Tackle Learning

A rugby-focused educational resource pack for schools and rugby clubs
Forewords

Department for Education and Skills

I am very pleased to be able to introduce you to ‘Tackle Learning’, a product of my Department’s Playing for Success initiative and its partners.

‘Tackle Learning’ is a valuable curriculum resource which harnesses the motivating energy and environment of Rugby Union and Rugby League to make learning fun and imaginative and encourage the practical involvement of rugby clubs.

The versatility of these materials means that they can be used not only in Playing for Success study support centres, but also in schools and rugby clubs, to help pupils get up to speed in the key skills of numeracy, literacy and ICT. They will encourage and cement partnerships between Playing for Success centres, schools and rugby clubs, at every level of the sport, while also stimulating active interest in the game.

At the heart of ‘Tackle Learning’ is partnership. It is a partnership between both codes of rugby – both already renowned for their work in the community – now coming together for the first time to produce this unique resource.

It is also a partnership between my Department and the private sector, working together towards a common goal of improving educational standards, and I would like to thank Zurich for their valuable support in developing the materials.

The power of sport as a motivator in education has already been demonstrated through the Playing for Success initiative, and I am sure that ‘Tackle Learning’ will help to build on the outstanding results that the initiative has already achieved.

Finally, I would like to offer my thanks to all those who have been involved in the production of ‘Tackle Learning’ for their commitment, imagination, and sheer hard work.

Charles Clarke
Secretary of State, Department for Education and Skills
www.dfes.gov.uk/playingforsuccess

Tackle Learning

Introduction

Appendix 6

Activity Number

Key Skills

Key Skills (see key)

<table>
<thead>
<tr>
<th>Activity Number</th>
<th>Activity</th>
<th>IT</th>
<th>PS</th>
<th>AON</th>
<th>WWO</th>
<th>C</th>
<th>IOL</th>
<th>Key Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.22</td>
<td>Success and failure</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
</tr>
<tr>
<td>2.23</td>
<td>I’m hooked on rugby</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
</tr>
<tr>
<td>2.24</td>
<td>What’s it like to be a rugby player?</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
</tr>
<tr>
<td>2.25</td>
<td>How big is big?</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
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<tr>
<td>2.26</td>
<td>The Haka</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
</tr>
<tr>
<td>2.27</td>
<td>Club colours</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
</tr>
<tr>
<td>2.28</td>
<td>Shirt numbers</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
</tr>
<tr>
<td>2.29</td>
<td>Organise it!</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
</tr>
<tr>
<td>2.30</td>
<td>A day in the life…</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
</tr>
<tr>
<td>2.31</td>
<td>The game I’ll never forget</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
</tr>
<tr>
<td>2.32</td>
<td>Promoting the club</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
</tr>
<tr>
<td>2.33</td>
<td>Welcome… and here we are today</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
</tr>
<tr>
<td>2.34</td>
<td>I get a kick out of rugby</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
</tr>
<tr>
<td>2.35</td>
<td>‘Game on!’</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
</tr>
<tr>
<td>2.36</td>
<td>Organise it!</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
</tr>
<tr>
<td>2.37</td>
<td>Who’d want to be a referee?</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
</tr>
<tr>
<td>2.38</td>
<td>A thank you meal</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
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<tr>
<td>2.39</td>
<td>Don’t be bored</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
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<tr>
<td>2.40</td>
<td>Press conference</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
</tr>
<tr>
<td>2.41</td>
<td>Pigs and rugby balls</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
</tr>
<tr>
<td>2.42</td>
<td>Press conference</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
</tr>
<tr>
<td>2.43</td>
<td>A thank you meal</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>IT, PS, AON, WWO, C, IOL</td>
</tr>
</tbody>
</table>

Key:

IT = Information Technology
PS = Problem Solving
AON = Application of Number
WWO = Working With Others
C = Communication
IOL = Improving Own Learning

www.dfes.gov.uk/playingforsuccess
The Rugby Football League

The Rugby Football League has a long and successful tradition of working with schools. Through its member clubs and the governing body, a team of Rugby League Community Development Officers actively promote the game within schools and their local communities.

The Tackle Learning pack will therefore help the game to build on our well established school links by integrating the real life excitement and appeal of Rugby League into the school curriculum and after school programmes.

With the nationwide growth of Rugby League, Tackle Learning will help us support the continued grassroots development of the game by establishing innovative and effective working partnerships between schools and their local Rugby League teams.

Richard Lewis
Executive Chairman of Rugby Football League
www rfl.uk.com

Rugby Football Union

I am delighted to learn that Rugby is playing an increasingly important role in the education of young people. This resource, which links education and rugby, recognises the increasing popularity of the game and that it can serve as a medium for stimulating children’s ability to learn.

These Tackle Learning materials are an essential tool for teachers and for out of school hours learning support centres – some of which are based at Premier Rugby Clubs. I am confident that the young people who experience this excellent resource will enjoy these exercises and learn at the same time.

I send my congratulations to all those who have contributed to these materials and to the Department for Education and Skills for their foresight and support in working with the two codes of Rugby. I also wish to thank Zurich for their continued support of the great game of Rugby and for their support of this innovative resource.

Finally, I am especially pleased that the RFU and RFUW continues to develop its social responsibility and is making a greater input into the community as a whole.

Robert Horner
President, Rugby Football Union
www rfu.com
Zurich

As a committed sponsor of Rugby Union within the UK, Zurich is delighted to join forces with the Rugby Football Union, Premier Rugby, the Rugby Football League, Rugby Football Union for Women and the Department for Education and Skills. The new initiative – Tackle Learning – perfectly matches Zurich’s aim of making a positive contribution to the game, adding real value at grassroots level.

Everyone with a passion for the game of rugby wants to see it continue to grow as a healthy and positive pursuit. Not only in athletic and sporting terms, but also as a part of the fabric of the nation.

Through Tackle Learning and in association with the combined and continued efforts of the RFU, Premier Rugby and RFL’s grass roots programmes, young people will have the opportunity to enjoy the many benefits of rugby whilst receiving an education which is linked to the national curriculum.

Zurich offers sincere thanks to the RFU, Premier Rugby, the RFL, the RFUW and the Department for Education and Skills for providing this opportunity to participate in Tackle Learning and for their considerable efforts in launching the scheme.

James Hill
Corporate Marketing Director, Zurich
www.zurich.co.uk
Acknowledgements

The Department for Education & Skills wishes to thank those listed below for their contribution in a range of capacities.

Helen Ames (National Development Officer RFUW)
Julia Bateson (*Playing for Success* Centre Manager, Watford FC)
John Bedford (*Playing for Success* Centre Manager, Leeds Rhinos/Education Leeds)
Des Coffey, (Partnerships Co-ordinator, Excellence in Cities, Manchester)
Paul Daly (Community Development Officer, Leeds Rhinos)
Rob Dunn (*Playing for Success* Centre Manager, Northampton Saints RUFC)
Linda Farnhill (Education Leeds, Leeds United)
David Fraser (RFU, Rugby Development Officer)
Richard Fye, (Primary Coordinator for Excellence in Cities, Manchester)
Andrew George (Department for Education and Skills)
Lois Gyves (Study Support Coordinator for Manchester and *Playing for Success* Centre Manager, Manchester City)
Chris Hickey (*Playing for Success* Centre Manager, Warrington Wolves)
Mick Hogan (Community Marketing Manager, Premier Rugby)
Adam Jude (RFL, Community Marketing Manager)
Sarah McKean (Community Sponsorship, Zurich)
Mick Moffatt, (*Playing for Success* Centre Manager, Halifax RFC)
Alwyn Morgan (*Playing for Success* Critical Friend)
John Oates (Formerly, Head of Community Development, Premier Rugby)
Liam O’Reilly, (Consultant, RFL)
Karen Price, (*Playing for Success* Centre Manager Bedford RUFC)
David Prince (Education Officer, Warrington Wolves)
Janet Rhodes (*Playing for Success* Centre Manager, Bolton Wanderers FC)
Jeanette Sagar (*Playing for Success* Centre Manager, Batley Bulldogs)
Andrew Scoular (Head of Rugby Development RFU)
Jon Taylor (*Playing for Success* Centre Manager, Gloucester RUFC)
Paul Tremere (Hull Ionians RUFC)
Jayne Tuczemsyki (Leeds United Study Support Centre/Education Leeds)
Alex Vyce (The Beachamp College, Leicester)
What rugby has to offer

Rugby is an exciting, visual, fast, free-flowing and often spectacular game, with its roots going back well over 150 years. It is played in over 100 countries, by men and women and children of every race and creed, from age 5 to well over 60. It is a game that welcomes individuals of any and every size and shape who are ready and willing to give it a go. Rugby is truly a ‘Life Sport’.

The rugby community is a unique group of individuals (and a group of unique individuals) who dare to try something different. Rugby encourages sportsmanship, discipline, teamwork and FUN!

Rugby invites the individual to explore the concepts of shape, space, measurement and number. It provides a framework in which the individual can develop language and communication skills. It involves scientific principles, and its ethics, codes and tradition give a relevance to life and social skills, promotes citizenship, and sets all of this against a background of time and place. Rugby has much to offer as a starting point for learning activity.

Rugby and Study Support Centres

The origins of Playing for Success go back to 1997 when David Blunkett, the then Secretary of State for Education and Employment, announced plans to establish out of school hours Study Support Centres at football grounds. These were initially in Premiership Clubs, but such has been the success of the Centres that study support centres have expanded not only to a large number of Nationwide League Clubs but also to other sports, including 16 rugby clubs.

The Centres focus on raising standards in literacy, numeracy and ICT skills for Key Stage 2 and Key Stage 3 pupils. The specific sport of the host club is used as a curriculum resource and motivational tool. The target groups are those identified by schools as being at risk of underachievement and may be demotivated. Equipped with state-of-the-art ICT equipment, centres are staffed by a Centre Manager (an experienced teacher) support by tutor/volunteer mentors drawn from the local community.

Playing for Success has proved to be overwhelmingly popular with pupils, their schools and parents. Successive annual evaluations by the National Foundation for Educational Research (NFER) found that pupils made significant gains in literacy, numeracy and ICT and in their motivation to learn.
Rugby Clubs with *Playing for Success* Centres are as follows:

<table>
<thead>
<tr>
<th>Rugby League Clubs</th>
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<tbody>
<tr>
<td>Batley Bulldogs and Kirklees LEA</td>
</tr>
<tr>
<td>Halifax RLFC and Calderdale LEA</td>
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<tr>
<td>Hull FC and Hull LEA</td>
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<tr>
<td>Leeds Rhinos and Education Leeds</td>
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<tr>
<td>London Broncos and Hounslow LEA</td>
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<tr>
<td>Rochdale Hornets and Rochdale LEA</td>
</tr>
<tr>
<td>Warrington Wolves and Warrington LEA</td>
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<tr>
<td>Widnes Vikings and Halton LEA</td>
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<tr>
<td>Wigan Warriors and Wigan LEA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rugby Union Clubs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedford and Bedfordshire LEA</td>
</tr>
<tr>
<td>Gloucester and Gloucestershire LEA</td>
</tr>
<tr>
<td>Leeds Tykes and Education Leeds</td>
</tr>
<tr>
<td>Leicester Tigers and Leicester LEA</td>
</tr>
<tr>
<td>Penzance/Newlyn Pirates and Cornwall LEA</td>
</tr>
<tr>
<td>Northampton Saints and Northamptonshire LEA</td>
</tr>
<tr>
<td>Rotherham Titans and Rotherham LEA</td>
</tr>
</tbody>
</table>
Tackle Learning

- Tackle Learning is a collection of educational activities that has been produced to encourage an effective working partnership between schools and rugby clubs.

- Although the activities are targeted at Key Stage 2 and Key Stage 3 pupils, i.e., pupils aged between 9 and 14, teachers and rugby development officers have suggested the materials may be used in a wider context. (See ‘Notes For Teachers’).

- Rugby-themed activities are used to promote the development of literacy, numeracy and ICT skills. Inevitably, the activities also feature a range of other curricular subjects, including, drama, music, art, history, citizenship, media, design technology and PHSE. Communication, enterprise and key skills are also integral elements of the activities.

- These materials are merely a collection of suggested activities for teachers and clubs to amend, adapt and develop to suit their own particular needs, interests and locations. They are not pupil worksheets.

- The individual activities can run for as short or as long a period as is considered appropriate. Some are relatively short in content, others can be developed and will run for a number of weeks. This decision is left to those delivering the activity.

- Teachers do not require any basic knowledge of the game to be able to deliver the activities.

- The activities have been written to appeal to all pupils, irrespective of their levels of sporting interest or gender.

- They can be used to support mainstream and out-of-school-hours learning (study support) programmes.

- The activities have been written for use with clubs from both codes (rugby league and rugby union). Support will be looked for from clubs representing all levels of the game.

- Ideally, in the majority of cases, the activities need to be led by a teacher, supported to varying degrees by a representative from a rugby club. Depending on the activity, this might be a player, captain, coach, physiotherapist, committee member or supporter. If a club is unable to support in such a manner, a colleague or friend might be persuaded to role-play situations.

- Most of the activities can be delivered in a school or study support centre. However, some activities require access to a rugby pitch or the ground itself.
Notes for Clubs

1. Background information

These materials have the potential to:

• Raise the profile of rugby and rugby clubs within schools.

• Heighten rugby’s profile within families and the community, as parents and carers will inevitably question their children about ‘What have you done at school today?’ Some of the activities have the potential to involve families in learning.

• Help pupils and their teachers to develop more of an interest in the game, whilst also becoming more knowledgeable about rugby.

• Be a useful tool for developing more effective working partnerships between clubs and schools. For example, by focussing on rugby-related themes to deliver literacy, numeracy and ICT programmes, the materials will promote the game (and supporting club) well beyond those pupils who simply play for their school or club team.

• Sustain interest in the game, particularly when pupils move from the primary school to the secondary school.

• Involve a whole range of club personnel. The materials do not rely solely on the Club’s Community Development Officer or someone who might perform a similar role. The materials look for a full cross-section of Club personnel and/or supporters to help out in different ways. The level of support will also vary from one activity to another. In some cases it might be minimal, in others, more active support might be required.

• Use real life experiences associated with the game of rugby, to help improve attitudes to learning and raise standards of attainment.

2. Using the materials

These materials can be adapted for use solely by club personnel. Schools can also deliver many of the activities without any support from a club. However, where there is a working partnership between clubs and schools, the outcomes for all concerned will be far more effective.

These materials have primarily been written for use in both mainstream schooling and out-of-school-hours learning (study support) programmes.

Tackle Learning is therefore a flexible resource pack that can be adapted to suit the specific needs of clubs, schools and pupils.
3. Approaching schools

If approaching a primary school, your first contact could be:

- The Headteacher.
- Deputy Headteacher or teacher with overall responsibility for the curriculum.
- Teacher(s) with responsibility for literacy, numeracy or ICT.
- A teacher that you might know, as a friend/acquaintance, parent/carer, or club player/supporter. This teacher might arrange for you to meet the Headteacher or person(s) with responsibility for literacy, numeracy or ICT.

When approaching a secondary school, your first contact could be:

- Deputy Headteacher.
- Head of Year.
- Head of Department for English, Mathematics and ICT.
- Learning Support teacher.
- A teacher that you might know, either as a friend/acquaintance, a parent/carer, or club player/supporter.

Please remember:

(i) these materials need to be delivered by a teacher with an interest in the specialist subjects listed above. However, it is hoped that the PE teacher(s) would undoubtedly wish to encourage and support their use within the school.

(ii) if you fail to catch the support and imagination of your first point of contact, don’t give up. There may be someone else within the school that might see the potential that these materials offer.
4. Planning how the activities might be used

Negotiating and forward planning the delivery of these activities with your contact at the school will be essential. Respective responsibilities need to be clear. Health and safety issues also need to be explored.

Discuss the following issues:
- When do you plan to start the activity?
- How long will it run for?
- What contribution do you want from the Club?
- How short or long does it need to be?
- Will the Club need to provide any resources or items of kit?
- Will there be any dress requirements of the pupils and club representative eg in kit?
- What will the pupils have covered on this issue prior to the Club’s involvement?
- What will you do as a follow-up to the Club’s contribution?
- Where will it be based?
- How many pupils will be involved?
- What about their ages and ability levels?
- What about their gender, ethnicity and knowledge of the game?
- Do you need to display any of the activity’s outcomes in the Club-house, in a match-day programme or Club web-site?

5. Involving Rugby Development Officers

We suggest that you contact your local Rugby Development Officer to inform him/her of, and keep him/her abreast of the developing working partnership with the school. Details can be found on the websites below. See also page 14.

6. Child Protection/Welfare

The participating club must adhere to the Governing Bodies’ Child Protection/Welfare policy. Copies can be found on the RFU website at <www.rfu.com> and the RFL website at <www.rfl.uk.com>
Notes for teachers

1. Background information

Tackle Learning has been produced by a working group of teachers and a number of Playing for Success Study Support Centre Managers.

The activities are not pupil worksheets. They are a collection of suggested ideas that teachers may wish to amend and develop themselves for use with their pupils.

However, to get the most from the activities, an active working partnership with a local rugby club is encouraged. This may take the form of a representative from a club visiting the pupils to assist with a research exercise, or alternatively, pupils might need to visit the ground or have access to a rugby field. Whilst it is possible to deliver the activities without the assistance of a club, the activity should be considerably enhanced with the suggested level of support.

The activities, which are not in any chronological order, can be used as:

- Stand-alone activities that support the requirements of the National Curriculum;
- Part of an extended topic or themed approach;
- The focus of activity for an after school, study support club.

Teachers and Rugby Development Officers have expressed the opinion that some of the activities could be developed:

- Into GCSE coursework projects;
- As elements of the ASDAN Youth Award Scheme;
- During Year 10 – 11 Project Based Work for pupils on non-academic courses/timetables;
- As a significant contribution to The Citizenship Curriculum;
- As elements of ‘A’ level courses;
- As School Assembly resource material.
2. Using the materials

The activities will work best when they are set within the context of the Tackle Learning Flow Chart. It will be noted that considerable emphasis is placed upon pupil discussion and investigation, which is instigated by a range of project-related stimulus materials. These materials generate ideas and raise questions and investigations in the minds of the pupils. Some of the resources contained in the Appendices should be of some assistance. The resources provided through the rugby club will also supplement these. Where necessary, pupil resource sheets are provided.

The questions that the activities generate will fall into three main categories, namely:

- Those which can be answered with certainty by the pupils, based on their past experiences;
- Those which the pupils may be able to answer but which will need to be checked out;
- Those which the pupils cannot answer and will need to be investigated.

Pupil investigations will fall into three categories, namely:

- Those which pupils can answer themselves given access to resource materials;
- Those which need to be answered by asking key questions of other people, principally representatives of the rugby club;
- Those which will need to be answered by undertaking a practical investigation based at the rugby club.

The outcome of the above questions and investigations will subsequently influence the direction, nature and time-scale of the activities.

The outcomes of some of the activities also offer opportunities for pupils’ work to be promoted to parents/carers and the community in an imaginative manner, for example, displays in the Club-house, in match programmes and on the Club’s web-site.
3. Approaching a rugby club

It is possible to deliver some of these activities without the involvement of a rugby club. However, they will be far more effective when delivered in partnership with a local rugby club. Any club, irrespective of its size, can be approached, although some will be in a better position to respond than others.

When contacting a club, a number of approaches may be considered. These include:

- A letter or phone call to the Club Secretary
- A letter or phone call to the Club’s Community Development Officer (where applicable)
- Discussing the matter with a personal contact associated with the Club.
- Contact through local or area RFU Rugby Development Officer. (A list of RFU Rugby Development Officers can be found on the RFU website at <www.rfu.com> and a list of RFL Rugby Development Officers can be found on the RFL website at <www.rfl.uk.com>.

If the response is positive, the following planning issues might need to be considered:

- When do you plan to start the activity?
- How long will it run for?
- What contribution do you want from the Club?
- How short or long does it need to be?
- Will the Club need to provide any resources or items of kit?
- Are there any dress requirements e.g. kit for pupils and/or club representative?
- What will the pupils have covered on this issue prior to the Club’s involvement?
- What will you do as a follow-up to the Club’s contribution?
- Where will it be based?
- How many pupils will be involved?
- What about their ages and ability levels?
- What about their gender, ethnicity, knowledge of the game?
- Do you need to display any of the activity’s outcomes in the Club-house, in a match-day programme or on the Club web-site?
- What are the Health and Safety requirements?
Tackle Learning Matrix

A Word Bank
Create a word bank and display it in the classroom.

Images
Create a display using images of players in action and team photos.

Artefacts
Could the link club help to collate material such as shirts, balls, boots, memorabilia etc. for a classroom display?

Experiences
Collect and record information from children, parents, staff and other partners and create a display.

Starting Points
Pupil generated ideas and questions

‘Tackle Learning’: ‘The Big Interview’ and ‘Planning a visit to the local rugby ground’.

‘Tackle Learning’ Activities
- Visit the rugby ground
- Speak to someone from the club
- Research these on our own

Key Questions and Designing Fair Tests

Outcomes
1. Word bank of rugby terminology

<table>
<thead>
<tr>
<th>Accurate</th>
<th>Cone</th>
<th>Enormous</th>
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<td>Applaud</td>
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<td>Ashes</td>
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<td>Fly-half</td>
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<tr>
<td>Attack</td>
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<td>Back</td>
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<td>Ball</td>
<td>Dead ball</td>
<td>Free kick</td>
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<td>Ball boy/girl</td>
<td>Defeat</td>
<td>Fullback</td>
</tr>
<tr>
<td>Bay</td>
<td>Defence</td>
<td>Full-time</td>
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<td>Bent arm</td>
<td>Defend</td>
<td>Fumble</td>
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<tr>
<td>Bind</td>
<td>Defuse</td>
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<td>Blood</td>
<td>Distance</td>
<td>Jump</td>
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<td>Blood bin</td>
<td>Dive</td>
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<td>Bomb</td>
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<td>Boots</td>
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<td>Catch</td>
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<td>Game</td>
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<td>Celebration</td>
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<td>Giant</td>
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<tr>
<td>Centre</td>
<td>Drop out</td>
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<td>Goal Posts</td>
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<tr>
<td>Club</td>
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<td>Glide</td>
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<td>Coach</td>
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<td>Gum shield</td>
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<td>Hand off</td>
<td>Half back</td>
<td>Half-time</td>
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<td>Handling</td>
<td>Heel</td>
<td>Heroes</td>
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<td>Hook</td>
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<td>Hit</td>
<td>Huge</td>
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<td>Improve</td>
<td>Injury</td>
<td>Inspiration</td>
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<td>League</td>
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<td>Lineout</td>
<td>Lock</td>
<td>Loop</td>
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<tr>
<td>Loose forward</td>
<td>Loose head</td>
<td>Magic sponge</td>
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Mammoth
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Marking
Mascot
Match
Maul
Member
Metres
National
Number eight
Obstruction
Offside
On-side
Open side
Opposition
Out-played
Overwhelmed
Pass
Penalty
Percentages
Physio
Premiership
Play the ball
Player
Position
Possession
Post guards
Post
Power
Powerful
Practice
Pressure
Professional
Prop
Proud
Punt
Push
Quick
Quick tap
Reach
Red card
Referee
Ruck
Run
Scissors
Score
Score board
Scream
Screw
Scrum
Scrum-half
Scrummage
Second row
Shirt
Shout
Shove
Side step
Sin bin
Six Nations
Skill
Slice
Soar
Speed
Spiral
Sponsors
Sportsmanship
Spread
Sprint
Stamina
Stand off
Statistics
Stiff arm
Stretch
Strength
Strike
Strong
Substantial
Substitute
Sweat
Swerve
Swinging arm
Tackle
Tactics
Tag
Tall
Tape
Team
Teamwork
Technical
Temper
Tension
Test Match
Three cheers
Three quarters
Throw
Tight head
Time
Timekeeper
Torpedo
Touch
Touch-judge
Touch line
Touch Union
Train
Trainer
Triumph
Try
Tunnel
Twickenham/Twickers/HQ
Up-and-under
Vast
Victory
Water carrier
Wheel
Whitewash
Wing
Winger
World Cup/RWC
Vast
Yellow card
## 2. Useful website addresses

### 1. Rugby Union websites
- [www.rfu.com](http://www.rfu.com)
- [www.zurichpremiership.co.uk](http://www.zurichpremiership.co.uk)
- [www.ercrugby.com](http://www.ercrugby.com)
  (the European Rugby website)

### 2. Rugby League websites
- [www.superleague.co.uk](http://www.superleague.co.uk)
- [www.rfl.uk.com](http://www.rfl.uk.com)
- [www.barla.org.uk](http://www.barla.org.uk)
  (British Amateur Rugby League Association, including the girls’ and women’s game)
- [www.nrl.com](http://www.nrl.com)
  Australian Rugby League Premier teams.

### 3. Women's rugby website
- [www.rfu.com](http://www.rfu.com)

### 4. International Associations (Rugby Union)
- [www.irb.com](http://www.irb.com)
  International Rugby Board
- [www.sru.org.uk](http://www.sru.org.uk)
  Scotland
- [www.irishrugby.ie](http://www.irishrugby.ie)
  Ireland
- [www.wru.co.uk](http://www.wru.co.uk)
  Wales
- [www.nzrugby.com](http://www.nzrugby.com)
  New Zealand
- [www.sarugby.net](http://www.sarugby.net)
  South Africa
  Australia

### 5. Miscellaneous sites
- [www.dfes.gov.uk/playingforsuccess](http://www.dfes.gov.uk/playingforsuccess)
- [www.multimap.com](http://www.multimap.com)
- [www.streetmap.co.uk](http://www.streetmap.co.uk)
- [www.scrum.com](http://www.scrum.com)
- [www.theaa.com](http://www.theaa.com)
- [www.msn.skysports.com](http://www.msn.skysports.com)
- [www.google.com](http://www.google.com)
- [www.planet-rugby.com](http://www.planet-rugby.com)
- [www.rl1908.com](http://www.rl1908.com)
- [www.coachingrugby.com](http://www.coachingrugby.com)
- [www.leedsrugby.co.uk](http://www.leedsrugby.co.uk)
- [www.bbc.co.uk/sportsacademy](http://www.bbc.co.uk/sportsacademy)
- [www.bbc.co.uk/sport](http://www.bbc.co.uk/sport)
- [www.croquet.org.nz](http://www.croquet.org.nz)
- [www.routeone-design.com](http://www.routeone-design.com)
- [www.food.gov.uk](http://www.food.gov.uk)
- [www.nhsdirect.nhs.uk](http://www.nhsdirect.nhs.uk)
- [www.doh.gov.uk](http://www.doh.gov.uk)
- [www.zurich.co.uk](http://www.zurich.co.uk)
3. Useful rugby music

‘We Are The Champions’, Queen,
‘We Will Rock You’, Queen,
‘Who Let the Dogs Out?’ Baha Men,
‘Gonna Win’, Bryan Adams,
‘Living On A Prayer’, Bon Jovi,
‘Another One Bites The Dust’, Queen
‘Two Tribes Go To War’, Frankie Goes To Hollywood
‘Hey Baby’, DJ Otzi
‘Conquest of Paradise’, Vangelis
‘Proud’, Heather Small
‘Eye Of The Tiger’, Survivor (Rocky III Theme)
‘Chariots of Fire’, Vangelis
‘Theme To The Professionals’
‘Wooly Bully’, Sam the Sham and the Pharaohs
‘1492’ Vangelis
‘The Last Time’/Andrew Loog Oldham Orchestra, based on Verves
‘Bittersweet Symphony’
‘Simply the Best’, Tina Turner
‘When The Saints Go Marching In’, Traditional
‘Swing Low Sweet Chariot’, Traditional

‘Jerusalem’
Max Boyce CDs
‘Mare Hen Wlad fy Nhadau’ (Land of my Fathers)
‘Bread of Heaven’
‘Sospan Fach’
‘Fields of Athenry’, Paddy Reilly
‘Shoulder to Shoulder’
Rugby Union World Cup Music ‘World in Union’ by Dame Kiri Tikanawa
Land of Hope and Glory
‘Flower of Scotland’, The McAllams
‘Now Is The Hour’
‘The Haka’
‘Tubthumping’, Chumbawamba
‘Old Faithful’, Traditional
‘When The Red Red Robin Comes Bob Bob Bobbing Along’
4. Suggested collection of artefacts

The link club may be able to provide some of these items:

<table>
<thead>
<tr>
<th>Posters/photos/news articles</th>
<th>Boots</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mascots</td>
<td>First aid kit</td>
</tr>
<tr>
<td>Badges/crests</td>
<td>Magic sponge/ice pack</td>
</tr>
<tr>
<td>Theme tunes/run out music</td>
<td>Water bottles</td>
</tr>
<tr>
<td>Music associated with rugby teams/competitions</td>
<td>Lucozade</td>
</tr>
<tr>
<td>Ribbons/scarves</td>
<td>Whistle</td>
</tr>
<tr>
<td>Flags/banners</td>
<td>Hooter</td>
</tr>
<tr>
<td>Mugs</td>
<td>Touch judge flag</td>
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<tr>
<td>Programmes/videos</td>
<td>Mud</td>
</tr>
<tr>
<td>Old tickets</td>
<td>Tackle bags</td>
</tr>
<tr>
<td>Plastic trophies</td>
<td>Kicking cones</td>
</tr>
<tr>
<td>Blow up bananas/hammers and foam hands</td>
<td>Balls</td>
</tr>
<tr>
<td>Beer mat/mouse mats/sponsors</td>
<td>Ball pump</td>
</tr>
<tr>
<td>Majorette batons/pom poms</td>
<td>Loudspeaker</td>
</tr>
<tr>
<td>Different hats/baseball caps</td>
<td>Tackle Shields</td>
</tr>
<tr>
<td>Half oranges for half-time</td>
<td>International shirts/caps</td>
</tr>
<tr>
<td>Playing kit</td>
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<tr>
<td>Shin pads/headguard/shoulder pads/gum shields</td>
<td></td>
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</tbody>
</table>
5. Useful addresses

**The Rugby Football League**
Red Hall
Red Hall Lane
Leeds LS17 8NB

Tel: 0113 2329111
Tickets: 0870 900 1313
fax: 0113 2323666

www.superleague.co.uk
www.rfl.uk.com

**Rugby Football Union**
Rugby Football Union and Rugby Football Union for Women
Rugby House
Rugby Road
Twickenham TW1 1DS.

Tel: 0208 892 2000
Fax: 0208 892 9816

www.rfu.com

**Premier Rugby**
Parkshot House
5 Kew Road
Richmond TW9 2PR.

Tel: 0208 334 8280
Fax: 0208 334 8114

www.zurichpremiership.com
### Appendix 6

#### 6. Tackle Learning activities - curriculum matrix

<table>
<thead>
<tr>
<th>Activity Number</th>
<th>Activity Description</th>
<th>Literacy</th>
<th>ICT</th>
<th>DT/Enterprise</th>
<th>Science</th>
<th>Music</th>
<th>Drama/Role Play/Movement</th>
<th>Art</th>
<th>History</th>
<th>Geography</th>
<th>PE/Games</th>
<th>PSH/E/Citizenship</th>
<th>Involves a visit to a club</th>
<th>Involves meeting club personnel</th>
<th>School/Club</th>
<th>Family Learning</th>
<th>Key Skills (see key)</th>
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<tbody>
<tr>
<td>1.1</td>
<td>The Big Interview</td>
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<td>1.2</td>
<td>Planning a visit to the local rugby ground</td>
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<td>2.1</td>
<td>William Webb Ellis – cheat or genius?</td>
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<td>2.2</td>
<td>Picture map challenge</td>
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<td>CIOL</td>
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<td>2.3</td>
<td>Mark it on the map</td>
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<td>2.5</td>
<td>Ball and socket</td>
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<td>2.7</td>
<td>Warm-up and fitness routines</td>
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<td>2.8</td>
<td>Be prepared… equipment, body and mind</td>
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<td>2.9</td>
<td>The qualities of a good captain</td>
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<td>2.10</td>
<td>A rousing team talk?</td>
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<td>Do you measure up?</td>
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<td>Parking up</td>
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<td>Striding it out</td>
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<td>Pass it!</td>
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<td>2.19</td>
<td>Kick it!</td>
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<td>2.20</td>
<td>Rugby’s not for racists</td>
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<td>2.21</td>
<td>What position should I play?</td>
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</table>
Section 1

Tackle Learning Activities

Playing for Success
Tackle Learning Activities

Tackle Learning is presented as a series of investigations, many of which are underpinned by the two core activities, ‘The Big Interview’ and ‘Planning a visit to the local rugby ground’. Many of the subsequent activities are best approached through the principles outlined in these two sections.

‘The Big Interview’ and ‘Planning a visit to the local rugby ground’ are written with the express purpose of engaging the pupils as the owners of the learning.

Tackle Learning will work best when it is driven and powered by the pupils, but steered by the teacher, in collaboration with a local rugby club.

Contents

1.1 The Big Interview 3
1.2 Planning a visit to the local rugby ground 6
1.1 The BIG Interview

Teachers’ Notes
The structure outlined below provides a framework for pupils to carry out interviews on representatives from a local rugby club.

1st
Start by creating a knowledge bank on what the children already know about the rugby topic to be explored for example:

- The game, its history, and laws
- Their local club
- A player
- The referee

The teacher could extend these.

A knowledge bank can be built up under a number of headings following discussion with the pupils. This could then form a “starting point” display. Arrange some of the gleaned knowledge into grouped titles for example:

- This is what we are sure of
- We think this is true
- We are not sure at all about this

2nd
Engage the children in a discussion about certainty and probability and then ask them as a group to decide on a number of things they wish to research, and how they might get hold of this information. They may decide to:

- Ask someone who might know.
- Write to someone who knows.
- Look it up in a book, magazine or club programme.
- Research it on the Internet.

Encourage the pupils to explore these ideas and report back their findings. They could tackle these in free choice time as individuals using the library, topic resources, class computer etc, or at home with the help of parents and carers. This will be an ongoing activity.

Start to steer the children towards the interview option. Think about who would be the best person to interview. Seed your conversation with the pupils with possibilities eg
someone from their local club, for example, a player, a supporter, a club contact etc. The gender issue needs to be addressed at this stage and pupils should be encouraged to collect responses from male and female players, supporters and contacts.

Encourage the class to contribute to a draft letter to send to the chosen person, inviting them to be interviewed. Include suggestions of the areas that the pupils are interested in finding out about. A representative of the class could hand-write, or word process, the copy letter.

The teacher should then brief the player/club representative on the desired approach and outcomes for the session before they attend.

Then:
Before the interview, prepare the children by:

- Making sure that the class have designed and written key questions based on the information they require and perhaps a few supplementaries for deeper research.
- Share and work out the order in which the questions should be asked.
- Pupils could design and print their own question sheets that would include a watermarked picture of a rugby scene etc.
- Try a rehearsal, working out timings and recording answers in note form. Pupils may need advice and some practice.
- Consider tape recording and/or videoing the session. Allocate tasks and practice roles including camera angles/microphone distances etc.
- Delegate tasks to small groups to:
  - look after the player or club representative by welcoming him/her to the school and the interview session.
  - look after the refreshments.
  - add a word of thanks.
  - act as escorts to and from the car park.
Conduct the Interview:

Time at the end could be allocated for autographs.

- Using a digital camera, arrange for all of the pupils to be photographed alongside the player. This could be done individually, in pairs or groups, or as a class. These photographs could be used to illustrate the pupils’ work.

To bring the initiative to a conclusion, the pupils could organise themselves into task groups, for example, a team that may wish to:

- organise the information into chapters
- act as a writing team to take the answers and write them up in an agreed style for an agreed audience
- act as an editorial team
- be the illustrating team which selects pictures from a range of sources to support the text
- be a design team
- compare and contrast the different responses from male/female supporters, male/female players, male/female relatives.

The outcome of this team approach could be a class book on the theme selected at the outset of the activity for example:

- Our interview with ...
- What we know about rugby
- Our local team
- Our rugby encyclopedia

Finally:

Publish the ‘book’. A copy could be provided to:

- each pupil’s family.
- the pupil’s classroom.
- the school library.
- the local library.
- the Club and player/person involved.
- the Club’s sponsors etc.

Pupils could contribute to this debate/list and decide how many copies are needed.
Planning a Visit to the Local Rugby Club Ground

Teachers’ Notes
This activity is based around a visit to the rugby club and provides a wide range of ideas that may be expanded upon by the teacher in response to the interests and learning needs of the pupils. Research, literacy, numeracy, design technology and ICT are all incorporated.

The approach outlined in this activity could provide a further framework around which additional visits to the rugby ground might be arranged.

This activity links to the ‘2.2 – Picture map challenge’ activity in Tackle Learning.

Option 1:
A letter received from the Club could be read out to the pupils. This could be as a result of a prior contact by the teacher, requesting someone to write to the pupils. The letter could say something along the lines of:

Dear Class 6
We have heard that you are doing some investigation work based around the game of rugby. The staff of this rugby club would be delighted to help you with your work. We would also like to invite you to come to the ground and see our facilities.

Option 2: The pupils could write to the Club, outlining their proposed work, and requesting a visit, with some suggested outcomes.

The outcomes will depend very much on the size of the Club and the facilities it has to offer. The Club may have a community officer or a designated contact for a ground visit. However, be prepared to make alternative arrangements with the Club if this is not the case.

Whatever the size of the Club, or the quality and range of the facilities, it is vital to get the pupils to plan their visit and decide on what they might want to investigate over the duration of their visit.
Seed key open questions in the minds of the pupils – perhaps written on cards, with photographs, match programmes, used tickets and other artefacts and materials that may have been collected prior to the project.

The questions could include:

- I wonder how big the pitch will be?
- How could I find out?
- How long is it?
- How wide is it?
- How far is it all the way round?
- How much surface area does it have?
- Are all pitches the same size?
- How long would it take me to run round it?
- Who cuts the grass, when, and how long does it take?

These questions could simply be left as part of a display and not referred to by the teacher. Pupils may then take up the enquiry and begin to discuss the questions and suggest to each other possible investigative approaches.
Through such an approach, when it comes to the time to plan the visit, the pupils will already have an agenda and feel that they own the learning activity.

Then, give some thought to visiting the Club.

- How will we get there?
- Which route should we take?
- What time should we set off?
- Could we walk, or will we need transport?

Consideration might be given to introducing pupils to www.multimap.com

Other ideas for enquiry that may be planted in the minds of the pupils could include:

- How are the stands made?
- What does the framework look like?
- How many people can fit in one stand/the whole ground?
- What are the safety rules?
- Will the seats be fixed or tip-up?
- What material will they be made of?
- How much space is there for each spectator?
- What will the changing facilities be like?
- Do the players use baths or showers?
- What materials and colours will be used around the ground?
- What kind of jobs do people do in the rugby ground before, during and after the match?
- Is the Club used for any other purposes?

The investigation could be developed to include players, their health, fitness and diet, training routines etc.
Visit the Ground

Make sure the group take lots of photographs. Other Tackle Learning activities have associated tasks, some of which are supported by ‘Pupil Resource and Activity Sheets’, which can be used on this visit.

These include:

- 2.2 Picture map challenge
- 2.3 Mark it on the map
- 2.4 On the post
- 2.5 Ball and socket
- 2.7 Warm up and fitness routines
- 2.10 A rousing team talk?
- 2.14 Parking up
- 2.15 Matchday safety
- 2.16 Striding it out
- 2.17 Doing the lines
- 2.19 Kick it!
- 2.20 Rugby’s not for racists!
- 2.31 I get a kick out of rugby
- 2.39 Press conference
Then:

Following the visit:

What further investigations and outcomes could be developed? These might include:

- A display of photographs taken by the pupils with a digital camera supported by explanatory notes on each.
- Maths investigations based on length, width, perimeter and area.
- Mean, median and mode work on averages based on children’s estimates of the number of seats in a stand.
- Timing and estimation work.
- Route planning and map work.
- Work on scale.
- Writing for a range of purposes.
- Design and technology work on structures, materials, appraising and evaluating facilities.
- Plans and models. Could someone demonstrate the skills of cornering, using wood strip and cardboard triangles to make structures and frameworks? (see illustration)

- Work on systems eg security, safety, evacuation. These could be related to investigating systems back in school.
- Communication – signs and signage for information, instruction, advertising, warning etc. See the ‘Pupils Activity Sheet’, which supports the ‘2.15 – Matchday safety’ activity.
- Profiles of staff jobs – roles and responsibilities. This could be developed to include roles and responsibilities in school. Are there any gender stereotyping issues?
- Food technology – by looking at the kinds of food available, how it is prepared, surveys on the supporters’ best/favourite food, health and hygiene issues. This could form a report to be sent back to the Club.
Playing for Success

Section 2

Tackle Learning Activities
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William Webb Ellis – cheat or genius?

Teachers’ Notes

This activity uses the manner in which the game of rugby was ‘invented’ for some fun role-play work, historical research and writing for a range of purposes. It is interesting to note that both Rugby School and Twickenham take parties of visitors and may be used by schools in looking at the history of rugby. In addition, The George Hotel in Huddersfield, where the game of Rugby League was founded in 1895, may be worth a visit by a teacher or school.

Start the activity by getting the pupils to use www.gladref.org/wwe.htm or enter the name William Webb Ellis into a search engine to research the information and pictures of the ‘inventor’ of the game of rugby.

Pupils can use these sites to find a brief summary of the game’s origins on wording on a plaque at Rugby School. It reads as follows:

‘THIS STONE COMMEMORATES THE EXPLOIT OF WILLIAM WEBB ELLIS WHO WITH A FINE DISREGARD FOR THE RULES OF FOOTBALL, AS PLAYED IN HIS TIME, FIRST TOOK THE BALL IN HIS ARMS AND RAN WITH IT, THUS ORIGINATING THE DISTINCTIVE FEATURES OF THE RUGBY GAME A.D. 1823’

Next:

This story might be used as follows:

Draw out and develop the comedy in the situation by creating a fun activity based on William’s unorthodox approach to the established game of football. It would be worth talking with the pupils to establish with them their understanding of the main laws/rules of football (soccer) – particularly the reference to FOOT!

Use the pupils’ existing knowledge to establish the only times in a game of football when the ball may be picked up – or touched by the players’ hands, eg by the goalkeeper inside the penalty box, and at ‘throw-ins’. What does ‘handball’ mean? What would the punishment for ‘handball’ be – and when would each be imposed? Free kick? Penalty kick? Yellow card? Red card?

Pupils could invent facial expressions, words and sounds to reflect the scene, bearing in mind that when this happened in 1823, there were very strict rules for behaviour at William Webb Ellis’ school! It may be worth setting this in context by exploring some of the school rules and punishments from the 1800’s. Examples are given on the two ‘Pupil Resource Sheets’, which support this activity. These activities may also be useful when discussing issues of fairness in the ‘2.34 – Who’d want to be a referee?’ activity.
Then:

• The pupils could set up a sequence of ‘tableaux’ groups to tell the story. The pupils could write captions or have a narrator for each ‘scene’.
• Pupils could role-play being William Webb Ellis trying to justify his actions, or one of those playing with him who is angry that William Webb Ellis is not sticking to the rules!
• Pupils could role-play being spectators at the football match in which rugby was invented and think about what may have been said and shouted at him from the touchline.
• What might William’s sister have been doing at this time? What was expected of her – and have those expectations changed over time? What sport might she have played – if any?! Could the pupils introduce her character into the ‘plot’?

These three activities could be combined.

The above activities could also lead to written work using different writing styles for a range of purposes and audiences, for example:

• A letter of complaint to William’s Headteacher from the teacher in charge of the opposing team;
• A newspaper report on the incident;
• A letter from William’s Headteacher to his parents complaining about his actions;
• A set of rules for William’s ‘new game’;
• A list of pros and cons for William’s actions;
• A reasoned argument for or against William’s actions.

Finally:

In small groups, the pupils might be placed in the role of William Webb Ellis. Can they devise changes or a set of rules to change any established game or sporting event? Could they improve any sport or game by changing the rules? What name would they give their newly invented sport/game? Pupils can research for rules related to sports and games by entering “games rules” in a search engine eg <www.google.com> or by using the site www.rulescentral.com

An Extension?

During this activity pupils will have researched a number of rugby websites, and will have developed some understanding of changes over time. The teacher could set an additional challenge to individuals, small groups or the whole class, to compile a time line for the development of the game of rugby stretching from William Webb Ellis up to current times.

The timeline could include major historical events during the evolution of the game and events in the history of their local or favourite club. Some of this information can be collected on the visit to the ground or during interviews with rugby club personnel. There is a great deal of scope for differentiating this activity depending on the age and/or ability of the pupils. The teacher could pre-collect some information to get the pupils started.

The resulting time lines could be illustrated by downloading images from the Internet, and could be displayed in the school, centre or at the partner rugby club.

1823 1895 Today
Pupil Resource Sheet 1

Victorian school rules
1. Children must stand up to answer questions and wait to be given permission to speak.
2. Children must call teachers ‘Sir’ or ‘Ma’am’.
3. Children must stand when an adult enters the room.
4. Children must wear clean shoes and clothes.
5. Children must sit and stand with straight backs.
6. Children must use the right hand at all times for writing.
7. Girls must wear their hair tied back with string or plain ribbons.
8. Girls will learn needlework and boys will learn technical drawing.
9. The children will line up, boys and girls separately, with the smallest in front and the tallest at the back.
10. Prizes will be given for good attendance.
11. Children must not speak unless spoken to.
12. Children must not put their hand up unless told they can do.
13. Children must not ask questions.
14. Jewellery is forbidden.
15. Children who truant, are late, behave badly or do poor work will be caned.
16. Talking and fidgeting will be punished.
17. Counting on fingers is forbidden.
18. Children with fleas, nits or contagious diseases should not attend school.

What are the similarities and differences between the Victorian school rules and your school rules? Why do you think the rules have changed? Which are ‘good’ rules, ‘bad’ rules, fair and unfair rules? Is there a bias between rules for boys and rules for girls?
Pupil Resource Sheet 2

What are your views on punishment? Are these fair?

<table>
<thead>
<tr>
<th>Punishments – Lashes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Boys and Girls Playing Together</td>
<td>4</td>
</tr>
<tr>
<td>2. Fighting at School</td>
<td>5</td>
</tr>
<tr>
<td>3. Gambling &amp; Betting at School</td>
<td>4</td>
</tr>
<tr>
<td>4. Playing Cards at School</td>
<td>10</td>
</tr>
<tr>
<td>5. Telling Lies</td>
<td>7</td>
</tr>
<tr>
<td>6. Giving Each Other Ill Names</td>
<td>3</td>
</tr>
<tr>
<td>7. For Misbehaving to Girls</td>
<td>10</td>
</tr>
<tr>
<td>8. Making Swings &amp; Swinging on Them</td>
<td>7</td>
</tr>
<tr>
<td>9. For Wearing Long Finger Nails</td>
<td>2</td>
</tr>
<tr>
<td>10. Misbehaving to People on the Road</td>
<td>4</td>
</tr>
<tr>
<td>11. Coming with Dirty Face and Hands</td>
<td>2</td>
</tr>
<tr>
<td>12. Swearing at School</td>
<td>8</td>
</tr>
</tbody>
</table>
Picture map challenge

Teachers’ Notes

This activity gives pupils an opportunity to develop mapping skills. It also engages them to think about scale – and practice in visualising and translation. It is based on drawing a picture map of a journey to the local rugby ground and then visualising a journey to another ground based on directions from the Internet, or those given on the ‘Teacher Resource Sheet’, which supports this activity. Some of the visualising and translation skills in this activity will relate to the ‘2.4 – On the post’ activity.

Provide each pupil with an extract from your local map or street guide which shows the route from your school to the local rugby ground – or to the rugby ground you visited as part of other ‘Tackle Learning’ activities. If this is not possible (either because there is no local rugby ground on the map, because the journey is ‘too far’, or because a visit has not taken place), then an appropriate journey of the teacher’s/pupils’ choosing can be substituted.

- Talk about local landmarks and significant buildings along the route and get the pupils to mark them on their ‘A to Z’ copy.
- Get one of the pupils to begin to describe the journey while the rest of the class/group follows on their map. Encourage pupils to follow the same format when describing the journey, eg “Turn left out of the school gates into High Street and go past ‘The Jolly Sailor’ and the newsagents on the right before turning left into Low Street …. etc”. Once a pupil has described a section of the journey ask for a volunteer to take over and describe the next … and so on until the journey is complete. This activity needs practice.
- Once the pupils have described the journey get them to mark it with a coloured felt tip/highlighter pen on their copy.
- Ask them then to disregard every road and building on the map, except those shown on the route.
Now here is the challenge!

Get the pupils to visualise the journey as if they were hovering above it in a helicopter – and not looking straight down on it from above. The teacher could provide an example of the kind of view they are describing by using either the illustration on the first page of the teachers’ notes, which support this activity – or by downloading such a view from the Internet and printing off copies. Appropriate images can be found on the IMAGE bank of www.google.com by entering ‘aerial view’ in the search box.

Now challenge the pupils to present the journey graphically, drawing only the roads and streets which form the route, including traffic lights, roundabouts and important landmarks and buildings. Perspective is not an issue and the pupils may benefit from access to isometric paper (see the ‘Pupil Resource Sheet’ and ‘Teacher Resource Sheet 2’ which support this activity).

It is important that the pupils complete this challenge based on an actual journey they have undertaken and can visualise.

Then:

Use either the directions given from the M62 Motorway to the Headingley Stadium, home of Leeds Rhinos RLFC and Leeds Tykes RUFC, which can be found on the ‘Teacher Resource Sheet 1’ that supports this activity – or use www.superleague.co.uk, identify a club, and print out the directions to their stadium – and challenge the pupils to translate the directions into a picture map of the type tackled earlier in this activity.

Finally:

Use an Internet route planning site eg www.multimap.com or a road atlas to see a map of the route they have drawn. There will be plenty of opportunity, as a result, for discussions about accuracy of translation, difficulties encountered, and the need for clear instructions.

This could lead to a range of associated, and relevant, writing tasks.
To get to Headingley Stadium, take the M62, followed by the M621, exiting at junction 2, which is signposted Headingley Stadium. At the roundabout turn left and follow the A643 (A58) Wetherby Road and, at the next roundabout, go straight on and take the City Centre/Wetherby A58 exit. Almost immediately, bear left to Ilkley (A65) and the airport. At the lights, with ‘TGI Friday’ night club on your left, turn left onto Kirkstall Road (A65). Proceed ahead for 0.75 miles (Yorkshire Television is on the right). There is a sign at the traffic lights saying "Headingley, 1.5 miles." Stay in the right hand lane. Turn right and go up the hill to another set of traffic lights at the crossroads. Carry straight on up Cardigan Road (The Co-op is on the left). After the pedestrian lights and bus stop, turn left into St Michael's Lane, signposted Headingley Stadium. The Stadium is on the right hand side.
Teacher Resource Sheet 2

Can you draw your journey to the rugby ground on this isometric paper. You may need to practise this skill.

This is an example of how the pupils’ work may appear.

This could be a freehand or ICT activity.
Pupil Activity Sheet

Can you draw your journey to the rugby ground on this isometric paper? You may need to practise this skill.
Mark it on the map!

Teachers’ Notes
This activity involves pupils in developing and practicing research, mathematical, ICT and Geography skills.

1st
Challenge the pupils to find all the clubs which play in the Rugby Super League, the Zurich Premiership and the Women’s Premier League – and to record their findings. If the pupils have tackled the ‘2.20 – Rugby’s not for racists’ activity they may well have completed this task. The best way of researching this information is by using www.zurichpremiership.com and www.superleague.co.uk and www.rfu.com (then click on Women’s Rugby). If the Internet is not available then Sunday newspapers/match programmes can be used.

2nd
Give the pupils an outline map of mainland Britain which can be found on the ‘Pupil Resource Sheet’ which supports this activity, and challenge them either in class – but preferably as a family task, out of school hours – to use an atlas and position each club onto their map. Ask them to mark all the Rugby League Clubs in one colour – and all the Union clubs in a different colour, and the women’s clubs in a 3rd colour.

Then:
Ask the pupils to complete the questions on the ‘Pupil Resource Sheet’ which supports this activity.

Finally:
Ask the pupils, either individually or in groups, to use the information on their completed sheets to make ten true statements about rugby. For example: Asmah says “There are more Rugby League clubs in the North than in the South and there are more women’s teams in the South than the North”. These statements could be word processed or printed in WordArt, and form the basis of a display.
Pupil Resource Sheet

Can you mark all the following on this outline map?
- All the Zurich Premiership Rugby Union Teams.
- All the Rugby Super League Teams
- Your local or link rugby club.
- All the Women’s Premiership RU teams

Use 3 different colours for each of the above categories and then answer the questions.
- How many RFU Clubs are there in each region?
- How many RFL Clubs are there in each region?
- How many women’s clubs in each region?
- What percentage of RFU Clubs are in each region?
- What percentage of RFL Clubs are in each region?
- Which 2 RFU Clubs are furthest apart?
- Which 2 RFL Clubs are furthest apart?
- Which is the most northerly RFL Club?
- Which is the most northerly RFU Club?
- Which is the most southerly RFL Club?
- Which is the most southerly RFU Club?

Can you work out a strategy to find:
- Which team travels furthest in a season?
- Which team travels the least distance in a season?
- Which team lies furthest from the coast?
On the post

Teachers’ Notes

This activity uses the soft foam ‘post protectors’ as a basis for some mathematical, creative design technology and enterprise work. Some of the visioning and translation skills in this activity will relate to the ‘2.2 – Picture map challenge’ activity in ‘Tackle Learning’.

Ideally, the starting point of this activity would be a visit to the club’s ground. Can it be arranged for the pupils to see the post protectors? Pupils should be given the opportunity to discuss the purpose of the protector and check out its effectiveness!

What materials have been used?
What are their properties?
• Hard?
• Waterproof?
• Porous?
• Soft?
• Rigid?
• Easy to clean?

The pupils should measure the protectors and make a scaled drawing. This could be on squared/graph or isometric paper. See the ‘Pupil Resource Sheet’ which supports this activity. Pupils could then explore:
• Are all sides the same size?
• How many sides?
• Whether there is anything written on them?
• Do they carry an advertisement or company logo?
• If so – on how many sides?
• Would the advertisements still be as effective if the post protectors had a different number of sides?

• Are the logos visible/noticeable from a long way off?
• How much space is available for advertising (surface area of each side/all sides in total)?
• How can best use be made of this space?
• Would some colours be more effective than others, especially from a distance?
• What would be the minimum number of colours needed?
• Would a symmetrical design be a good idea?
• Does it matter if the protector is used upside down?
• Could their design be adapted for use on the club’s corner flags?

If a visit to the ground isn’t possible, pupils could be given the task of looking for photographs of post protectors in club programmes, magazines, newspapers and the Internet.

Following this, pupils could then be given the challenge of designing their own advertisement or logo to go on a set of post protectors. This could either be an ICT or paper exercise using graph and/or isometric paper.

Once the pupils have completed their task they could discuss and show the outcome of their work to each other. A wall display of the post protector designs could also be arranged at the club.
### Pupil Resource Sheet

<table>
<thead>
<tr>
<th>Grid Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triangular</td>
<td>Grids with triangular cells</td>
</tr>
<tr>
<td>Square</td>
<td>Grids with square cells</td>
</tr>
</tbody>
</table>

The image shows two different grid types. The left side has a triangular grid, while the right side has a square grid.
Ball and socket

Teachers’ Notes

This activity examines the protective gear wear worn by rugby players to help pupils learn about the structure of the human skeleton.

This activity may be tackled at the same time as ‘2.11 – Is the price right?’ as it involves the contents of a player’s kit bag. It also links with ‘2.6 – On the treatment table’.

1st

This activity could be started by getting the pupils to involve their families in collecting items of protective clothing and bringing them to the classroom. These could include:

- Steel toe-capped boots
- Crash helmet
- Hard hat
- Protective goggles
- Skate boarding pads
- Oven gloves
- Pupils could suggest other items

These items could be displayed and classified. The pupils could carry out an evaluation of each, looking at strengths and weaknesses, materials, components, function, the scientific principles applied, the views of users and fitness for intended purpose.

Next:

The pupils should research the range of protective garments used in sport generally. For this research exercise pupils might choose to use the Internet, books, club programmes and magazines. The outcome of this research might help generate a range of questions to ask a player about the need to protect vulnerable parts of his/her body.

Appropriate sports could include:

- Ice Hockey
- Cricket
- American Football

This initial research could lead into a discussion about the parts of the body that are most vulnerable when playing sports and the protective gear sportsmen and women wear when playing them. Pupils might also wish to consider the factors that cause injuries. Is it the equipment? Is it simply the physical nature of the sport? Can it be a deliberate act of violence? Can it be accidental? These are all issues that may be discussed with the player at a future interview. See ‘1.1 – The Big Interview’ in the ‘Tackle Learning’ document.
Follow this by inviting a player or rugby-playing colleague to meet the pupils and then empty the contents of his/her kit bag onto a desk or table. The bag might include such items as:

- a gum shield
- shoulder pads
- head guard
- knee/wrist/elbow/ankle supports
- a roll of tape to protect ears
- chest protector
- shin pads
- forearm guard

Pupils should be encouraged to examine and have ‘hands-on’ experience with the items and to work out which parts of the body they are designed to protect. They should also have the opportunity to try on some of the items. **The player should be briefed to include as many examples of protective gear as possible.**

- The pupils could also ask the player about other ways s/he may try to protect vulnerable parts of the body.
- What else can players do to help prevent injuries?
- An entertaining few minutes can be spent as the player starts at the top of the head and moves down to the tip of his/her toes, to graphically explain the kind of injuries sustained during their career.

See the ‘**Pupil Resource Sheet**’, which supports this part of the activity.

NB Although pupils often enjoy gory stories it is wise not to dwell on tales of pain and injury as this may give an overly negative impression of the game. The emphasis should be on safety and prevention of injury. It could be pointed out that there are more leg injuries in football – and more hand and head injuries in cricket. All sports carry a small risk of injury. One of the aims of this activity is to help the pupils to be more aware of safety issues.

**Then:**

Once pupils have explored which joints and parts of the body require protection, they could focus on the skeleton and explore how the different joints work.

A model of a human skeleton could be the best way to do this, whilst also looking at diagrams and moving their own joints. This could help develop a better understanding of the mechanics of a human skeleton.

Pupils could then consolidate this knowledge in a variety of ways for example:

- Labelling the joints on a diagram of a human skeleton
- Creating a power point presentation to younger pupils about how to protect/look after their bodies when playing sport
• Designing their own range of protective rugby gear with a written description and annotated diagram of each item. Their design work should include some research into using appropriate materials eg
  – Elastic support
  – Easily washed/cleaned
  – Soft/rigid
  – Waterproof
• Would/should men/women, or boys/girls, wear different protective gear?
• Devising an advertisement, using ICT applications, to encourage rugby players to wear the pupils’ exclusive designs.

**Perhaps:**
For older or more able pupils it may be appropriate to look at the muscle groups as well as the joints that need protection when playing rugby.

Pupils could also investigate the range of exercises that help strengthen vulnerable joints and muscles when playing rugby. This knowledge and understanding could be incorporated into a more detailed ‘rugby safety’ promotional campaign. The player may be able to give pupils the relevant information on this during the interview.
Pupil Resource Sheet

From the top of the head to the tips of the toes – can you use your own arrows to identify parts of the body where rugby players should wear protection?
On the treatment table

Teachers’ Notes
This activity explores the prevention and treatment of injuries and culminates in an age-appropriate First Aid course for the pupils. It could link to the ‘2.5 – Ball and socket’ activity. This activity may bring out issues which relate to gender differences and sexual development, and teachers should refer to their own school/centre guidelines on sex education.

Start the activity by showing the pupils the class/school/centre’s First Aid box/kit. Without looking inside get individuals or groups of pupils to predict the contents. This could be done orally or as a recorded task. Compare different pupils’ predictions and ask for reasons for their predictions.

Then:
Explore, with the pupils, the contents of the First Aid kit. Spend some time comparing predictions to actual contents, and the issues which result from that exercise. Develop a discussion around a number of questions:

- What does it contain?
- How frequently is it used?
- For what type of injuries?
- Are the contents adequate?
- Is the content of the kit any different to a First Aid kit that may be kept at home, in a car, in a work-place? Pupils could be challenged to research a range of kits by talking to family and friends. They could design data/spread sheets or a questionnaire to help gather the information as a class/group, in a consistent way.

- In what other locations should there be First Aid kits?
- How might these kits be different and be ‘fit’ for a range of purposes? Eg on a plane; in a restaurant; at a theme park; at a police station etc.
- Do you need to be trained to use a First Aid kit?
- When would someone need to be trained? Under what circumstances?
Next:

Follow this up by inviting a rugby club physiotherapist or first aider/trainer to come and meet the pupils. Discuss the questions that the pupils would want to ask of this person. This session may be more effective if it was held in the Club’s treatment room when the pupils visit – perhaps with the pupils dressed in playing kit. Ideas for preparing pupils to interview a visitor or key personnel can be found in ‘1.1 – The Big Interview’.

- Get the visitor to show and talk about the contents of her/his match-day treatment bag and the club’s physiotherapy equipment. Pupils could even be given treatment for fake injuries.
- What advice can the physiotherapist/first aider share with the pupils to help reduce their chances of sporting injury? What precautions do players take to minimise the risk of injury?
- Follow this up by getting the pupils to research the Internet, magazines, newspapers for pictures and headlines relating to injuries across all sports. By entering “sports injuries” into a search engine eg <www.google.com> a number of sites which cover injuries and their prevention can be accessed. Teachers may wish to view some of the sites to find the most appropriate for their needs.
- Also, pupils could also be asked to find out from their family and friends whether or not they have suffered from any sporting injuries.
  - What were they?
  - How were they caused?
  - How were the injuries treated?
  - How long was it before they were fully fit again?
  - Do they have any particular memories of their injuries?
  - Could any of these injuries have been avoided, and how?
  - How did these injuries affect their everyday lives?
- Then discuss with the pupils the outcome of their research.
  - How many different injuries could they list?
  - What appeared to be the most common injury?
  - Which parts of the body appear to be most injury prone?
  - Which parts of the body appeared to be least injury prone?
  - What injuries had the shortest recovery periods?
  - Which injuries had the longest recovery periods?
  - What advice would they offer for the prevention of injuries?

Pupils could record the types of common injuries based on their research. Their collective findings could be used to draw graphs and charts and/or produce a class ‘guide book’.
Then:

- Discuss and explore what information has been obtained in their research.
- How can the outcome of the research be displayed?
- Could they use Excel to help present their work?
- This exercise could result in a wall display.
- Alternatively, the pupils might have their own ideas about how they might wish to present and display their findings.

A power-point presentation by the pupils on either the prevention and/or treatment of injuries could also be considered.

And finally:

This activity could be brought to a conclusion with an age-appropriate First Aid course for the pupils using the expertise of someone from either the club or the St John Ambulance. Perhaps an older pupil in the school/centre has ‘St. John’s’ experience.

- Design a class/group certificate to reward pupils’ efforts as they ‘graduate’ from the course as, perhaps, ‘Class First Aiders’. Microsoft Publisher would be an appropriate ICT application to tackle this activity.
- Could pupils design their own First Aid kit – including carrying bag/case/box – to meet a specific circumstance chosen by them?
Warm-up and fitness routines

Teachers’ Notes

This activity focuses around data-collection work on warm-up and fun fitness assessments of the pupils. It involves the pupils working with a player, trainer or a coach either in school when a visit takes place – or during the visit to the partner rugby club. Health and safety is an important issue and should be thoroughly discussed with the club in advance.

Before any match or race the individuals can be seen ‘warming-up’. Pupils will have seen this on TV in a range of sports including swimming, athletics, soccer and rugby. They can be asked to recall some of the activities they have seen – and discuss what the competitors and players were attempting to achieve as a result of the activities. The teacher can get the pupils to recall some of their own ‘warm-up’ routines in dance and PE/Games.

Start the activity by planning with the coach, trainer or player an age-appropriate/experience-appropriate warm-up routine for the pupils. Pupils could discuss with the player or coach some of the routines they use in dance, PE and Games activities at school. The coach/trainer/player could be asked to affirm the activities and stress their importance as a prerequisite to any physical activity.

Get the player/coach/trainer to demonstrate some of their warm-up exercises. See if the pupils can name them. Perhaps a list of activities could be prepared before the session and the pupils identify the activity from the list. Activities may include:

- Trunk curls
- Ham string stretches
- Running on the spot
- Muscle stretches

The player/coach/trainer could explain the intended outcome of each activity and why this was important. Could one of the pupils – or the teacher – video record this session for future reference?
**Then:**

Take the pupils onto the field, into the gym, or to the school hall and let the player take the pupils through their warm-up routine.

The activities should be varied and fun. The coach or player will have plenty of warm-up options. If appropriate they could be done to music. This session too can be captured on video and/or digital camera.

It may be appropriate to use the ball in ‘warm-ups’ – and to invent ways that stretching exercises and cardio-vascular warm-ups can be done with a ball. Be inventive!

**Next:**

Some activities are more than ‘warm-ups’. Some are designed to improve suppleness, agility, speed, strength and stamina. These include exercises like:

- Squat thrusts
- Power jumps
- Press ups
- Sit ups

The player/coach/trainer could demonstrate some of these and the pupils identify them as with the warm-up activities.

The player could be asked to emphasise – or the teacher draw out the point – that unlike ‘warm-ups’ it is important to keep a check on fitness activities in order to identify improved performance and keep a check on schedules, times and repeats. The pupils might be encouraged to suggest reasons for this.

The player/coach/trainer can work with the teacher to identify age, or experience-appropriate, fitness exercises, and demonstrate these. The pupils can then be taken through a fitness session.

**Then:**

Pupils can be challenged and encouraged to devise systems to assist the process of recording fitness activities. This will include tally and time recording systems. Pupils will have to identify the equipment they will require – for example stop watches, linear measuring equipment and clip boards. They will also have to design record and data collection sheets.

In order to prevent the data to be collected from becoming too difficult to process, limit the number of routines on which data is to be recorded. Split the group into pairs. One pupil will be active and the other a data recorder. All pupils should be given the opportunity to be put through her/his paces and act as data recorder! Data will be recorded on some, but it is not necessary for all of the activities.

Should the club have its own gym and fitness equipment, some tasks might be set where pupils could record calories burned, distance covered, average speed etc.
Finally:
Back in school, pupils might explore how best to present this data. The results could be used to compare and contrast pupil performance.
- Who is the fittest? What does this mean? How can it be measured?
- Who needs to get fitter?
- Who has stamina? What does this mean? How can it be measured?
- Who is supple? What does this mean? How can it be measured?
- Who is strong? What does this mean? How can it be measured?
- Who can improve their performance? What does this mean? How can it be measured?
- Who can identify their own strengths and weaknesses and develop their own fitness programme?
- Can this programme be compared to that of one of the club’s players?
- Do all the players have the same warm-up and fitness programmes?
- What about Girls v Boys? Physiological differences in strength, stamina, suppleness etc. And why, after a certain age, should boys and girls not play contact sports together?

Could the pupils use sequenced digital images to design and illustrate exercise ‘cards’ which may be used by other teachers and pupils in their warm-up and fitness sessions? The outcomes of the pupils’ work could be displayed at the club.
Be prepared... equipment, body and mind

**Teachers’ Notes**

This activity encourages pupils to consider the importance of preparation and how important preparation is in keeping safe. It will involve pupils in speaking and listening, literacy, ICT and PSHCE work.

Introduce the link between preparation and safety by dividing the class into groups of no more than 5 pupils and giving them one of a number of challenges based on a group discussion. Two examples of subjects/contexts, which could be printed on cards, are given on ‘Teachers’ Resource Sheet 2’ which supports this activity. They are:

- **You are going to make a pizza in your kitchen at home.** Make a list of all the equipment you will need, and the things you will have to do, to make the pizza successfully and safely.
  
  Encourage pupils to consider:
  - Gaining adult permission/supervision
  - Appropriate/clean utensils
  - Hand washing
  - Use of equipment
  - Safety essentials – eg oven glove/sharp knives/tidy work surfaces/clear floor etc.

- **You are about to use your bike on an early winter's evening to cycle to your friend's house.** Make a list of all the equipment you will need and the checks you will have to do, in order to make your journey as safe as possible.

  Encourage pupils to consider:
  - Safety checks – brakes/lights/tyres
  - Safety equipment eg helmet/reflective clothing
  - Adult permission/telling an adult where you are going/when you’ll be back etc
  - Safe route planning – will it always be the shortest route?

The pupils could be asked to develop a set of clear instructions for any of their peers who were going to tackle the above – and/or could use ICT applications to design a poster/information sheet to support the activity. The different groups could present their ‘guide’ to the whole class or group – or younger pupils/adults, either orally, supported by their prepared material, or by using PowerPoint.
Develop the theme by relating it to rugby. Pupils will have developed their own ideas about safety issues during other ‘Tackle Learning’ activities – or, if this is used as a stand-alone activity, or before other ‘Tackle Learning’ activities, then the pupils will base their ideas on existing pre-knowledge.

Ask the pupils: **Is it safe for boys and girls to play rugby together either on the same or opposite teams?** (Issues around contact, tag and touch rugby can be introduced into the conversation/debate here) **How can I keep safe when I’m playing rugby?**

Encourage the pupils to consider some of the issues they used previously to help them discuss this one. The whole group could be split as previously in order to tackle this. Guide their discussion and thinking in order to consider the following:

- **EQUIPMENT** – what I, or others, need to consider
- **BODY** – what I need to do to be in the right physical condition
- **MIND** – what I need to know and understand

Allow the pupils some time to raise as many key issues as possible under each heading – but don’t prolong this activity once you see that the pupils are beginning to run out of ideas. Encourage and motivate them during their discussions and debate by drawing attention to individual contributions and affirming their ideas.

Each group can feed-back to the whole group at the end of their debate.

---

**Then:**

Use the ideas sheet provided see, ‘**Teachers’ Resource Sheet 1**’, which supports this activity. Print and cut out a full set for each group and give it to them in an envelope. Ask each group to classify/categorise each issue/question under one of the 3 headings:

- Equipment
- Body
- Mind

**Next:**

Encourage the pupils to consider the detail under each issue and classify under the 3 headings above, for example:

- **Safe Pitch** – broken glass; dog fouling; correct marking; issues around public access and use.
- **Post padding** – appropriate materials; function (this links to ‘On The Post’ activity).
- **Clean kit** – health/personal hygiene issues.
- **Padded clothing** – how essential in the school game? Shoulder and head padding worn by individuals. Relates to laws of the game.
- **Well fitting boots** – blisters and other foot/ankle problems. Too big or too small – what is worse?
- **Studs** – worn and smooth = lack of grip/potential safety issues.
- **Gum shield** – does one shield fit everyone? Does a dentist make them for the individual?
• Head guard – which positions need one most?
• Gloves – what purpose might they serve?
• Filled water bottles – how important is water to the player?
• First aid equipment – what equipment is necessary? Link to ‘2.6 – On the treatment table’ activity.
• ‘First Aider’ – should there be a designated person? What training is required? How is it identified?
• Stretcher – where will it be kept? Who will use it?
• Mobile phone – when may a mobile come in useful? Could it help in an emergency? What emergency?
• Make sure you are fit – can’t anyone play rugby no matter how fit/unfit?
• Attend training sessions – how will this help you as a player? Fitness/tactics etc.
• Have a healthy lifestyle – what is a healthy lifestyle? What about smoking/alcohol/drugs etc?
• Eat the right foods – what is a balanced diet? Good foods and bad foods – is there such a thing?
• Drink plenty of water – how much and when?
• Go to bed early – how important is sleep? What are our requirements?
• Get up early and have a good breakfast – why?
• Trim your finger nails – reasons? For others and for yourself.
• Rest and relax – when? How long does it take to recover from training and from a match?
• Allow injuries to heal – how long will it take? What happens if I don’t?

• Be confident in yourself – how can I gain confidence? Things I can do. Things I can do for others. For example: positive comments, encouragement etc.
• Give 100% effort at all times – different roles and responsibilities on the pitch.
• Think about your game before and after the match – reflecting on what you will do/what you should have done/what you did well/less well etc.
• Know the laws of the game – how important is this? How can I do this?
• Accept the laws of the game – importance of respect and the role of the referee.
• Be a team player – what does this mean?
• Encourage others – under what circumstances would I criticise others?
• Accept others and work with them – what is teamwork?
• Watch other players and learn from them – do I need to practice what I see others doing?
• Play in your appropriate age and gender groups – why is this important?
• Always respect the opposition and shake hands at the end of the game – why is this important?

Discuss as many of the above as is appropriate.
Finally:
This may lead on to written work on, for example:
- Good practice guides
- Cautionary tales
- Consequences
- Poems eg limericks

Other activities which may develop could include:
- Keep a record of everything you eat and drink in one day.
- Design a menu for yourself which includes portions of fruit and vegetables at each meal.
- Find fruits you have never tried. Next time you shop with the family persuade a parent/carer to buy one piece of each. Try them as a family and report back to your class.
- Design a ‘Healthy Eating’ poster.
- List some activities which should be included in a training session.
- Design your own training programme. Include skills and fitness – and mental preparation.
- Find 10 rules and explain why they are important.
- List the characteristics of a ‘winning team’.
- Complete the ‘Pupil Activity Sheet‘ which supports ‘Be Prepared …’

Could any of the learning be developed and applied in different life situations?
- In the classroom as a group of learners
- In the home as a member of a family group
- With friends in social settings
- As a general guide to how all sports should be approached
Teacher Resource Sheet 1 – Cut out one set for each group

<table>
<thead>
<tr>
<th>Safe Pitch</th>
<th>Post padding</th>
<th>Clean kit</th>
<th>Padded clothing</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Studs</td>
<td>Gum shield</td>
<td>Head guard</td>
</tr>
<tr>
<td>Filled water bottles</td>
<td>First Aid equipment</td>
<td>First Aider</td>
<td>Stretcher</td>
</tr>
<tr>
<td>Mobile phone</td>
<td>Make sure you are fit</td>
<td>Attend training sessions</td>
<td></td>
</tr>
<tr>
<td>Have a healthy lifestyle</td>
<td>Eat the right foods</td>
<td>Drink plenty of water</td>
<td></td>
</tr>
<tr>
<td>Go to bed early</td>
<td>Get up early and have a good breakfast</td>
<td>Trim your finger nails</td>
<td></td>
</tr>
<tr>
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<td>Be confident in yourself</td>
<td>Give 100% effort at all times</td>
<td></td>
</tr>
<tr>
<td>Allow injuries to heal fully</td>
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<td></td>
</tr>
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<td>Accept the laws of the game</td>
<td>Be a team player</td>
<td></td>
</tr>
<tr>
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<td>Play in your appropriate age/gender group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accept others and work with them</td>
<td>Respect the opposition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch other players and learn from them</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Your name

1. Can you write 10 pieces of advice for anyone who is considering playing rugby?

2. Can you name 6 pieces of safety equipment used in rugby?
Teacher Resource Sheet 2

Activity context

You are going to make a pizza in your kitchen at home. Make a list of all the equipment you will need, and the things you will have to do, to make the pizza successfully and safely.

You are about to use your bike on an early winter’s evening to cycle to your friend’s house. Make a list of all the equipment you will need and the checks you will have to do, in order to make your journey as safe as possible.
The qualities of a good captain

Teachers’ Notes
This activity focuses on the development of speaking and listening and literacy skills, but involves useful opportunities for PHSE work, and would be enhanced if it could include an interview with the captain of the partner rugby club so that pupils could explore and discuss a range of issues associated with captaincy. Teachers will need to help pupils prepare for this session.

Engage the pupils in discussion and research into the current captains of male and female teams in the following sports:
- Rugby Union
- Rugby League
- Cricket
- Football

See ‘Pupil Resource Sheet 1’ which supports this activity. This could be set as a task to complete at home with the family – and may involve using the Internet, library, programmes and newspapers.

Ask the pupils to identify the captains of various sports teams within their school and community – and then to consider why these people were chosen.

Was it because they were:
- The most popular?
- The best player?
- The oldest?

They could, once they have discussed the above, list their own criteria for selecting a captain.
Next:
Divide the class into groups of up to 5 pupils and involve them in the ‘Diamond Nines’ challenge. Give each group a ‘Diamond Nines’ sheet, see ‘Teacher Resource Sheet 1’ which supports this activity – and a set of ‘Diamond Nine Cards’ which the pupils can cut from ‘Pupil Resource Sheet 2’. The idea of the challenge is that the group prioritises the 9 qualities of a captain identified on the ‘Pupil Resource Sheet 2’ and pastes them onto the ‘Diamond Nine Grid’, on ‘Teacher Resource Sheet 1’ in the order specified. Once this is done the groups can compare their grids and begin reasoned discussions about their choices.

Then:
The whole group can publish their own list of the qualities of a good captain. Perhaps some of their own criteria could replace the definitive list given as part of the ‘Diamond Nines’ challenge. Could the pupils attribute some of the qualities they have identified to captains they recognise? This could include nationally-recognised sports personalities (both male and female), local captains – and school and class captains.

Finally:
Challenge each pupil to produce their own piece of written work using ‘Pupil Resource Sheet 3’. The individual pupils, based on their discussions during this activity, can extend the word bank.

Have the pupils noticed positive qualities in their peers that would mean they were candidates for being good captains? This could be a positive session affirming the qualities of a significant number of pupils who have intrapersonal and interpersonal rather than sporting skills, thereby boosting their confidence and raising esteem. This session needs to be handled sensitively, preferably by an adult who knows the pupils well. The teacher/session leader should be prepared to interject, and avoid the situation of there being a child that no one mentions, by making appropriate comments or steering the discussion positively.
Pupil Resource Sheet 1

Set your family a challenge. Can they complete the table below by naming as many of the captains of teams as possible and filling in anything that they know about the people who perform those roles? Can they name the captains of any female teams? (This latter question should provide an opportunity to discuss related gender issues in sport)

<table>
<thead>
<tr>
<th>The Sport</th>
<th>Names of the Captains</th>
<th>Which teams?</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rugby Union</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rugby League</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cricket</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Remember to listen to everyone in the group and respect their views and choices. Don’t paste a statement into a diamond until the majority of the group agrees with the choice. Stick them in the order shown above.
Cut out these diamonds and decide on their importance when choosing a captain. Order them from 1 to 9, and stick them onto the ‘Diamond Nines’ grid.

Somebody who is good at shouting

Somebody who is a good listener

Somebody who sets a good example to others

Somebody who can motivate other team members

Somebody who remains calm and positive under pressure

Somebody who is respected by the team

Somebody you can rely on

Somebody who is the most skillful player
The qualities of a good captain

Pupil Resource Sheet 3

Can you write your own description of a good captain? Use the format below and any of the words in the grid that may help you. There are some blanks in the grid. Can you fill them with your own words?

Introduction

The most important and essential qualities

It is also important that

My ideal captain would be

To sum up

<table>
<thead>
<tr>
<th>calm</th>
<th>helpful</th>
<th>perseverance</th>
<th>positive</th>
<th>reliable</th>
<th>organised</th>
</tr>
</thead>
<tbody>
<tr>
<td>considerate</td>
<td>trust</td>
<td></td>
<td></td>
<td>leader</td>
<td></td>
</tr>
<tr>
<td>respected</td>
<td>take charge</td>
<td>understanding</td>
<td>motivate</td>
<td>fair</td>
<td>diplomatic</td>
</tr>
<tr>
<td>respectful</td>
<td>supportive</td>
<td></td>
<td></td>
<td></td>
<td>humour</td>
</tr>
<tr>
<td></td>
<td>responsible</td>
<td>team-player</td>
<td>mature</td>
<td></td>
<td>level-headed</td>
</tr>
</tbody>
</table>
A rousing team talk?

**Teachers’ Notes**

This activity uses role-play to explore the impact of motivational and de-motivational language on pupils. Some ICT is also involved.

The activity depends on the effectiveness of the character in the role of the manager/coach who will deliver the ‘team talk’. Care should therefore be taken in selecting and briefing this person. The teacher should be ‘in-role’ as one of the team, alongside the pupils.

It may be possible for the teacher to obtain a copy of the video ‘Living With The Lions Down Under’ – perhaps by hiring it from a local video rental shop. This has some excellent de-briefing and ‘team talk’ material on it.

**NB:** If the teacher is comfortable with role play he/she could, as an alternative, take on the role of the coach/manager. There would need to be an agreed sign, for example, when wearing a hat, to define when the teacher is the coach – and when they are being the teacher.

**The Team Talk:**

The ‘coach’ character should enter the room with the pupils sitting around the outside. The coach should initially keep quiet – but make it obvious that he/she is very displeased. He/she could then begin to rant and rave telling ‘his/her team’, that he/she feels so let down by them! *Have they no pride? No guts? No character? No idea how to play as a team? Have they not paid attention during recent training sessions? Do they enjoy losing and being humiliated in front of their home fans? What are they going to do about it?*

The ‘coach’ should spend some time addressing the whole ‘team’ – but should also ‘pick on’ one or two individuals for criticism. The coach may also praise one or two individuals and hold them up as exemplars to the rest. The teacher should brief the ‘coach’ on which pupils will be able to cope with the criticism – and which ones would benefit from the praise. This session should end when the pupils are sufficiently ‘stunned’ to have been silenced!

At the end of the ‘ranting’ session the ‘coach’ should leave the room and the teacher should maintain the silence.
Next:

After a pause – and when the teacher thinks it appropriate – the silence should be broken, by the teacher, still in role. This should be with a simple expression, like .. “wow” .. or .. “phew!”

At this point the teacher should ‘snap’ out of role and lift the atmosphere in the ‘dressing room’ by taking the initiative before the more ‘vocal’ members of the class/group can make their bid!

Following this, a group discussion should be encouraged to gauge their emotional responses to the team talk.

- How do they feel?
- Were they motivated by the talk or de-motivated?
- Did they all have the same re-action?
- How would they respond to the coach?
- Did the girls feel the same as the boys?
- Did all the boys/girls feel the same?

A word bank of their feelings could be collected on a flip chart. This can be saved for later use.

Then:

Arrange a follow up session in a different location on another day to look at the responses collected on the flip chart. This in turn should lead to a discussion around what motivates and de-motivates them. Encourage the pupils to talk about the kind of phrases which would encourage them to try harder – and when it is appropriate to be criticised – and what phrases are acceptable.

As a next step begin to explore a range of motivational phrases. Make a list of positive phrases. It could be called ‘25 Ways To Say “Well Done”’.

- This could also be extended to examine the manner in which they are spoken to by their peers, teachers, parents and carers.
- What is it that people say that motivates and de-motivates them?
- How do they prefer to be spoken to?
- How do they speak to others?
- Do people speak differently to girls than they do to boys? Why do you think this is the case – and do you think it is right? Does a sporting context change that?
A challenge:
When the pupils demonstrate that they have an understanding of what works and doesn’t work in terms of positive and negative comments the pupils should then be encouraged to word process their own team talk and act it out in small group work. They could choose to address their ‘team talk’ to one of a range of audiences for example, an international team, their local team, a school team, a boys’ team and a girls’ team - or any other target audience of their choice.

Following this, pupils could be encouraged to adapt their team talk for another situation where it is important that their performance might be improved. Could it be:

- The class’s level of attainment?
- Their behavioural patterns?
- Attendance?
- General help around the classroom/the home?
- Keeping their classroom and/or bedrooms tidy?

Some of the ‘star turns’ could be performed to the whole group. Pupils might wish to make a photographic or video record of this exercise.

And finally:
The activity could be brought to a close with a discussion where pupils review what they have learned about motivational and de-motivating language. As an outcome of the discussion, pupils might wish to set themselves individual targets about:

- The manner in which they talk to each other.
- How they can improve on any aspect of either their school work or work within the home.
- A classroom code about how people are spoken to.
- Pupils may design and make positive signage, by using ICT applications, to remind themselves and their peers about how to speak to and treat each other.
- Pupils could design motivational posters/slogans and send them to the team – or individuals. These could even be displayed in their changing room.

Images can be downloaded from the Internet eg www.google.com > Images > right click copy > right click paste onto a Word document > right click FORMAT > square > WordArt > select style > write > OK

Examples: Some of these may be rugby-specific and used in the dressing room of the partner club.
Is the price right?

Teachers’ Notes

This activity uses the estimation of costs associated with kitting out a rugby player as the basis for some fun numeracy work.

This activity could be started at the same time as ‘2.5 – Ball and socket’ as both activities use the contents of the player’s kit bag.

1st

Start the activity by inviting a player or representative from the local club to call in with his/her kit bag.

The player could be asked to empty the contents of the bag onto a table and discuss with the pupils the correct terminology for the various items. Pupils could be given the opportunity to try on the shirt, boots, head guard etc. This could be photographed.

The differences in the quality and nature of the kit could be compared with items of school clothing, or even the clothing used for other sports. Reasons for these differences would then be discussed. It would be relatively easy to compare rugby and soccer kit – or that worn by pupils during PE lessons.

Next:

An ‘2.11 – Is the price right?’ type game could be played with the player’s kit. Pupils could be provided with ‘post it’ stickers to note down their estimated cost of each displayed item. Once the exercise has been completed the stickers could be put on a wall to examine the accuracy of the pupils’ guesstimates.

In order to check these guesstimates, pupils could use catalogues, the club shop and the Internet to research the range of prices for the various items of kit, for example, boots, tracksuits and shirts etc. This data could then be used to work out the total cost of kitting out a player; an entire team, including replacements – (Rugby Union 22 players, Rugby League 17 players).

- What if the club runs more than one team?

Websites can be found by using a search engine, but suggested sites include:

- www.ruckandmaul.net (notice the address of the company – a link to the ‘2.1 – William Webb Ellis – cheat or genius?’)
- www.come-shopping.co.uk
- www.sportsequipmentdirect.co.uk
- www.gilbertrugby.com

This exercise could also be extended to include formal clothing also worn by some teams, for example, club shirts, ties and...
jackets. Discuss when and why they might dress up. Does this apply in other sports? When does this also apply to situations in everyday life? What impact might formal dress have on onlookers?

- Using their ICT skills, pupils could make their own mini-catalogue of club kit from the researched data.

Finally:
- This activity offers the opportunity to introduce the topics of cost and retail prices, profit and VAT.
- The pupils could be challenged to reduce prices by 10%, 15% and 20% on the basis of a SALE taking place. The accompanying ‘Pupil Resource Sheet’ could help the teacher to set the challenge.
Pupil Resource Sheet

There is a sale in the club shop. Can you apply some of these reductions to the equipment?
Do you measure up?

Teachers’ Notes

This activity focuses on measuring and recording personal statistics. It also promotes communication skills.

It could be a follow-up to the ‘1.1 – The Big Interview’ activity, where the pupils are interviewing a player, or it could be a stand-alone activity.

This activity revolves around pupils producing a personal profile or CV of a player and also for a peer.

1st

Ask the pupils what it is that makes each person an individual. Collect and record their responses and ask the pupils to classify them into appropriate groups, for example:

- What people look like – their appearance
- What people can do – their talents
- What people have done – their experiences
- What people like and dislike – their preferences

Ask the pupils to consider how many pieces of information they would require in order to be able to identify an individual. They may carry out an experiment by using people in their class or school to discover this.

Read a CV of a person they are likely to identify, for example a sports star or a politician. The teacher could make this up with a bit of research! Can the pupils identify her/him?
Discuss with the pupils what form of information should be included when developing a profile of a person, perhaps a rugby player they were going to meet. Information could include, for example:

**Physical Attributes**
- Height
- Weight
- Reach
- How high s/he can jump

**Rugby background**
- School teams and Clubs played for
- Short career history
- Most memorable match
- Most disappointing event

**Personal information**
- Age
- Likes and dislikes
- Favourite TV programme
- Favourite pop star
- Most memorable moment
- Skills and talents
- Family background

Prepare to interview the player, (see ‘1.1 – The Big Interview’), by designing a set of questions which will gather enough information to be able to write about them.

---

**Then:**

Having compiled the player’s personal profile, possibly in the form of a rugby CV, the pupils could be asked to do a similar exercise on each other.

In pairs, preferably putting together pupils that don’t know each other very well, they could be encouraged to produce CVs. Using a digital camera would enable photos to be included.

Discuss with the pupils how they might present this data for display purposes.

The pupils could offer the player’s profile for inclusion in a forthcoming match programme or for display at the Club.
Sent off!

**Teachers’ Notes**
This activity involves pupils in role-play, enacting situations where they get into trouble. Pupils are then encouraged to consider how these situations might be resolved more constructively. The activity promotes problem solving, communication, literacy and ICT skills.

The point of the exercise is to highlight the fact that a player has a responsibility to him/herself, the team and the Club to behave in a disciplined way, or s/he can cost the team the game or valuable try scoring chances. Depending on what is at stake in the game, the implications of being sent off could be even worse.

Great care should be taken in this activity **NOT** to glorify the negative!

This activity could be linked to work on positive classroom behaviour codes.

**1st**

The activity should be kicked-off by inviting a player to talk to the pupils about an occasion when s/he was sent off or sin binned, and the team suffered or lost a match as a result. If a player is unavailable, a coach or other club representative might substitute. Alternatively, a colleague or friend could role-play the player. This could be organised when the pupils visit the rugby ground – or during an interview with a player invited into school or the centre. Discuss with and ask questions of the player relating to why players are sent-off or sin binned and how this might affect them personally, the team and the Club.

The player might end the session by re-enforcing the notion that our actions have consequences and we all have responsibilities to ourselves, our team, friends, members of the family and the community etc.
Next:
Pupils can construct freeze-frame poses which ‘tell the story’ of a series of incidents in a match which results in the referee taking action. Encourage the pupils to be creative and include crowd reaction, facial expression and exaggerated body posture to clarify a scene. The pupils could photograph these with a digital camera for use:

• Sequencing the incident/s – cut the photographs out and mix them up for another group to sequence
• Writing a comic strip with captions – this could be done with scissors and glue – or by saving the photographs on Microsoft Word and using the Callouts on the AutoShapes function
• Story-boarding leading to script or report writing.

Then:
This can be followed up by acting out in small groups short scenes of conflict from life generally. These could be in typical classroom, playground, family or social settings. These can then be performed individually, before generating discussion work around the consequences of the actions.

Alternative scenarios on the manner in which these points of conflict could be resolved might be also discussed.

Finally:
• Pupils could be encouraged to word process or desktop publish a simple problem page for other pupils to suggest solutions and answers to typically relevant situations.
• A challenge could be for older pupils to set up a ‘peer mentoring’ service to address conflict situations in school or the centre.
Teachers’ Notes

This activity uses the Club’s car parking facilities as a starting point for a shape and space investigation and work on road safety. Can the pupils increase its capacity and relieve any match day parking frustrations? Can they devise a parking charge scheme? Can the pupils devise a parking safety system for the range of parking issues they discover? The outcome may be of some real benefit to the Club! The activity necessitates a visit to the Club’s ground. An approach to organising the visit can be found in the ‘1.2 – Planning a visit to a Rugby Ground’ activity.

Pupils will need to resource themselves with background and supporting knowledge BEFORE they visit the ground. This knowledge should be gained by exploring a safe and controlled parking area.

Pupils will need to know:

- The dimensions of a range of cars – from small saloons to 4x4 vehicles – all of which are in typical daily use by the public. (If the teacher thinks it appropriate the pupils could undertake a traffic survey to establish the number and sizes of cars in daily use.) Dimensions of cars may be obtained from dealers’ catalogues, magazines or the Internet – or can be measured at home as part of a family activity.
- How much space a car needs to park – remembering the doors have to open.
- How much space a car needs to execute a turn – 90 degrees/180 degrees etc.
- The width of an access point to a car park.
- The required width of entry and exit lanes in the car park.
- How much space a car needs to reverse into a space between 2 other cars (either lengthways or width).
- If all the bays need to be the same size.
- The ‘best’ size for a ‘parking bay’.

Most if not all of these investigations can be done in a supervised school car park with relevant linear measuring and marking out equipment.

Pupils can devise their own record and data collection sheets either by hand or by using ICT applications.
Armed with their knowledge and experience the pupils should visit the rugby ground to look at parking facilities. Some of these will be in designated car parks (some may be marked out – some may not/some may have attendants on matchdays – others may not. It is important to establish these facts on the visit) but some will also have on-street parking. Encourage pupils to be observant about parking information eg signs/yellow lines etc. Pupils should be thoroughly organised and know exactly what information they need to collect on the visit – otherwise they will be aimless and the quality of information they collect will be poor. They need to ‘see the big picture first’ and understand the purpose of what they are doing. This requires some preparation work before the visit.

Pupils will need to collect a wide range of information, for example:

- The size of crowds
- How supporters travel to the matches
- What is the average number of supporters in a car?
- How many coaches are parked at a match?
- The dimensions of the various car parks
- The amount of street parking available
- Whether coaches have separate parking facilities
- Where the staff and home team park their cars – and how many cars have access to the facility?
- If the car park entrances are also the exits
- Whether the police impose match day systems eg one way systems along certain roads
- Which car parks are free – and which impose a charge?

- Whether some cars cannot exit a car park until a specified time after the end of the match as part of a safety system.

Some of this information can be collected practically by the pupils – other pieces may need to come from a ground manager or responsible officer. Either an interview will have to be organised, or the pupils can design a questionnaire for them to answer. It would be useful if the pupils had a scale map of the ground and the surrounding area. This could be provided by the club, copied from an ‘A-Z’, or downloaded from an Internet map site.
Then:
Pupils can be set a class or group challenge to devise parking systems for the Club.

Pupils will need to make a range of scale drawings of car parks, streets, vehicles etc.

Encourage them to consider:
- How and what to measure
- A suitable size for the drawing and an appropriate scale.

The pupils will need to look at their drawing of the car park and consider where to mark out the parking bays. Remind the pupils that it is not only a question of space, but also of access.
- Will the vehicles be able to get in and out easily?

Get them to think of special cases, for example:
- How many spaces are required for disabled drivers? Where should these go?
- Where is the visiting team going to park its team coach?
- Will visiting spectators need their own parking facilities?
- What if a player is injured and an ambulance is required? Can it get close to the pitch or medical room easily?
- Is space required for motorbikes, scooters and cycles?
- If so, how much and where?
- Is there a parking space reserved for the referee?
- What about the players, club officials and touch judges?

Having considered the above information and any other points that may have arisen in discussion, the pupils can set about redesigning the car park. Accurate scale measuring is important. Using cut-out oblongs of the correct scale size to represent various sized parking bays/areas may be helpful. Pupils could adjust and refine their ideas to devise a ‘Parking Plan’.

- Some minor works may improve matters. Removing a bush, surfacing a grassed area and so on may be considered.
- Having completed the plan for the car park, thought might be given to devising a realistic parking charge based on the club’s current charging policy.
- Is there a scaled set of charges for motor-bikes, cars and larger vehicles?
- Is there a season-ticket parking discount ticket? Using their ICT skills pupils could be asked to design one.
- A number of tasks could be set, for example, if the car park was full, what income might be generated from a match etc? How would this compare with the parking income from the car park as it was previously etc?

Once the ‘Parking Plan’ has been agreed and drawn up, pupils could make a power-point presentation to the Club secretary outlining their plan and then inviting comments.

If the pupils identify real issues about parking/space – the teacher could encourage them to consider the ‘green’ issues involved, for example – alternatives to bringing their car, for example Park and Ride, Public Transport, Club encouraging cycling or walking. What are the pro’s and con’s? What environmental issues are raised?
Matchday safety

Teachers’ Notes

This activity will involve pupils in a range of learning opportunities related to the development of speaking and listening, writing, PSHE and ICT skills. Pupils will need to visit the rugby ground and/or meet a member of the rugby Club staff with responsibility for safety. It may also involve asking the Club’s link police officer questions. Reference should be made to ‘1.2 – Planning a visit to a rugby ground’ and ‘1.1 – The Big Interview’ activities.

1st

When the pupils visit the rugby ground ask them to use the Pupil Resource Sheet which supports this activity in order to identify the signs around the ground – and to classify them into:

- Information signs
- Instructions
- Advertising
- Safety notices and regulations

The Club may well have a set of ‘Ground Regulations’ posted somewhere. If the Club can provide a copy – or a photograph can be taken of the notice – it can be used as a resource back in the classroom.

As the pupils are standing on the terraces or sitting in the seats – get them to consider the atmosphere during a match. Draw on the experience of those pupils who have attended a match. Perhaps the Club would provide that experience for the pupils by inviting them to attend and providing tickets. Many clubs will be willing to do this.
During the interview, encourage pupils to find out from the Club contact, or police officer, the size of the average crowd – and perhaps the largest crowd ever to attend a match at the ground. Get the pupils to ask questions related to the safety issues which face the club on these occasions.

During the interview, encourage the pupils to find out about:

**All the people who look after the ground and the crowd on a match day. These may include:**
- Police
- Stewards
- PA announcer
- Turnstile/gate staff
- Car park staff
- Medical and first aid staff

**How you would recognise each of these people?**
- Badges
- Uniforms

**What the specifics of each job are:**
- Do they have specific areas to cover?
- What skills and qualities should they have and demonstrate?
- Do they have specialist equipment?
- Do they have special training?

**Issues which face these staff on a match day.** These may include:
- Over-enthusiastic fans
- Crowd rivalry
- Hooliganism
- Adults and small children mixed together
- Ticket touts
- Forged tickets
- Traffic flow
- Safe parking
- Clear announcements
- Lost children
- Evacuation procedures
- First Aid
- Mix-ups over tickets/seats
- Directing fans to their seats
- Co-ordinating operations
- Communication with colleagues and the crowd
- Facilities for women/girls
- Alcohol-related issues
Then:

Back in the classroom look with the pupils at the notices, signs, posters and regulations which relate to safety. Try to match them with the issues which face the club on a matchday. Has the Club thought of everything in it’s attempt to ensure the match runs smoothly and safely?

Do the pupils have ideas about improving anything? For example:

• The wording or design of signs – does the Club have signs in the languages spoken by local minority ethnic groups? Should they? Why/why not? If this is something they need to address, could the school/centre help them with translation?
• The number or positioning of key staff
• Communication systems between club staff
• Communication with fans inside and outside the ground

Next:

Involve the pupils in a range of challenges. These could include:

Designing notices and signs using ICT applications
• Consider lettering style, colour, simple instructions, use of graphics etc.

Writing a matchday brief for specific members of staff
• Where should they report – and who to?
• What time should they arrive?
• What uniform should they wear – and where will they get it from/return it to?
• Exactly what will they be responsible for?
• What will they do if they require assistance?
• How long after the match finishes will they have to stay on duty?
• Will they have a time sheet?

Role playing specific incidents (see ‘Teacher Resource Sheet’ which supports this activity.)

Drawing up an evacuation procedure for the club. The club may be able to provide a ground plan – or the pupils may be able to draw one based on their visit. This will help to make this activity challenge more relevant.
• How to communicate with the crowd
• How to warn staff of a difficult situation without alarming the crowd – perhaps ‘coded’ messages?
• Where the different sections of the crowd should exit the ground/stadium
• Clear signs in key positions
Finally:
You could encourage the pupils to research the safety systems and procedures in place in the school, classroom or study support centre – and in their own homes. They could conduct surveys.

Get them to look at issues such as:

- Fire drill
- Location of fire/smoke alarms
- Importance of registers
- School/classroom rules – particularly the importance of safety rules
- The British Standard marks on all windows in schools/public buildings
- Keeping clear routes for evacuation
- Playground rules and practice
- Safe car parking
- Road safety near the school/study centre – guidance to parents/carers/teachers/and pupils.

This could lead to specific work on safety issues within the school and the home. It may involve parents and carers. The outcomes could include:

- Posters
- Guidelines
- New rules and codes
- Risk assessments conducted by the pupils
- Drawing plans and maps to show hazards, exits, evacuation points/routes, special equipment etc.
Teacher Resource Sheet

These ‘scenario cards’ can be cut out and given to pairs and groups of pupils as a brief for developing a role play/drama sketch.

The turnstile operator/club gate keeper discovers one of the fans has a forged ticket which was bought just a few minutes ago from someone in the street. As the club member of staff deals with the issue a queue of impatient fans is building up behind the person with the forged ticket – and the match starts in 5 minutes!

Two fans are arguing. They both want to sit in the same seat – both insisting it is theirs! A police officer has to deal with the situation – but finds that the view of the fans sitting behind the two who are arguing are getting angry that they can’t see the match – but they refuse to move.

A fan is angry with the referee at awarding a penalty to the other team. The fan begins to shout and is heard by another fan, using bad language. There are children in the crowd and someone complains that the angry fan should sit down and shut up. A steward is called to deal with the situation.

One of the stewards is trying to tell a colleague that he needs the stretcher bringing to an incident involving a fan who has fainted – but the crowd is so noisy that the stewards can’t hear each other. The situation is urgent and needs solving quickly. A friend of the fan who has fainted is impatient.

A child is upset and is too young to explain why. A passing fan thinks that she/he saw the child with its parents just a few minutes ago – but can’t remember where – or what they look like. Two stewards have to solve the problem.

A fan from a visiting team is in the wrong stand – on the opposite side of the ground to where their ticket is for. A steward tries to point them in the right direction but discovers that the fan is from another country and speaks very little English.

A car has been parked in such a way that it is preventing others from being able to get into their parking spaces. The driver locks the car, intending to go into the match, when the car park attendant notices the problem. There are several very angry drivers who can’t move their cars. The attendant has to sort it out.
Pupil Resource Sheet

Your name ____________________________

On your visit to the rugby ground keep your eyes open for notices, signs and posters. Classify them in the table below by writing a brief outline of the information they contain. Use additional sheets if necessary.

<table>
<thead>
<tr>
<th>Information</th>
<th>Instruction</th>
<th>Advertising</th>
<th>Safety</th>
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2.15 Matchday safety
Striding it out

Teachers’ Notes
This activity aims to acquaint pupils with their local ground and encourages them to consider problems associated with non-standard units of length. It also stimulates investigative thinking.

The activity could commence with a visit to the local rugby club (see ‘1.2 – Planning a visit to the local rugby ground’ activity). Alternatively, use a school rugby pitch. This activity links to ‘2.17 – Doing the lines’.

Armed with clipboards and an outline plan of the pitch – see Pupil Resource Sheet which relates to this activity – (NB Rugby Union and League pitches are marked out differently), pupils could complete a series of tasks. These could include the following:

• Estimate and write down the number of paces it would take to walk the length of the pitch.
• Then pace out the length of the pitch and record the result.
• How accurate were the estimates?
• Compare the estimates with the actual distance. Are the comparisons surprising?
• Repeat the exercise, working on the width of the pitch.
• Did estimation levels improve as an outcome of the earlier exercise?
• This could then be repeated again for other marked areas of the pitch.
• Pupils could then compare their number of strides with that of a player or another adult associated with the club.
• Are there any differences? Why?
• Is stride length related to height?
• Do taller people cover the ground in fewer strides than shorter people?
• Encourage the pupils to draw their own conclusions to each question.

Then:
Extend this activity back in school by using ICT to devise charts and graphs to display the results. How many different ways can the pupils find to display their findings?
Pupil Resource Sheet 1

**Rugby Union Pitch**

You are going to find the dimensions of a rugby pitch by using your own paces as the units of measure.

Before you start, you are going to estimate the number of paces you think it will take to cover the actual distance. Then calculate how much under or over your estimate was.

Give each dimension a name e.g. overall length

<table>
<thead>
<tr>
<th>Colour of arrow</th>
<th>Your name for this dimension</th>
<th>Your estimate in paces</th>
<th>Actual length in paces</th>
<th>+ or -</th>
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Did your estimates get better as you went through the challenge?
Pupil Resource Sheet 2

Rugby League Pitch

You are going to find the dimensions of a rugby pitch by using your own paces as the units of measure.

Before you start, you are going to estimate the number of paces you think it will take to cover the actual distance. Then calculate how much under or over your estimate was.

Give each dimension a name eg overall length

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<tr>
<th>Colour of arrow</th>
<th>Your name for this dimension</th>
<th>Your estimate in paces</th>
<th>Actual length in paces</th>
<th>+ or -</th>
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Did your estimates get better as you went through the challenge?
Doing the lines

Teachers’ Notes
This activity involves the pupils in practical mathematics and problem-solving. It links to the activity ‘2.16 – Striding it out’.

1st

Generate a discussion by using the ‘Pupil Resource Sheet 1’ which supports this activity.

- What might all the ‘pitches’ be used for/what sport or game could be played on these pitches?
- In a group discussion can the pupils identify what sports are played on these pitches/courts?
- Could rugby be played on any of these pitches?

Can the pupils draw what they think is an accurate rugby pitch based on their existing knowledge? The pupils could use match photographs from lots of different angles and piece together information in the images to help them in this activity. This may lead to drawing other pitches for other sports – and using mathematical language related to shape, to describe their own ideas about what they may look like – particularly if they have to use words rather than simply showing a diagram.

- Could the pupils ‘invent’ or modify a game which could then be played on any of these pitches?

End the session by deciding how the class can check out what a rugby pitch actually looks like. Remember that a pitch for Rugby League is marked differently to a Union pitch. The pupils will suggest visiting a pitch to check out the markings. If this visit takes place the pupils can be challenged to draw what the pitch looks like from above – remembering that they will see it from ground level. This is a good ‘visualising/translation’ task, with lots of useful follow up, for example:

- What does a milk bottle/car/etc look like from above/below etc?
- Are there any shape/s object/s which would appear the same no matter what position they are viewed from?
‘Marking the pitch’
Begin a discussion with the pupils on how a pitch might be marked out.

• How do they get the lines dead straight?
• How do they get the corners perfectly square?
• How do they get both sides and both ends the same length?
• How do they find where the centre spot should be?
• What are each of the lines for?

Again this could be a group activity – with each group presenting their ‘method’ to the rest of the class. This should generate further questions about equipment and materials used ie the ‘lining machine’ and what the line is ‘made of’. These can be key questions for the visit to the pitch. Pupils may try to draw a diagram of what they expect/predict the machine to look like. Interesting information on line-marking can be found at:

http://www.croquet.org.nz/game/technical/EqLwnMarking.htm or by entering “white line marking” into a search engine eg <www.google.com>

Next:
This part of the activity focuses on the work of the ground-staff. Perhaps the pupils’ investigations may be set in the context of helping to make their roles easier? This will set the investigation in a real and relevant context. Following the above activities the pupils should generate a range of key questions they will answer by visiting the ground and speaking to ground-staff or someone acting in that role. Advice on planning and preparing for this investigation can be found in ‘1.2 – Planning a visit …’ and ‘1.1 – The Big Interview’. Questions may include:

• Are all pitches exactly the same size? Pupils could follow up by researching to find the maximum and minimum dimensions allowed for an adult sized pitch. Compare the dimensions of the local club/school pitch to Twickenham, Murrayfield, the Millennium Stadium or another major ground of their choice.
• What are the dimensions of this one? (Use terminology – length, width – and encourage the person being questioned to challenge the pupils to find out for themselves – tape measures are better than trundle wheels unless the teacher is sure that the pupils understand fully the relationship between the ‘wheel’ and a linear metre).
• What purpose is served by marking out a pitch? (How do the laws of the game relate to the markings?)
• What equipment do you use?
• How long does it take you to mark out the pitch?
• How do you make sure that all the corners are square/right angles? (This may lead to experiments with string/rope and 3x4x5 triangles).
Then:
Whilst the pupils are at the rugby pitch they can be engaged in lots of standard and non-standard estimation and measuring activities using length and time. Pupils will need to design their own record sheets based on the information they wish to find.

These will be related to the overall dimensions of the pitch and the additional ‘special’ lines related to the laws eg Try line, dead ball line, 22 metre line, 5 metre line, half-way line etc.

• What is the perimeter of the pitch? Do you HAVE to physically measure all the way round to find this out? What is the most efficient way of doing this? (From the half-way line to the goal line x 4 (+ the width x 2)).
• How long would it take you to walk/jog/sprint any of the distances involved eg length, width, perimeter, diagonal etc.

Why not:
Use ‘Pupil Resource Sheet 2’ to investigate back in the classroom:
• The shortest route to take when marking the pitch. Will this be the quickest way of marking the pitch?
• The total distance covered when marking the pitch.

Investigate pitches of different dimensions:
Compare their length, width, perimeter and area. Investigate how the variations in dimensions affect the area. For example, a pitch half as long and half as wide would be four times smaller. Reducing the length and breadth by 10% reduces the area by what percentage? Could the pupils investigate?

• How could you express how much bigger or smaller one pitch is in comparison to another? This can lead to discussions about fractions, percentages, scale and ratios.

What about drawing a scale plan of the pitch? Could the pupils use LOGO to draw the pitch plan? Get the pupils to think of the most efficient way of entering the commands.
• Discuss with the pupils what would be a good scale to choose?
• How much smaller than the real pitch were their plans?
• Can they express this as a ratio?

Get the pupils to discuss how they might wish to present their data. Think of using appropriate charts and scale drawings.

Finally:
The pupils could invite the grounds-person to come to school so that they can present their findings.

Note:
The pitches marked on ‘Pupil Resource Sheet 1’ are:
A: Tennis B: Football C: Basketball D: Rounders E: Cricket F: Ice Hockey G: Baseball
Pupil Resource Sheet 1

Could you play rugby on any of these pitches?

What sports/games could you play on these pitches? Discuss with your group and report to the whole class. What are the different lines on each pitch for? How do they relate to the rules of the game?
Pupil Resource Sheet 2

Rugby Union Pitch

Investigate the shortest distance you would have to walk in order to mark out the rugby pitch. You may be able to use your own dimensions, which you found out on your visit.

Mark your route on the plans and keep a running record of the distance travelled. Use more than one sheet if you need to.
Pupil Resource Sheet 3

Rugby League Pitch

Investigate the shortest distance you would have to walk in order to mark out the rugby pitch. You may be able to use your own dimensions, which you found out on your visit.

Mark your route on the plans and keep a running record of the distance travelled. Use more than one sheet if you need to.
Pass it!

Teachers’ Notes
This activity involves estimation, measurement and an investigation task based upon the distance travelled by a rugby pass.

The basic equipment requirement is one rugby ball, perhaps two cones, metre sticks, hoops, and clip boards. More balls and cones would be better.

There is also a space requirement, for example, the school hall, sports hall/gym, yard, grassed area or rugby pitch.

Start the activity by generating a discussion based on asking the pupils to estimate the length of a rugby pass before the ball hits the ground. Allow them to make estimates with standard and non-standard measurements e.g. paces and metres. This can happen in the classroom situation – but allow individual pupils to move around and demonstrate/illustrate their point – or to challenge the points made by others. As the session develops draw out the inevitable issues the pupils will raise which relate to who the ‘passer’ might be. For example a well-led and managed discussion will identify potential differences in performance outcomes between:

- The pupils themselves
- Boys and girls
- Rugby players and non-rugby players
- The older, larger pupils in the group/class/school
- Pupils and teachers
- Male teachers and female teachers
- Adults and children
- Parents
- Mums and Dads
- Real rugby players at local clubs
- Professional players
- International rugby players
- Older and younger people
- Parents
- Mums and Dads
- Real rugby players at local clubs
- Professional players
- International rugby players
- Older and younger people

Allow this discussion to continue to the point where the teacher thinks the pupils have raised an optimum number of variables based on the groups they have identified.

Then:
Identify the point in the session where a pupil or group of pupils begins to suggest ways in which the problems identified can be investigated. The activity and learning outcomes will be enhanced when the pupils reach the point of saying “… What we need to do is …”, “Why don’t we …” or “We could find out by …” etc. Decide with the class which individuals and groups will be investigated and suggest a reasonable cross-section. A valuable discussion could take place as part of deciding which groups to include and exclude from the investigation – reasoned arguments should be encouraged.
This kind of activity can sometimes be dominated by individuals or small groups of pupils with strong, but sometimes unhelpful, opinions. Teachers can address this by allocating all pupils a fixed number of plastic counters – perhaps 3 or 4 each. Pupils then have to use the counter to ‘buy’ time to make their point. This also gives the teacher the opportunity to encourage the quieter pupils in the group by asking which of them still has counters left – and then asking them for their opinions.

The session should end with a proposal from the pupils on how they will take their investigations forward – and an agreement by the group on:

- What they are going to measure?
- How they are going to measure?
- Who they are going to measure?
- What equipment they will need?
- How they will record the data?
- What tasks will need to be performed by the whole group?
- Which members of the group will perform which tasks?

**Next:**

Some of the investigations involving the more accessible people can begin as soon as is appropriate and manageable. The investigation involving the rugby player will obviously take more planning. It would however be beneficial if a passing skills session for the pupils were to be arranged prior to their investigation.

This could involve the player. The investigation could be developed if the pupils suggest measuring their own performance before and after this session. The teacher could ‘plant’ this suggestion if appropriate with a well aimed question eg “I wonder if my passing would be better if someone showed me how to do it properly?”

Could a demonstration by a rugby player or colleague be organised? The player could then give a display of passing and could be ‘measured up’ and his/her data recorded towards the end of the session. This could be planned to happen on the pupils’ visit to the rugby ground – or when a player visits the school.

The investigation could continue after the session in the pupils’ homes as they investigate the performance of relations and bring their collection of data to a later session. The teacher may need to have a rugby ball/s which can be loaned out to pupils conducting this investigation at home.

During the investigations the teacher should encourage the pupils to:

- Estimate distances.
- Discuss and refine the range of ways of measuring distances with the resources at their disposal.
- Decide and refine the units of measurement they will use.
- Discuss how accurate their estimations were.
A development:
The pupils could explore how far they can pass a rugby ball accurately. Pupils will have to define what they mean by ‘accurate’.

- Can they devise a fair test for this task?
- Would it prove helpful to use a hoop or a side-on plastic dustbin as the target? The teacher should encourage the pupils to suggest appropriate resources and aids.
- At what point do they lose their accuracy?

Explore with the pupils what might be considered as a measure of accuracy.
- Will it be six out of six, five out of five, seven out of ten etc?
- Over what distance? Try it at the one metre, two metres, three metres etc.
- Results could be aggregated and compared between individual pupils etc.

And finally:
How will the pupils present their findings? Wall displays, oral presentations and PowerPoint presentations are all appropriate. Digital photographs, graphs and charts, data sheets, spreadsheets and scale diagrams could also feature.

Could the pupils include statements about their conclusions in their findings? These could relate to the original groups under investigation. For example:

- Can all boys pass further than all girls?
- Are girls more accurate passers than boys?
- How much further can the player pass than…?
- How many times further can…?
- Does practice make a difference to performance? (This may give the teacher the opportunity to make valuable points related to basic, life and key skills).
- What is the optimum age for distance passing? (To answer this accurately would require a lot of data – but pupils could make general conclusions based on the range of collective data).
- Pupils can make up their own questions based on their findings and then investigate/interrogate the data to answer them.
- Negative numbers may be introduced as an underestimate.

An ICT element could be introduced in the designing of data collection sheets eg:

Using Microsoft Word > Table > Insert > Table > Number of columns > Number of rows > OK > and can be edited by > Insert > Columns to the right/left > Rows above/below etc.

The resulting ‘data table’ could look like the one below:

<table>
<thead>
<tr>
<th>Name of passer</th>
<th>Status of passer</th>
<th>My estimate</th>
<th>Actual length of pass</th>
<th>Over or under estimate by … (+ or -)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.N. Other</td>
<td>My Dad aged 42</td>
<td>32m</td>
<td>12m</td>
<td>+20</td>
</tr>
<tr>
<td>My sister</td>
<td>Year 2 aged 6</td>
<td>2m</td>
<td>5m</td>
<td>-3m</td>
</tr>
<tr>
<td>JPR Williams</td>
<td>International player</td>
<td>14m</td>
<td>16m</td>
<td>-2m</td>
</tr>
</tbody>
</table>
**Kick it!**

**Teachers’ Notes**

This activity will use a kicking demonstration as the focus for some numeracy and literacy work. The teacher should arrange a demonstration by someone from the club who has this very specialist skill. This could be held at the local club’s ground, or if appropriate, on the school field. Photograph the player taking a kick. This can be used later as part of a classroom wall display of collected data.

Could this be a half-time activity at a local match? It may be worth one or two ‘confident’ pupils having a go at kicking themselves – just to show how difficult it is! If pupils are to kick then teachers should use appropriately sized rugby balls.

This activity links to both ‘2.31 – I get a kick out of rugby’ and ‘2.29 – What’s the score?’.

**1st**

Start the activity by discussing with the pupils what they already know about ‘spot’ kicking for goal.

**At what point in a match can a team kick for goal?**

- To convert a try
- A penalty kick

**How is the place where the ball is kicked from determined?**

- At a conversion kick – at any point on an imaginary line, at right angles to the try line, taken from where the try was scored
- At a penalty kick – from the point at which the offence was committed

**How many points are awarded for a successful kick? (see ‘2.29 – What's the Score?’)**

- At a conversion
- At a penalty
- In Rugby Union
- In Rugby League?

If the pupils’ knowledge is limited, some photographs or a video-recording of a kick/s could prove helpful. Follow this up by deciding what key questions pupils might wish to ask a player with responsibility for kicking? See ‘1.1 – The Big Interview’ activity.
Next:
The opportunity might be taken to do some investigative data-collection work based on the player’s kicking. If this activity was to take place at the club’s training ground then it may be possible to observe a number of kickers. It may also be possible to observe academy players – or to invite players from the first team in a local high school to your school or Centre. The pupils could write letters to invite the students to take part in this investigative activity.

Decide on what data the pupils wish to collect. Will it be:
- Success rate over a set number of kicks from fixed points?
- Success rate of kicks from different angles?
- Success rate of kicks from different distances?
- How far the player can kick?

‘Success’ relates to whether the ball clears the crossbar whilst going between the posts – pupils may need to develop an understanding of this fact.

At what distance/angle does accuracy begin to taper off?

Discuss with the pupils which measurement units (standard or non-standard) might be used.

This investigation needs to be planned by the pupils before they meet the kicker/s – and there will be a great deal of value in this preparatory debate. In order to carry out a successful investigation decide:

- What jobs need to be done?
- What equipment will be needed?
- How can time be managed and saved during the activity?
- What recording methods should be used?

Agree with the pupils on tasks that need to be undertaken, for example, spot markers, measurers, ball retrievers, message runners, recorders etc. Then, divide the pupils into small groups for their respective roles.

Once all of the above is organised the pupils should conduct the investigation with the help of the players.
Then:

Following the player/s’ kicking session, let the pupils display their kicking talents. The data collection tasks could be repeated. This could also be photographed. It is highly unlikely that KS2 and 3 pupils – unless they are already accomplished rugby players – will be able to spot kick a ball over the crossbar and between the posts! This will impact on what data will be collected during the pupils’ kicking session. It may be that modified posts and crossbars could be improvised with PE equipment. It is likely therefore that this activity is best conducted away from the rugby club.

Pupils could be asked to gather information for comparing and contrasting kicking distances between themselves and the player. Get the pupils to use the data in comparative ways that involve calculation.

The pupils’ findings on the session can then be presented back to the group. They may choose to do this orally or graphically, including with the use of ICT.

Where possible, the pupils’ feedback could be given to the club player.

Some literacy work could also be encouraged with pupils being asked to word process some newspaper headlines and short stories of imaginary successful or unsuccessful kicks. To help them with this task a word bank/display associated with kicking could be created, for example: strike, accurate, soar, glide, powerful, tension, pressure, baying crowd etc. See the ‘Teacher Resource Sheet’ which supports this activity.

The photographs and outcome of the pupils’ work could be offered for display in the clubhouse.

Pupils could research OPTA STATS on www.skysports.com to find statistics related to kicking in rugby. This could be used as part of a display of their findings.

Images of rugby players kicking can be downloaded from the Internet and used in the finished display/presentation.
### Teacher Resource Sheet

<table>
<thead>
<tr>
<th>Strike</th>
<th>Accurate</th>
<th>Thud</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flew</td>
<td>Soar</td>
<td>Glide</td>
</tr>
<tr>
<td>Powerful</td>
<td>Tension</td>
<td>Pressure</td>
</tr>
<tr>
<td>Run-up</td>
<td>Flight</td>
<td>Baying Crowd</td>
</tr>
<tr>
<td>Slice</td>
<td>Hook</td>
<td></td>
</tr>
</tbody>
</table>
Rugby’s not for racists

Teachers’ Notes
This activity looks at the issue of racism and will involve pupils in PSHE, numeracy, literacy, speaking and listening and ICT work. This activity has many elements and may take several sessions to complete.

1st

Set the pupils a whole group/class challenge. Using reference material which will include match programmes, books, questioning parent/carers and relatives and the Internet (www.zurichpremiership.com and www.superleague.co.uk are the two best sites for this) compile a list of:
• All the teams in the Super League (Rugby League)
• All the teams in the Zurich Premiership (Rugby Union)
• All the teams in the RFUW

The pupils can be given several days to do this as an out of school activity and be encouraged to take it on as a family task. If the pupils have already tackled the activity (‘2.3 – Mark it on the map’) they may already have this list.

Once the list has been produced and any omissions identified the pupils will be engaged in further research.

2nd

Set the pupils a further challenge. This will involve the same reference materials as above – but will be done most effectively and efficiently by using the two websites.

• Allocate each pupil a club/clubs until all the clubs are covered and every pupil has at least one club.
• Get each pupil to look through the squads of their team and to find the nationality/place of birth of each one of their players and to record these.
• Once their list is completed get each pupil to group the players by nationality eg French 2; English 8; Australian 3; etc
• Then ask the pupils to find the percentage of the squad for each nationality. This can be done with a calculator by dividing the number of players in a group by the number of players in the squad, eg out of a squad of 24 players 5 of them are Samoan: 5 divided by 24 = 0.208333 – so 20.8% of the squad is Samoan. Pupils could explore with the teacher other methods of calculating the percentages – or, if appropriate, could express the number as a fraction of the squad. In the case of the Samoan contingent this would be 5/24ths or just over 1/5th. There will be lots of opportunity within this activity for rounding up and down of fractions.
• Once each pupil has conducted their research there is great value in comparing the results for the different clubs, and across the two codes.
• Could the group aggregate the data and find the number of, and fraction/percentage of the whole for, each nationality?
• The pupils could produce visual material to show their findings, in the form of graphs, tally charts, pie charts and collages using downloaded images of the players.

The teacher should bring this element of the activity to a conclusion by drawing out the point that the rugby pitch is one of the very few places where it is possible to see people from a number of nationalities, with different ethnic backgrounds, different cultures and different skin colours TOGETHER. The teacher should spend time in making this point – and involve the pupils in commenting on the concepts within this revelation.

Then:
Engage the pupils in thought and discussion, based on their findings, about the potential, of rugby to bring people of different cultures, ethnic groups, skin colours and nationalities together – and how all the individuals fit into the team, and support each other, and have a common interest and purpose. Consider too some of the rich experiences that rugby players will have had in finding out about other cultures. If a rugby player is to be interviewed then the pupils may wish to include some questions about this area. (See ‘1.1 – The Big Interview’).

It may also be worth pointing out, as a result of any interview with a player where favourite foods have been discussed, that the origins of many favourite foods not just amongst players – but probably the pupils too - lies outside the UK and that they have been adopted from other cultures, for example:

• Pasta
• Burgers
• Curry
• Ice Cream
• Pizza
• Chips/Fries

Could the pupils be involved in speculating/investigating where these foods originated – and identifying those places on a globe or map of the world?

Have any of the players been influenced in their choices of favourite food by the multi-cultural experiences they have had in and through rugby?

Draw out all the positive ways in which rugby can contribute positively to the multi-cultural experience and understanding of all who are involved – including fans, and those engaged on ‘Tackle Learning’ activities!

Next:
Once the pupils appreciate and understand rugby’s value in a multi-cultural society, introduce the idea that rugby, as with any sport, has the potential to divide people, for example:

• Clubs are rivals
• Players are opponents
• Fans have allegiances
Ask the pupils to explore these ideas and to suggest outcomes which may result as consequence of these rivalries, for example:

- Clubs criticising each other in the media.
- Players sometimes trying to gain an advantage which may lead to foul play, penalties, and disciplinary action.
- Chanting not just FOR their team – but AGAINST the opposition. This may lead to more serious incidents.

It may be appropriate to talk about xenophobia – where one group of people has an aversion to another group of people – and that rival fans can show the tendencies associated with xenophobia if their rivalry becomes too intense.

It may also be appropriate to talk about how close racism is to xenophobia.

There may be more appropriate ways for the teacher to introduce the idea of racism in sport – perhaps by thinking about people who would not regard positively the multi-cultural nature of sport – but who would look at differences between people as a negative. It may be worth talking about how racism can gain a root, for example:

- Where there is ignorance
- Where there is a lack of respect and understanding
- Where there is anger and an element of fear

…. and the fact that racism is a problem in society which is often noticed in the sporting environment.

If appropriate, pupils could write their own definition of racism and discuss their views – perhaps leading to a joint definition.

Next:

Pupils could:

- include questions on the issue of racism in rugby when interviewing a player
- include questions to club representatives about their policy on racism, and what happens if a racist incident occurs
- find out what instructions and/or training is given to stewards in order to deal with racist incidents
- during their visit to the stadium or rugby ground, look for notices which relate to racist incidents. These may be in the dressing room, or in public areas
- talk to the club’s link police officer – or the school’s community constable about how the police deal with racist incidents

During this investigation it is likely that pupils will discover that the club has a range of options when dealing with racist incidents, and that these are likely to be:

- the perpetrator is warned
- the perpetrator is ejected from the ground
- the perpetrator is cautioned and arrested
- the perpetrator has their ticket/season ticket confiscated
- the perpetrator is banned from the ground for a fixed period – or for life
- nothing at all would happen – the perpetrator would get away with it.
The teacher could discuss these measures and options with the pupils along the following lines:

- Are these measures fair?
- Which option is the most appropriate?
- Should all punishments be the same?
- Which option will solve the problem of racism?

A ‘Pupil Activity Sheet’ supports this element of ‘2.20 – Rugby’s not for racists’.

It is hoped that, in response to the last of these questions, the pupils will identify the fact that none of the above will actually solve the problem – and that they are all punitive measures, designed to remove the issue from the ground – but that they will not turn a racist into a non-racist! The pupils could be engaged in a discussion about solutions – which will probably identify education as the most effective measure – hence their involvement in this activity!

Penultimately:

Get the pupils to consider what may happen to anyone in their school who racially abused another person. Look at the range of sanctions available to the school alongside those of the rugby clubs, as specified above. Translate those measures into the sanctions likely to be imposed by schools, for example:

- Nothing would happen
- The perpetrator would be warned
- The perpetrator would be given some form of punishment
- The perpetrator would be suspended
- The perpetrator would be excluded.

Again allow the pupils to discuss the issues of fairness, appropriateness and which sanction would solve the problem.

And finally:

In 1996 the Rugby League designed, in consultation with the Commission for Racial Equality, a 13-point action plan to tackle racism in Rugby League. The plan can be found at www.cre.gov.uk/gdpract/sport_tackle.htm or a copy is included in the ‘Teacher Resource Sheet’, which supports this activity.

If appropriate, pupils could use the Action Plan to devise their own anti-racism code for their own class or school. This could include a commitment to find out about, meet, and work with individuals and groups from different cultures and ethnic groups – just like what happens in the world of rugby!

Pupils could design their own Anti-Racism poster campaign, which could involve displaying their posters in school and at the Club.
Teacher Resource Sheet

 Teachers could, if appropriate, provide copies of this code for individuals and groups to help them look at the key issues – and relate them to their own situations – before drawing up their own codes.

A 13-point action plan for rugby league clubs to tackle racism

Professional clubs undertake to observe the following articles in the fight to keep racism out of Rugby League:

1. Clubs will formulate a statement, to be published in each and every match programme and displayed on permanent noticeboards around their grounds, to the effect that they will not tolerate racism of any kind and will take specific action against spectators who engage in racist chanting or abuse or intimidation.

2. Clubs will undertake to prevent spectators who indulge in racist chanting or abuse or offensive behaviour from attending matches at their grounds.

3. Clubs will make public address announcements during matches to condemn any racist chanting which arises, and to warn that swift and comprehensive action will be taken against offenders.

4. Clubs will engage season ticket holders in a contract which forbids them from taking part in racist chanting or abuse or any other offensive behaviour.

5. Clubs will ensure that there is no sale or distribution of racist literature in or around their grounds on match days.

6. Clubs will insist upon a code of conduct for players and officials which prohibits them from making racially abusive remarks against fellow players, officials and supporters at any time.

7. Clubs will maintain communication with other clubs and with Rugby Football League headquarters, through a nominated club officer, to facilitate the effort to keep racism out of the game.

8. Clubs will maintain a strategy for dealing with racist chanting and abuse and offensive behaviour, and will ensure that all active stewards and, where necessary, the police, are aware of their responsibilities and courses of action in this regard.

9. Clubs will ensure that all parts of their grounds are entirely free from racist graffiti.

10. Clubs will adopt an equal opportunities policy in the areas of employment and service provision.

11. Clubs will undertake to cooperate to their best endeavours with such other groups and agencies as seek to promote awareness of race issues and to combat racism in all levels of society.

12. Clubs will ensure that their development strategies, as carried out by their nominated Academy/Youth Development Manager, are positively weighted to encourage the playing of rugby league, particularly at junior levels, among such ethnic minority communities as are included within their catchment areas.

13. Clubs will ensure that all youth, community and general development programmes conducted in accordance with the Rugby Football League’s ‘Framing the Future’ policy document reflect the needs of such ethnic minority communities as are included within their catchment areas.

You may wish to refer to the RFU Equity Policy and the RFUW ‘Handbook’ for further information.
Pupil Activity Sheet  Work with a group

Discuss and comment

If someone is caught racially abusing anyone in a rugby ground there are a range of measures which can be taken. They are listed in the box.

Which do you think is the best strategy – and why?

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

Which of these measures actually addresses and tackles the issue of racism?

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

Nothing!

Warning!

Ejected!

Banned!

Arrested!

Tickets confiscated!
What position should I play?

**Teachers’ Notes**

In this activity the pupils will learn about the player positions on the field and will use the information on the player cards to recognise:

- Players’ main attributes
- Recognise their own attributes and the qualities of others in their Group/Class

The Class or Group will be challenged to choose a Rugby League and/or Union team by selecting the best suited individuals to match the attributes needed for each position. The team/s could be ‘selected’ by:

- Individuals
- Pairs of pupils
- Small groups
- The whole Class/Group

The teacher should promote discussion between the ‘selectors’ as to why they have chosen as they have.

**Discussion points:**

The 2 packs could be used for comparing the 2 codes:

- What positions have the same name?
- Why do you think these positions have these names?
- Why are the positions called: Lock, Prop, Hooker, Flanker?
- Could you rename the No.8 position with something more interesting and original? In some countries the No.8 is known as ‘Last Man Down’.
- In Rugby League, many teams use squad numbers, rather than 1 to 13.

Allow the pupils to look at the player cards for both codes of rugby (see ‘Pupil Resource Sheets’). Encourage the pupils to place the cards in the formations shown on the ‘Teacher Resource Sheet’, to see where the individual players positions are in relation to all the others.
Once their ‘team’ is laid out pupils could use newspapers, programmes or the Internet to identify players who play in each position. They may even create lists of, for example, fullbacks. The individuals could be described as, for example:

- Local team
- Premier/professional player
- International
- One from history
- Our school team
- A women’s player

The list’s (eg fullbacks’) main attributes, identified on the cards, could be expanded to describe the generic qualities of the identified group.

Then:

Begin to discuss the attributes of individuals within the Class or Group of pupils and how their skills may fit those required by a player. The teacher should be aware that this challenge should not follow the pattern of a ‘playground selection process’ where ‘unpopular’ pupils are left out or selected last and the ‘popular’ sporty pupils selected first. The teacher should draw attention to attributes such as determination, reliability, leadership, communication as worthy selection criteria.

Pupils may draw up a class list and ‘assign’ each member to their ‘best fit’ position, based on their positive personal traits and attributes, as well as their qualities and skills.
# Rugby League vs Rugby Union

## Rugby League

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fullback</td>
<td>1</td>
</tr>
<tr>
<td>Right Wing</td>
<td>2</td>
</tr>
<tr>
<td>Right Centre</td>
<td>3</td>
</tr>
<tr>
<td>Left Centre</td>
<td>4</td>
</tr>
<tr>
<td>Flyhalf</td>
<td>6</td>
</tr>
<tr>
<td>Scrumhalf</td>
<td>7</td>
</tr>
<tr>
<td>Loose Forward</td>
<td>13</td>
</tr>
<tr>
<td>2nd Row</td>
<td>11, 12</td>
</tr>
<tr>
<td>Prop</td>
<td>10</td>
</tr>
<tr>
<td>Hooker</td>
<td>9</td>
</tr>
<tr>
<td>Prop</td>
<td>8</td>
</tr>
</tbody>
</table>

Rugby League teams use squad numbers which are not position-specific – this needs to be noted.

## Rugby Union

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fullback</td>
<td>15</td>
</tr>
<tr>
<td>Right Wing</td>
<td>11, 14</td>
</tr>
<tr>
<td>Outside Centre</td>
<td>13</td>
</tr>
<tr>
<td>Inside Centre</td>
<td>12</td>
</tr>
<tr>
<td>Flyhalf</td>
<td>10</td>
</tr>
<tr>
<td>Scrumhalf</td>
<td>9</td>
</tr>
<tr>
<td>No 8</td>
<td>8</td>
</tr>
<tr>
<td>Flanker</td>
<td>6</td>
</tr>
<tr>
<td>2nd Row</td>
<td>4, 5, 7</td>
</tr>
<tr>
<td>Prop</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Hooker</td>
<td></td>
</tr>
<tr>
<td>Prop</td>
<td></td>
</tr>
</tbody>
</table>
What position should I play?

Pupil Resource Sheet 1  Rugby League

Cut out your set of cards

Fullback

1
Main requirements:
Good catcher and kicker. Good in defence and attack. Doesn’t panic under pressure. Good observer and communicates well with others.

Wing

2
Main requirements:
Fastest runner in the team over shorter distances. Patient and concentrates well. Good catcher. Always makes the most of, and doesn’t waste, opportunities.

Centre

3
Main requirements:
Ability to tackle. Reliable. Quick to react to situations. Quick on feet, Ability to side-step. Helps people around them.

Centre

4
Main requirements:
Ability to tackle. Reliable. Quick to react to situations. Quick on feet, Ability to side-step. Helps people around them.

Wing

5
Main requirements:
Fastest runner in the team over shorter distances. Patient and concentrates well. Good catcher. Always makes the most of, and doesn’t waste, opportunities.

Flyhalf

6
Main requirements:
Good catcher and kicker. Good in defence and attack. Can think quickly under pressure and make good decisions. Always sees a range of possibilities.

Scrumhalf

7
Main requirements:
Can pass both ways. Good leader and link between the forwards and backs. Brave and can keep calm under intense pressure. Prepared to have a go at anything.

Prop

8
Main requirements:
Big and very strong. Good tackler and ball carrier. Mobile. Not afraid of physical effort. Prepared to work hard to help other people to succeed.
**Pupil Resource Sheet 2  Rugby League**

Cut out your set of cards

<table>
<thead>
<tr>
<th>Position</th>
<th>Card Number</th>
<th>Main Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hooker</td>
<td>9</td>
<td>Good passer of ball. Quick and strong. Fittest player in team. Not afraid to risk getting hurt for others. Comfortable with physical contact in confined spaces.</td>
</tr>
<tr>
<td>Prop</td>
<td>10</td>
<td>Big and very strong. Good tackler and ball carrier. Mobile. Not afraid of physical effort. Prepared to work hard to help other people succeed.</td>
</tr>
<tr>
<td>2nd Row</td>
<td>11</td>
<td>Very strong ball carrier. Good tackler. Good speed. Tall. Brave and willing to challenge others. Willing to work with others and to offer advice and encouragement.</td>
</tr>
<tr>
<td>2nd Row</td>
<td>12</td>
<td>Very strong ball carrier. Good tackler. Good speed. Tall. Brave and willing to challenge others. Willing to work with others and to offer advice and encouragement.</td>
</tr>
</tbody>
</table>
Pupil Resource Sheet 3  Rugby Union

Cut out your set of cards

<table>
<thead>
<tr>
<th>Prop</th>
<th>Hooker</th>
<th>Prop</th>
<th>2nd Row</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Main requirements:</strong></td>
<td><strong>Main requirements:</strong></td>
<td><strong>Main requirements:</strong></td>
<td><strong>Main requirements:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Row</th>
<th>Flanker</th>
<th>Flanker</th>
<th>No 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td><strong>Main requirements:</strong></td>
<td><strong>Main requirements:</strong></td>
<td><strong>Main requirements:</strong></td>
<td><strong>Main requirements:</strong></td>
</tr>
</tbody>
</table>
# Pupil Resource Sheet 4 Rugby Union

Cut out your set of cards

## Scrumhalf

**9**

**Main requirements:**
Size is not important. Best passer of ball. Link between forwards and backs. Can pass both ways. Good leader. Brave and can keep calm under intense pressure. Prepared to have a go at anything.

## Flyhalf

**10**

**Main requirements:**
Good catcher and kicker. Good in defence and attack. Can think quickly under pressure and make good decisions. Always sees a range of possibilities.

## Wing

**11**

**Main requirements:**
Fastest player in team over shorter distances. Patient and concentrates well. Good catcher. Always makes the most of, and doesn’t waste, opportunities.

## Centre

**12**

**Main requirements:**

## Centre

**13**

**Main requirements:**

## Wing

**14**

**Main requirements:**
Fastest player in team over shorter distances. Patient and concentrates well. Good catcher. Always makes the most of, and doesn’t waste, opportunities.

## Fullback

**15**

**Main requirements:**
Good catcher and kicker. Good speed. Good in defence and attack. Doesn’t panic under pressure. Good observer and communicates well with team mates.
Success and failure

Teachers’ Notes
This activity encourages pupils to explore events and emotions that are associated with success and failure. Rugby will be the initial focus, before leading to discussion on similar situations in everyday life.

Start the activity by looking at a series of images of players celebrating success. This may be celebrating a try, a successful conversion, winning a match, or winning a trophy. Images can be found in newspapers, rugby magazines, the Internet and match programmes. Discuss with the pupils the key features of images associated with expressions of success and failure. Look particularly at facial expressions and body language. The opportunity could be taken to role-play these expressions. Pupils could take digital photographs of each other to create a montage of the range of facial and bodily expressions. Titles and words could be added to these images using WordArt or other ICT applications to create a ‘bank’ to stimulate writing.

The images of success could be contrasted with those of failure. A similar ‘bank’ of images and words can be created. For example:

Yes! I did it! I failed

It might also be possible to get hold of video clips that feature the elation and despair at the end of certain competitive matches eg the World Cup (Men and Women), Six Nations Competition (Men and Women), Challenge Cup, Zurich Premiership etc. Comparisons might also be drawn with the end of the Oxford and Cambridge boat race or a long distance race in an athletics competition.

With the pupils, compare and contrast the body language of both sets of players. This can be followed by some discussion work around physical and emotional feelings associated with success and failure. Discuss what might have been at stake for the players. How would the pupils have felt if they were in their place?

Next:
A club player who will have experienced success and disappointment in the game could be invited to meet the pupils and talk about some of his/her most memorable and disappointing experiences in the game. Pupils may also wish to explore with the player whether there are factors that have an influence on success and failure. The pupils could check the appropriateness of their word and image banks with the player. They may add to it as a result of the interview.

Discussion can also be generated about how winning and loosing teams react when the final whistle blows. How do they react towards each other and to the opposition? Is it always the same? Do some players react differently to others? Why might this be? What is it like in the winning dressing room after a match? What is it like to be in the losing dressing room after a match?
Do boys and girls/women and men react to winning and losing in the same way?

**Then:**
Encourage the pupils to gather their own personal collection of photographs that demonstrate the feelings of success, elation and disappointment from match situations. Again, the Internet, club programmes, newspapers, magazines etc could prove to be useful sources of material. The outcome of this research could form the basis of a wall display.

Follow this task by generating a word bank or spider graph on ‘success’ and ‘failure’ to add to the pictorial images gathered earlier. This in turn would assist pupils to word process a short piece on ‘My moment of elation/despair’.

**Finally:**
Pupils could share examples from school or their home life where they have enjoyed some success or experienced failure. They may choose to word process these accounts and their feelings at the time. They could also discuss how the emotional feelings attached to failure and disappointment impacted on their lives and those around them. If put in the same situation again, could the outcome be any different? Do they think that there’s anything that they can do about it?

Draw the activity to a close by getting the pupils to identify how they might enjoy success whilst minimising the impact of failure.

Talk about learning to cope with success and failure – not getting big headed or gloomy – thinking about what success and failure actually are – leading to a discussion on values and what is really important in life – and how important it is to keep things in perspective.

How would pupils react to the following situations? How long will the impact last?

The teacher should ‘customise’ and add to these to make them relevant to the group.
- Not passing an exam/test?
- Losing a game?
- Not being included in a team?
- Beating their friend in a race?
- The team they support has an important win?
- Mastering a skill?
- Finding a skill difficult to master?
I’m hooked on rugby

**Teachers’ Notes**

This activity uses the passion that some rugby supporters demonstrate to facilitate literacy development. Some art, music and design technology work could also be encouraged. If a visit to a club’s ground or shop is planned, pupils should be given the opportunity to look at the range of merchandise available to allow the supporter to ‘show’ their allegiance!

Begin the activity by discussing with the class or group what their collective interests and passions are. Look at the range of areas, which will inevitably cover a wide range of hobby type activities, with all the members of the class/group. Take time to allow the pupils an opportunity to explain any of their hobbies, which may be unusual or specialised and may interest the others. Follow this up by getting pupils to create a personal profile of interests, ranging from things they are fanatical about – to things which do not interest them at all – or they actively dislike. They could design their own, or use the form on the ‘Pupil Resource Sheet’, which supports this activity. Teachers could anonymise some of the sheets and see if pupils can identify their peers based on their interests eg Who could this person be? “This person enjoys mountain biking, has 2 cats and a dog, dislikes going to the cinema but attends all the home matches played by Anytown Rugby Club as she is a mad fan”.

Why this/these interest/s? How did it/they develop? Were they influenced by their parents/carers? How does this interest impact on their lives? Do they follow interests as a family? What interests do we expect boys to like/girls to like?

From these initial discussions, pupils could create a spider graph or make a collage of all the different interests mentioned. Are there other ways in which the pupils might present this information?

Then:

Arrange for the pupils to meet a die-hard supporter of the local rugby team. A colleague or friend might substitute and role-play the character should difficulty be experienced in getting someone to volunteer. Much of this activity depends on the quality of this fan’s input – so care should be taken in her/his selection. The supporters’ club should be able to suggest an appropriate person.

Pupils should prepare to meet the supporter by devising questions to find out, for example, why and for how long she/he has been involved with the local club? The pupils might wish to think of questions that challenge the supporter on ‘why bother’ – the reasons why they think s/he shouldn’t support the team, for example, attending matches in all weather, it costs a lot of money, the away journeys are long, the team are playing poorly, could be doing other things at a weekend etc.
In order to generate the right ethos for the visit, pupils could be encouraged to wear clothing that reflects either the club that they support or their particular interest or past-time.

Prior to and on arrival of the supporter, rugby background music might be played eg Flower of Scotland, Swing Low, Max Boyce songs etc. The teacher may wish to explore some supporters’ songs on the internet. Simply enter “supporters’ songs” into a search engine eg <www.google.com> for a range of material.

NB: Teachers should not give pupils unsupervised access to these sites.

Once the question and answer session is drawn to a close, the pupils could be asked to write a score from 1 to 10 points (on a sheet of A4, then held over their heads) awarded to the supporter for his/her level of commitment to their local club – highest points for the greatest level of commitment! What was the total score? What percentage and fraction of the maximum score is it?

Next:

There is a range of possible follow-up activities from which the pupils may select. These could include:

- a piece of creative writing entitled ‘I’m never going to support them again’
- script a role-play of a scene described by the supporter
- an emotive poem expressing support for one particular team
- a supporter’s song to a well known tune which could be submitted to the supporter for inclusion in their repertoire – this could be recorded.
- a chant or rap to be submitted as above – this too could be recorded
- diary extracts that follow the fortunes of the local side
- an amusing account of a journey to an away match
- a ‘for and against’ list for supporting/not supporting the local side
- design amusing headwear or other garments for a supporter

All of the above could be collated and a souvenir book presented to the supporter in the style of ‘This Is Your Life’, as thanks for attending and helping.
Pupil Resource Sheet  My personal profile

Your name

Complete this sheet about yourself and compare the results with sheets filled in by others.

<table>
<thead>
<tr>
<th>Activity</th>
<th>I am MAD about this</th>
<th>I am interested in this</th>
<th>I'm not really interested in this</th>
<th>I don't really like this</th>
<th>I absolutely hate this!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
What’s it like to be a rugby player?

**Teachers’ Notes**

This activity helps pupils to consider the lifestyles and demands placed upon rugby players. It involves some research, communications, media, literacy and ICT work.

If possible, invite a player who plays or has played at professional level to meet the pupils to talk about his/her commitment to the sport. It might be a first team player, an Academy player or an ex-player.

If there is no professional club in the vicinity of the school, then invite a player from a nearby club and explore how the demands of playing rugby impacts upon his/her lifestyle eg the demands of a training routine, eating habits, demands of travelling especially if holding down another job. It may be possible for the teacher/leader to arrange a visit from a male and a female player – and to compare their results.

Prior to the visit, see what information the pupils can find out about the player from a range of sources, for example:

- the Internet
- club programmes
- club supporters

Discuss with the pupils the range of questions that they might wish to ask the player. Prepare these thoroughly. (See ‘1.1 – The Big Interview’).

Consider exploring the player’s background:

- How s/he was ‘spotted’ by the club
- What were the attractions to the sport
- The qualities expected of a player
- The demands made by the club
- The problems
- The rewards

**Then:**

Decide with the pupils how they might record the answers – pen and paper, tape the interview, video the interview? Pupils could also be photographed with the player and this could later be included in their work.

- Pupils could word process the outcomes of the interview.
- Could the interview be used in a feature for a forthcoming home match programme?
- Alternatively, it could be laminated and put on display in the Club House.

After the interview, pupils might wish to discuss what they have learned about the lifestyles of rugby players and note down reasons why they would and wouldn’t wish to have the life-style of a rugby player.
How big is big?

Teachers’ Notes
This activity promotes literacy, numeracy and ICT challenges based around a visit to the centre/school by a ‘big’ player. It will result in a large-scale display, to which all members of the class/group contribute.

Start the activity by producing and displaying a word bank relating to size – for example: huge, enormous, gigantic, immense, colossal, very big, substantial, considerable, great, vast, mammoth, giant etc. See the ‘Teacher Resource Sheet’ which supports this activity.

This word bank can be used to motivate pupils to generate some descriptive writing, poetry, or create fugues (rhythmic and fun phrases based on the sounds of words). For example – this is taken from ‘Geographical Fugue’ by Ernst Toch:

Trinidad and the big Mississippi
and the town of Honolulu
and the lake Titicaca.
The Popocatepetl is not in Canada
but rather in Mexico, Mexico, Mexico
Canada, Malaga, Rimini, Brindisi
Canada, Malaga, Rimini, Brindisi
Yes Tibet Tibet

If a subject is required for this exercise it could focus upon an imaginary big person that lives near them. Alternatively, for fugues, it might be any subject that fits with the rhythm of the words.

Then:
Borrow from your rugby club the largest boot, shirt, shorts etc that can be provided. These will form the basis of a pre-visit display.

Follow this up by arranging to meet the player who fits these clothes. If this is not possible, someone could be asked to substitute. Raise expectation levels around the size of this person! The pupils might wish to write to the player explaining that they want to photograph, measure and weigh him/her. Discuss with the pupils prior to the visit, what measurements they might wish to record.

Devote classroom space to producing a display relating to this exercise, which will include:

- a large photograph of the player, taken by the pupils from a low angle. Pupils could also be photographed standing alongside the player.
- a picture of the player in action.
How big is big?

• a life-sized silhouette of the player – pupils could draw around his/her shape and paint it, showing height, and arm spans etc. These could then be compared to the same measurements for the pupils.

• items of kit.

Pupils could then be asked to produce a spreadsheet on the information that they have gathered. Pupils could decide on their own column headings to reflect the information gathered. The outcomes of the pupils’ work can be added to the initial display.

The individual’s spreadsheet may look something like this:

<table>
<thead>
<tr>
<th>NAME</th>
<th>Height</th>
<th>Mass/Weight</th>
<th>Shoe size</th>
<th>Arm span</th>
<th>Hand span</th>
<th>Bicep</th>
<th>Thigh</th>
<th>Neck</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Rugby Player</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My mum/dad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The smallest person in our group/class/whole school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other/s</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Finally:

Data from a number of sheets can be put onto a ‘master’ class/group sheet. Pupils can then interrogate the sheet to answer questions they, themselves pose eg

• Who is the tallest?
• Who can jump the highest/more than 50cm higher than their own height/more than 15% higher than their own height?
• Who has the tallest mum/dad?
• Which members of our class/group when combined have the same mass/weight as the rugby player?

This information can be used to complete the display.
## Teacher Resource Sheet

### Word Bank

<table>
<thead>
<tr>
<th>huge</th>
<th>enormous</th>
</tr>
</thead>
<tbody>
<tr>
<td>gigantic</td>
<td>immense</td>
</tr>
<tr>
<td>colossal</td>
<td>very big</td>
</tr>
<tr>
<td>substantial</td>
<td>considerable</td>
</tr>
<tr>
<td>great</td>
<td>vast</td>
</tr>
<tr>
<td>mammoth</td>
<td>giant</td>
</tr>
</tbody>
</table>
The Haka!

**Teachers’ Notes**

There can be few more impressive or exciting sights in rugby than the New Zealand All Blacks or Kiwis teams performing the Haka before a match.

Many other Nations have their own Haka – including Fiji, Samoa and Tonga. The New Zealand Ferns (women’s NZ RL team) and The Silver Ferns (women’s NZ RU team) also perform the Haka.

The Haka is a team chant, which is performed in a staccato and rhythmical manner and is accompanied by strong movements. If the pupils have never heard the Haka it may be possible to visit one of several websites to listen. The images on the ‘Pupil Resource Sheet’ give an indication of how the Haka is performed.

This activity will involve pupils in poetry, movement and music.

**1st**

Divide the class into groups of no more than 5 pupils and use the ‘Pupil Resource Sheet’ to introduce the activity. Give each group an opportunity to feed back to the class and identify the issues they agree and disagree on.

It is likely that one or more members of the group will have seen and heard the Haka and can describe it. The teacher can fill in the missing detail of which national team is pictured and what they are doing and the fact that the pictures were taken before an international Rugby Union match.

If possible, at this point, the pupils should hear The Haka. This can be done by logging on to a search engine and entering the words “hear the haka” in the search box, or by logging straight on to www.geocities.com/tondurfc/Tondu_Website/The_Hakax.html. It is also possible on this site to download a video of the All Blacks performing The Haka. The word Haka means ‘War Dance’. Once the pupils have seen this piece they will understand why!

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**2nd**

Tell the pupils the story of how the Haka was composed – or get them to search the Internet and explain it. The story, in a simplified form, appears below:

The Haka was composed in 1820 by Ta Rauparaha the High Chief of the Ngati Toa tribe. The story says that he wrote it when he was hiding from another tribe who were trying to kill him. The chief of yet another tribe, referred to as the ‘hairy man’, helped him to hide in a dark pit from which he emerged safely into the sunlight. The Haka was first used in rugby by the New Zealand team in a match in the UK in 1888. It was used again in 1905 when the New Zealand team were first referred to as ‘The All Blacks’, because of the colour of their shirts. Since then the Haka has been used before every ‘All Blacks’ match.
Then:

It is now time to introduce the words of the Haka to the pupils. Explain that it is written in the language of the Maori people. Both the words – and an English translation – appear on the ‘Teacher Resource Sheet’, which supports this activity, as does a list of suggested actions and postures! This can be copied for each pupil.

Now it’s time to have fun with the actions, rhythms and sounds of the Haka. The pupils may like to read it together, learn it and perform it in groups – or as a class. The finished article will need choreographing and rehearsal. It may be appropriate for individual pupils to do that – or it may be left to the teacher.

Although the words of the Haka are not related specifically to rugby it has become accepted that, when it is performed by the All Blacks before a match, it is a challenge, which means:

We are the All Blacks, of the New Zealand people.  
Here we are. Here to face you.  
We will do you the honour of playing to the limits that our hearts and sinews impose upon us.  
We will be very hard to beat.

The pupils may wish to use the above words as a substitute for the Maori and the English versions. The aim would be to explore each, and to allow the pupils to have fun in choosing and performing their chosen version of the Haka.

Finally

The pupils may wish to compose their own Haka – based on their own ‘war chant’ for either:
- Their group
- Their class
- Their school
- The rugby club which has hosted and helped them with ‘Tackle Learning’.

This, of course, could have choreographed actions created by the pupils and could be performed to a range of audiences including:
- School assembly
- Before a ‘match’ in a games lesson
- Before a school match
- Or the ultimate would be on the pitch, before a match, or at half-time, at the local rugby cub!!
Teacher Resource Sheet

Suggested actions, postures and expressions

- Look fierce like a warrior
- Stand firmly with your feet apart
- Slap your hands against your thighs
- Puff out your chest with pride
- Bend your knees
- Move your hips with strength
- Stamp your feet as hard as you can
- Make strong arm movements
- Jump and land firmly

Maori

Ka mate! Ka mate! Ka ora! Ka ora!
Ka mate! Ka mate! Ka ora! Ka ora!
Tenei tangata puhuru huru
Nana nei I tiki mai
Whakawhiti te ra
A upa ... ne! ka upa ... ne!
A upane kaupane whiti te ra
Hi!!!

English

It's death! It's death! It's life! It's life!
It's death! It's death! It's life! It's life!
This is the hairy man
Who brought up the sun
And caused it to shine again on me
One upward step!
Another upward step!
Up to the top! .. the Sun shines!!!
Pupil Resource Sheet

Look at the pictures on this sheet. Discuss with members of your group what might be happening. Do this in such a way that other groups working near your group cannot overhear what you are saying. Consider the following:

- What team might the players represent?
- What might the event be?
- What actions and expressions are they exhibiting?
- Why might they be doing this?
- Is this a Rugby League or a Rugby Union match?
- What colour is the team’s kit?
- Does the colour of the kit give a clue to the identity of the team?
- Do you think that they are performing these actions in silence?
- If not – what kind of sounds do you think they will be making?
- Has any of your group ever seen these actions either live or on TV?
- If so can they describe to your group what happened?
- Prepare a statement to make to all the other groups in your class about what you believe is happening.
- Nominate someone to make your group’s statement.
Club colours

Teachers’ Notes
This activity uses rugby shirts as a starting point to investigate combinations and introduce logic/sorting. Prepare the pupils for the activity by encouraging them, if possible, to attend the session/lesson in a rugby shirt, or to bring a rugby shirt to the session.

Use the session as the basis for a discussion on the number of basic designs of rugby shirts. Look at, and draw out specifically, the number of colours and patterns, not only of their own shirts but also some well-known rugby shirts. It is likely that many pupils will have arrived with the same club shirt and the teacher should consider how to ensure there will be a variety of shirts at the session. Perhaps the local club can help by loaning ‘donated’ shirts. Alternatively, if possible, the pupils could use digital photography to record as many shirts as possible on a visit to the rugby club. The teacher could also use the shirts featured on the ‘Pupil Resource Sheet’.

Can the pupils sort the shirts into common groups? for example:
- Bands
- Hoops
- Quarters
- Stripes
- Plain
- V’s

Can the pupils recognise any well-known rugby shirts?

Pupils may wish to research the Internet, sports catalogues and old programmes for the colours of these and other club shirts. What about the colours of their local team(s)?

Pupils might be encouraged to design their own rugby shirt by being introduced to the website www.routeone-design.com. The outcome of their research and the shirt design exercise could form a colourful wall display.

- Pupils could then use the wall display to sort the shirts according to criteria of their choosing. For example:
  - Is it one colour/more than one colour?
  - Is it red/not red?
  - Is it hooped/not hooped?
• The teacher should spend some time helping the pupils to identify lists of criteria based on the examples provided. Perhaps the whole group could be divided into smaller ‘teams’ to explore the range, and then compare their findings. This is a very worthwhile activity.

• The pupils could be challenged to choose two criteria of their own and sort the shirts accordingly. Venn Diagrams or Carroll Diagrams could be used to display their results (see examples later in these 'Teachers' Notes'). Coloured cut-out shapes might be used for this exercise.

Then:
Identify a shirt/s which has 3 clear sections, either designed by a pupil, found as a result of research – or from an actual example. See below:

A challenge could be set, whereby if only two colours were available to them, how many different colour patterns for the shirts are possible? In this case 8 (see opposite). What about 2 areas and 3 colours? (9 combinations possible). See the ‘Teachers' Resource Sheet’ which supports this activity.

Invite the pupils to work out the possible colour combinations.

Note – it’s the number of colours (2) to the power of the areas on the shirt (3) i.e. $2 \times 2 \times 2 = 8$ possibilities.

To extend this challenge to more colours and an increased number of shirt areas may make this task a little unmanageable for some pupils – but may be appropriate for others.

For those who attempted for example:
• 4 areas and 2 colours = 16 combinations are possible (2 to the power of 4 or $2 \times 2 \times 2 \times 2$).

Did they use a random method? Can they develop a system to discover all the alternative patterns? A logical system soon makes the possible combinations clear.

• Once they have discovered them all, they may be sorted. Such as red middle/not red middle.

• Again, they can display their results in Venn or Carroll diagrams.
Pupils could sort and investigate other combinations of criteria

Also:
Note the reverse patterns – like a photographic negative.
Could the pupils identify all the reversals?
Pupil Resource Sheet

More shirt designs can be found on: www.superleague.co.uk and www.zurichpremiership.co.uk
This sheet may date – therefore the teacher may encourage pupils to visit websites and ‘collect’ their own shirts.
2 colours and 3 regions
$2^3 = 2 \times 2 \times 2$
8 possible combinations

3 colours and 2 regions
$3^2 = 3 \times 3$
9 possible combinations
Shirt numbers

Teachers’ Notes
This activity engages pupils in fun activities using the numbers on the back of a set of rugby shirts. For the activity to have the maximum impact it will be necessary to have access to a set of shirts. If the school does not have their own set then the teacher could approach the local club to borrow a set. This activity works particularly well by introducing the important element of humour, as the shirts will inevitably ‘drown’ the pupils for whom this activity will be age and ability appropriate! If it proves impossible to provide a set of shirts then the 'Pupil Resource Sheet' which accompanies this activity can be used.

Remember: There will be up to 22 in a set of rugby union shirts and 17 in a set of rugby league shirts.

Bring the required number of pupils to the front and put them in numbered rugby shirts. It would be better to start this activity with 4 or 5 shirts until the pupils begin to grasp the challenge, which, in the first instance, is to manipulate and work with a range of numbers in order to achieve the outcome determined by the teacher. Once the selected/volunteer pupils are kitted out and standing at the front with their number visible the teacher can lead the pupils through a range of tasks according to the ability levels in the group. Where appropriate and applicable (as in the first two below) the tasks should be done physically under the direction of a selected pupil for whom the task would be appropriate and for whom it would be a boost to their confidence. Beware at this stage of a pupil failing and loosing face in front of the whole group.

Tasks could include for example:

- Put the numbers in order from the lowest to highest.
- Separate the odd numbers from even numbers.
- Add all of the numbers together. This could lead to an investigation of triangular numbers.
- Subtract the 2 smallest numbers from the 2 largest.

The teacher should spend time in creating a number of calculations and challenges for the pupils to complete. Remember that this is a practical activity and that at this stage answers should not be recorded. This activity can be re-visited on a regular basis.
Develop this activity so that the pupils themselves are generating the questions. It may be necessary to add more shirts to give them more options. In any case, make sure that, over time, all the pupils have had their turn dressed in a shirt – and that all pupils have had an appropriate number of appropriate questions. This activity is not a ‘hands-up’ task. Each question should be directed at an individual pupil. If the teacher can generate a degree of pace with the pupils so that the activity does not drag – then so much the better!

Next:
Extend the activity to the stage where all the shirts are in use and the pupils are confidently solving the problems. Keep the pace to the activity and keep the questions appropriately directed at individual pupils. So that there is not just a monotonous string of questions and correct answers begin to change the questioning style:

- “If the answer is 32 what could the question be?”
- “Someone told me that there are 4 prime numbers in a rugby team. Were they right?”
- Referring to a photograph: “If this is the hooker being tackled by the fullback and the player who next picks up the ball has a shirt number with the difference between these two numbers on her back – what position would she be playing?”

The style of presentation can evolve so that there is more group participation rather than individual responses.

Then:
The activity might be developed by providing each pupil with a set of numbered cards shaped and coloured as the local club’s shirts (1 to 15 for Rugby Union and 1 to 13 for Rugby League).

Continue to work on a range of tasks according to ability levels, for example:

- Find the factors of each number
- Are there any prime numbers?
- Are there any square numbers?
- Multiply the lowest number with largest
- Multiply the 2 middle numbers
- Add up the numbers for the forwards and backs. Do you get different numbers for different codes? Why?
- Find the difference between ……
- Add together the biggest and the smallest, the second biggest and the second smallest, and so on. What do you notice?

The following table could also be completed. See the ‘Pupil Resource Sheet’, which accompanies this activity.
Pupils could also be asked to devise and complete tables of their own by using ICT applications.

<table>
<thead>
<tr>
<th>Odd numbers</th>
<th>Prime numbers</th>
<th>Square numbers</th>
<th>Multiple tables</th>
</tr>
</thead>
</table>

NB. Some clubs use squad numbers where the number relates to the player (up to the high twenties) rather than the positions on the pitch.
Pupil Resource Sheet

- Can you complete the table opposite for the set of shirts in your classroom?
- Can you use Microsoft Word and Tables to set your own investigation or challenge with your own column headings?

<table>
<thead>
<tr>
<th>Odd numbers</th>
<th>Prime numbers</th>
<th>Square numbers</th>
<th>Multiple tables</th>
</tr>
</thead>
</table>

Here's a set of shirts for you to use. Use a felt pen to put all the numbers on them.
What’s the score?

Teachers’ Notes

This activity looks at the scoring systems used in Rugby League and Rugby Union in order to investigate combinations of numbers. It also provides an opportunity to present and interpret statistics – and involves an investigation into how points are scored in a range of sports and games.

This activity links to ‘2.19 – Kick it’.

Pupils will need to appreciate and understand the various ways that points can be scored in a rugby match. The game is quite unlike soccer, for example where the only way of registering a ‘score’ is by scoring a goal – and each goal counts as one point.

Pupils could be challenged to find out the ways in which scores are registered in a range of sports. This could involve discussions with parents/carers/relatives as a challenge at home, by using the Internet or the library. The investigation could explore the difference between a penalty in soccer (a kick at goal from a fixed point as a result of a foul in a specific area of the pitch) and a penalty kick in rugby (which can be awarded at any point on the field of play as a result of foul play and may result in an attempt at ‘goal’). Sports could include:

- Basketball
- Ice Hockey
- Cricket
- Rounders
- Netball
- Baseball
Then:

As part of the pupils’ investigations in rugby – perhaps during an interview with a player or club representative – they could be challenged to find out how points are scored in a rugby match. This investigation should include what constitutes a ‘try’, a ‘conversion’, a ‘place kick’ and a ‘drop goal’. Pupils could investigate other terminology. For example:

A scrum, a ruck, a maul, a line out, an ‘up and under’, a ‘punt’, etc. Pupils could compile a glossary of rugby terms based on their investigations.

During this challenge the class could be divided into teams or groups and the results of their investigation compared. If there are pupils in the class who are either players, fans or spectators – or who are simply knowledgeable about the game – they could be divided between the groups as ‘consultants’.

Pupils should discover that points in rugby are awarded as follows:

<table>
<thead>
<tr>
<th>Rugby League</th>
<th>Rugby Union</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try</td>
<td>Try</td>
</tr>
<tr>
<td>4 points</td>
<td>5 points</td>
</tr>
<tr>
<td>Goal (from any place kick)</td>
<td>Conversion</td>
</tr>
<tr>
<td>2 points</td>
<td>2 points</td>
</tr>
<tr>
<td>Drop goal</td>
<td>Drop goal</td>
</tr>
<tr>
<td>1 point</td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td>Penalty goal</td>
</tr>
<tr>
<td></td>
<td>3 points</td>
</tr>
</tbody>
</table>

Pupils could use ICT applications to make their own scoring charts – or the teacher could copy and distribute the Pupil Resource Sheet, which accompanies this activity.

Next:

Find out the result of your local Club’s last match. How did the teams score their points?

If the score in the last match (rugby union) was 20 pts to 12 pts:

- The home team could have scored 4 tries to achieve 20 pts.
- On the other hand, they could have scored two converted tries and two penalty goals,
- Or a penalty goal, two tries, two conversions, and a drop goal.
- How could the opposition have scored their 12 points?

Challenge the pupils to find as many possible combinations of scoring methods to end up with the given result. Pupils could be given two or three other results to practice this application. One or two could be given as a ‘home challenge’ – or pupils could compile their own ‘home challenge’ to be tackled by parents/carers/other relatives.

The Club secretary or statistician could be asked to provide the results from, say, the last six matches. The pupils could speculate how the scores were achieved. Check with the Club to see if they were correct.
**Then:**

The teacher could cut out the rugby results from a Sunday Newspaper and ‘hide’ the score with correction fluid – but leave the names of the scorers and how they recorded their points.

These results sheets can be copied and distributed and form the basis of simple number tasks. The pupils can be encouraged to look for results in their family newspaper over a period of time and set as challenges for each other – or as a family challenge at home. Remind the pupils to check whether the game was rugby league or rugby union!

- Pupils could then explore how they might present this information, for example, by counting the number of goals, tries, and penalties and drop goals. Using a spreadsheet may be helpful, especially for producing the charts.
- Percentages work could be introduced by exploring what percentage of the total points scored came from penalties, dropped goals etc. How would you present this visually?

What conclusions can be reached from the information produced by the pupils?

Using the two scoring systems for the two codes, pupils may wish to explore whether the outcomes of matches could be different, depending on the number of conversions, tries, drop goals, conversions scored etc.

Using the scores provided earlier from the club’s last six matches and the manner in which the points were awarded, pupils could work out the respective scores for both rugby union and rugby league. Would the outcomes of the matches be different?

- The pupils could explore other scoring combinations in both codes of the game.
- They could devise their own points scoring system and apply it to results of matches.
- They could discuss how best to reward the scoring of tries (the main purpose of the game) and the deterrent effect of penalties.
- Also, why are drop goals in rugby league only one third of the value of a union drop goal?

The outcome of the pupils’ work could form a wall display.

<table>
<thead>
<tr>
<th></th>
<th>Rugby League</th>
<th>Rugby Union</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home team</td>
<td>4 + 1+1 + 2 = 8 points</td>
<td>Try, 2 drop goals, penalty goal</td>
</tr>
<tr>
<td>Visitors</td>
<td>4+4 + 2 = 10 points</td>
<td>Two tries, one penalty</td>
</tr>
</tbody>
</table>

Which team won the rugby league game? Which team won the rugby union game?

For example
Pupil Resource Sheet

Here’s how points are scored in rugby. Can you write a short definition of each of the following before using this chart?

- A try is
- A goal in rugby league is
- A drop goal is
- A conversion is
- A penalty kick is

<table>
<thead>
<tr>
<th>Rugby League</th>
<th>Rugby Union</th>
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<td>3 points</td>
</tr>
<tr>
<td>Penalty goal</td>
<td>Penalty goal</td>
</tr>
<tr>
<td></td>
<td>3 points</td>
</tr>
</tbody>
</table>
How much will it cost?

Teachers’ Notes
This activity involves the use of a range of numeracy and ICT skills that focus upon the costs associated with attending a rugby match.

Start the activity by getting a small group of pupils to contact a local league club to find:
• the range of admission charges
• programme costs
• light refreshment costs
• car park charges
• number of home matches
• the cost of season tickets

This information may be displayed on signs and adverts around the rugby ground. If, or when, a visit to the ground takes place, these details can be captured on digital cameras by the pupils rather than asking them to laboriously copy down the details. If the information is to be gathered by contacting the club then consider using a fax. The club will probably have price lists, which can be sent in this way with little difficulty. Using a fax is also good experience for the pupils. Pupils should compose their own requests for information.

Next:
Based on the above costs, a wide range of numeracy tasks can be set for the pupils, for example, how much would it cost a pupil and accompanying adult to attend a home match?
• What would be the admissions costs?
• What about some light refreshments?
• What about the match programme?
• Are there any transport costs to be considered?
• Are there any other hidden costs, for example as a result of a visit to the club shop?
• What is the total cost for both to attend the match?
• How much would it cost them both to attend all home matches?

Then:
Repeat this exercise, only on this occasion, getting the pupils to account for the cost of attending a match at a professional club. These costs could be researched on the Internet. Small group work would allow pupils to investigate how costs compare across the professional clubs.
And then:

Pupils could be challenged to consider transport costs when attending matches at major club grounds. They should be encouraged to consider the following:

- The distance to the ground by road. An Internet route planner could be used here, eg www.theaa.com
- The cost of fuel per litre. Pupils can investigate costs locally.
- The number of miles per litre travelled by the relevant vehicle. Parents/carers or other relatives could provide this information. Be aware that the fuel consumption may be given in miles per gallon rather than miles per litre. This will present the pupils with a further mathematical challenge.
- The cost of the journey in terms of fuel.
- The comparative costs of transport using the bus and rail.

Pupils could explore comparative and contrasting data based on the outcome of their research.

Finally:

Set a third challenge. On this occasion, for the costs associated with attending an international match. Would overnight accommodation be required? Could hotels be researched using the Internet?

Discussion might be encouraged around why the costs escalate across the different levels of the game.

What if the parent and child decided to attend an international match against France in Paris? How much more costly would this be? Flight prices can easily be researched on the Internet.

Using Excel, pupils could create a wall display of their findings. This may include images downloaded from the Internet on routes, vehicles, hotels and airports.
I get a kick out of rugby

Teachers’ Notes
This activity uses the collection of data to make predictions. It also provides pupils with the opportunity to compare their own kicking ability with that of the huge kicking distances achieved by today’s full time professionals or local club players.

Years 5 and 6 should use a size 3 ball; Years 7-9 a size 4; and Years 10 onwards a size 5.

This activity links to ‘2.19 – Kick it’.

1st
Allow pupils to handle and talk about the properties of a rugby ball. It may be best done by having a number of balls available in the classroom, or at the rugby club you are visiting, and dividing the class into groups of about 5 pupils. Draw out their observations about shape, materials, properties, state of inflation/hardness, variables, weight/mass, panels etc. End the discussion by posing a question: How far do you think you could kick this thing?

2nd
Discuss how you can record your findings and the equipment they will need. Measuring tapes would be a good thing – but markers at say 5 metre intervals will give pupils the opportunity to estimate accurately the distance of a kick which falls between 2 measured points. Discuss with the pupils ways in which they might record their data. Pupils could, as long as the materials are available to hand, design and draw out an adequate record sheet freehand. Encourage the pupils to estimate how far their kick will go – and agree how many attempts each pupil is to have (5 is a sensible number).

Then:
Take the pupils out onto a rugby field or to an open space to see how far they can ‘place kick’ a rugby ball. It is not intended that they kick for goal, simply for distance. Using a ‘kicking tee’ might help. If ‘tees’ are not available then a small heap of sand is an excellent substitute. Record the session on a digital camera.
Back in the classroom:

Did they overestimate or underestimate their kicking ability? This will provide the opportunity to use plus and minus scores, leading to the introduction of negative numbers.

- What were their longest and shortest kicks?
- Order kicks according to length.
- What was the average length of their kicks?
- How many kicks fell short of the 5 metre mark?
- How many managed a 5, 10, 20 or 30 metre kick?

This could lead to some fractions and percentages work. The pupils could use this data to draw graphs.

- What was the total distance kicked by individuals during their 5 attempts?
- Did the person who had the longest individual single kick also have the highest aggregate?
- What was the mean, median & mode distance for the group? Were these distances similar?

How could the group present all this information? This could involve a display of graphs, charts, data and spreadsheets, supported by photographs with the digital camera.

Pupils might wish to use the Internet or ask a player from the link club for information to help:

- research the success rates of current link/local club, Zurich Premiership, Super League and international kickers.
- draw up a table of long-range kickers.
- compare their own performance with that of the local or professional rugby player.

Now here’s a challenge: To round off this activity, and using the data collected by the pupils, can they devise a kicking competition that would be fair to all the participants, irrespective of kicking ability? Can they devise a system to give stronger kickers a ‘handicap’ based on their previous performances, so that everyone has the same chance of winning? They should discuss how this handicap could be worked out.

- Could it be relative to a ‘start’ line?
- Could it be related to the length of run up?
- Could it relate to an agreed mathematical formula?

Return to the field to give the pupils the opportunity to test out and see how effective they might have made their competition!

- Did the handicap system make the competition fair?
- Did the handicap system make the competition more enjoyable?
- Was there a different winner this time?
Game 0n!

Teachers’ Notes
This activity uses the game as a source for collecting and displaying real data. It also involves an opportunity for pupils to focus and comment on the positive contributions that their peers are making in a team situation.

1st

Divide the pupil group/class into fair and equal teams of up to about 7 or 8 players. No team should have more than one quarter of the total number of pupils in the class. Fine-tuning to this breakdown operation will have to be done on the day.

The object is to play a series of mini-games between the teams. The style of games and laws adopted would depend on the experience of the pupils – but the simpler the better. For this reason ‘tag’ rugby would be best. For pupils with little experience of ‘tag’ rugby, a skills and laws session would prepare them sufficiently for the activity.

The laws of ‘tag’ rugby can be found on the Internet. Simply enter ‘tag rugby’ into a search engine eg www.google.com for a range of sites. The teacher could contact the local Rugby Development Officer for information and coaching sessions. Animated ‘tag’ drills and practices can be found on the RFU website.

During any game no more than half the class will be involved. The other half of the class would have the task of observing one player, and collecting data on that player.

2nd

When the activity is introduced to the pupils – and this may occur in a PE or Games lesson, as part of a PSHE lesson, or as in a general discussion related to another activity within ‘Tackle Learning’ – pupils need to be consulted and involved in deciding on the kinds of data to be collected.

Ask the pupils to identify the different elements or facets of the game that the individual player will be involved in, for example:
- Tackling
- Running
- Scoring
- Defending
- Attacking
- Supporting
- Passing
At this point make sure that you steer their thinking towards the positive. For example avoid collecting data on a player who dropped all their passes and didn’t score a point! Try to steer the pupils towards collecting positive data. The pupils will need to design a data collection sheet which may look something like the one below. The pupils will need to decide how to record their data. As they will be watching the game and recording at the same time a ‘tally’ system may be suggested and decided on, for example.

<table>
<thead>
<tr>
<th>Name of team member</th>
<th>Number of passes made</th>
<th>Number of passes received</th>
<th>Number of ‘tag’ tackles made</th>
<th>Number of times opponent beaten</th>
<th>Number of tries scored</th>
<th>Number of times s/he encouraged a team mate</th>
<th>Number of times s/he helped a team member</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

Once all the data is collected for all the players in all the games the pupils can enter it onto a spreadsheet, perhaps like the one below.

<table>
<thead>
<tr>
<th>Name of team member</th>
<th>Number of passes made</th>
<th>Number of passes received</th>
<th>Number of ‘tag’ tackles made</th>
<th>Number of times opponent beaten</th>
<th>Number of tries scored</th>
<th>Number of times s/he encouraged a team mate</th>
<th>Number of times s/he helped a team member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil name</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Pupil name</td>
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<td>Pupil name</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Then:

Once the data has been analysed by the pupils they may decide to introduce skill-building sessions for class members, or whole teams, who need to practice eg passing/receiving/dodging/etc. This may also lead to work on how to play together as a team and to support and encourage each other. They may discover that a team player who has not made an impact in terms of successful passing and tackling has made a real contribution to team morale by encouraging team mates. Those pupils could be used as exemplars in encouraging others – thus developing their esteem and affirming the importance of encouragement, support and team play. The lessons learned could be related to other areas of experience for example key skills, co-operation, communication, working with others etc.

The data could be used to draw graphs and charts. The graphs could relate to the whole group, to separate teams or to individuals. The graphs can be compared.

Graphs could be drawn by using the data collected by playing ‘matches’ after the skills sessions have been delivered. This data could be compared with the original data and conclusions drawn.

Next:

Look at statistics and data from the world of professional rugby. These can be collected from the partner club, by looking in match programmes or by using OPTA stats link on <msn.skysports.com>

The Skysports site carries data on **Rugby Union** related to:

- Top ball carriers
- Metres gained
- Attackers
- Line out forwards
- Passers
- Tacklers
- Points scorers
- Try scorers

Data related to **Rugby League** is specific to:

- Team of the week
- Player of the week
The pupils could discuss how these statistics are of value to the team coach in planning training and coaching sessions AND the opposition coach when preparing her/his team to play against the team or players in question. Pupils could use the data to:

- prepare a profile of strengths and weaknesses in the opposition team and display as a poster
- make a list of the most effective players in a team – or in the league – under headings like
  - top tackler
  - top try scorer
  - top kicker
- present visual information related to top tacklers; top passers; top points scorers etc. Different pupils could take on different tasks and present their findings to each other by using different presentation methods, for example:
  - as TV presenters
  - as a coach speaking to the team
  - straight statistical analysis etc.
- develop an in-depth player profile for a class magazine (this links to ‘2.12 – Do you measure up?’)

Finally:
If appropriate, the coach of the link club could come to school and look at the data produced by the pupils. This could take the form of a class presentation. Alternatively the pupils could present their collective findings in a class ‘manual/dossier’ and send it to the coach at the club for his/her comments. This will give an audience and context for, and a purpose to, the pupils’ work.

Perhaps the work could be displayed in the Club House.

There is a great deal of value in pupils evaluating each other’s work. This can be done by interpreting the statistics and data collected, and by asking questions about the findings and methods used.
Organise it!

Teachers’ Notes
This activity engages pupils in logical and mathematical thinking relating to probability and organisational activities. It also involves enterprise skills.

Give each pupil a copy of the ‘Pupil Resource Sheet’, which supports this activity. Then lead them through the following:

- Here are 8 rugby teams.
- Which ones do you think are called ‘The Bankside Blues’?
- Which ones are called ‘The Oakham Giants’?
- What about ‘The Leyburn Lions’, ‘The Bodmin Bees’ and ‘The Claret and Blue Belles’?
- Can you think of names for the rest?
- Work with a partner to produce a list with all the team names. Compare lists with others in your class. Decide on the best list of names.

1st

2nd

- Which team do you think is the best?
- If there were a competition between them which ones would win? Why?
- If you had to decide which team was best would you organise the competition as a ‘knock-out’ where the loser was out and the winner went on to play another team? Or would you organise it on a league basis, so that every team had to play the other?
- How many points would you give for a win and how many for a draw?
- Which is the best, ‘knock out’ or league?

3rd

- If you organised a ‘knock-out’ tournament between these teams investigate how many matches there would be altogether.
- If you organised a league how many matches would there be altogether?
- Work with a group to show how you would organise each event.
- Can you tell the rest of your class how you did it?
Then:
Work with your group and use dice or counters to run your competition and see which team wins. You’ll have to decide on a scoring system and some rules. Write your rules down and make sure everyone agrees on them. Compare your rules with those invented by other groups in the class. Keep a record of all the matches, especially the results. How will you show which team has won the league?

Something to think and talk about:
• Was your competition a game of skill or a game of chance? Why? If you played the competition again do you think you’d get the same results? Why?
• If the competition was between real people and real teams would it be a game of skill or a game of chance?

Now here’s the challenge:
• Could you organise a real tournament between real teams, in collaboration with the local/partner club?
  – How would you do that?
  – Which teams would play?
  – How would you make it ‘fair’ teams?
  – Do you think the 8 teams in the pictures are ‘fair’ teams to play against each other?

Things to consider:
First seed the idea of a small-sided competition in the minds of the pupils for their younger peers. Does this appeal to them? Why? If so, and if it was appropriate, could you invite someone from the local club, or someone in that role, to come and meet the pupils to discuss the proposal and explore some of the planning issues with them?

The issues that require consideration might include:
• What format does a small-sided competition take?
• Which age group should be targeted?
• What will the rules be?
• Who will explain the rules and give the participating teams time to practice?
• How many teams should participate?
• When should it be organised? Day, time, how long would the event last etc?
• How will people find out about the competition?
• How long will it take to plan and organise the event?
• Where will it be held - at the school, rugby club or somewhere else?
• What equipment would be required?
• Where would the equipment come from?
• Who else needs to be involved – referee?
• What about some refreshments?
• What about First Aid?
• Will transport need to be provided?
• What about the prizes – what and how many? Could certificates be designed?
• Who would present the prizes?
• What costs will need to be met? Where will these come from?

Having discussed these, and other issues that might be identified, do the pupils still wish to proceed with the venture? If so, start the planning process.

Discuss and draw together an action plan and time-line, against which the pupils could record their progress. Discuss with them:
• their immediate priorities
• medium term tasks
• tasks that are required on the day of the event
• tasks that need to be seen to after the event

The pupils could then consider how responsibility for the various planning tasks should be shared out. Arrive at a point where they might agree to work in small groups to see to such matters. Would it be helpful to have team leaders for each working group? Some may wish to take responsibility for the ICT. Others may feel more comfortable doing some of the face-to-face tasks. What about an evaluation of the planning and staging of the event? Can pupils design an evaluation sheet for all those involved for example, pupils, adults, players and spectators?

And finally:
Have fun in running the competition. You’ve ORGANISED IT !!!
Pupil Resource Sheet
Who’d want to be a referee?

Teachers’ Notes

This activity uses the challenging role of a referee to explore the implications of making decisions.

1st

Start the activity by discussing with pupils situations where they might have kept the peace between two arguing friends, or perhaps where they had to make a judgement in a similar situation.

- What happened?
- What did they have to do?
- Did they manage to remain neutral?
- How did it end up?
- How easy/hard was it for them?
- How did they feel at the time?
- What would they do differently if it happened again?

2nd

Discuss with the pupils:

- what skills and qualities they needed to display in the above situation
- relating the ‘incident’ to a rugby match, what person’s role did they play?

Then:

Discuss with the pupils some general issues related to the laws of both codes of rugby, which draw out the importance of fairness in the game and the centrality of the referee in ensuring fairness and order. These issues/questions could be written on cards which pupils ‘pull out of a hat’. This will ensure that it is not the teacher setting the question and that the pupils organise the learning. These issues/questions could include:

- Why do the teams change round at half time and play the other way?
- Why is it important that the cross bars on the posts are the same height at both ends of the pitch?
- Why should substitutes be allowed?
- Why is it important that all the lines which define the pitch are straight?
- Why do the laws insist that the ball should weigh between 400 and 440 grams?
- Why is it important that all the players on one team should wear identical kit – including socks?
- Why is the maximum permitted length of a stud 18mm?
- Why do the captains toss a coin before the match starts – and what decisions are made as a result of the toss?

By entering ‘rugby laws’ into a search engine for example www.google.com, teachers and pupils can look at sites which cover in detail the laws of rugby. These sites could form the basis of follow-up activities and give an opportunity for differentiated extension work.

Next:
Use the ‘Pupil Resource Sheet’ which supports this activity and discuss the issues raised it.

Then:
Make contact with either a current local referee, a retired referee or a teacher who is an experienced referee of school matches. Your local club secretary should have contact details. Arrange for the referee to visit and allow the pupils to ask questions. The principles of organising this are included in ‘1.1 – The Big Interview’.

When the referee visits, the pupils could be encouraged to wear a team shirt. This would facilitate role play and help set the scene for an emotive pre-match talk from the referee regarding his/her expectations of the players in the game. S/he could then talk to the pupils about refereeing equipment, the role of a referee and some of the interesting incidents from his/her experiences. This could be followed by the questions planned earlier. Pupils could have been asked prior to the visit to consider what form of a toolkit they might wish to put together for the referee’s equipment and check theirs out against what a referee actually carries.

Before the visit, pupils may be encouraged to consider a number of possible opportunities and use the referee’s visit to resource them with ideas for follow up. These could be addressed during the question time and could include:

- Through the use of drama, pupils might enact certain tricky refereeing scenarios, for example, refereeing in foggy conditions, dealing with club officials and players after the match who didn’t agree with some of the referee’s decisions. The pupils may also want to add their own role-play suggestions.
Pupils could imagine themselves as newspaper match reporters writing their headlines to reflect the quality of the refereeing. A display could be made of their word processed headlines, for example ‘Referee ruins match’ etc. This could also be developed for pupils to write brief newspaper reports on an ugly, humorous or match-deciding incident.

Pupils could be asked to write a brief referee’s report on a sending-off incident.

Pupils might also wish to consider the consequences of poor/bad refereeing and its consequences for players, clubs and their supporters. For example, a poor refereeing decision results in:
- a team being knocked out of a cup competition or even being relegated!
- a player being sin-binned with the team subsequently losing the match
- a player(s) being seriously injured
- players becoming annoyed with the referee and developing the wrong attitude to the game.

Discuss with pupils when they themselves might have been the ‘victim’ of a wrong decision. What happened? Who was involved? What were the consequences? How did they feel?

In small group work, pupils could discuss, record and explain the qualities expected of a referee. The outcome of their discussions could be fed back and lead into small group work, where pupils could draw together a list of the pros and cons of being a referee. Pupils could then decide upon their reasons for ‘why I want/don’t want to be a referee’.

Finally, explore with the pupils the range of people from everyday life that perform ‘refereeing’ roles within the community, where consequences of poor and fair decision-making can make a big impact on people’s lives. The list could be quite lengthy and include teachers, judges, social workers, the police and employers etc.

The outcome of these discussions could then result in the pupils outlining what they have learned about decision-making.
Who’d want to be a referee?

Your top ten

- In the box there are 15 qualities, which experts say all referees should have.
- Do you agree with them all? – discuss how you would know whether a referee had these qualities just by watching a match.
- Decide with your group which 10 qualities are the most important.

Do you think that this person would make a good referee?
Write your reasons here

- Shows authority – seems as though they are in charge
- Has presence – people take notice of them
- Always in position – be in the right place
- Observant – notices things
- Effective voice – clear and confident
- Makes good use of gestures – gives clear signals
- Determined – does not give up easily
- Appreciative – shows an understanding of others
- Understands procedural matters – knows the rules
- Effective judge – makes important decisions about right and wrong
- Fair – has the same rules for each team
- Neutral – doesn’t show favouritism to one team
- Physically Fit – able to keep up with play
- Professional Appearance – looks smart and in control
- Composed – even-tempered
A day in the life…

Teachers’ Notes
This activity is based around a player’s working day and a match day. It involves some numeracy, problem solving, ICT, communication and group work. Comparisons will be drawn with a day in the life of a pupil. This can lead to PSHE work related to health, diet, interests, and understanding others.

Start the activity by discussing with the pupils a breakdown of their own day/week/year.

Some interesting points may be discovered. For example:

• Simple calculations based on the number of hours per day spent in lessons at school (5.5 hrs) x the number of days per week spent in school (5) x the number of weeks per year during term time (39) = 1072.5 hrs. Compare this with the number of hours in a day (24) x the number of days in a year (365) = 8760 hrs. Pupils may be amazed to discover that less than 13% of their time is spent in lessons!

• The amount of their time (as a fraction or percentage) that they spend in a day/week/month/year/lifetime:
  - Sleeping
  - Eating
  - Playing
  - Watching TV
  - In the fresh air
  - Playing sport
  - Watching sport
  - On holiday
  - Looking for the end of a roll of sellotape!
  - Pupils will be able to suggest other interesting investigations!
Next:

How might they categorise their different activities, over the course of:

• A school day?
• A Saturday, Sunday or weekend?
• A week?
• A year?
• Their lifetime to date?
• The lifetime of an older relative? (This could form the basis of some relevant work involving parents and/or grandparents – which in turn could lead to comparison of life-styles in the past with current life-styles)

Which activities would be categorised as:

• Work
• Leisure
• Chores
• Rest
• Eating?

What categories would the pupils specify?

Would the categories be the same when applied to data relating to:

• A Day
• A Week
• A Month
• A Year
• A Lifetime?

Could the pupils devise a questionnaire or a form to collect this information? They could interview each other to collect the necessary information. Then, in small group work, they could be challenged to compare with each other the manner in which they spend their time. This will inevitably lead to review of the areas of commonality and differences, which in turn will lead to relevant opportunities for writing and presenting information graphically.

Discuss with the pupils how they might present this information, for example, using pie charts, bar graphs or tables. Proportions, fractions and percentages might also be explored.

Then:

The pupils could record data relating to themselves and then aggregate all their personal data to form a class/group data bank.

The challenge:

The challenge, for the pupils, is to undertake a similar investigative exercise with a rugby player. Their investigation will be based on, and informed by, the applied experience gained in the previous activities.

• What questions would they wish to ask? (See ‘1.1 – The Big Interview’ activity).
• When the player visits, the pupils could start the session by getting one or two small groups to make a presentation to him/her about a typical day in their life.
• This would be a starting point for the player to account for his/her typical weekday and then match-day.
• The pupils should be prepared to gather information related to the time requirements of training, eating, relaxing, travelling and playing?
• In the same way that the pupils investigated the elements of their parents’/grandparents’ days based on their own questionnaires, the rugby player could be asked if he/she thinks that some of his/her team-mates may complete a questionnaire and take part in a wider survey.

• How will the pupils record this data, note taking, questionnaire, form-filling, recording etc?

And finally:
• How do match-days compare with weekdays? How will they present this data? What does the data tell them?

• In small groups pupils might use ICT applications to make mini-presentations that reflect a schedule for the player in hourly time slots, for example:
  – time for training sessions,
  – meals,
  – travelling,
  – free time,
  – sleeping,
  – other aspects of life mentioned by the player.

• Pupils could use this data to draw comparisons between their own life-style and that of the players.

• It would be interesting to compare a young academy player – someone who is also in education – and closer to the pupils’ own age, with their own breakdown.

This activity could be brought to a close with the pupils evaluating their performance:
• The strategies they used
• The most effective style of presentation on ‘A Day In The Life Of A Player’.
• How they may refine their approach if faced with similar tasks.
The game I’ll never forget

**Teachers’ Notes**

This activity investigates special memories as a starting point for a range of communication, history and literacy activities.

This activity could be introduced to the pupils in a discussion about their favourite sporting memory – the best game they’ve watched or perhaps played in. For those not sportingly inclined, it could be in another aspect of their life, for example attending a pop concert, a holiday memory, meeting someone special. Encourage the pupils to share their memories, feelings, and thoughts and then explore with them what makes an event special.

- What about some visual stimuli? A display of key words placed on the walls of the classroom beforehand might help, for example **successful, victorious, win, lose, glory, achievement, ability, teamwork, effort, improvement, team-mate, triumph, champion, conquering, glorious, elated, delighted, ecstatic, proud** etc. These could be supplemented with some celebratory photographs. See the ‘Teacher Resource Sheet’, which supports this activity.

**Next:**

Invite a supporter of a rugby team into the classroom to tell the children about the greatest game they ever saw, the greatest player ever to play for their team, or another favourite sporting memory. It would be helpful if the supporter was of an older generation so that their experience would contrast to that of the pupils’. The activity would be enhanced if the supporter has – and was able to bring to the session – some memorabilia relative to a time beyond the life and/or memory of the pupils.

The supporter may attend the session in club regalia – with hat, scarf and other accoutrements! The club may be able to help the teacher in selecting an appropriate person.

Explore with the pupils the questions that will help the supporter to explain why the memories were so special. For example:

- How long have they been a supporter?
- What year they started supporting the team?
- Where was their first match?
- How was the weather?
- What about the journey to the match – how did she/he get there?
- What was special about the match?
- What was the atmosphere like?
- Were there any special incidents?
- Who was playing in the team?
- Who was the opposition?
The order of the questions should be set and rehearsed (see ‘1.1 – The Big Interview’). Time could also be allowed for additional spontaneous questions that might arise from the talk.

In order to generate an atmosphere for the supporter’s visit, the pupils could be encouraged to wear their favourite supporters scarves, shirts, hats etc. They might even wish to produce small supporters’ placards. This could be added to by playing rousing and inspiring music – perhaps used by the club, as the supporter enters the room.

**Then:**
The outcomes of this activity could provide numerous follow-up history and literacy opportunities, including:

- Research on forms of transport relating to the time
- Investigations into prices at the time – perhaps the supporter will refer to pre-decimal coinage and values
- Collecting news items and pictures/photographs of the time
- role-playing certain scenes described by the supporter
- word processed newspaper reports
- emotive poetry
- the supporter’s diary extracts
- first person account writing
- a class ‘collection of works’ entitled ‘The game I’ll never forget!’ could be produced.

The pupils’ work could either be displayed within the school/centre or at the Club. The pupils’ work may be collated into a book and presented to the supporter in the style of ‘This Is Your Life’!
### Teacher Resource Sheet

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The game I’ll never forget
You’ve been framed!

Teachers’ Notes

This is an ICT activity that requires pupils to super-impose a photograph of themselves either on a formal team photograph or into an action shot. Pupils will also consider the manner in which photographs might be categorised.

Pupils could access the photo gallery on www.planetrugby.com and copy and paste images during this activity.

As a starting point for this activity, the teacher could generate a varied collection of photographs of people for a small wall display. These could then be used to stimulate a discussion around the manner in which the photographs might be categorised, for example:

- Group and/or individual photographs
- Informal pictures
- Formal poses
- Holiday ‘snaps’
- Sports pictures
- Action photos
- Photographs for advertisements
- Photographs that are designed to shock
- Images that convey a message

Pupils could then be encouraged to research newspapers, magazines and the Internet for photographs that reflect these and other categories which they determine. They may also wish to bring in some photographs from home and create their own collection.

Next:

This could lead to a discussion on rugby photographs, which might fall into three categories, namely:

- action shots
- formal player photographs for promotional purposes
- posed team photographs
During a drama session, pupils could be asked to create the body positions and the facial expressions in some of the photographs and could lead them to generate a word bank to reflect descriptions of the poses and facial expressions. Pupils should consider the angles and positions from which the photographer took the photograph, eg a low angle emphasises the size of a player; a close up can emphasise an intimidating pose – and should specify from which angle their group should be viewed – and why.

What messages do these group poses and facial expressions convey? Why have they been taken?

Then:

As a development, pupils could be asked to choose their favourite rugby picture and save or scan it onto their computer.

Pupils could use a digital camera to take rugby-style photographs of each other. They should be reminded to consider their facial expressions to match their choice of photograph.

After any necessary editing work, pupils could import their image into the earlier photograph of their choice or publish them as stand-alone images.

Consideration could then be given to how these photographs might be used, for example, as a wall poster, greetings cards, or perhaps a calendar. What message might the pupils wish to add to their photograph? They may be used as a stimulus for poetry or creative writing.

The outcome of the pupils’ work could be used as a wall display.
Don’t be bored

Teachers’ Notes

This activity provides the pupils with the challenge of designing their own rugby-orientated board or card game. This is essentially a design technology activity, which can involve ICT, sorting activities, mental calculations and writing game instructions and rules. The actual making and playing of the game is also a useful tool for developing the teamwork approach required of key skills.

1st

As an introduction to the activity, encourage pupils to bring into school a board or card game of their choosing. Allow the pupils time to explain to the whole group, or a smaller group, why they have chosen this game and how it is played. These mini-presentations will need some preparation, but shouldn’t last more than 2 or 3 minutes each. The presentations could take place in short sessions over a few days rather than all at once.

Give pupils time to play these games. Discuss the nature of the games and their rules. Then ask the pupils to categorise or classify each game.

- Does the game involve travelling on a pre-marked route or course?
- Are they based around invasion and/or possession?
- Are they games of chance and/or skill?
- Is there a scoring system?
- Does the game involve markers?
- Does the game involve dice?
- Is it a game for individuals or teams?

This could lead to a classification game based on Venn diagrams.
Pupils could use hoops and label cards prepared by the teacher to sort their games by placing them in the appropriate zone/segments, for example:

Next:
Encourage the pupils to examine and evaluate the design and layout of a selection of the board games.

- What does/doesn’t appeal?
- Why is it appealing/not appealing?
- Look at the various design methods used to attract buyers and make the game fun.
- What ages can play the games? Are there any small parts which would make the game dangerous for younger children?
- What are the key features of a good board game?

The pupils could survey the favourite board games of a range of ages, from young children to grandparents.

Then:
Set the pupils a challenge to use what they have found out about games – and what they know about rugby – to develop a new board game.

A list of rugby-themed websites with useful photographs, statistics and rules etc could prove helpful. This is provided in this ‘Tackle Learning’ pack. A range of materials, including card, paper and counters etc for making the games will be required. The well-stocked ‘design and technology’ scrap materials box will also prove useful.
Discuss potential themes for the games. Could the game be designed around:

- the up and down events of a particular rugby team/rugby player over the course of a season?
- playing in the opponent’s half of the field?
- points scored?
- successful tackles, kicks, number of passes strung together?
- a collection of club logos?
- journeys made by clubs/national sides?
- an international competition?
- Moving a 2 or 3 dimensional rugby ball shape on a board?

Pupils could undertake this challenge in small groups. Alternatively, they might wish to undertake a similar task at home as a family learning challenge.

Any game should have a clear set of rules to accompany it.

The pupils should be encouraged to make full use of ICT applications as part of this activity. For example:

- Titles can be designed using WordArt or Publisher
- Score sheets can be designed by using Tables on Microsoft Word
- AutoShapes can be used to create regular and repeat shapes relevant to their designs
- ClipArt could be used to make counters/cards or individual pieces.

Evaluation should be continuous throughout the designing and making activities. The pupils can check their ideas with each other and with the teacher as part of an ongoing process.

**Finally:**

Once completed, it will be important to allow pupils the opportunity to play and evaluate each other’s games and their rules and then become part of a quality control process. They could devise their own criteria, for example, the game which:

- is the most fun to play
- is the best designed
- has the best rugby content and relevance/accuracy
- is the best game for a young child
- is the best game for a grandparent

It might be possible to add to this evaluation exercise by organising a special lunchtime session when younger pupils could also be given the opportunity to try out and share their views on the games.

The pupils could present their games to club representative(s) and/or some of their teachers. Prizes could be offered and certificates could be designed and awarded.
Press conference

Teachers’ Notes
This activity uses the context of staging and managing a press conference to develop research, media, communication, literacy and ICT skills.

1st

The activity entails inviting a coach, player or ex-player into the classroom to attend a ‘Press Conference’. Alternatively, if it proves difficult to get hold of a player or coach, a colleague or friend could role-play the player.

Start by creating an atmosphere and environment with the use of background music, rearranging the seating, creating a top table for the player or coach etc.

Pupils could design logo boards, using ICT applications, to be used as a backdrop for the ‘Press Conference.’ This may include the logos of the Rugby Football Union, Rugby Football League, RFU for Women, match and league sponsors, club and school name etc. All this will add a touch of authenticity to the activity.

Set the scene with the pupils prior to the event by discussing examples of video clips/footage of events of this nature which are a regular feature on TV.

The subject of the ‘Press Conference’ could relate to a fictitious or factual event eg the signing of a new player, sacking the coach, racism in rugby, a forthcoming big match, an incident in a match, or a post-match interview.

Questions appropriate to the event should be discussed and prepared beforehand. See ‘1.1 – The Big Interview’.

Then:

Conduct the interview and encourage all pupils to participate ‘in role’ by standing and giving their name and the news organisation they represent before asking their relevant question.

If space and resources allow, a small group of pupils could video, or tape record the ‘Press Conference’. This could be used for note-taking and revisiting the questions and answers at a later stage. See ‘1.1 – The Big Interview’.

This activity provides numerous literacy follow-up opportunities, including:
- Role-play
- Preparing television news items
- Writing newspaper reports
- Developing interviewing skills
- Completing diary extracts
- First person account writing

Written and photographic outcomes of the ‘Press conference’ could be featured in a forthcoming Club programme and/or could be used to publish a class or group newspaper/souvenir booklet.
Promoting the club

Teachers’ Notes
This activity is based around an advertising or promotional campaign on behalf of the local rugby club. It promotes literacy, ICT, media, enterprise and key skills.

The activity could be started by generating a discussion with the pupils on what they already know about their local club. How little? How much? Where did they get their information from? Explore the following as communication methods related to what they know about the Club:

- Word of mouth – what they’ve heard from people
- Newspapers – what they’ve read
- First hand experience – what they’ve seen, perhaps they’ve been to a match or to the ground
- TV
- Radio
- Posters
- Website

Next:
Pupils could then be given the challenge of researching more information about the Club, for example:

- the number of teams that it runs
- the leagues they play in
- the colour and design of the Club’s kit
- whether they have any foreign players and if so, from which countries
- Club-house facilities
- whether it is a well-supported Club/the average attendance at home games
- their youth policy
- other questions/investigations generated by the pupils

This, and other forms of information, might be researched from the Club’s web-site, match programmes, local papers, supporters, friends and relatives etc. This information might form the basis of a wall display either in school or at the Club. It may, on the other hand, take the form of an oral presentation by individuals, groups or the whole class.
Then:
This information, and how the pupils got it – as well as the pupils’ perceptions of the Club (both accurate and inaccurate) will be of interest to the Club. If there is a commercial department – or someone with responsibility for public relations or advertising – the teacher, or pupils could contact them to ask if they could present their findings. This activity could be developed by exploring how the pupils might contribute to the promotion of the Club within the local community. The pupils could seek the help of the Club representative in determining:

- How the Club communicates with its fan base
- How the Club communicates with the wider community
- What the Club does well in terms of communicating with different age/social/ethnic groups
- How the Club could improve its publicity strategy
- Whether there is a forthcoming match, event, department or initiative that the pupils could assist with promoting.

This could provide the opportunity for a small mini-enterprise for the pupils. Could they work in groups as small advertising companies with the task of promoting some aspect of the Club’s role? The pupils could give themselves a name and design a ‘company’ logo or slogan.

Their promotional challenge could be decided in consultation with the Club – but could include:

- recruiting new players to the Club
- advertising a forthcoming match
- helping establish youth or mini-rugby teams
- selling advertising space at the ground
- finding match sponsors
- advertising a new Club-house menu
- promoting a tag rugby festival/inter-school game (that the pupils themselves will be competing in)
- promoting an end of season dinner, Club awards evening or fund-raising event.

Pupils could decide on the challenge that appeals most to them. Having decided on the task ahead of them, they would need to decide which medium they would use for their promotional campaign. Might it be:

- A poster?
- A radio jingle?
- A short PowerPoint presentation?
- A leaflet?
- A video?
- A letter?
- A newspaper article?
- A web page?

An action plan would need to be agreed, along with their respective responsibilities.

Different groups may need to be put in touch with key personnel at the club.
Finally:

Once this task is completed, pupils could share the outcome of their work with each other. This could be followed by a discussion on the strengths and weaknesses of their different approaches.

This in turn could then be presented to, and discussed with, the Club contact. The outcomes of the pupils’ work could be displayed within the Club-house. It could even form the basis of a celebration evening at the Clubhouse or in school/the centre, with players or other Club representatives being involved to judge the outcomes of the pupils’ work. Parents or carers could also be invited. (See activity entitled ‘2.43 – A Thank You Meal’).
Welcome... and here we are today at...

Teachers’ Notes
This activity explores a radio or TV presenter’s use of language in introducing a rugby match. This activity will promote literacy, communication, research and media skills.

It should be possible for the teacher to contact the local radio station and ask for the script used by the commentator to introduce a featured commentary match. Alternatively the teacher can record the piece directly from TV or radio and transcribe it for later use.

Begin the activity by generating a discussion on the role of the radio or TV presenter. The local radio or TV station will be able to help with this activity. There are several ways this can be done and the teacher may consider any of the following:

• Contact the station and try to arrange for a sports presenter to visit the pupils. During an interview, the pupils will be able to find out what the presenter’s role is. (See ‘1.1 – The Big Interview’ activity) The pupils may write to the presenter themselves to offer an invitation and request the station to help them, explaining the kind of work they are involved in – or the teacher can make the contact. This method has much to recommend it as, if the contact is to a local radio station, they may well be interested in featuring the pupils’ work – and may even offer a prize to the group as an incentive for example for an individual to join the commentary/production team at a match or live broadcast. The teacher could suggest this.

• Contact the station and ask to be sent promotional photographs of the sports presenter. All local stations have these available.

• Download images of famous sports presenters from the Internet. This can easily be done in one of two ways.
  – Use the website of a local or national TV or radio station and search on the site for the relevant programme and images. A ‘right click – copy and right click – paste’ onto a previously opened Word document will capture the required image.
  – Enter a search engine eg www.google.com, then click on IMAGES and enter the name of the presenter in the search box. As long as the presenter is famous, a bank of images will be available. Right click – copy, right click – paste, as above, will transfer the image.

If the teacher opts for using images to start this activity the pupils can be asked to identify the personalities and then to talk about their role. If the images are of radio presenters they may not be recognised by the pupils – in which case the teacher could play a tape recording of the famous voice to supplement the image. This should achieve the desired result.
At this point, the teacher, or pupils, can read the transcript of the presenter's introductory comments at a match. It would be helpful if there were enough copies for each individual pupil.

The activity is ready to start when the pupils have identified that the person is a sports commentator.

**2nd**

Play a recording of a TV or radio introduction to a match – or use the transcript. Encourage and challenge the pupils to consider all the skills that the presenter must have. They may not appreciate that the presenter usually has to write their own introductory material.

The pupils may identify the following - given some ‘steer’ by the teacher:
- Good with the spoken and written word – journalism skills
- Good at preparing and knowing how and where to find background information – research skills
- Have a good voice with plenty of expression – presenting skills
- Appear to be confident with other people – inter/intra personal skills
- Know how to use equipment – technical skills
- The pupils may suggest other skill areas

Encourage and challenge the pupils to identify, note and then discuss as a group the range of topics covered in the brief scene-setting comments. These might include:
- The welcome
- The weather
- The venue and opponents
- The nature of the fixture – ie a league or cup fixture?
- Whether there is anything at stake? A place in the cup final, relegation etc.
- Whether both teams are at full strength or are there injuries?
- Whether a big crowd/festive atmosphere is expected?
- The current form of the teams
- Information on individual players
- The manager's or trainer's comments/expectations
- Key and star players – reference to international and representative honours
- Recent form

After considering the above points, collect together, with the pupils, a comment and word bank associated with the presenter’s initial introductory comments. Then, discuss the characteristics of persuasive language and why there’s a need to use it. If the presenter did not use all of the above topics, get the pupils to suggest what may have been included to make the introduction more effective and interesting.

It is worth making the point that both radio and TV presenters work to very tight deadlines and may have only 30 seconds – or at the most 1 minute – to introduce or preview a match. Pupils
could be challenged to work to a timeframe when producing
their script.

Allow the pupils plenty of time to identify descriptive words and
phrases, and other additions, which make the introduction
interesting and the match appealing. This may involve the pupils
in identifying:
• Adjectives
• Adverbs
• Metaphors
• Similes
• Hyperbole

The pupils could be challenged to remove the descriptive and
persuasive language from the text, and to read out what was left,
commenting on the effect.

Next:

Pupils could then be set the task of writing or word-processing
their own short presenter’s introduction to a match of their
choice. Using the word bank and persuasive language discussed
earlier and their additions, how can they make the match sound
as exciting and appealing as possible? The pupils could be encouraged to base their piece on
researched information by using the Internet or other sources
including CEEFAX (p370) or TELETEXT (p435 and 436) to find:
• Local or national weather forecasts
• Current team information
• Current form

• Names of stadia
• Likely colour of strip

Then:

After some of the pupils have read their own completed
introductions to the rest of the group, the teacher could suggest
making the challenge more realistic and ask the pupils how this
could be done. The pupils’ ideas on this should be steered by
the teacher getting them to think of the context in which the
introductory piece would be delivered. It would be more effective
if the context was television. The pupils should be encouraged to
consider recording the presentations on video.
This would involve the pupils in identifying the outside broadcast
team and allocating their specific roles to individuals and groups, eg:
• someone to take on the role of camera operator
• lighting
• costume (appropriate clothing to set the scene)
• preparing and holding cue cards
• location
• background advertising boards etc
• the script writers
• the presenter

The pupils could then select either one of the completed pieces –
or a composite piece made up of input from a number of
individuals – to read on camera. To make this a real challenge,
and if the quality was good enough, the finished piece of work
could be shown on the Club’s website.
Finally:

It may be appropriate to explore this activity further. If the local rugby club has a press or media room, arrange to make a visit. Get the pupils to take along with them their short piece of creative writing. If it can be arranged, a club representative or local sports writer could be invited to join the pupils to outline what they might see in the press or media room before and after a match and to answer questions that might arise from this visit.

On arrival at the ground, visit the area set aside in the stand for the reporters and commentators.

- What facilities and equipment might be found in this seated area?
- Is there a gantry in the stand for television cameras?
- Are there special seats for the media, including newspaper reporters?

Having done this, take the pupils onto the press or media room.

Is there an interview backcloth, an interview table and microphone? If so, the pupils could be given the opportunity to read out their game introductions into the microphone. This could be recorded so the pupils should have been prepared and encouraged to consider their tone of voice when reading their match introductions. Pupils could be photographed performing their piece of creative media work.

The opportunity might be taken to explore catchy newspaper headlines and brief reports as an extension to this activity.
Pigs and rugby balls

Teachers’ Notes
This activity gives pupils the opportunity to use a rugby ball to pose questions and solve problems, and participate in investigations. It could also lead to design and technology work and opportunities for writing.

It is essential that pupils have a rugby ball to handle and examine. Even better would be a range of sizes of rugby balls. Sizes 3 to 5 would be ideal.

Engage the pupils in a discussion about the shape of a rugby ball. Pass a ball or a number of balls around the group for pupils to examine.

- What shape would they call it?
- What other objects have a similar shape?
- Use words like oval, egg-shaped and elliptical.
- Can the pupils draw an ellipse/egg-shape/oval/rugby ball freehand?
- What equipment or tools may help them?
- Set a challenge to draw a perfect ellipse.

Give each pupil/group of pupils 2 drawing pins, a piece of string, a board, a piece of paper and a pencil. Re-set the challenge. Allow them to experiment before revealing the ‘magic solution’ (pictured). Treat this as a fun activity. Pupils could be encouraged to tackle this at home – and to engage the family in the activity.

Next:
Once the pupils have explored the shape of the rugby ball, ask them to consider, in small groups, why the rugby ball should be shaped as it is. Encourage the pupils to generate a list of reasons. These may include:

- It’s easier to hold
- It’s easier to pass
- It’s more streamlined
- It fits under the arm – so it’s easier to run with
- It’s better for kicking
- It doesn’t roll as far
- It stays in play longer/better
This discussion may be more fruitful if it follows a player or ground visit where the pupils may have been able to have a coaching session, or advice on handling the ball. Once each small group has reported back on their reasons why the rugby ball is shaped as it is, allow the whole group to decide on the 3 or 4 most likely reasons. Display this list in the classroom.

Then:
Tell the pupils the REAL reason why the rugby ball is shaped as it is. This is:

The rugby ball and its oval shape did not come about because the ball needed to be handled during a rugby game. The rugby ball shape was dictated by the pig’s bladder that was inserted into a hand-stitched leather casing, which was used as the ball. It was only much later that rubber gained popularity and replaced the pig’s bladder. In those early days it was necessary to ask for volunteers to inflate the ball – it was not a job that was sought after! The pig’s bladder would be blown up while still in its very smelly green state, solely by lung power, down the stem of a clay pipe which was inserted into the opening of the bladder. The rugby ball was originally much rounder and larger than it is today. It even had a lace handle on the top to hold it! (www.rl1908.com/Rugby_Ball.htm)

This amusing, yet true, account should create an opportunity for an interesting discussion related to the content and an opportunity for writing accounts, reports, poems, and directions.

Next:
Encourage the pupils to generate questions related to the rugby ball. These may come from the list of reasons they produced in small groups earlier in the activity. Questions may include:

- Is a rugby ball easier to hold in one hand than a football?
- What sized ball can I hold without dropping it?
- What sized hand span do you need to have to be able to hold a size 5/4/3 rugby ball without dropping it?
- Does a rugby ball bounce higher if you drop it on the point or on its side?
- How many panels are there on a rugby ball?
- What shape is each panel?
- How much surface area does a size 3/4/5 rugby ball have?
- Does a size 5 rugby ball have the same surface area as a size 5 football?

This list of questions could be displayed in the classroom.
Finally:
Encourage individual pupils or small groups of pupils to design investigations and fair tests to be able to answer some of the questions they have generated.

An extension 1
Pupils could either use a range of balls from different manufacturers, or use the Internet to investigate the range of designs on modern rugby balls. These will incorporate the maker’s name, often a logo, in many cases decorative shapes and a range of colours.

Pupils could evaluate which colour combinations are the most eye-catching, give best visibility or are likely to attract a casual buyer.

Pupils could use either their ellipse-drawing skills or the AutoShapes function on the toolbar of Microsoft Word to generate outlines of rugby balls – and then either as a freehand or ICT activity design their own rugby balls. Their finished designs could be evaluated by the whole group and presented as a display.

Extension 2
It may be possible to organise an interview with an old ex-player who remembers – and may even have – an old leather ball. Comparisons with a modern ball could lead to pupil investigations on the game ‘then and now’. This could be extended to kit, equipment, training, travel, laws – and general changes over time.
A thank you meal

**Teachers’ Notes**

This activity might be used as a celebration event with rugby club personnel at the end of the series of the ‘Tackle Learning’ activities. Pupils could be given the opportunity to research and learn about healthy eating and then plan a meal suitable for one or more rugby players and/or other rugby club personnel. This mini-enterprise activity also promotes the development of key skills.

As a starting point, pupils could research healthy eating habits and the dietary needs of rugby players. This could be carried out from a variety of sources eg:

- The Internet, CD ROMS and science books. The pupils’ research results could be checked-out during the interview with the player, coach, dietician, sports scientist.
- Pupils can collect information in the form of leaflets or posters from the school nurse or the Practice Nurse based at their own doctor’s surgery. They can also contact any one of a number of organisations, for example
  - [www.food.gov.uk](http://www.food.gov.uk) – the Food Standards Agency website
  - [www.nhsdirect.nhs.uk](http://www.nhsdirect.nhs.uk) – information on healthy eating
  - [www.doh.gov.uk/fiveaday](http://www.doh.gov.uk/fiveaday)
- Pupils could interview one from the following: (see ‘1.1 – The Big Interview’)
  - A dietician from the rugby club or the local health service. The school nurse may also be willing to have input at this session.
  - The rugby club’s coach or a player – it is likely that a great deal of information will be gained as a result of interviewing the player. The teacher should brief him/her to talk about issues around eating to provide energy/build muscles/have strong bones/have endurance and stamina.
  - A sports science student, college tutor or a teacher

The above research exercise will help the pupils develop their awareness and knowledge of healthy eating and help them to group food into the following categories:

- fats, oils, sugars
- meat and proteins
- dairy
- fruit
- vegetables
- bread and grains
- pulses
- pasta

The balance of the above food in a healthy meal could also be considered.
Having researched the eating habits of rugby players, pupils might wish to use cookery books, magazines and discussion at home to inspire their choice of a menu. The menu (starter, main course, sweet and tea or coffee) could be decided upon after sending out menu options for the players/officials to choose their preference of food prior to the event. Alternatively, as a simpler option, it could be decided to organise a buffet.

Having undertaken their research, some practical issues need to be discussed with the pupils, perhaps involving someone from the club with responsibility for catering.

• How can the cost of this meal be covered? Could this form the basis of a mini-enterprise fund raising activity – perhaps with a rugby theme?
• How long will it take to plan and stage an event of this nature?
• Who/how many will be invited?
• When?
• Where? Is it organised in school or in the Club-house?
• What help is needed – in school or at the Club?
• Who do we consult with at the Club?
• Will there be any cultural issues which need to be taken into account?
• Will any of the guests have special dietary requirements – how will we find out?

It might then be helpful to split the pupils into small working groups each to take on a range of responsibilities. These could include groups to:

• access a supermarket website to cost the meal to an agreed budget (teachers may need a password to access some sites)
• produce the invitations and table placement cards using ICT applications
• design a menu card using ICT applications
• prepare the food
• serve the food
• look after other practical issues that need consideration
  – background music
  – someone to look after the guests
  – someone to take photographs
• produce thank you certificates for the club representatives using ICT applications
• produce achievement award certificates for the pupils themselves using ICT applications

As a follow-up exercise, pupils in small groups may wish to review the successful and less successful features of their celebration event.