



SCHOOL DISTRICT NO. 73  
(Kamloops-Thompson)

## Board/Authority Authorized Course Framework

<b>School District/Independent School Authority Name:</b> School District No 73 (Kamloops-Thompson)	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD73
<b>Developed by:</b> Grady Sjokvist	<b>Date Developed:</b> December, 2018
<b>School Name:</b> NorKam Senior Secondary School	<b>Principal's Name:</b> Jonathan Brady
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Rugby Skills	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100

### Board/Authority Prerequisite(s):

Rugby Skills 11

### Special Training, Facilities or Equipment Required:

Outdoor sports field, tackle shields, strength training equipment. Teacher should have a degree in Physical Education or related field, as well as a minimum Level 1 Rugby Canada coaching certification.

### Course Synopsis:

This course is designed to foster leadership in rugby and progress beyond the knowledge and skills developed in Rugby Skills 11. The topics covered in this course will align with those in the World Rugby Passport and Rugby Canada PlaySmart guidelines. Students will satisfy the prerequisites for Level 1 officiating and coaching certification courses through the Rugby Ready program and World Rugby Law Exam. The skills taught will see a progression from intermediate to advanced skill level. The students will demonstrate understanding of the game through program design as well as video and statistical analysis.

### Goals and Rationale:

Rugby is a sport that demands high levels of multiple fitness components, and a highly technical and position-specific skill set. In order to prepare high school athletes for the demands of a collision sport that isn't typically offered at the elementary or middle school levels, this course will address the most important aspects of safe participation. Students will develop competence in the motor skills involved in the most demanding phases of the game. They will learn the laws and strategies well enough to develop the leadership skills necessary for playing, coaching and officiating.

**Aboriginal Worldviews and Perspectives:**

Students will demonstrate how the game relates to traditional Indigenous games such as Tatanka and Stick Pull  
<https://www.nscrd.com/uploads/document/files/indigenous-games-for-children-en.pdf>

**Students will analyze how the Aboriginal Thunder program infuses Indigenous culture into sport:**

“Aboriginal culture in the sport of rugby: The Vancouver Island Thunder believe simply in a holistic approach, that rugby while primarily a physical component also encompasses balance through an emotional, spiritual and intellectual involvement. We are interested in working with the communities and elders to guide us on our path.”  
[www.thunderrugby.ca](http://www.thunderrugby.ca)

**Students will use First Peoples Principles of Learning such as:**

- Learning involves recognizing the consequences of one’s actions.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Students will learn how infusion of aboriginal culture into rugby has led to success for numerous international programs, using examples such as the Haka and Sipi Tau.

## Course Name: Rugby Skills

### Big Ideas

Promoting safety in a contact sport like rugby requires special attention to key technical skills.

Knowing how our bodies move and function helps us with identification and rehabilitation of injuries.

Designing a specialized training program can help us prepare for the rigor of a rugby match.

Designing a customized nutrition plan can help us reach our health and fitness goals.

A deeper understanding of rugby laws and strategy can help us prepare for positions of leadership.

### Learning Standards

Curricular Competencies	Content
<p><b>Students are expected to do the following:</b></p> <p><b>Safety and Injury prevention:</b></p> <ul style="list-style-type: none"> <li>Participate in activities with safety of self and others as a prime concern</li> <li>Use the Sport Concussion Assessment Tool (SCAT2) concussion protocol to assess head injuries and map a timeline for return to play</li> <li>Analyze case studies on head injuries in sports</li> <li>Demonstrate a functional level of competence in rugby-specific motor skills</li> <li>Explain the mechanisms for common injuries</li> <li>Identify the signs of injured tissues</li> <li>Demonstrate the specialized techniques designed for safety in key phases of the game</li> <li>Analyze and critique a variety of fitness strategies</li> </ul> <p><b>Rugby Training and Physiology:</b></p> <ul style="list-style-type: none"> <li>Explain the differences between methods of adenosine triphosphate (ATP) production in the body</li> <li>Identify and describe how ATP is used by myosin and actin fibres in muscles to produce muscle contraction</li> <li>Apply and reflect on strategies used to pursue personal goals</li> <li>Develop and demonstrate appropriate exercise techniques for a variety of fitness activities</li> <li>Design an individualized nutrition plan for a target athlete</li> <li>Identify and analyze how different types of fitness activities can target fitness components for specific rugby positions</li> <li>Create, implement, and reflect on a personalized fitness program</li> </ul> <p><b>Rugby Laws and Strategy:</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the laws of rugby and how they evolved</li> <li>Apply the laws in an officiating role during drills and scrimmages</li> <li>Explain the advantages of offensive strategies for creating</li> </ul>	<p><b>Students are expected to know the following:</b></p> <ul style="list-style-type: none"> <li>Progression of drills for skill acquisition</li> <li>Strategies for creating offensive opportunities</li> <li>Options for creating an outside overlap vs inside gaps in a defense</li> <li>Statistical techniques for analyzing game data such as ball retention and turnover ratios</li> <li>Options for offensive attacking formations from various areas on the field</li> <li>Advantages of different offensive plays against a particular defensive structure</li> <li>The principle of continuity and how to maintain it through skills such as offloading</li> <li>Defensive strategies for cutting down the amount of open space to decrease an offensive threat</li> <li>Historical developments from the world of rugby union</li> <li>Influence of events such as the Rugby World Cup of 1995 in South Africa</li> <li>The evolution of football species such as soccer, Aussie rules, and American football.</li> <li>Law changes from past to present and how these changes came about</li> <li>Proper nutrition essential for peak performance of an athlete</li> <li>Macronutrients and ideal sources</li> <li>Micronutrients and preferred sources</li> <li>The roles that fats, carbohydrates and proteins play in fueling the human body</li> <li>Strategies for hydration before, during and after a match.</li> <li>Training strategies for optimal muscular strength, aerobic and anaerobic power</li> <li>Frequency, Intensity, Time &amp; Type (FITT)</li> </ul>

<p>space</p> <ul style="list-style-type: none"> <li>• Analyze the pros and cons of defensive strategies such as drift vs slide</li> <li>• Use coaching skills in using physiological properties for determining an appropriate position for a given athlete</li> <li>• Identify a style that best suits a specific team based on team composition</li> <li>• Demonstrate communication skills in responding to opposition alignment</li> </ul> <p><b>Social responsibility:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a variety of leadership skills in different types of rugby drills</li> <li>• Demonstrate appropriate behaviors in different types of activities and environments</li> <li>• Explain the ethical factors of why rugby is considered to be a "ruffians" game played by gentlemen</li> <li>• Show fairness and equity in officiating mini games and scrimmages</li> <li>• Apply safety practices in different types of fitness activities, for themselves and others</li> <li>• Show leadership by example and attitude during drills and scrimmages</li> </ul>	<p>Principle</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Specific Adaptation to Imposed Demands (SAID) Principle</li> <li><input type="checkbox"/> Relationship between fatigue and lack of technical execution on the playing field</li> <li><input type="checkbox"/> Differences between the body's different energy systems</li> <li><input type="checkbox"/> Aspects of conditioning drills that strengthen each of the body's energy systems</li> </ul>
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## Big Ideas – Elaborations

### Promoting safety: key questions

- How is motor skill development accomplished safely through gradual progression?
- What are the most important phases of the game for developing key technical skills?
- How is movement efficiency related to safety?
- Which positions in rugby have the greatest demands for skill acquisition?

### Identification and rehabilitation of injuries: key questions

- What protocols are necessary for particular injuries, such as when concussion is suspected?
- How can taping be used to facilitate return to play after a sprain or strain?
- How do we maintain the PRICE strategy (protection, rest, ice, compression, elevation) while still aiming for regaining the range of motion of an injured joint?

### Designing a specialized training program: key questions

- How can we plan ways to overcome potential barriers to participation in rugby?
- What are the influences of different training styles on fitness results?
- How does a player's position on the field affect their fitness goals?

### Designing a customized nutrition plan: key questions

- What are the advantages and disadvantages of various macronutrient ratios when designing diets for peak athletic performance?
- What are some strategies for obtaining a good balance of micronutrients without supplementation?
- How can we tailor a nutrition plan for the needs of athletes with different body types?

### Preparing for positions of leadership: key questions

- How can we use a problem solving strategy such as freezing degrees of freedom to help others?
- What are some activities that develop the sense of comradery that is typical of this sport?
- What are some verbal and non-verbal cues to inspire our team mates?

## Curricular Competencies – Elaborations

### **Safety and Injury prevention: key questions**

- How can we avoid muscle strain through efficient passing, catching, and kicking skills?
- What are the key motor skills in a proper tackle, and how can the progression of drills facilitate this?
- How can we avoid the incidence of concussions?
- How are mechanism of injury and symptoms used to diagnose head injuries?

### **Rugby Training and Physiology: key questions**

- How can athletes design a training protocol with muscle fiber types in mind?
- What are some aspects of fitness that we can use for self-assessment?
- What are the benefits of using loading and unloading weeks in our training cycles?

### **Social responsibility: key questions**

- What are some off-field responsibilities that athletes must be aware of?
- How do referees avoid bias when officiating a game?
- What leadership skills can be used to encourage teammates to play fair and safe?
- How can we use sport psychology to take advantage of the benefits of visualization and positive self-talk?

## Content – Elaborations

### Historical developments from the world of rugby union: key questions

- How did the Rugby World Cup of 1995 in South Africa affect the culture of sports in that country?
- What was the influence of Nelson Mandela regarding apartheid and the Springboks?
- How accurately does the story of William Webb Ellis represent the creation of rugby football?
- How does the evolution of rugby differ from other football species such as soccer, Aussie rules, and American football?
- What have the effects of law changes from past to present?
- How have these changes have affected player development?

### FITT Principle: key questions

- What components of fitness should rugby players be focusing on?
- What are some crucial aspects for your each position?
- How can athletes ensure they have adequate rest built into their program?
- How do athletes adapt a program to fit into their schedule?

### SAID Principle: key questions

- How does the principle of SAID apply to energy systems?
- Which energy systems should rugby players focus on?
- Which adaptations result from training such as: long distance running, interval training, plyometrics?
- What are the adaptations that we expect from the demands of: circuit training, powerlifting, Olympic lifts?
- Which type of muscle fiber matches each energy system: oxidative aerobic, anaerobic lactic, anaerobic alactic (phosphocreatine)?

### Defensive strategies: key questions

- What are the benefits and drawbacks of different defensive alignments?
- How much has the division between backs and forwards become blurred in the modern game?
- How can we take advantage of the biomechanical principles behind foot placement and proper body position in contact?

**Recommended Instructional Components:**

Direct Instruction (from teacher, guest speakers) • Indirect Instruction • Interactive Instruction • Independent Instruction • Modelling • Group Work • Videos and Film Sessions • Experiential Learning (hands-on experience)

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

There will be frequent formative evaluations conducted during the course. These formative evaluations will provide the students with feedback on their progress towards mastery of the curricular competencies covered during the course. Kinesthetic skills and safe technique will be assessed using a criterion based rubric. Theoretical work will be followed by written examinations on content such as rugby laws and fitness strategies. Analysis of game footage will be followed by statistical analysis of offensive and defensive strategy. Individualized training programs will be assessed based on fitness principles and self-assessment of progress and goals.

**Learning Resources:**

1. Rugby Technical Manuals (Rugby Canada & World Rugby Union) 2. Selected Course Readings 3. World Cup/Super Rugby videos 4. Internet research 5. BC Rugby Referee's Handbook 6. Sports Nutrition (Coaching Association of Canada) 7. Sports First Aid Manual (SportsMed BC) 8. Rugby Ready online course

**Additional Information:**

Students planning on taking this course should have the prerequisite Rugby Skills 11 course, as well as at least one season of playing the sport of rugby. It is also recommended that students take advantage of gaining experience in officiating games and coaching at the Rookie Rugby level.

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