

## MODULE OVERVIEW

### ABOUT THIS MODULE

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

### NATIONAL STANDARDS AND OUTCOMES FOCUS

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

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

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NATIONAL  
STANDARDS  
AND  
OUTCOMES  
FOCUS

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

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

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

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

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PLANNING  
COMPLETE  
LESSONS

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

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

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

ASSESSMENT

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

**Holistic Performance Rubric**

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

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

**Academic Language Quiz**

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

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

MODULE OVERVIEW

ASSESSMENT

**Purposeful Practice Plan**

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

**Teamwork Exit Slip**

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

SUGGESTED BLOCK PLAN

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