Physical Education

Level 3

Topic:	Outdoor Team Games
Sub-Topic:	Rugby
Overview:	This unit is designed to develop the students' practical ability and knowledge in rugby. Knowledge will be based around both the technical and tactical elements of this activity with consideration given to the importance of teamwork, decision making, communication and knowledge of the rules. Students will explore all these elements with a view to improving their performance. Students will also have the opportunity to further develop their performance through attendance at Extra-curricular rugby sessions.
Content:	Technical Skills - Through the teaching of the technical skills the following aspects will be considered: • Speed, power and accuracy • Weight and angle • Timing and control • Direction, flight and trajectory • Deception and disguise • Appropriate decision making/options during game play • Attacking and defensive options
	 Evasion Identifying space through scanning Creating/exploiting space through good footwork Changes in direction - sidesteps, swerve Running into the space with ball in 2 hands- identifying a gaps in defence Support ball carrier Acceleration/deceleration away from the defender Handling Skills - Receiving the ball Call for the pass Keep eyes on the ball throughout Hand catch - reach both hands towards target with fingers spread to make 10 point contact Grab ball as early as possible away from chest
	Handling Skills - Passing (pop, pendulum, spin, scrum half clearing pass) Look at the receiver Aim pass towards target Pass in front of receiver Select the correct weight of pass for situation Hands and hips follow through towards target Pass off both hands Alignment/realignment in attack (depth) Defence Principles Deny/restrict space - spacing and width of defenders Applying pressure - line speed Timing and patience

Tackle Technique - Safety & Technique - Tackle techniques will be built up in appropriate progressive stages.

- Track movement of ball carrier and get feet close in
- Prepare for contact strong, stable and low body position
- Keep eyes on the ball carrier and position head in the correct place
- Target and make contact with shoulder on ball carrier's thigh below waist tackle
- Squeeze arms tight around ball carrier's legs
- Drive ball carrier to the ground
- Release ball carrier once on the ground
- Get back to feet quickly and contest possession

Breakdown - Safety & Technique

Understanding of role at breakdown - attacker, bullet, clearer, decision maker

- Attacker maintain forward momentum, decide to offload or set up ruck, present ball as far away as possible from defending team (long & narrow)
- Bullet win the race to get over ball, enter through "gate", accurate clear out getting under opponents chest, go beyond ball
- Clearer enter through "gate", further secure breakdown by clearing any other defenders or bridge
- Decision Maker scan defence and select option of pick & go or pass

Set Piece - Scrum, Lineout, Kick-off

- Scrum formation (head position), body position (straight back, drop hips, looking through eyebrows, strong base, bind position on back
- Lineout formation, throw from hooker, jump and catch
- Kick-off positioning for and against

Decision Making

- Identify where the space is (scan)
- Select best option (run or pass)
- Make successful decisions when faced with an overlap (2v1, 3v2)

Communication

- verbal calling for a pass, identifying who to tackle
- non-verbal arm/hand gestures

Tactical Development

- formations
- positional knowledge
- roles & responsibilities
- width/depth/delay
- cooperation

Rules

- formal rules forward pass, knock on, offside, foul play
- informal rules (etiquette) shake hands at end of game
- safety tackle below waist

Outdoor Games (Hockey, Rugby and Football) Level 3

Significant Aspects of Learning

Cognitive Skills

I can:

- > make informed decisions in a pressure situation.
- > take on information quickly in a game situation in order to exploit space.

Problem Solving
Focus & Concentration
Decision Making
Creativity
Cue Recognition
Sequential Thinking
Prioritising
Multi-processing

Physical Competencies

I can

- > move safely around the playing area at all times depending on where the ball is played.
- > consistently adapt my body position effectively in continuously changing environments.
- > perform movement skills e.g. creating space in hockey, football and rugby confidently
- > use a variety of complex skills to improve my level of performance.

Personal Qualities

I can: > know how and show how increased effort and not giving up can lead to improved performance.

- > recognise the variety of emotions associated with physical performance and the impact that they can have on behavior and performance.
- > demonstrate knowledge and understanding of verbal and nonverbal communication skills and can apply them in practice and performance environments.

Motivation Confidence & Self Esteem Determination & Resilience Responsibility & Leadership Respect & Tolerance Communication Stamina Speed Core Stability & Strength Flexibility

Gross & Fine Motor Skills

Kinaesthetic Awareness

Balance & Control

Coordination

Fluency

Physical Fitness

I can:

- > take responsibility for working at a level of activity that consistently provides my body with an appropriate level of challenge.
- > performs skills with balance, postural control and core stability.
- > use core stability and strength to improve my overall performance.