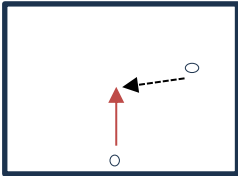



## Year 7 Rugby PE SOW

Lesson No.	Title	Learning Objectives	Key Words Literacy	Resources	Suggested Activities/Method/Skills	Assessment/discussion points
1	Running with the ball.	<p>Students will understand the importance of running into space.</p> <p>Students understand and can apply the concept of running into space in drills.</p> <p>Students have tactically developed running with the ball and are successful in doing so in game situations.</p>	<p>Knock on.</p> <p>Try</p> <p>Support</p> <p>Progression</p> <p>Space</p>	<p>Rugby balls</p> <p>Cones</p> <p>Bibs</p>	<p><b>Connect (15mins)</b> – Students change. Teacher led warm up/pulse raiser. Whilst leading the stretches place emphasis on the 5 values of rugby (Teamwork, Respect, Enjoyment, Discipline and Sportsmanship)</p> <p><b>Activate (5mins)</b> – Students play a game of rugby tag (Bull dog) without the rugby ball. Q&amp;A on how to be successful, explore the idea of looking for space and running into it.</p> <p><b>Demonstrate (10mins)</b> Add the rugby ball <b>EVERY STUDENT HAS A RUGBY BALL</b> - discuss keys points of running with the ball, ball in two hands. Repeat the game with each student having a rugby ball, taggers have to tag students by touching opponents with the rugby ball. The game is called ‘rugby tag’.</p> <p><b>Activate (5mins)</b> – Introduce a game of ‘catch me if you can’ students in pair numbered 1&amp;2. Students stand back to back on the line. Place a cone 10m away. On the command 1 sprint to the cone whilst 2 turns and tries to tag partner with the rugby ball.</p> <p><b>Demonstrate (5mins)</b> – Students complete game of ‘catch me if you can’ <i>Differentiate by making runs longer, forfeits etc.</i></p> <p><b>(10mins)</b> Students then move into a game of tag rugby. Explain rules to students and emphasize that soon as you have the ball run forward into space. Bring in the idea of supporting the person on the ball.</p> <p><b>Consolidate (10mins)</b> – Recap of key coaching points and links to current KO. Students in and change.</p>	<p><i>[For the lesson set a 10m by 20m rectangle, this can be used throughout the lesson]</i></p> <p>Q&amp;A – why is it beneficial to run with the ball in two hands? <i>More control, easier to pass, prevents a knock on.</i></p> <p><i>Discussion around how best to defend. In a straight line. Allude to the fact bulldog is essentially rugby.</i></p> <p>Teacher questioning as to why this game is important and when should you use this technique in a game? <i>Emphasis on always run forward at pace into the space.</i></p> <p>PA through discussions whilst completing the drills.</p> <p>Questions about the coaching points and importance of running into space. Examples of students who used this well in the games.</p>
2	Passing techniques	<p>Students will understand the rugby pass technique and be able to perform with some success in isolated practices.</p> <p>Students will be able to perform the rugby pass technique correctly with success in conditioned practices.</p> <p>Students will be able to perform the rugby pass technique correctly and successfully in game situations but also explore a variety of passes.</p>	<p>Pop pass,</p> <p>Loop pass,</p> <p>Pace,</p> <p>Support,</p> <p>Flat.</p>	<p>Rugby Balls</p> <p>Bibs</p> <p>Cones</p>	<p><b>Connect (15mins)</b> - Students change. Students complete a pulse raiser of ‘rugby tag’ (All students have a rugby ball each, must get from one side to another. Tag by touching them with the rugby ball) Student led stretching. Teacher to Q&amp;A.</p> <p><b>Activate (5mins)</b> – Key coaching points along with demo of correct technique of pop pass. Emphasis on not spinning the ball which is used to pass long distances. Two hands on the ball, pass across the body. Receive to have their hands (Target ready) <i>YOU COULD ADD A CLAP TO SIGNAL TO PASS.</i></p> <p><b>Demonstrate (5mins)</b> - Using the coned area students in lines of 5 pass along the long, progress this into moving with the ball whilst passing. DIFFERENTIATE through speed of running.</p> <p><b>Activate (5mins)</b> – Split above area into 4 channels 5x10m. Students working in groups of 5 (same as passing line group) 3v2 creating an overload. Teacher/student demo, students have to get from one end to another scoring a try.</p>	<p><i>[For the lesson set a 10m by 20m rectangle, this can be used throughout the lesson]</i></p> <p>Teacher to Q&amp;A technique and reasons why players would want a flat pop pass? <i>Why no spinning? Harder to catch if not done correctly, only used for longer range.</i></p>

				<p><b>Demonstrate (10mins)</b> – Students complete above drill, 5 attempts then swap defenders. Each time keeping count of number of successful tries.</p> <p><b>Activate (5mins)</b> – Teacher to introduce the loop pass. (Where a player passes the ball to a team mate and loops around the back of that player to gain the pass back from a player) Emphasis on passing the ball backwards <a href="#">See Drill Link</a></p> <p><b>Demonstrate (5mins)</b> – Students then complete the loop pass drill in groups of 4. <b>Differentiate</b> HA students decrease distance they must complete the passes along the line in.</p> <p><b>Consolidate (10mins)</b> – Recap of key coaching points and links to current KO. Students in and change.</p>	<p>Stop groups to discuss position behind the ball, supporting the player with the ball, creating an overload, exploring different ways to beat the defender. Side step, not running in a straight line.</p> <p>When should the pass be made and why? Which pass should be used in certain situations?</p> <p>Questions about the coaching points of the pass. Examples of students who used this well in the games. Ask students which LO they feel they achieved and why.</p>
3	Running From Depth			<p><b>Connect (15mins)</b> - Students change. Students complete a pulse raiser of DIFFERENT VERSION OF previous lessons ‘rugby tag’. Students still must carry the ball, score a try at the other side. Difference being the defensive element. Still must be tagged with the ball however, less rugby balls on the defensive team. Progressing from last lesson they now must pass the ball to team mates to tag players.</p> <p><b>Activate (5mins)</b> Discussion on what is running from depth and the importance. <i>Receiving the ball when at higher speed to break the line.</i> Demo in pairs. One ball, student passes to another student who is on the move.</p>  <p><b>Demonstrate (5mins)</b> Students repeat numerous times and swap feeder. Assess timing of the pass to ensure the pass is backwards, speed of run up.</p> <p><b>Activate (5mins)</b> Develop this further... in groups of 4 (3 attackers and 1 defenders) students are to understand how running from depth can help in the breakdown. <b>THIS WILL NEED DEMONSTRATING.</b> Player with the ball runs forwards and is touch tackled, student the presents the ball. Next person needs to support and becomes the scrum half (The passer). They will pass the ball out to the 3<sup>rd</sup> player who arrives onto the ball at speed to go past the defender and score.</p> <p><b>Demonstrate (10mins)</b> Students complete the above drill. IMPORTANT to circulate. <i>Ensure the scrum half doesn't pick the ball up until they are happy with 3<sup>rd</sup> player's position.</i></p> <p><b>Demonstrate (10mins)</b> In teams of 5 students are to play a conditioned game of touch rugby on a small pitch – no kicks. Two handed touch results in a chicken scratch to continue to game. Emphasis on different types of passes used in previous lessons.</p> <p><b>Consolidate (10mins)</b> – Recap of key coaching points and links to current KO. Students in and change.</p>	<p>Teacher Q&amp;A to check/link last lessons learning.</p> <p>How do we pass the ball? <b>Across the body, towards the target, finish with the hands following through.</b></p> <p>How do we run with the ball? <b>Two hands on the ball.</b></p> <p>What's the first principle of rugby? <b>Run forward.</b></p> <p>When might running from depth help? <b>Following the pass from the scrum half after a breakdown.</b></p> <p>Why do we want to receive the ball on the move? <b>We are running faster, easier to break tackles.</b></p> <p><b>Why don't I want to pick the ball up too</b></p>

4	Tackling	<p>Students are able to describe the tackling technique.</p> <p>Students are able to tackle in a controlled condition.</p> <p>Students are able to tackle at full game speed.</p>	<p>Ring of steel, Tower of power, Offside, Rucking,</p>	<p>Rugby Balls (at least 1 between 2)</p>	<p><b>Connect (15mins)</b> Students change. Pulse raisers warm up into press up mud challenge. Students opposite each other in press up position pull at arms to knock them down. AIM IS TO GET STUDENTS MUDDY SO THEY'RE NOT WORRIED WHEN TACKLING.</p> <p><b>Activate (5mins)</b> Teaching students how to fall over with a rugby ball. Go over safety techniques with students beforehand – falling onto knee, hip and shoulder. KEY COACHING POINT... keep hold of the ball with both hands and do not put your hands out.</p> <p><b>Demonstrate:</b> Students demonstrate how to fall statically. Then progress this to students running around the area, on a whistle they fall. Ensure they all have a rugby ball.</p> <p><b><u>NEXT SECTION PROGRESS DEPENDANT ON GROUP!</u></b></p> <p><b>Tackling section (15mins)</b> In pairs students to tackle each other, from the front. –</p> <p><b><u>KEY COACHING POINTS</u></b></p> <ul style="list-style-type: none"> <li>• Cheek to cheek. Students' cheek goes on bum cheek.</li> <li>• Create the ring of steel. Students lock players legs together just above the knees.</li> <li>• Pull towards you taking player off balance.</li> <li>• Drive forward ensuring tackler lands on top of player with the ball.</li> <li>• Keep locked until tackle is complete to avoid player kicking tackler.</li> <li>• Students to roll around the tackler and place the ball away from his body.</li> </ul> <p><b><u>Progressions</u></b></p> <ol style="list-style-type: none"> <li>1. Begin with tackler on knee and person being tackled walking towards.</li> <li>2. Both players standing, walking pace. <b><u>[BRING IN TOWER OF POWER POSITION]</u></b></li> <li>3. Jogging pace.</li> <li>4. Student will the ball attempting to pass tackler in a channel.</li> </ol> <p><b>Activate (5mins)</b> Presenting the ball. Teacher/student demonstration on how to present the ball [long or pencil presentation]. Once the player is tackled roll onto your front and present the ball back towards your try line. <i>Discussion around why? Rule of passing the ball backwards. Defensive line have to behind the ball carriers feet, trying to push the defensive line back to give the attacking team the advantage.</i> Player then releases the ball to the scrum half. Use this in the game next.</p> <p><b>Demonstrate (10mins)</b> Students to take the skills into small sided games 5 v 5 (Differentiate through speed. Walking rugby, jogging, full speed, contact, non contact) On the tackle/touch student with the ball will present the ball backwards as discussed above. Ensure defensive line is set behind the ball carriers feet.</p> <p><b>Consolidate (10mins)</b> – Recap of key coaching points and links to current KO. Students in and change.</p>	<p><b>Pre lesson read pages 82-85 &amp; pages 92-96 of level 1 coaching booklet.</b></p> <p>Empasis on safety of falling to avoid dislocations.</p> <p>Q&amp;A on how to present the ball when tackled. Talk to students about the reasons for this – offside and rucking. To be developed next lesson.</p> <p><b><u>TOWER OF POWER</u></b> – Tackler stand as if they are sitting on the toilet. Bent knees, slightly leaning forward.</p> 
5	Tackling & Rucking				<p><b>Connect (10mins)</b> Students change. Pulse raisers warm up into press up mud challenge.</p>	<p>How do we fall? <i>Knee, hip, shoulder</i> Key coaching points... What's first? <i>Tower of power</i></p>

					<p><b>Demonstrate (10mins)</b> Teacher/student demo with Q&amp;A throughout demo of previous knowledge regarding the tackle. Students perform in pairs their tackling and long/pencil presentation techniques from previous lesson.</p> <p><b>Activate (5mins)</b> <u>How to Ruck Demonstration</u> – From the tackled position (1 tackler &amp; 1 ball carrier) add 2 more students.</p> <ol style="list-style-type: none"> <li>1. First player supports tackled player by stepping over through the gate. [The gate is from behind, players cannot come into the ruck from the side.</li> <li>2. The player after stepping over secures the body (Gripping onto top) [Discuss how this makes it harder for other team to move the player rucking as they have to push two peoples weight].</li> <li>3. Get into the tower of power position whilst body is being secured</li> </ol> <p>NEXT PLAYER JOINS.</p> <ol style="list-style-type: none"> <li>1. Their role/position is known as the scrum half.</li> </ol> <p><b>Consolidate (10mins)</b> – Recap of key coaching points and links to current KO. Students in and change.</p>	<p>Second? <i>Cheek to cheek</i>  Third? <i>Ring of steel</i>  Forth? <i>Drive them away whilst keeping hold.</i>  Fifth? <i>Tackler rolls away</i></p>
6	Assessment Lesson	<p>Students understand the assessment criteria for rugby.</p> <p>Students can show basic rugby skills in isolated practices.</p> <p>Students show a wide range of skills in a game situation.</p>	<p>Pop pass,  Loop pass,  Miss pass,  Tower of Power  Ring of Steel,  Depth,  Support,</p>	<p>Rugby balls,  Cones,  Bibs.</p>	<p><b>Connect (15mins)</b> Students change. Student led warm up.</p> <p><b>Activate (5mins)</b> Teacher to explain grading criteria of assessment. Students are to show all skills learnt over previous lessons.</p> <p><b>Demonstrate (5mins)</b> Running &amp; passing in channels, groups of 4 showing their knowledge and ability of running with a ball and different types of passes. HA students can show a range of miss passes and loop passes.</p> <p><b>Demonstrate (5mins)</b> Group of 2s. Outwitting the tackler in 10m wide channels. Start with touch, this can be progressed to full contact with specific HA students. LA students to use touch.</p> <p><b>Demonstrate (20mins)</b> Spilt students into HA (Contact) &amp; LA (Non-contact) groups. Students play game showing a range of skills learnt [Positioning, running with the ball, passing, tackling, rucking]. Teacher to continually stop games to give feedback throughout.</p> <p><b>Consolidate (10mins)</b> – Inform students of next sports and equipment needed. Students to see teacher for feedback on their score. Students in and change.</p>	