


Lesson no. 7	Subject: Rugby Union	Lesson description: Scrummaging	Year: 7	Group:	Ability:	Day:	Period:	Duration:	
Objectives:	To comprehend and grasp the different positions within the front row e.g. .Loose head prop – hooker – tight head prop. To understand, know and accurately replicate and perform the correct binding techniques used e.g. The hooker's arms resting on the props shoulders and the props arms grasp the hooker's shirt. To know, understand, and accurately replicate and perform the correct feeding of the scrum e.g. Must be horizontal, and the hooker must strike the ball back with their feet. To comprehend and grasp why a scrum is formed e.g. To bring the ball back in play after an infringement. To incorporate previously learned skill into a mini game of Rugby that includes tackling, rucks, and 3 man scrums.								

Activity	Description	Objectives	Teaching Points	Differentiation	Assessment and Evaluation of Performance	Creativity, Resilience and Tactics	Maths / English / Science / Cross Curricular	Link to Theoretical PE Aspects	
Warm Up	- In threes the pupils run the full length of the pitch and at every line accurately replicate and perform a basic ruck play - Stretch	To understand and know the benefits of a warm-up prior to exercise To confidently perform with accuracy, the rucks correctly, incorporating the rules that govern rucking	- Run hard and efficient - Fall after line and release ball - Step over partner and pick up ball jogging to next line	↑ Add whistle every couple of seconds so the group is constantly rucking	Observe warm ups Note number of errors 👁️ Assess the hand and eye co-ordination when rucking	R+ Students must be able to ask for help	Science: Homeostasis <u>Objectives:</u> Explain how sweating cools us down and investigate how sweat production increases with the level of exercise done using cotton balls <u>Student expectations:</u> I can describe an experiment to measure sweat production during exercise	Students should be taught to understand and justify appropriate elements of a warm up for different sporting activities. <i>Movement Analysis</i>	
Scrums	In 4's. Pupils practices binding, crouching, signal from scrum half for feeding, the feed, hooker striking, Scrum Half picking the ball up	To comprehend and grasp the different positions within the front row e.g. .Loose head prop – hooker – tight head prop, To understand, know and accurately replicate and perform the correct binding techniques used e.g. The hooker's arms resting on the props shoulders and the props arms grasp the hooker's shirt.	- Hooker is first to the scrum - The hooker's arms rest on the props shoulders and the props arms grasp the hooker's shirt. - The open side prop places his shoulder behind that of the hooker The blind side prop shoulder is firmly under the hookers to allow the hooker to bind correctly	↑ 4 th person looks at scrum and evaluates performance	☑️ Pupils state, identify and reflect on the strength and weakness of Scrummaging performances. 👁️ Assess the mistakes made when Scrummaging	🗣️ Discuss the main aspects in the scrums R+ Students acknowledge decisions	Maths: Prime numbers found in Rugby Union <u>Objectives:</u> To be able to understand prime numbers <u>Student expectations:</u> I can learn the first 15 prime numbers: 2,3,5,7,11,13,17,19,23,29,31,37,41,43,47	Lever Systems Look at basic drawings of first, second and third class lever systems to illustrate the positioning look at the positioning of the legs in the scrum. <i>Musculoskeletal system</i>	
Uncontested scrums	In 8's. Uncontested scrums. Walking over the ball and scrum half getting the ball	To know, understand, and accurately replicate and perform the correct feeding of the scrum e.g. Must be horizontal, and the hooker must strike the ball back with their feet. To comprehend and grasp why a scrum is formed e.g. To bring the ball back in play after an infringement.	- The feed must be horizontal, and the hooker must strike the ball back with their feet. - Walk over the ball	↑ Alternate roles and functions within groups	☑️ Movement Analysis - Lever systems (Basic drawings of first, second and third class lever systems to illustrate the positioning.)	🗣️ Discuss attacking and defending from scrums R+ Students embrace change	Maths: Prime numbers found in Rugby Union <u>Objectives:</u> To be able to understand prime numbers <u>Student expectations:</u> I can learn the first 15 prime numbers: 2,3,5,7,11,13,17,19,23,29,31,37,41,43,47	Muscles and muscle groups Look at how the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in the scrums. <i>Musculoskeletal system</i>	
Plays from the scrum	From scrum, the scrum half passes ball to attacker who runs 10 metres to score a try. And then becomes scrum half		Get the ball out of the scrum as quickly as possible	↑ Accurately replicate and perform plays from scrums using calls and	👁️ Assess why the pass was successful or not successful from the scrum	🗣️ Discuss the key positions in the scrums		Muscles and muscle groups Look at how initially in the scrum the muscle groups work isometrically and isotonicly (concentric/eccentric). <i>Musculoskeletal system</i>	
Testing and Targets	Create an overlap or a play from the scrum to outnumber the opposition from the scrum	To develop the variety of skills they use when scrummaging within a game scenario	Get the ball out of the scrum quickly Create space Create overlaps Attack space from the scrum	↑ Create the plays	👁️ Assess and listen to strategies that are used to beat the opponent when scrummaging	R+ Students look at best and worst case scenarios ✍️ Draw play books from scrums		Muscles and muscle groups Look at how initially in the scrum the muscle groups work isometrically and isotonicly (concentric/eccentric). <i>Musculoskeletal system</i>	
Games 7 v 7	including tackling, rucks, and 3 man scrums, 5 pt tries, No kicking. Start games & plays from scrums	To incorporate the skills that the pupils have learnt in this lesson to play a small sided game of Rugby. To progress and enhance their physical strength, stamina, speed and flexibility to cope with the demands of Rugby Union.	- Contact allowed - Knock – ons / forward passes - No kicking - Backward passing ONLY	↑ Increase area ↓ Decrease area ↑ Increase number of passes before being able to score a try	☑️ Evaluate the mistakes made in the games from scrums 👁️ Assess the mistakes made when knocking on from the back of the scrum	✍️ Create plays from scrums R+ Students develop from losing a game	English: Descriptive writing: The Rule book: Fair play in Rugby Objectives: To be able to write descriptively how to play the game fairly and safely	Students should be taught to understand and justify appropriate elements of a cool down for different sporting activities. •	
Leadership & Coaching	Create 2/3 drills to work on Scrums when mistakes arise within the games	To understand how to coach and lead a team correctly To be able to critically evaluate how well the Scrums situations are in the games and to find ways to improve these skills	Observe players skills, tactics and performances. Offer positive advice, do not be negative. Use the correct terminology and instructions.	↑ Play and introduce new Scrums tactics every 4 to 5 minutes ↑ Reward for positive Scrums skills, techniques, tactics, understanding and knowledge shown	👁️ Coaches speaking and listening focused on scrums	R+ To be able to talk effectively when coaching / leading	Student expectations: The students should be able to express how the game is played, including the rules, regulations, safety, scoring and fair play		
Officiating	Officiate the Small sided Game	To be able to officiate the Rugby Union Game correctly using the correct signals, comments, scoring and techniques	Use the correct signals Use the whistle, arms and body movements to stop the action effectively and efficiently Get in the right positions to make accurate decisions. Be fair and	Focus on the rules regarding Scrums, the breakdown, scoring, passing, beating opponents, 2v1, and tackling	👁️ Assess the decisions made by the umpire	R+ Students must be able to have the skills, confidence and knowledge to make informed choices when officiating	Skills: Communication Writing to instruct and explain Writing for purpose and audience		
Cool Down	Gentle walking along every line within the 22	To understand why you Cool Down and do rhythmical movement after exercise	• Gentle walking speed. • Take in deep breaths • Keep upright	↑ Ask pupils questions why a Cool down is essential	Q & A on benefits of cool down Ask students for feedback regarding their cool down	Pupils create a new cool down for scrums without contact			
Active lifestyle & Social Guidance		Why is play important for young people new to sports?							
Equipment		Rugby Balls, Cones, Markers, Whistle, Bibs, Stopwatch							
Healthy Lifestyles and well being		How can we reduce heart disease?							