggers. Taggers are to wear pinnies so that they can be identified.
- Review what an appropriate tag is.
- On the signal to begin, the taggers attempt to tag other participants.
- If one flag is taken, the participant is still in the game. If two flags are taken, the participant turns into a tagger.
- If a participant is tagged, they must stand and hold the ball over their head and scream, “Roll with me!”
- To re-enter the game, another participant has to stand roughly three to four meters in front of the tagged participant and have to roll their rugby ball through the tagged participants legs and then receive it on the other side.
- The game is finished when all students are taggers.
- Rotate the taggers.

PROGRESSION(S)

- Make the game easier or more difficult by changing the type of ball being used (a ball that rolls faster or easier/difficult to pick up).

VARIATION(S)

- Play the game in teams; participants wear pinnies to identify each team.
- Participants can only take flags from the opposing team and can only save participants on their own team. If a participant loses

LOOK FOR



Participants are bending their knees over a wide base before placing the rugby ball and rolling it carefully (watching to not push the rugby ball too hard, but enough to pass through the legs of the stationary participant).

RUGBY CONNECTION



- Participants learn to place the rugby ball and manipulate it in a controlled manner.
- Participants are also introduced to the idea of correct body positioning when picking up a rugby ball. This is important for safely retrieving a rugby ball on the ground in a game situation.

both flags, they are out. The team with the last person standing (with a flag) wins!

FACILITATOR PROMPT

"When you attempt to roll the rugby ball through the legs of a tagged participant, what do you have to do in order to successfully free them?"

PARTICIPANT TALK

"When I am trying to free someone who is tagged, I have to make sure my body is low to the ground so that I can bend down to quickly roll the rugby ball with two hands through the person's legs and then receive it on the other side of their legs."



ACTION ACTIVITY

"Circle Pass"



10 min.

- Review as a whole group how to throw and receive an effective pass:
 - Passers should have bent but loose elbows and start holding the rugby ball with thumbs facing up.
 - To pass the rugby ball, participants should turn their thumbs down and then aim the ball to the outstretched hands of the participant next to them.
 - To receive a ball, participants should have their hands in front of them with bent elbows and thumbs facing up. Palms of the receiver's hands should be facing the passer.
- Participants are in groups of five.
- Each group requires one rugby ball.
- Groups stand in a small circle about arms length apart.
- On the signal to begin, groups attempt to pass the rugby ball around the circle without dropping the rugby ball.
- If the group is successful at passing the rugby ball around the circle without dropping it, participants will take one step back making the circle slightly bigger.
- Groups continue to pass the rugby ball around. If the ball is dropped, groups will have to go back to the original position where the circle is arms length apart.

PROGRESSION(S)

- Start the ball in one participant's hands and as soon as the participant makes the pass, they leave their position and try to run around the circle before the ball gets back to their spot. Making the circle bigger with more participants can make this task easier. To increase difficulty, participants can stand farther apart to make the pass longer.

VARIATION(S)

- Challenge groups to compete against each other by seeing which group can pass the ball around the circle the quickest.

LOOK FOR



Participants are receiving the ball with thumbs facing up and limber elbows. They are passing the ball with thumbs down and limber elbows. Hands should be positioned on the belly of the ball (not the pointy ends).

RUGBY CONNECTION



Participants are learning to position their hands effectively to pass the ball. They are also learning to aim for a target when making a pass.

FACILITATOR PROMPT

"What do you do in order to pass the rugby ball successfully to your group members? Where should you be aiming your pass?"

PARTICIPANT TALK

"In order for me to send the rugby ball successfully to my group members, I have to hold the ball on the fat sides (not the pointy ends) and my elbows should not be stiff. I should have my thumbs up when I start with the ball in my hands, and then turn my thumbs down to make the pass. When I release the ball, both my hands should still be pointing to the target (the hands of the person I'm passing to)."



CONSOLIDATION ACTIVITY

"Get Out Of My Side"

(adapted from CIRA Ontario)



20 min.

- Divide the playing area into two sides and mark a middle zone about 10-15 meters in length.
- Divide participants into two equal groups, with each group positioned on opposite sides of the player field.
- Participants will have their own rugby ball.
- On the signal to begin, each team tries to keep the rugby balls out of their side by throwing them into the other team's area.
- Facilitator may stand in the middle zone to clear out balls in this area.
- The objective of the game is to have the least number of rugby balls on your side.
- Review with the whole group how to throw a rugby ball effectively.

PROGRESSION(S)

- Enforce a time limit to the game where groups have to get the rugby balls out of their side in the allotted time.
- Add in specific targets on the opposite side to acquire bonus points (E.g. Hula Hoops).

VARIATION(S)

- Add in defenders; each team chooses two participants to stand in the middle zone and tries to block the rugby balls with their body or by catching and throwing them back.

FACILITATOR PROMPT

"What strategy can you use to make sure your team has the least number of rugby balls on your side?"

PARTICIPANT TALK

"In order for my side to have the least number of rugby balls, I make sure I send the rugby ball really far into the other group's side. If the rugby ball is at the far end of their side, the other team will have to travel farther to where the ball is in order to get it out of their side."

LOOK FORS



Participants are using proper mechanics of a pass. They are picking the rugby ball up with a wide base, low center of gravity and by the belly of the rugby ball. Also, they are sending the pass with thumbs facing down. Participants are realizing that long passes keep the balls away from their side for a longer period of time and therefore are attempting to execute them.

RUGBY CONNECTION



Participants are practicing high repetitions of passes with good mechanics so that they may apply these in a game situation.



COOL DOWN ACTIVITY

“Rock, Paper, Scissors Rugby”

(adapted from CIRA Ontario)



10 min.

- Participants are divided into groups of eight players.
- A playing area is designated with two in-goal areas (using cones or lines already on gym/field ground).
- Each group further divides itself into two groups, one half (four participants) on one goal line, and the other half on the other goal line. These are the two teams competing against one another. Several of these groups can be lined up along the goal line (so that multiple groups of eight can play at the same time).
- The participant's line-up one behind another (single-file) and the first person in each line waits in the **Motorcycle Position** for the signal to begin.
- On the signal to begin, the first participant runs towards the other and they stop just before they collide. One participant should be carrying a rugby ball.
- Once they are face-to-face, they play one round of **Rock, Paper, Scissors (RPS)**. The winner either keeps the rugby ball or receives a pass (depending on whether he started with it or not) and then continues running toward the opposite goal line. The loser of **RPS** turns and goes back to the end of his team's line. The next participant in line (from the team that lost the round of **RPS**) runs quickly to meet the ball carrier (winner) before they get to the goal line. When they are face-to-face, they play **RPS**. The winner takes the rugby ball and continues toward the goal line they are aiming to score in.
- The goal of each team is to score on the goal line of the opposite team. The second goal is to stop the other team from scoring on their own goal line by quickly running up and limiting the amount they advance.
- When a participant manages to get within a meter of the goal line with the rugby ball in hand, a goal is scored and that team gets one point. The team with the most points at the end of the game wins.

PROGRESSION(S)

- After a participant wins **RPS**, they must throw the ball in the air and catch it themselves before they continue forward. The approaching defender must wait until the ball is caught before leaving his goal line.
- The next participant in line is lying on the ground so they must stand up quickly to meet the offensive runner (mimicking getting up off the ground after a tackle).

VARIATION(S)

- Add in a **jumping jack** or a squat before each round of RPS to add a fitness component.

LOOK FOR



- Participants must carry the ball in two hands when they run. Once they stop, they move it to one hand to play RPS, but then return it to two hands to continue running.
- The short pass between offender and defender should be a soft transfer (not a hard pass), and sender should be aiming for receiver's hands (thumbs down for the pass).

RUGBY CONNECTION



Participants are forced to think quickly to make a pass. This simulates when the participant is the ball carrier in the game with defenders before them. They must read the **defence** and make a strong pass to a teammate.

FACILITATOR PROMPT

"How should you hold the rugby ball when you are running with it? How should you hold the rugby ball when you are passing it to someone very close to you?"

PARTICIPANT TALK

"I use two hands to hold the rugby ball when I am running with it, so that I don't drop it. I need to make a strong pass to the player close to me so that the game can continue. I need to aim for the receiver's hands when making the pass so they are most likely to catch it."

GLOSSARY:

- Defence
- Jumping Jack
- Motorcycle Position
- Rock, Paper, Scissors (RPS)

NOTES:

STATIONARY RECEIVING

LEARNING GOAL

Participants will learn how to receive objects at different levels in a stationary position

FACILITY EQUIPMENT

Indoor gymnasium or outdoor playing field

- Rugby balls
- Rugby flag belts
- Set of pylons
- Pinnies



50 min.



MINDS ON ACTIVITY

“Catchy Catchy”



10 min.

- Ask the participants to find a partner. Participants will have one rugby ball per pair.
- Have groups try the following:
 - Catch a rolling rugby ball.
 - Catch a rugby ball while on your knees.
 - Catch a rugby ball that is high in the air.
 - Catch a ball thrown low at the knees.
 - Catch a bouncing rugby ball.
 - Catch a rugby ball while on your feet.
 - Is there a different way you can catch a rugby ball?
- Review as a whole group how to receive a rugby ball. **Ready-to-Receive** position: Thumbs should be facing up and palms facing the direction the ball is coming from. Elbows should be bent and loose (not stiff). Fingers are spread out to maximize surface area to catch with.

PROGRESSION(S)

- Ask partners to find two other groups to make a group of six. The same activity can be done in a circle, by calling a participant's name and then rolling or throwing the rugby ball to them. Once groups have tried all the variations of receiving a rugby ball, to increase difficulty, allow participants to choose at random which type of pass they send (roll, bounce, pass) so the receiver must be ready to act quickly.

LOOK FOR



Ready-to-Receive position. Participants are standing with feet shoulder width apart (a steady base) and hands are in ready to receive position (thumbs up, palms facing direction ball is coming from, fingers spread wide apart and elbows bent).



VARIATION(S)

- Make it an individual task. For example, throw the rugby ball in the air above your head and catch yourself. Also try rolling or throwing a rugby ball against a wall and then attempting to catch it upon its return.

RUGBY CONNECTION



Participants are learning to catch a pass in a variety of ways. In a rugby game, when teammates are under pressure, you can't predict what kind of pass you will receive. This activity gives participants the tools/knowledge to get their bodies and hands prepared to make an effective catch. The high passing and bouncing passes also mimic the reception of a kick.

FACILITATOR PROMPT

"Describe what your body and hands have to do in order to successfully catch a rugby ball."

PARTICIPANT TALK

"My thumbs should be facing up and palms facing the direction the ball is coming from. My elbows should be bent and loose (not stiff). My fingers are spread out like stars."



ACTION ACTIVITY

"Four Square"



10 min.

- Divide the playing area into four quadrants. Number each quadrant from one to four and colour code them with coloured pylons. The objective of the game is to move your group to quadrant one.
- Divide the participants into four equal groups. Place each group into a quadrant. For the game to begin, it does not matter which group begins in which quadrant.
- Each group requires one rugby ball.
- One participant will be the thrower in the group and will stand in front of the other participants who are standing side by side in a line.
- The thrower will send the rugby ball to the first person in the line; they then will throw the rugby ball back to the thrower. Continue this sequence down the line. Each group will keep track of how many successful catches they complete.
- On the signal to end, ask each group how many successful catches they were able to do. Place the group with the highest number of successful catches into quadrant one.
- Rotate the thrower each time a group moves to a different quadrant.

LOOK FORS



Participants are in **Ready-to-Receive** position.

RUGBY CONNECTION



Participants are practicing the reception of a pass when standing in a stationary position (building block for learning to receive a pass while moving). Participants are exposed to many different passers, as they would in a game situation.

PROGRESSION(S)

- If groups are successful at catching the rugby ball, increase the distance between the thrower and the participants.

FACILITATOR PROMPT

"What do you have to do in order to make sure your group is successful at catching the rugby ball?"

PARTICIPANT TALK

"In order to make sure my group is successful at catching the rugby ball, I have to pay attention to who the rugby ball is being passed to so that I know when the rugby ball is coming to me. When the rugby ball is about to be passed to me, I make sure I am in Ready-to-Receive position."



CONSOLIDATION ACTIVITY



20 min.

"Catching Tag"

- Designate two to three participants to be taggers. Taggers wear a pinnie so they can be identified.
- Designate two to three participants to be 'savers'. Each 'saver' is to have a rugby ball.
- The rest of the participants will be wearing rugby flag belts.
- On the signal to begin, the taggers will attempt to tag other participants by taking their flag. Taggers cannot tag the savers.
- If a participant is tagged, their flag is given back to them and they stand frozen and cannot move.
- To re-enter the game, a 'saver' has to throw their rugby ball to the tagged participant. If the participant is successful at catching the rugby ball, they may re-enter the game.
- 'Savers' should be roughly three to four meters from the tagged participant when they are passing the rugby ball.
- Rotate the tagger and 'saver' roles.

LOOK FOR



Participants that are tagged are in **Ready-to-Receive** position so they can make an effective catch.

PROGRESSION(S)

- 'Savers' may only stay on the perimeter of the playing area. Once a participant is tagged, they must call out to a 'saver' to run to a closer point along the perimeter to make the pass. The tagged participant must turn their body and hands toward the 'saver's' position.

VARIATION(S)

- Savers are required to pass the ball in set ways (high, low or roll the ball)

RUGBY CONNECTION



Participants learn how to be ready to receive a pass in a game setting. Participants learn to adapt to external stimuli, similar in a game when defenders are approaching you as you receive a pass.

FACILITATOR PROMPT

"If you are tagged, what can you do to increase your chances of re-entering back into the game?"

PARTICIPANT TALK

"If I am tagged, I have to be very alert so that I can see when a 'saver' is approaching me. When I see a 'saver' approaching me, I make sure that I am in Ready-to-Receive position."



COOL DOWN ACTIVITY

“Over-Under”



10 min.

- This activity can be done in large groups (divide the group in half or in smaller groups of six)
- Participant's line-up one in front of the other close enough to touch the shoulders of the participant in front of them.
- The first participant in line says "over!" and passes the ball to the participant behind them by moving the ball over their head with two hands. The second participant in line receives the pass by reaching up, then says "under!" and passes to the participant behind them through their legs (also with two hands). The participant behind reaches down to receive the pass and the pattern continues (over, under, over, under).
- Each time a pass is made, the participant at the front of the line must join the back of the line so there is always a receiver.
- Have participants start on one sideline and attempt to follow the path of the sideline until they return to their start position, without dropping a rugby ball. Make the path shorter or longer according to skill of participants.

PROGRESSION(S)

- Add more rugby balls so that participants need to be more aware that a rugby ball could come at anytime.
- Change the pattern to make it less predictable (give participants the choice to call over or under).

VARIATION(S)

- Groups compete against one another to get a rugby ball from one point to another without dropping it.

LOOK FOR



Participants must be in **Ready-to-Receive** position and communicate with the person behind them. They listen and react to prepare their body to reach toward the direction the pass is coming from.

RUGBY CONNECTION



- Participants are learning to communicate while they manipulate a ball.
- Participants are adjusting their body and hand position to the needs of the situation, as they will be required to do so when receiving passes in a rugby game.

FACILITATOR PROMPT

"How does your body and hand position change when you receive a pass over vs. under? What must you always do when a ball is approaching you in the line?"

PARTICIPANT TALK

"My hands need to be higher and facing up when I am receiving an "over" pass, and then they must be lower and facing downwards slightly to receive an "under" pass. I must listen for the call (over or under) when I see a ball approaching me in line."

GLOSSARY:

- Ready-to-Receive Position

SENDING AND RECEIVING OBJECTS IN TERRITORY GAMES A

LEARNING GOAL

Participants will learn how to send and receive objects while moving in territory games.

**FACILITY
EQUIPMENT**

Indoor gymnasium or outdoor playing field

- Rugby balls
- Rugby flag belts
- Set of pylons
- Hula Hoops
- Pinnies



50 min.



MINDS ON ACTIVITY

“Fives”



10 min.

- Participants will get into groups of five and form a circle.
- One rugby ball per group.
- The objective of the game is to pass the rugby ball five times successfully within the group. If a group is able to complete five consecutive passes without dropping the rugby ball, they are awarded one point.
- Give groups a designated time to see which group can accumulate the most number of points.

PROGRESSION(S)

- Have two groups play against each other.
- All participants to wear rugby flag belts.
- The objective of the game is to pass the rugby ball five times successfully within the group, while having a defender.
- Group B will send one participant over to be a defender in Group A. Group A begins with the rugby ball and attempts to make five successful passes while the defender from Group B attempts to intercept the rugby ball or grab a flag.
- Flags can only be taken when a participant is holding the rugby ball.
- If the rugby ball is dropped, Group A sends a defender to Group B, and the rugby ball is given to Group B to attempt five successful passes.
- If a group is successful at passing the rugby ball five times, they are awarded one point. The rugby ball is then given to the other group for them to attempt the five passes.

LOOK FOR



- Participants are passing and receiving using proper technique (see Lessons 1 and 2 of the Sending and Receiving unit).
- Participants are aware of the action going on around them and focusing on where the pass is coming from next (eyes following the ball as it moves around the circle).

RUGBY CONNECTION



Participants are learning to divide their attention, as they would need to do in a rugby game. They must be ready to catch and pass at any time, be aware of the defender's location and use strategy to avoid being tagged.

VARIATION(S)

- Participants must move to a different spot in the circle after making a pass.

FACILITATOR PROMPT

"If you are the defender, how do you increase your chances of stopping the group from making five successful passes?"

*"If you are the group on **offense**, how do you increase your chances of making five successful passes?"*

PARTICIPANT TALK

*"If I am the defender, I have to be in my **Motorcycle Position**. Being in this ready position and watching around me will help me move quickly to stop the ball from being passed, or help me get a flag."*

"If I am the group on offense, I have to communicate with my group members. I can tell the thrower where I am so that it helps them make a successful pass to me."



ACTION ACTIVITY

"4 Corners - Passing"



10 min.

- Place four hula hoops in each corner of the playing area.
- Divide participants into four equal groups.
- Place five rugby balls (or equal number of rugby balls) into each hula hoop.
- The objective of the game is for groups to get the highest number of rugby balls in their hula hoop in the allotted time.
- On the signal to begin, two participants from each group will run to another group's hula hoop and take one rugby ball. The partners must pass the rugby ball back and forth as they travel back to their hula hoop.
- If the rugby ball is dropped when the partners are travelling to their group's hula hoop, they must return to the hula hoop where their retrieved the rugby ball.

PROGRESSION(S)

- All participants are to wear rugby flag belts.
- Designate one participant from each group to be a defender of their hula hoop and rugby balls.
- When a participant is attempting to take a rugby ball from another group's hula hoop, the defender's role is to attempt to take the participant's flag.
- If the defender is successful at taking the participant's flag, the flag is given back to them and are required to go to another group's hula hoop.
- Rotate the defenders in each group.
- Allow any number of groups members to leave their territory at once.

LOOK FOR



- Participants should be running with their hands in the **Ready-to-Receive** position and angled toward their partner (where the pass is coming from).
- When carrying/running with the ball, participants should be holding the belly of the ball (not the pointy ends) and should have their thumbs up with limber elbows.
- When participants make the pass, they should transfer the position of the ball from thumbs up to thumbs pointing towards their target (partner's hands).

VARIATION(S)

- Place the group's hula hoops in different locations of the playing area. Discuss the impact of the game as a whole group when the hula hoops are moved.
- Change the objective of the game so the participant's are attempting to empty their group's hula hoop of all rugby balls and dropping them in other group's hula hoops.

RUGBY CONNECTION



Participants are learning to catch and pass while they run, a skill invaluable to being effective in a rugby game.

FACILITATOR PROMPT

"What do you and your partner have to be aware of when you are travelling back to your hula hoop with the rugby ball?"

PARTICIPANT TALK

"When my partner and I are travelling back to our hula hoop, we have to make sure our passes are close passes. I must have my hands in ready position while I'm running. When I pass, I aim for my partner's hands by pointing my hands towards my partner's hands when I release the ball."

CONSOLIDATION ACTIVITY

"Knock It"



20 min.

- Divide the participants into two teams. Participants will wear pinnies to identify each team.
- Set up five objects as targets within a playing area (i.e. in goal area, within a circle in the middle of the playing area, etc.). Targets can be rugby balls balanced on pylons.
- Participants are not allowed to enter the circle or area that has the targets.
- One team will defend the targets while the offensive team tries to knock down the targets using their throwing skills to hit the rugby balls off the pylons.
- More than one rugby ball can be played with at once.
- Participants are allowed to run with the rugby ball.
- The defending team can also attempt to take the other team's flags if they are holding a rugby ball. If a defender is successful at taking a flag, the defending team gains possession of the ball and becomes the offensive team.
- Once all the five targets are knocked off the pylon, the offensive team now becomes the defending team.

PROGRESSION(S)

- Increase number of rugby balls and/or targets.

VARIATION(S)

- If a defending participant catches a pass thrown towards a target, the thrower is out.

LOOK FOR



- Participants are throwing rugby balls with proper sending technique (fingertips facing target as ball is released and holding ball with two hands on its belly).
- Participants are aiming for targets without a defender close by.

RUGBY CONNECTION



Participants are learning to make accurate passes at a specific target. Accurate passing in a rugby game is critical as inaccurate passes can lead to turnovers.

FACILITATOR PROMPT

"If you have the rugby ball, what options do you have in order to increase your chances of hitting a target?"

PARTICIPANT TALK

"If I have the rugby ball, I can pass to a teammate who is open to hit the target. I can also use my speed to dodge the defender so I have a clear shot at the target."



COOL DOWN ACTIVITY

"Balance This"



10 min.

- Designate one participant to start with a rugby ball.
- On the signal to begin, all participants and the one participant with the rugby ball are jogging around the playing area.
- The rugby ball is passed around to any participant while everyone is jogging around in any direction.
- On the signal to stop, the participant who is holding the rugby ball leads the whole group in a stretch.
- Continue to play until all participants have gone through a proper stretching session.

PROGRESSION(S)

- Participants move the ball around their head or waist before making a pass. This increases comfort when manipulating the ball in motion.

VARIATION(S)

- Participants deck the ball (place it on the ground in a firm and controlled manner so the ball doesn't roll) rather than making a pass. Participants learn to pick up the rugby ball safely, and look ahead to where they are running.

LOOK FORs



Participants are running with their eyes and hands up and ready to receive a pass at any time.

RUGBY CONNECTION



Participants are practicing their passing skills in an unstructured situation, similar to the 'chaos' one would experience during a rugby game. They are forced to be looking up both when running with and without the rugby ball and should be prepared to receive a pass at any time.

FACILITATOR PROMPT

"If you are the participant who is leading the stretch, what are some things you have to make sure you do in order to successfully stretch a body part?"

PARTICIPANT TALK

"If I am the participant who is leading the stretch, I have to make sure I hold the stretch for the duration of three long breaths. I also have to make sure I hold the position with balance so that my body does not wobble or hurt."

GLOSSARY:

- Motorcycle Position
- Offense
- Ready-to-Receive Position

SENDING AND RECEIVING OBJECTS IN TERRITORY GAMES B

LEARNING GOAL

Participants will learn how to apply skills and strategies in territory games:

- Maintaining possession
- Avoiding defence
- Sending and receiving



50 min.

FACILITY EQUIPMENT

Indoor gymnasium or outdoor playing field

- Rugby balls
- Rugby flag belts
- Set of pylons
- Pinnies



MINDS ON ACTIVITY

“Team Rugby Tag”



10 min.

- Participants are wearing rugby flag belts.
- Divide participants into two equal groups. With one team wearing pinnies.
- Designate a very small playing area (limiting aerobic exertion for warm up and also making the task easier for participants). Playing area should be pretty ‘congested’.
- Their goal is to work together to make quick passes until they are close enough to tag a member of the other team with the rugby ball or by pulling their flag. Taggers may take three steps after receiving a pass to get close to the opponent they are attempting to tag.
- If they manage to tag an opponent, the flag is given back to them and that participant is out and must exit the playing area. The tagging team’s goal is to rid the playing area of all opponents.
- The team being chased by the taggers must not step out of bounds, or else they are out.

PROGRESSION(S)

- Make the playing area larger.
- Don’t allow the tagging team to take any steps.

VARIATION(S)

- Participants who are tagged and outside the playing area may attempt to remove the flags of the taggers. If the taggers lose both flags, they are out.

LOOK FOR



Participants are making effective passes and catches (correct hand positioning). Participants are making short passes (to increase accuracy/success). Participants are aware of their teammates location, as well as where the opposition is moving towards (head on a swivel and eyes up!)

RUGBY CONNECTION



Participants are practicing accuracy in passing, as well as passing with a purpose. In this game, the purpose is to tag someone; in a rugby game the purpose is to move the ball to space with less defenders so that an attacker may break the line and score.

FACILITATOR PROMPT

"What must you do when you are passing? What must you do when you are receiving a pass? How can you increase the accuracy of your passes? What strategy can you use to work together with your teammates to tag an opponent?"

PARTICIPANT TALK

"When I pass, my hands should point to my target. I must make sure my hands are always ready to receive a pass. I can make short passes to increase the chance of hitting my target (and of my target catching my pass). I must communicate with my teammates to decide which direction to pass the ball in so I can tag an opponent."



ACTION ACTIVITY

"Ten"



10 min.

- Participants are split into two teams. One team wears pinnies to differentiate teams.
- The aim of this activity is for participants to successfully complete 10 passes in a row with their team without being interrupted by defenders.
- The opposing team may defend the other team by intercepting passes, but may not be any closer than one meter to the participant passing the rugby ball.
- If the opposing team intercepts the rugby ball, or the team with the rugby ball drops it, the rugby ball is turned over to the other team. This team then attempts to complete 10 consecutive passes.
- The team making the passes must call out the pass number for them to count; one through ten. When the team reaches 10, they are awarded one point, and the ball is turned over to the other team who must attempt to make their 10 passes.

PROGRESSION(S)

- Participants can take three steps with the ball before passing it.

VARIATION(S)

- Reduce the number of passes to make the game easier.
- Add restrictions to the types of passes that can be made (no overhand passing, no pass-backs, etc).

LOOK FOR

- Participants need to complete good passes (using techniques described in lessons 1-3 of the Sending and Receiving Unit)
- Participants should be moving the ball to teammates who are "open" (defenders are not near)
- Participants on **offense** without the ball should move into space to make the passes easier for their teammates
- Participants should be making short passes to increase success of completing the pass.

RUGBY CONNECTION

Participants practice passing effectively under pressure, as they would need to do in a game of rugby. Participants also learn to move into space and put themselves in an effective position to receive a pass, such as an effective support player in rugby.

FACILITATOR PROMPT

"What things must you remember about catching and passing? What kind of passes should you be making? Is it easier to pass to someone with a defender covering him or her or without? How can you help your teammates when you don't have the ball?"

PARTICIPANT TALK

"I must remember to keep my elbows bent and limber when passing and catching. I have to keep my thumbs up to catch passes and turn them downwards when I make a pass. I should be making shorter passes because they are more accurate and easier for my teammates to catch. Since it is easier to catch without a defender nearby, I should try to pass to teammates who are in open space and not near a defender. When I don't have the ball, I can help my teammates make good passes by moving into open space and calling loudly for the ball."



CONSOLIDATION ACTIVITY

"In-Goal Rugby"



20 min.

- Participants are divided into two teams. One team must wear pinnies.
- Designate a large playing area that has two **in-goal areas** (one per team)
- Each team should select three to five participants to stand in the opposition's **in-goal area**. They must stay in this area. The remainder of the participants are scattered around the playing area.
- To begin, the facilitator throws the ball directly upward in the air (for either team to retrieve). The team that retrieves the ball is on **offense**; the other team is on **defence**.
- The aim of the offensive team is to make passes to one another and move the ball toward the opposition's **in-goal area**. The team must throw to one of their teammates in the **in-goal area** to score a point (teammate must make a successful catch to be awarded the point). If a pass is dropped, the ball is turned over to the other team and they begin passing (from the position of the dropped ball) towards the opposing goal line. Participants can also lose possession if they do not make a pass in 10 seconds (defence can count out 10 steamboats)
- The aim of the defensive team is to intercept a pass (to gain possession and become offenders). Defence must give ball carrier at least one meter radius, of space
- After the point is scored, the scoring team must run to their **in-goal area** and back before they can begin defending the new offensive team. The new offensive team can begin passing immediately in an attempt to approach the opposing team's **in-goal area**.

LOOK FORS



Participants are moving into open space and making short passes (avoiding **defence**) towards the **in-goal area** of the opposition. **Defence** are looking for open players and covering them. They are following the path of the ball in an attempt to intercept.

PROGRESSION(S)

- Add a minimum number of passes before they can score.
- Add restrictions such as only underhand passing allowed or no pass-backs.
- To align the game more with rugby, the first pass after a turnover must be made in a backward direction (towards the team's own **in-goal area**) before they may begin passing forward.
- Allow participants to take three to five steps with the ball.
- Add flag belts and allow participants to run as far as they want with the ball, but if they lose a flag they must turn over the ball. If they do not run (but rather just make passes), they cannot have their flag taken.

RUGBY CONNECTION



Participants learn to work towards a common goal: Scoring at the in-goal area of the opposition, just as in a rugby game. They combine and practice essential passing, receiving and communication skills. This game brings together all of the skills required to play rugby.

VARIATION(S)

- Defending team can be split into different colours (coloured pinnies). Each colour will be responsible for defending a square area of the playing field. They can only defend balls that come into their territory.

FACILITATOR PROMPT

"What type of passes should you make to be more successful? Which direction should you be passing in? Where should you go when you don't have the ball on offense?"

PARTICIPANT TALK

"I should make short and accurate passes to be more successful. I should always try to make passes towards the direction I'm scoring in. Although sometimes it is okay to make a pass in the reverse direction if there is no one else open. When I don't have the rugby ball, I should move away from defenders and into open space close enough for my teammate to pass me the ball."



COOL DOWN ACTIVITY

"Chuck the Rugby Ball"
(adapted from CIRA Ontario)



20 min.

- Divide the participants into two groups.
- Group A will stand in a single line (one behind each other) and begin with the rugby ball.
- Group B will stand in a circle and choose one person to be the runner.
- On the signal to begin, the first person in the line of Group A will pass the rugby ball over their head to the next person. The next person will pass it through their legs to the next person. Repeat this pattern until the rugby ball goes to the last participant in the line.
- On the same signal to begin, the runner in Group B, will run around their group's circle as fast as they can. While running, the group will keep track of how many times the runner is completing the circle.
- Once the ball in Group A has travelled to the last person in the

LOOK FOR



Participants are working together as a team and communicating through their challenges.

line, he/she will throw the rugby ball anywhere in the playing area.

- Group B runner will then run to the rugby ball and bring it back to the circle. Group B will then get into a single line to perform the same passing sequence as Group A completed (over, under, over, under).
- While Group B is performing the passing of the rugby ball, Group A will now get into a circle and choose a runner. Group A is now going to perform Group B's running.
- The game will continue, with Group A and B alternating roles.
- The objective of the game is to see how many times a group's runner can complete running around the circle.
- It is suggested to demonstrate this game by having Group A and Group B walk through the sequence of their activities so they understand the expectations. Once the groups are familiar with the sequences, you can start the game.

RUGBY CONNECTION



Participants are practicing collaboration skills to achieve a common goal, all while being expected to effectively complete passing and other movement skills. This game is intended to force participants to execute forward thinking (knowing where they are going next and to what end). All these skills together mimic the demands of a rugby game.

FACILITATOR PROMPT

"How can you help your group be successful at the two tasks your group has to complete?"

"What should your group do in order to have the runner complete the circle the most number of times?"

PARTICIPANT TALK

"I have to be able to communicate with my group. I can cheer for the other participants in my group to help my group feel positive about themselves. I can also share strategies that will help my group be quicker than the other group."

"In order to get the runner in my group to run around our circle the most number of times, we have to make our circle really small. Standing really close and tightly together will make a smaller circle for the runner to complete."

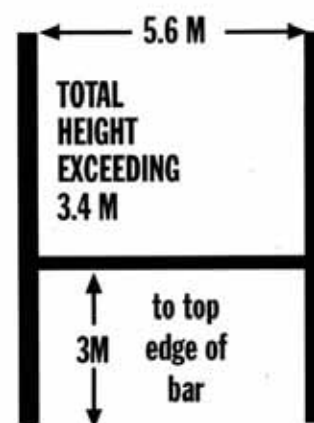
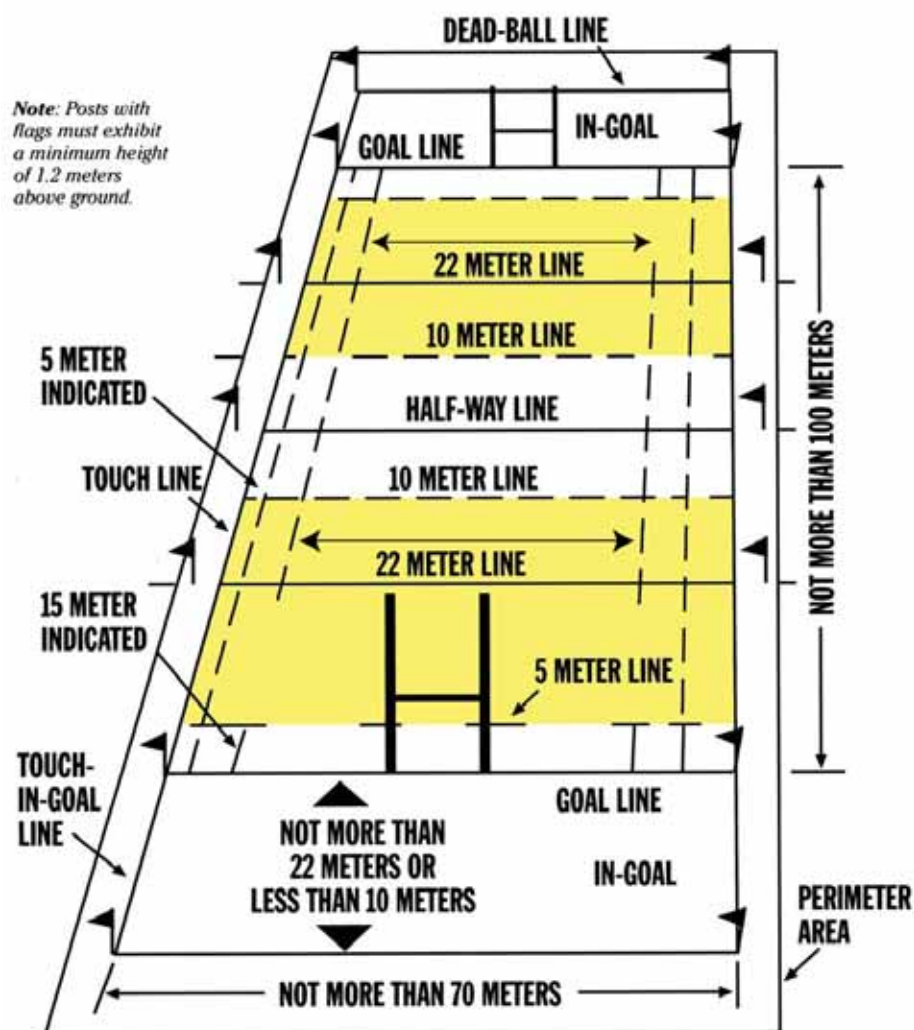
GLOSSARY:

- Defence
- In-goal area
- Offense

NOTES:

Appendix A: Ideal Minor Rugby Pitch

Two minor rugby pitches per full-sized pitch:



Appendix B: U8/U10 Flag Rugby Variations Laws of the Game

Foreword

The object of the Game is that two teams of seven players each, observing fair play according to the Laws and sporting spirit, should, by carrying, passing, and grounding the ball, score as many points as possible.

The U8/U10 Variations on the Laws of the Game and the Laws of the Game are complete and contain all that is necessary to enable the Game to be played correctly and fairly.

The Flag variation of Rugby Union is a sport that inherently will involve physical contact. Any sport involving physical contact has inherent dangers. It is very important that players play the Game in accordance with the Laws of the Game and be mindful of the safety of themselves and others.

It is the responsibility of players to ensure that they are physically and technically prepared in a manner that enables them to play the Game, comply with the Laws of the Game and participate in accordance with safe practices.

It is the responsibility of those who coach or teach the Game to ensure that players are prepared in a manner that ensures compliance with the Laws of the Game and in accordance with safe practices.

It is the duty of the referee to fairly apply all Laws of the Game in every match.

It is the duty of the Unions to ensure that the Game at every level is conducted in accordance with disciplined and sporting behaviour. The referee cannot uphold this principle solely; its observance also rests on Unions, affiliated bodies and clubs.

The U8/U10 game is to be played in accordance with the iRB Laws of the Game, and observing the variations & clarifications below.

Before the Match

Law 1: The Ground

- 1.2** The playing enclosure shall span the width of a senior field to serve as the length of the U8/U10 playing surface. The 5m line of a senior pitch shall serve as the goal line, and the touchline of a senior pitch shall serve as the dead-ball line. The 10m lines and the 5m lines shall mark the field width respectively.

Alternatively, if field space is limited, fields can be narrowed to 30m wide, from the above 35m, using the same lengths as the standard pitch, with not less than 5m between each pitch. This allows for three fields to be played on one senior pitch. This should only be used when the above regulation size is impractical, based on the number of games to be played and the number of fields available.

Law 2: The Ball

- 2.7** Balls of different sizes may be used for matches between younger players. The conventional size for U8/U10 shall be a standard size-3 ball.

Law 3: Number of Players & The Team

- 3.1** Each team must have no more than seven players on the playing area during play.
- 3.2** At any time before or during a match a team may make an objection to the referee

about the number of players in their opponents' team. As soon as the referee knows that a team has too many players, the referee must order the captain of that team to reduce the number appropriately. The score at the time of the objection remains unaltered. Amend: The game resets how it would otherwise reset.

- 3.4** Substitutions shall be unlimited and only made at times that the ball has become dead.
- 3.9** If the referee decides – with or without the advice of a medically qualified person – that a player is so injured that the player should stop playing, the referee may order that player to leave the playing area. The referee may also order a player to leave the field to be medically examined.

Law 4: Players' Clothing

Players shall wear clothing that complies with iRB Law 4 and Regulation 12.

Players shall wear a flag-belt and two flags.

A Flag must be 38cm x 3.5cm.

Two flags attached with Velcro to a belt worn around the waist – one flag on each hip. The flag must be attached with a fold “a dog's ear”.

Flag belt must be secure and excess belt tucked away.

Flags must be available and unobstructed – shirts tucked into shorts.

Law 5: Time

- 5.1** A match lasts no longer than 20 minutes plus lost time, extra time (tournament specified), and any special conditions. A match is divided into two 10-minute halves.
- 5.2** After half time the teams change ends. There is an interval of not more than 3 minutes. The match organizer, the Union, or the recognized body that has jurisdiction over the game decides the length of the interval. During the interval, the players may leave the playing enclosure.

Law 6: Match Officials

- 6.A** A coach, or a coach from either side, will act as officials for the match.
- 6.A.4 (a)** The referee(s) is/are the sole judge of fact and of Law during a match. The referee(s) must apply fairly all of the Laws of the Game in every match.

Method of Playing

Law 7: Playing a Match

A match is started by an uncontested kick-off, either a punt kick or a drop kick (preferred). After the kick-off, any player who is onside may take the ball and run with it.

Any player may throw it.

Any player may give the ball to another player, provided they do so in accordance with the law prohibiting handing the ball to another player, this must be a visible pass.

Any player may flag an opponent.

Any player may ground the ball in in-goal. In doing so, that player must remain on their feet.

Any players without both flags attached to their belt cannot impact on the play – if a player without both flags impacts on the play (either by flagging the ball carrier or by receiving a pass), then a penalty is awarded resulting in free pass to non-offending side.

There must be a minimum of three passes between each reset and each score.

Law 9: Scoring Points

The ball carrier is allowed one-step to score a try after being flagged.

A try scored on 5th flag will be disallowed and a free pass will be awarded to the defending side, 7 metres out from the goal line

9.A.1 Try - 1 point.

When an attacking player is first to ground the ball in the opponents' in-goal, a try is scored.

Penalty Try – 1 point

A penalty try is awarded when a try probably would have been scored, but for foul play from an opponent.

Amend: No kicks at goal shall be taken.

Law 10: Foul Play

- 10.6** If a referee, who in a higher match grade, would temporarily suspend or send off a player for foul play, that referee shall communicate to the coach of that player the nature of the offence.

The coach shall then substitute the player at the request of the referee.

The replacement shall last a minimum of 5 minutes. This is a replacement and not a suspension, thus there will still be seven players on the field from both teams at all times.

Prohibited acts:

Players must not make deliberate contact with an opponent (but must make every effort to avoid the opponent).

No fending off -ball carrier must not use hand or ball to shield his/her flags.

A player must not spin to shield their flags

No hand off - ball carrier must not use hand or ball against opposing player's face or body.

No kicking the ball (kicking is allowed only at start of game and after try is scored) No tackling.

No going to ground. No ripping the ball. No handing off the ball.

In the Field of Play

Law 13: Kick-off and Restart Kicks

The kick-off occurs at the start of each half and after each score.

The team that scored or lost the toss at the start of the game is to kick to the opposing side and is to be uncontested

- 13.1(a)** A team kicks off with a punt kick or drop kick, which must be taken at or behind the centre of half way.

Amend: Law 15: Flagging an Opponent

- 15.1** Any defender may halt the ball carriers progress by removing the flag from that player's flag belt. The flagger must stand still, shout "FLAG!" and hand the flag back to the ball carrier, after the ball carrier has passed the ball. The referee shouts "FLAG!...PASS!" The ball carrier must stop running and pass the ball within 3 seconds and/or 3 steps. If a player does not pass the ball within 3 seconds or 3 steps then they are liable for a penalty and a change of possession. The ball carrier, having passed the ball, retrieves his/her flag from the flagger and reattaches flag.
- 15.2** The flagger must return onside (to their own side of the ball). Flaggers who do not do so are offside, and should only be penalized if they choose to impact play from their offside position.

Law 16: Ruck

Rucks shall not be a part of the game.

Law 17: Maul

Mauls shall not be a part of the game.

Law 18: Mark

Marks cannot be taken as kicking in open play is not permitted.

Restarts

Law 19: Touch and Lineout

Ball-in-Touch Laws shall be applied in accordance with iRB Law. Lineouts shall be replaced by a free pass.

Law 20: Scrum

Scrums shall be replaced by a free pass.

Amend: Law 21: Free Pass

A free pass occurs to restart the game at any time other than when a kickoff would restart the game.


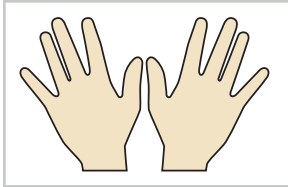
A free pass is taken by the non-offending team.

The defending team must retreat 7 metres at a free pass.

The contents of the above document are taken from both the iRB Laws of the Game and Rugby Ontario's Current Flag Rugby Laws of the Game.

Appendix C: Glossary

Bubble Space	<ul style="list-style-type: none"> Participants are in a location where they are at least an arms distance away from other participants Participants are in a safe area where they cannot bump into anyone or anything
Defence	<ul style="list-style-type: none"> The part of the rugby game that focuses on preventing a participant or team from scoring points in one's own in-goal area.
Evasion	<ul style="list-style-type: none"> Evasion is when a team or participant carries the ball, and purposefully avoids the defending participant(s) with the goal of maintaining possession of the ball in an attempt to score. Evasion skills include running into space/away from defenders, and using speed and change direction to do so.
In-Goal Area	<ul style="list-style-type: none"> In rugby, each team defends an in-goal area; an area (typically a rectangle 5-10m deep, and as wide as the playing area) The in-goal area is the area furthest from the half-way point on the field for each team Opponents attempt to score in this area by putting downward pressure on the ball in the designated in-goal area.
Invasion	<ul style="list-style-type: none"> Invasion is when a team or participant attempts to enter into the end-zone of their opponents with the goal of scoring.
Jumping Jack	<ul style="list-style-type: none"> A jump done from a standing position with legs together and arms at the sides to a position with the legs apart and the arms over the head.
Knock-on/Forward pass	<ul style="list-style-type: none"> When a participant sends the ball in a forward direction off his/her hands or arms and the ball hits the ground or another participant. Forward is defined as towards the opposition's dead-ball line. Results in a loss of possession (the ball is turned over to the opposing team).
Locomotion Skills:	
Walk	Move at a regular and fairly slow pace by lifting and setting down each foot in turn, never having both feet off the ground at once
Run	Move at a speed faster than a walk, never having both feet on the ground at the same time
Jump	Push oneself off a surface and into the air by using the muscles in one's legs and feet
Hop	Move by jumping on one foot
Skip	Move along lightly, stepping from one foot to the other with a hop or bounce
Gallop	Move with one leg always in front of the other, with both feet off the ground together in each stride

Motorcycle Position	<p>Participants have their:</p> <ul style="list-style-type: none"> • Feet are shoulder width apart • Knees are bent • Head is up • Hands are up in a ready position 	
Offense	<ul style="list-style-type: none"> • The part of the rugby game that focuses on scoring points in the in-goal area of one's opponent. 	
Ready-to-Receive position	<ul style="list-style-type: none"> • "Ready-to-Receive" position begins with "W hands", but takes it one step further; participants should have their hands positioned in a way that their palms are facing the direction the ball is coming from (the person passing them the ball/passers). • Feet should also be shoulder-width apart and staggered; the foot closest to the direction the ball is coming from/the passer should be furthest back so body is 'open' to the pass. 	
Rock, Paper, Scissors	<ul style="list-style-type: none"> • Rock, paper, scissors is a hand game usually played by two people, where players simultaneously form one of three shapes with an outstretched hand. • The "rock" beats scissors, the "scissors" beat paper and the "paper" beats rock; if both players throw the same shape, the game is tied 	
Tag in Flag Rugby	<ul style="list-style-type: none"> • Each participant wears a belt with two flags hanging from it (attached to belt by Velcro- positioned one from each hip). • When one of those flags is removed by an opponent. The participant must immediately pass the ball to an on-side teammate. Immediately is defined by three seconds or three steps. 	
Try	<ul style="list-style-type: none"> • When downward pressure is placed on the ball by a participant in their opponent's in-goal area. • A try is worth five points. 	
W-Hands	<ul style="list-style-type: none"> • Both hands are held in front of the participant, elbows are bent, and fingers are facing up. Hands should be close enough together that thumbs are almost touching, and should form the letter 'W' at chest height. 	

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