

## Board Authorized Course Rubric

Course Name: Rugby Foundations 10-12

Developed By: Chad Radans

School: WJ Mount Secondary

Principal: Linda Pollastretti

### 1. Course Title:

- Not the same as any other Ministry-developed courses
- Includes grade level 10, 11, 12 in the course name.

Comments:

### 2. Grade level:

- Reflects the appropriate level of instruction
- If part of a series of courses designed to address different aspects of a subject, it is reported as 11A, 11B, or 11C (ex. History 11A, History 11B, History 11C)

Comments:

### 3. Number of credits:

- Number of credits is indicated (1,2,3,4)
- Credit value accurately reflects the length and scope of the course
  - \* Arts Ed 11 or ADST 11 course written to meet the Arts Ed/ADST graduation requirements may be 2 or 4 credits.

Comments:

### 4. Course Synopsis:

- Course synopsis accurately describes what a student will have gained as a result of completing the course

Comments:

### 5. Goals and Rationale:

- Everything in the goals section connects to the Big Ideas, Curricular Competencies, Content
- Identifies 4 to 8 goals
- Rationale is a brief statement that explains the area of learning and the importance of the learning to students and to society
- Rationale may also include connections to cross-curricular competencies and to other curricular areas

Comments:

### 6. Aboriginal Worldviews and Perspectives:

- A clear connection and integration of First Peoples Principles of Learning and Aboriginal content is present in the course

Comments:

### 7. Organizational Structure:

- Content, competencies, and big ideas are assessable, observable, and understood by students and parents
- Content (*know*): includes essential topics and knowledge taught in the course
  - does not significantly overlap new Ministry curriculum content
- Curricular Competencies (*do*): clearly connect to the skills, strategies, and processes that students will develop
  - may have some or all of the curricular competencies of a Ministry-developed course
- Big Ideas (*understand*): clearly outline the generalizations of important principles, and key concepts in the course
  - may share some or all of the Big Ideas of a Ministry-developed course(s)

Comments:

### 8. Recommended Instructional Component: makes clear the intent of the learning standards

- there is a direct connection between the content, curricular competencies, the big ideas and methods of instruction (examples from the course are provided for each strategy listed)
  - Appropriate balance of various learning standards
  - Variety of approaches, including both innovative and “tried and true”
  - Activities that draw from and build on prior learning
  - Various learning styles
  - Activities that are transferable to other contexts

Comments:

### 9. Recommended Assessment Component:

- involves a wide variety of methods or tools (examples are provided)
- measures competency acquisition
- evaluates students' progress toward meeting learning standards (know, understand, and do)
- is fair, transparent, meaningful and responsive
- is ongoing, timely, specific and embedded in day to day instruction



### Board Authorized Course Rubric

- provides varied and multiple opportunities for learners to demonstrate learning
- communicates clearly to the learner where the student is, what they are working towards, and the ways that learning can be supported

Comments:

#### 10. Learning Resources:

- Age appropriate
- Support learning standards
- Takes into account the needs of the learners
- Major learning resources are listed (teacher and student resources)

Comments:

Recommended as submitted:

- Yes
- No

Changes required before recommendation:

*N/A*

Rejected for the following reasons:

Recommended following required changes:

- Yes
- No

Date: April 30, 2024

\_\_\_\_\_  
Reviewer's Signature



**Board Authorized Course Rubric**

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BAA Committee Chair's Signature

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Date approved by the Board of Education:



## Board/Authority Authorized Course: Rugby Foundations 10-12

<b>School District/Independent School Authority Name:</b> Abbotsford School District #34	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD34
<b>Developed by:</b> Chad Radons	<b>Date Developed:</b> November 2023
<b>School Name:</b> WJ Mouat Secondary	<b>Principal's Name:</b> Linda Pollastretti
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Rugby Foundations 10/11/12 (RF 10/11/12)	<b>Grade Level of Course:</b> 10/11/12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** Participation on school/club rugby team or recommendation of teacher.

**Special Training, Facilities or Equipment Required:** Teacher must have education and experience in kinesiology/human kinetics and be certified at World Rugby Level 1 and NCCP rugby officiating certified.

**Facilities:** Playing field(s) of either a natural grass or World Rugby-approved artificial turf surface (ideally both); gymnasium space; classroom space.

**Equipment:** Rugby balls, cones/pylons, pinnies, scrum machine, tackle shields & pads, tackle suits; camera, tripod, iPad (or similar), and projector with speakers for video feedback; electronic timing gates.

**Course Synopsis:** Rugby Foundations 11/12 will develop athletic ability and physical literacy while providing a gateway to social or professional involvement in lifelong physical activity and its attendant benefits. The physical literacy focus will be on the fundamental skills of the sport of rugby union (run, carry, evade, pass, catch, kick, tackle), along with a focus on the four National Key Themes identified by Rugby Canada: run, pass, catch; ball out of contact; tracking & tackling; and breakdown & clear out. As well as these technical components, students will improve

their understanding of team strategies and tactics. Additionally, students will gain recognized certifications as both entry level referees and community coaches, while learning the laws, history, cultural significance, and potential employment opportunities of rugby. Students will also learn about how to appropriately prepare for competition in sport, including a program of strength and conditioning, nutrition, psychological skills, general athletic skills, and sport-specific skills, in addition to team training. Ultimately, students will apply these skills to a series of match scenarios, which will be accompanied by debrief, reflection, and goal setting to scaffold ever-improving achievement.

## **Rationale and Goals:**

### Rationale

RF 10/11/12 is designed to develop citizens who are well versed in and demonstrate the values that are inherent to sport, but moreover, learners will develop values that are unique among sports to rugby (from the World Rugby website):

- Integrity – integrity is central to the fabric of the game and is generated through honesty and fair play.
- Passion – rugby people have a passionate enthusiasm for the game. Rugby generates excitement, emotional attachment, and a sense of belonging to the global rugby family.
- Solidarity – rugby provides a unifying spirit that leads to life-long friendships, camaraderie, teamwork and loyalty which transcends cultural, geographic, political and religious differences.
- Discipline – discipline is an integral part of the game both on and off the field and is reflected through adherence to the laws, the regulations and rugby's core values.
- Respect – respect for team-mates, opponents, match officials, and those involved in the game is paramount.

This course supports the Core Competences in several ways. Learners will improve their Communication skills as they connect and engage with their coach and teammates. The novelty and intricacy of the techniques and tactics presented in the course will require students to interpret the information as they acquire it. Learners' success in implementing the skills they've acquired will be almost entirely dependent on their collaboration to plan and carry out these skills, while reviewing, recounting, and reflecting on their performance will allow for steady improvement.

Personal and Cultural Identity; Personal Awareness and Responsibility; and Social Responsibility will all be addressed in the course as well. Adherence to and respect for the laws of rugby demands that participants solve problems peacefully, even in the face of physicality. One of the main drivers of rugby is its inclusivity, and the diversity that results from this inclusivity will expose learners to a wide array of people and identities and will allow them to build meaningful relationships with these people. As fledgling coaches, students in this course will learn about their personal values and choices along with their strengths and abilities, and how these allow them to relate to others and contribute to their community. As well, RF 10/11/12 aims to have learners be advocates for their own success, by setting goals and persevering to achieve them and using the knowledge in the course to manage their personal well-being.

Both Creative and Critical Thinking are supported in RF 10/11/12 as well. While there is a framework of knowledge to work within, creativity in developing skill and making decisions on the field is highly valued, and the act generating and developing ideas with novelty and value is strongly encouraged. As learners progress, so too will their critical thinking skills. They will be asked to analyze and critique their performances, to question and investigate solutions to problems and methods for improvement, and develop and design tactics, practice plans, performance plans, etc.

RF 10/11/12 makes cross-curricular connections by including elements of leadership training and experience; exploring the history of rugby and its spread through colonialism, along with its impact on indigenous cultures and the role rugby plays within them; the role and value of

rugby (and sports in a broader sense) in our society, and the similarities and differences in the impact of rugby on societies world-wide; the post-secondary education opportunities and employment opportunities that are connected to rugby and sport in general; introducing learners to elements of psychology and mental skills training in pre-performance, performance, and post-performance; and enhancing various aspects of physical literacy and performance.

By the end of the course, learners will have an improved understanding of the skills and habits necessary for improved athletic preparation and performance. Successful participants in this course will demonstrate the values inherent to rugby and will be better citizens for it. Connections will be made in the community to local rugby clubs, universities, and provincial/national sporting organizations, knowledge which will allow students to be effective participants and leaders in their sporting community. RF 10/11/12 focuses on knowledge and competencies that will support both the learner in their participation, enjoyment, and progress in their sport, as well as in their obtaining of refereeing and coaching certifications that will contribute to their knowledge of and potential employment in this sport as well.

### Goals

Students will:

- Develop the knowledge and skills necessary for student-athletes to be effective participants and leaders in their sport and recreation.
- Develop the maturity and responsibility necessary to contribute to and positively influence of athletic development.
- Understand aspects of training and preparation (including strength & conditioning, mental skills, and nutrition) and how these impacts athletic performance.
- Understand the culture, history, and laws of rugby.
- Obtain certifications in community coaching, entry-level refereeing, and concussion recognition and management.

### **Declaration of First Peoples' Principles of Learning:**

- RF 10/11/12 supports the development and well-being of self (both physically and socially) as well as the well-being of the community.
- This course takes the view that engagement and learning in sport is holistic, reflexive, reflective, experiential, and relational.
- RF 10/11/12 encourages learners to take a great deal of responsibility for and control of their development and learning and asks that learners recognize the outcomes or consequences (either positive or negative) of their actions, or lack of actions.
- Learning in RF 10/11/12 is embedded in memory, history, and story.
- We recognize that in RF 10/11/12, the development of rugby skills, and the mental processes that accompany them, will involve patience and time.

### **Declaration of Aboriginal Worldviews and Perspectives:**

Inherent in the values of rugby are both inclusiveness and equality and by discussing examples of the presence of racism, colonialism, sexism, homophobia, etc. in the sport of rugby and/or its media coverage and appropriate responses to these occurrences we will be able to take a more active approach on educating about racism and/or bigotry. Amongst the 15 athletes on the field for any given team, there is a place for everyone, regardless of physical stature or any other markers of individuality. The learners are necessarily at the center of the instruction taking place; indeed, it is only the learners themselves who can impact their success in their matches. The success a team experiences will correlate strongly to the bond forged between the athletes and the sense of family they foster amongst themselves.

This ties in directly to the characteristic of Connectedness and Relationship. With 15 players on the pitch, and up to 30 or more on the roster, rugby is a game heavily dependent on the interactions and relationships amongst teammates. As the teams' success will be largely predicated on the degree to which they are familiar with one another's tendencies on the pitch, it is to the teams' benefit that there is strong connectedness and relationships in place.

Another characteristic that this course will strongly promote is an emotional, historical, and relational understanding of Place. As a game played outdoors year-round, in all types of conditions, learners will have the benefit of being outside much of the time, enjoying and connecting with the natural world around them.

Emphasis on Identity is a characteristic that will be addressed. The history of rugby and its place in society will be addressed; learners will understand the origins of the sport and how it has impacted various indigenous communities around the globe. As a result, learners will have come to understand that markers of identity can extend into matters of sport as well.

From a coaching perspective, the Power of Story will be a key characteristic that will be integrated into this course. Not only will the teacher and any guest coaches rely heavily on oral storytelling to illustrate key points, the learners will also become familiar with the Power of Story as they begin their own coaching practice and as they communicate ideas to their teammates and athletes.

As much as any of these characteristics, RF 10/11/12 will rely on Experiential Learning. Indeed, the acquisition of physical skills is heavily dependent on hands-on, repetitive practice. Learners will then have the opportunity for practical applications of this learning during match scenarios.

In addition, RF 10/11/12 aims to address the Attributes of Responsive Schooling by:

- Acknowledging the importance of the role of the teacher (and coach).
- Focusing on a positive, learner-centered approach.
- Allowing for flexibility in the way this class is offered and configured.
- Having a learning environment and resources that learners can take ownership of.



### BIG IDEAS

Participation in rugby, is a valuable, rewarding, healthful, life-long endeavor.

Rugby can provide opportunities for personal enrichment, including **social development** and employment opportunities.

Proficiency in rugby, including skill acquisition and physical development, takes place over the long term.

Sports, including rugby, have **values** inherent in them that improve us as citizens.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Skill Development</b></p> <ul style="list-style-type: none"> <li>• Set skill development goals and pursue them in accordance with an Individual Performance Improvement Plan (IPIP).</li> <li>• Participate in drills to acquire rugby-specific skills</li> <li>• Monitor progress toward goals and adjust performance and outcome as necessary.</li> <li>• Identify and explain the pathway the levels of participation within rugby.</li> </ul> <p><b>Tactical Development</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the responsibilities of the various positions in both 7's and 15's codes.</li> <li>• Demonstrate set piece play, including scrums, lineouts, penalties, and starts/restarts.</li> <li>• Demonstrate various attack patterns, including running and kicking patterns.</li> <li>• Demonstrate various defensive patterns and strategies.</li> </ul> <p><b>Social Impact</b></p> <ul style="list-style-type: none"> <li>• Explain the social and economic effects of the spread of rugby globally, including <b>major competitions</b>.</li> <li>• Explain the history of the game, including the impact of colonialism and the associated spread of sport.</li> <li>• Demonstrate awareness of social and competition opportunities in the community, nationally, and internationally.</li> <li>• Research employment opportunities globally within the rugby community.</li> </ul> <p><b>Coaching &amp; Leadership</b></p> <ul style="list-style-type: none"> <li>• Prepare and conduct age-appropriate training sessions for youth.</li> <li>• Demonstrate leadership within their own team/cohort.</li> <li>• Prepare for and certify in entry level coaching.</li> <li>• Prepare for and certify in entry level refereeing.</li> </ul> <p><b>Health and Safety</b></p>	<p><i>Students are expected to know the following:</i></p> <p><b>Skill Development</b></p> <ul style="list-style-type: none"> <li>• <b>Fundamental skills of rugby</b></li> <li>• <b>National Key Themes</b></li> <li>• <b>Principles of rugby</b></li> <li>• <b>Long Term Athlete Development (LTAD)</b> model for rugby athletes</li> <li>• <b>Pathways (Reffing, coaching, Elite Participation)</b></li> </ul> <p><b>Tactical Development</b></p> <ul style="list-style-type: none"> <li>• <b>Laws of Rugby</b></li> </ul> <p><b>Social Impact</b></p> <ul style="list-style-type: none"> <li>• The major rugby playing nations in both 7's and 15's</li> <li>• <b>Major competitions</b> globally</li> </ul> <p><b>Coaching &amp; Leadership</b></p> <ul style="list-style-type: none"> <li>• <b>Rookie Rugby</b> guidelines</li> <li>• <b>Leadership Roles (Captain, pod leader, social leader, lead by example, etc.)</b></li> </ul> <p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>• Recognize and Remove concussion protocol</li> <li>• Return to Play concussion protocol</li> <li>• Benefits of strength and fitness training</li> <li>• Sport related medical emergency/distress</li> </ul> <p><b>Rugby IPIP</b></p>

- Demonstrate knowledge of the benefit of strength and fitness training.
- Demonstrate planning and adhering to a balanced diet suitable for athletic performance.
- Demonstrate the ability to respond to sport-related medical emergencies, including concussion.

• **Technical, Tactical, Nutrition, Physical, Psychological, and holistic/leadership**

### Big Ideas – Elaborations

**Social development** – The ability to connect with others and participate in events requiring commitment which bestowing a sense of value and belonging.

**Values** – Inherent to many sports, particularly rugby, are values that participants adhere to so as to maximize their enjoyment of the sport and uphold what the sport stands for. In rugby, the inherent values are: integrity, passion, solidarity, discipline, and respect.

### Curricular Competencies – Elaborations

**Major competitions** – including the World Cup, the Rugby Championship, the Six Nations, international tests, the World Junior Rugby Championship, the World Junior Rugby Trophy, the Americas Rugby Championship, as well as familiarity with various professional leagues throughout the world.

### Curricular Content – Elaborations

**Fundamental skills of rugby** – Run, carry, evade, pass, catch, kick, tackle.

**National key themes** – Run, pass, catch; ball out of contact; tracking and tackling; and breakdown and clear-out.

**Principles of rugby** – Contest possession; go forward; provide support; create continuity; apply pressure; score points.

**Laws of rugby** – the codified set of rules that govern how the game is played; includes variations for 15's, 7's, and age-grade (from mini through U19).

**Rookie Rugby** – Rugby Canada's introductory flag rugby program for youth.

**Long Term Athlete Development (LTAD)** – the lifelong development model put forth by the National Coaching Certification Program of Canada.

### Recommended Instructional Components:

- Direct instruction
- Indirect instruction (participatory feedback from coaches, referees, and peers)
- Questioning (Guided Inquiry)
- Video feedback and analysis
- Modelling
- Using a Spiral of learning through existing knowledge and recent learning
- Group work
- Analysis of and reflection on Individual Performance Improvement Plan (IPIP) and journal entries
- Analysis of professional/international rugby matches

### Recommended Assessment Components:

- One-on-one conferences checking progress and completion of goals within IPIP's
- Skills assessment (formative and on-going)
- Fitness testing (formative and on-going)

- Research assignments (with feedback checkpoints)
- Journaling
- Referee and coaching Certification report (Opportunities for feedback and repetition if necessary)

### **Learning Resources:**

- MacKenzie Carson (England National Player, former team Canada)
- Instagram project experience on social norms for rugby players (Ilona Maher US Rugby)
- National Coaching Certification Program: Community Initiation (Contact)
- Rugby Canada: Rookie Rugby
- Rugby Canada: National Key Themes
- World Rugby: Rugby Ready
- World Rugby: Concussion Awareness for General Public
- World Rugby: Level One Officiating 15's
- World Rugby: First Aid for Rugby
- Canada Sport for Life: Long Term Athlete Development Model
- Trinity Western University: Andrew Evans, Director of Rugby ([andrewevans@twu.ca](mailto:andrewevans@twu.ca))
- University of British Columbia: Curry Hitchborn, Men's Head Coach ([curry.hitchborn@ubc.ca](mailto:curry.hitchborn@ubc.ca)) and Dean Murten, Women's Head Coach ([dean.murten@ubc.ca](mailto:dean.murten@ubc.ca))
- University of Victoria: Scott Manning, Men's Head Coach ([vikesmrug@uvic.ca](mailto:vikesmrug@uvic.ca)) and Brittany Waters, Women's Head Coach ([vikeswrug@uvic.ca](mailto:vikeswrug@uvic.ca))
- Bill Chamberlain, Rugby Canada U18 Boys Head Coach ([bchamberlain@stgeorges.bc.ca](mailto:bchamberlain@stgeorges.bc.ca))
- Darcy Patterson, Rugby Canada Women's 7's Team Manager and BC Rugby Elite 7's Girl's Head Coach ([dpatterson@bcrugby.com](mailto:dpatterson@bcrugby.com))
- Adam Roberts, Rugby Canada U20 Men's Head Coach and BC Rugby Elite 7's Boy's Head Coach ([a\\_roberts@surreyschools.ca](mailto:a_roberts@surreyschools.ca))

### **Additional Information:**

Sample Individual Performance Improvement Plan attached.

## Rugby Individual Performance Improvement Plan (Prop)

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**WHAT IS MY VISION?** \_\_\_\_\_

**WHAT MOTIVATES ME?** \_\_\_\_\_

Fill out the following table using the colour code system for each of the areas under each pillar (technical, tactical, physical etc.). Then write a few notes for the areas you will concentrate on under "FOCUS AREAS". If you are not sure, or if you need some help, talk with key people (coaches, parents, friends, girlfriend/boyfriend, teachers, etc.).

COLOUR CODE KEY: Weakness ■ Adequacy ■ Strength ■

TECHNICAL	TACTICAL	PHYSICAL		NUTRITION	PSYCHOLOGICAL	HOLISTIC/ LEADERSHIP
Scrum	I understand my position's responsibilities in a variety of situations.	Strength-lower	Strength-upper	Body weight	Performance readiness – I consistently prepare mentally and am ready to play and train at a high level.	Self-awareness – I'm aware of personal strengths and deficits and work to improve.

Lineout lifting/kickoffs	I understand the team game plan and my role within it.	Aerobic	Composition	Performance focus – I stay focused on the game to perform at a consistently high level.	Awareness of others – I’m aware of others and I understand my impact on them; I work to build effective relationships.
Cleanout	I react well to the picture I see on the field.	Anaerobic	Hydration	Performance review – I learn from my match experiences and carry over those lessons into training and future games.	Self-reliance – I am organized, well prepared, and can solve problems; I do not need to be constantly told what to do.
Tackling	Tactical awareness	Power	Dietary habits	Resilience – I can bounce back quickly from negative or difficult experiences.	Team person – I contribute well to team cohesion and respect and adhere to team values, culture, and protocols. I am well respected by my mates.
Ball carrying	Tactical leadership	Speed	Performance nutrition	Work ethic – I am passionate and motivated from within; I have the dedication and perseverance needed to achieve my potential through hard work, particularly in training.	Life balance – I spend an appropriate amount of quality time on a variety of activities (other sports, education, leisure, etc.), and with a variety of people (family, friends, etc.).
Mauling					
Catch/pass					
<p>FOCUS AREAS: _____</p> <p>_____</p> <p>_____</p>					