PEP:

Putting the Fun in Fitness

Mini-Tag Rugby

The School District of Philadelphia
Office of Teaching and Learning
Health, Safety and Physical Education
School Reform Commission

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Carol M. White, Physical Education for Progress
Cooperative Agreement # Q215F070064
Physical Education is an integral part of a school-wide, comprehensive, instructional program, and contributes to mental alertness, academic achievement and social development. A quality health-related fitness program, improves children’s muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance. Physical activity can also be an outlet for releasing tension and anxiety, and facilitates emotional stability and resilience. Physical Education provides an opportunity for team building, cooperation, leadership development and sportsmanship.

According to NASPE guidelines, a high quality physical education program includes the following components:

- Opportunity to Learn, including qualified teachers and adequate resources
- Meaningful Content, including fitness education and assessment
- Appropriate Instruction, including full inclusion and well-designed lessons

The Office of Teaching and Learning, Division of Health, Safety and Physical Education is pleased to provide you with the Mini-Tag/Flag Rugby Unit of the Physical Education Core Curriculum. This unit, made possible through a Department of Education, Carol M. White, Physical Education for Progress (PEP) grant, was developed by a cadre of Philadelphia Health and Physical Educators to meet the specific needs of our schools, teachers, students and communities. It includes background information, guidelines for implementation, equipment recommendations, additional resource identification, and core lessons. There is a blank lesson plan template for you to use for additional lessons that you design.

Thank you for the outstanding job that you do. We will do everything that we can to continue to provide professional updates, workshops and resources to support your program.
Acknowledgments

The Division of Health, Safety and Physical Education would like to thank the following individuals and organizations for their help and expertise in developing this unit.

Cardonick, Ellen
- School District of Philadelphia Health and Physical Education Teacher
- Certified Personal Trainer, Certified Group Fitness Instructor

Dan Drumm
- School District of Philadelphia Health and Physical Education Teacher

Ray Rothbardt
- School District of Philadelphia Health and Physical Education Teacher

Mark Griffin
- Founder/CEO Play Sports for life

USA Rugby
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Preface

Rugby is the second largest participation sport in the world behind soccer with over 3 million participants worldwide, over 1.9 million spectators and a global TV audience of 3.4 billion at the last Rugby World Cup in Australia, 2003. In America there are over 2000 Rugby clubs, many with up to three, 15 person teams.

Much of Rugby’s value comes from its rich history, traditions, camaraderie and community involvement with the sport. The game was invented in 1823 in England when William Webb Ellis a young student of the Rugby School “with fine disregard for the rules of football (soccer)” picked up the ball and ran with it. American Football emerged from Rugby in the 1880’s.

According to Rugby Magazine (the journal of record for US Rugby) a recent National Sporting Goods Manufacturers Association survey reported that the number of US Rugby enthusiasts was 600,000. Further, youth rugby is growing rapidly making up over 25% of registered participants nationally with 525 teams (high school and junior rugby clubs) and over 30,000 men’s and women’s collegiate players.

Mini-Tag/Flag Rugby is a non contact version of rugby that can be played safely in Physical Education classes, after school programs or recreationally on weekends. Mini-Tag/Flag Rugby is great because all players get to run, catch, pass and score, regardless of their position, gender, size, shape, or ability. This, combined with the continuous and unique nature of the game means that KIDS LOVE RUGBY!!

Mini-Tag/Flag Rugby is a team invasion game, resembling an all inclusive and continuous team game of tag with a ball. It is easy to learn and (with appropriate training) easy to referee and coach. It encourages teamwork and enhances athletic skills and fitness. As such, mini-tag/flag rugby is very complimentary to other sports; increasing generic athletic skills such as balance, coordination, agility, visual awareness, handling, decision making and of course core fitness.
Dear Parents and Caregivers,

The Office of Teaching and Learning, Division of Health, Safety and Physical Education, is reaching out to parents and caregivers as partners in addressing the health and fitness of our students. As you know, there is a tremendous rise in obesity in our nation, including Philadelphia.

Our office is excited to share wonderful news with parents, caregivers, teachers and students. We have been awarded a generous Physical Education for Progress (PEP) grant from the United States Department of Education. This grant has allowed us to develop updated physical activity units for our schools, including; Fitness, Adventure and Non-Traditional activities. Your child will be experiencing these new activities.

Over the next few weeks, your child will be introduced to non-traditional activities in his/her physical education class. During this time, teachers will encourage students to engage in activities that they have not participated in before. These activities may include yoga, lacrosse, rugby, golf, bowling and archery. The goal is to make physical activity appealing to students so that they will adopt a healthy and active lifestyle.

Please encourage your child to participate in all of these activities fully so that they can receive the full benefits of these units. It is also important for your child to understand and follow the dress requirements at their school. The Physical Education teacher will share those requirements with the class. If you have any questions, please feel free to call the school to discuss the units or classroom procedures with the teachers.

Thank You.

Sincerely,

Bettyann Creighton, Director
Health, Safety and Physical Education
10.4.9 Grade 9

A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.

B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
   • stress management
   • disease prevention
   • weight management

C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.
   • exercise (e.g., climate, altitude, location, temperature)
   • healthy fitness zone
   • individual fitness status (e.g. cardio/respiratory fitness, muscular endurance, muscular strength, flexibility)
   • drug/substance use/abuse

D. Analyze factors that affect physical activity preferences of adolescents.
   • skill competence
   • social benefits
   • previous experience
   • activity confidence

E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.
   • personal choice
   • developmental differences
   • amount of physical activity
   • authentic practice

F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities.
   • group dynamics
   • social pressure
A. Describe and apply the components of skill-related fitness to movement performance.
   - agility
   - balance
   - coordination
   - power
   - reaction time
   - speed

B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.
   - response selection
   - stages of learning a motor skill (i.e. verbal cognitive, motor, automatic)
   - types of skill (i.e. discrete, serial, continuous)

C. Identify and apply practice strategies for skill improvement.

D. Identify and describe the principles of training using appropriate vocabulary.
   - specificity
   - overload
   - progression
   - aerobic/anaerobic
   - circuit/interval
   - repetition/set

E. Analyze and apply scientific and biomechanical principles to complex movements.
   - centripetal/centrifugal force
   - linear motion
   - rotary motion
   - friction/resistance
   - equilibrium
   - number of moving segments

F. Describe and apply game strategies to complex games and physical activities.
   - offensive strategies
   - defensive strategies
   - time management
Template Diagram Symbols

- Cone
- Defender
- Offensive Ball Carrier
- Offensive Support Player
Mini-Tag/Flag Rugby Lessons
### Rugby

**Lesson 1**  
**Passing**

**Objective:**  
The students will be able to:  
- Demonstrate the correct passing technique  
- Describe the cues for the correct passing technique

**Standard:**

10.4 - Physical Activity A  
A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals  

10.5 - Principals and Strategies of Movement A/B/C/F  
A. Describe and apply the components of skill related fitness and movement performance  
B. Describe and apply the concepts of motor skill development  
C. Identify and apply practice strategies for skill improvement  
F. Describe and apply game strategies to complex games and physical activities

**Equipment:**  
- Rugby balls or other similar balls  
- Med Balls

**Instant Activity:**  
Students will get a partner, start by standing 10 feet apart and throw the rugby and/ or med ball 10 times and then repeat by stepping apart 12 feet and then repeat 15 feet apart

**Fitness Activity:**  
Teacher will demonstrate and students will follow a dynamic warm-up including shoulder rolls, standing hip circles, squats, walking lunges, butt kicks and active-isolated stretching of the shoulders, hamstrings and back (A-I stretching descriptions can be found in the “Fitness Unit” book pages 18-20)

**Lesson (Unit Specific):**  
**Passing:** Teacher will instruct on proper passing technique. Students will get a partner and practice passing both stationary and while moving.  
**Game:** Hot Potato

**Closure/Cool Down:**

**Discuss:**  
History of Rugby (Basics found in preface)  
**Describe:**  
Proper Passing technique
Passing

Equipment: 
Rugby ball or other similar ball for every two students

Organization: 
Partners standing 10 ft. to 15 ft. apart

Instruction: 
The number one aim is to pass for the player rather than at the player. (The player you are passing to should be able to move to the ball)

Lateral Pass

1. Hold the ball in two hands with your fingers spread across the seam, with your chest facing forward.

2. Sight your target

3. Draw the ball back across one hip, keeping your elbows slightly bent, as you turn your chest away from the target.

4. Sweep the ball off your hip as you swing your hands through an arc, keeping your elbows close to your body.

5. Release the ball with a flick of the wrists and fingers.

6. Follow through with your fingers pointing to the target – chest high in front of the receiver.

Cues to Passing:
- Hold the ball with two hands
- Sight your target
- Sweep the ball off your hip
- Follow through
Activity:
1. The students will get a partner and stand 10 to 15 feet away from their partner.
2. While staying at their place the students will pass the ball back and forth. (Partners should be parallel with each other, or one partner should step a little behind the other while being passed to).
3. As students become more comfortable with the stationary passing the teacher can instruct them to begin to move slowly around the room gradually increasing speed as the comfort level and accuracy increases.
4. Constantly remind students of the cues for good passing.

Game – Hot Potato:
Set Up:
- 5 Players per grid (1 group)
- 10 Yd square grids
- 1 ball per grid
- Cones to mark the grid

Description:
- Players run around the grid in any direction
- The aim of the game is to complete as many passes as possible in 30, 45, or 60 seconds
- The game is repeated two or three times
- Player can only pass the ball to players other than the player that passed the ball to them

Progressions:
- Two Groups per grid (each group has it’s own rugby ball)
- Three or four groups per grid (each group has it’s own rugby ball)
Rugby
Lesson 2
Offense

Objective:
The students will be able to:
- Describe the two main principles of offense
- Describe the strategies used to accomplish the offensive principles
- Demonstrate the strategies needed to accomplish the principles of offense

Standard:
10.4 - Physical Activity A
- Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals

10.5 - Principals and Strategies of Movement A/B/C/F
- Describe and apply the components of skill related fitness and movement performance
- Describe and apply the concepts of motor skill development
- Identify and apply practice strategies for skill improvement
- Describe and apply game strategies to complex games and physical activities

Equipment:
- Rugby balls or other kinds of balls
- Cones

Instant Activity:
Hot Potato
This game was played in the previous lesson

Fitness Activity:
Fitness Stations: Teacher will set up a fitness circuit:
1. Squats against wall with a stability ball
2. Shoulder rolls and hip circles
3. Moving butt kicks
4. Lunges off the step
5. Crunches
6. Push ups (fitness circuit set up can be found in the “Fitness Unit” curriculum book; pages 56-58)

Lesson (Unit Specific):
Offense: The teacher will instruct the students on the principles of offense and the skills needed to accomplish these principles.
Games: 3 on 1 Tag/Keep Away (Running to open Spaces); Offensive Attack (Running to open space, short passes, communication); Just Score (Running to open space, short passes, communication)

Closure/Cool Down:
Review Vocabulary:
Goal line; try; touch; touch-line
Discuss:
The offensive skills needed to successfully score.
Compare and contrast American Football & Rugby
Principles of Offense

To go forward
- Running to open Spaces
  - this forces the defenders to move and communicate
  - moving creates open spaces nearby for support players
- Short passes
  - defense commits to the ball carrier
  - ball carrier passes to teammates in a better position than themselves
  - short passes are quicker and more precise

Ball retention
Only the player with the ball can score. Therefore teams need to retain possession by recycling the ball in a variety of ways to build continuity and eventually score.
- Specific communication
  - between both ball carrier and support players
  - where and when to pass
  - ultimate decision whether to pass is the responsibility of the ball carrier
- short passes
  - support needs to be close
    - two or more support players give the ball carrier options
    - cause the defense to make important decisions quickly
    - short passes are more likely to be successful and limit turnovers

Games

3 on 1 Tag/Keep Away

Equipment:
Rugby ball (or similar ball) for each playing grid

Description
- A 10 yd. x 10 yd. grid for each group
- Three offensive players and one defensive player for each grid
- One offensive player will have the ball
- The defender tries to tag the player with the ball (all offensive players must stay in motion)
- Offensive players attempt to pass (in any direction) to a support player moving in open space
- Rotate after 30 sec. to 1 min. so all players have a chance to be a defender
Offensive Attack

Equipment
A rugby ball (or similar ball) for each grid

Description
- 4 people on offense 1 on defense
- Attackers start at one end of the grid, with defender at the other
- Upon the teachers signal, the attackers run and pass attacking the opposite line, attempting to avoid being tagged by the defender.
- The defender advances forward and can only tag the person in possession of the ball
- If an attacker is tagged the offensive team must start at the beginning
Offensive Attack Diagram

Game Progression
Vary the number of attackers (4 vs. 2 then 3 vs. 2)
Progress to a lateral rugby pass only

Just Score

Equipment
1 rugby ball (or similar ball) for each grid

Description
- 20 yd. x 10 yd. grids
- 10 players in each grid (7 attackers with one ball and 3 players on defense)
- The attacking team tries to score as many goals as possible in a set period of time
• The attacking team starts with the ball behind their try (goal) line, and the defense behind their try line
• Attacks are made by advancing the ball forward by passing in any direction, and running. Blocking is not allowed
• If a player is tagged while in possession of the ball, they must immediately pass the ball to a teammate.
• After a successful try (score) the attackers reverse their direction of attack, back towards their original starting point
• Should the ball be dropped, the attacking team returns to their try line. Once all members of the attacking team return to their original line another attack may begin
• After a set period of time, the roles are changed, with a new attacking team attempting to better the score of the other team.

**Just Score Diagram**

Game Progression

- Passes must be lateral or backward (a forward pass is not treated as an error with the attacking team returning to their try line before attacking again)
- The teacher may limit the number of tags before the attacking team must return to their try line
Rugby
Lesson 3
Defense

Objective:
The students will be able to:
- Describe the two main principles of defense
- Describe the strategies used to accomplish the defensive principles
- Demonstrate the strategies needed to accomplish the principles of defense

Standard:
10.4 - Physical Activity A
A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
10.5 - Principals and Strategies of Movement A/B/C/F
A. Describe and apply the components of skill related fitness and movement performance
B. Describe and apply the concepts of motor skill development
C. Identify and apply practice strategies for skill improvement
F. Describe and apply game strategies to complex games and physical activities

Equipment:
Rugby balls or other kinds of balls

Instant Activity:
3 on 1 tag/keep away
This game was played in the previous lesson

Fitness Activity:
Yoga: (poses will be found in Yoga curriculum);
Hands knees balance (page 14); cat pose (page 14); Dog Pose (page 15); downward facing dog (page 15); child’s pose (page 16)

Lesson (Unit Specific):
Offense: The teacher will instruct the students on the principles of defense and the skills needed to accomplish these principles.
Practice: Defensive Lines (students form groups of 6, spaced 2 or 3 yards apart in horizontal lines. Each group lined up behind the other facing in the same direction.)
Games: Limiting Offensive Options; Cover Defense

Closure/Cool Down:
Review vocabulary;
Blocking: tackler; obstruction;
Discuss;
The defensive skills needed to prevent a score.
In the games, what made it easier to catch the offensive player?
Any differences between rugby and American Football that were not discussed in the previous lesson
Principles of Defense

A straight line of defense
A straight line of defense limits the options that are open to the offense. Keys are:
- move up and back together
- match up evenly with the opposition
- move in on an angle toward the offense to limit their choices

Limiting offensive options
The fewer the options, the easier it is to defend. Simple strategies to do this are:
- herding
  - as a line, the defense angles into the offense forcing them to run in a certain direction
  - this usually results in an easier side-on-tag as the offensive player cannot cut back inside/outside the defender
- causes the offense to become crowded as they are usually grouped in a smaller area of the field and therefore easier to defend
- move up quickly
  - this limits the offense decision making time and causes rushed decisions

Practice

Defensive Lines

Equipment:
none

Description
- Students form groups of equal numbers up to 6 per team
- Players should be spaced 2 to 3 yards apart in a horizontal line
- Each team lines up one behind the other facing in the same direction
- The teacher gives different commands to the players as they advance down the field/gym
- The players must react and communicate within their group to maintain a flat defensive line
- Good communication between teammates should be encouraged

The commands are as follows:
- Up = Run Forward
- Left = shuffle left
- Right = shuffle right
- Freeze = freeze in position
- Back = retreat (backpedal i.e. still facing forward

Progression
Replace commands with hand or ball signals, e.g. ball pointing left = left, ball down = freeze
Games

Limiting Offensive Options

Equipment:
Cones

Description:
• Multiple 2 on 1 tag in 10 X 10 grids
  o two defensive players on one runner
  o defensive players try to tag the runner who must go back to the start if tagged
  o runner attempts to cross the 10 X 10 grid as many times as possible in 30 seconds (rotate so all participants have a turn as runner)

Progression:
• Alter the shape of the playing area
  o shape (triangle, circle, rectangle)
  o make the grid wider or longer
  o add obstacles to avoid
• change the number of participants
  o adding another defensive player or runner (3 on 1; 3 on 2: etc.)
Cover Defense

Equipment
A rugby ball for each grid or any other type of ball
Cones

Description
Multiple 5 on 3 tag game in 15 X 25 grids
- 5 offensive players and 3 defensive players
- both the ball carrier & defensive players begin on the same side of the field
- the rest of the offensive players spread out across the field
- the offense are trying to score a try (goal)
- as the ball carrier passes the ball, to start the game, the first two defenders may enter the playing area
- once the second pass is performed the last defender joins in
- rotate the offense and defense to ensure all have a turn in each defensive roll

Progression:
- alter the shape of the playing area (triangle, circle)
- make the grid narrower or wider
- add obstacles to avoid (e.g. large cones, boxes, etc.)
- vary the number of participants (5 offensive players vs. 4 defensive players; 6 offensive players vs. 4 defensive players; etc.)
Rugby
Lesson 4
Offense/Defense Games

Objective:
The students will be able to:
• Demonstrate proper offensive techniques
• Demonstrate proper defensive techniques

Standard:
10.4 - Physical Activity A
   A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
10.5 - Principals and Strategies of Movement A/B/C/F
   A. Describe and apply the components of skill related fitness and movement performance
   B. Describe and apply the concepts of motor skill development
   C. Identify and apply practice strategies for skill improvement
   F. Describe and apply game strategies to complex games and physical activities

Equipment:
   Rugby balls
   cones

Instant Activity:
Hot Potato
This game was played lesson 2

Fitness Activity:
   Fitness Stations: Teacher will set up a fitness circuit:
   1. Squats against wall with a stability ball
   2. Shoulder rolls and hip circles
   3. Moving butt kicks
   4. Lunges off the step
   5. Crunches
   6. Push ups (fitness circuit set up can be found in the “Fitness Unit” curriculum book; pages 56-58)

Lesson (Unit Specific):
Offense: Review of the principles of offense; review of the principles of defense
Games: 2 v 2 Tag (10 X 10 grids with 4 – 8 players per grid); Group cover tag (grids 9 X 10 divided into 3 sections with 3 offensive players and 2 defensive players in each grid)

Closure/Cool Down:
Discuss;
The defensive skills needed to prevent a score.
The offensive skills needed to score
Games

2 V 2 tag

Equipment:
1 rugby ball for each 4 players
A flag for each player
Cones

Description:
• 4 to 8 players per 10 X 10 grid
• a line of defenders and a line of attackers are formed to the left and right side of the grid (outside the grid itself)
• students pair up with a partner in their respective line
• on the whistle, both the attackers and the defenders run in opposite directions around the grid (i.e. attackers run around the cone on the right, defenders run around the cone on the left)
• on rounding the cone, attackers run and pass as required to beat the defense
• the defense attempts to pull the attackers flag before they cross the defender’s goal line

Progression:
• Vary the number of attackers and defenders
• Defenders have to hold on to a 6 foot jump rope to maintain organization and structure of defense
Group Cover Tag

Equipment:
A rugby ball for each 9 X 10 grid

Description:
• 5 students (3 attackers and 2 defenders)
• grid is divided into 3 channels
• each attacker must stay in their channel
• for a 3 v 2 game, attackers are lined up on their end line (goal line) in their channels facing the defenders who are standing on their goal line
• on the whistle, attackers move towards the defender’s goal line
• slide defense
  o defender A can only defend channels 1 and 2, whereas defender B can only defend channels 2 and 3. Thus after attackers pass the ball out of channel 1, defender A can slide into channel 2 and defender B can slide into channel 3
• 5 points scored by a) the attacking team scoring a try (goal) or b) the defending team preventing a try from being scored.
• 7 points scored if defending team gains possession and scores a try

Progression:
• Cover defense
  o Defender A can only cover channels 1 and 3, defender B must stay in the middle channel 2. Thus after attackers pass the ball out of channel 1, defender A would cover across straight to channel 3
# Rugby
## Lesson 5
### Mini-Tag/Flag Rugby

**Objective:**
The students will be able to:
- Demonstrate proper offensive techniques
- Demonstrate proper defensive techniques
- Play the game of Mini-Tag/Flag Rugby

**Standard:**

10.4 - Physical Activity A  
A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals

10.5 - Principals and Strategies of Movement A/B/C/F  
A. Describe and apply the components of skill related fitness and movement performance  
B. Describe and apply the concepts of motor skill development  
C. Identify and apply practice strategies for skill improvement  
F. Describe and apply game strategies to complex games and physical activities

**Equipment:**
- Rugby balls
- Flag belts (optional)

<table>
<thead>
<tr>
<th>Instant Activity:</th>
<th>3 on 1 tag/keep away</th>
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<tr>
<td></td>
<td>This game was played in lesson 3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fitness Activity:</th>
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<tbody>
<tr>
<td>Yoga: (poses will be found in Yoga curriculum);</td>
</tr>
<tr>
<td>Hands knees balance (page 14); cat pose (page 14); Dog Pose (page 15); downward facing dog (page 15); child’s pose (page 16)</td>
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</tbody>
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<thead>
<tr>
<th>Lesson (Unit Specific):</th>
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<tr>
<td>Review: Review of the principles of offense; review of the principles of defense</td>
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<tr>
<td>Games: Mini-Tag/Flag Rugby</td>
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<tr>
<td>The class will be divided in teams of 5 to 7 students. Mini-tag/Flag Rugby will be taught with teams playing for a set period of time. New teams will then play for their time</td>
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<table>
<thead>
<tr>
<th>Closure/Cool Down:</th>
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<tr>
<td>Discuss;</td>
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<tr>
<td>The defensive skills needed to prevent a score.</td>
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<tr>
<td>The offensive skills needed to score</td>
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<tr>
<td>What do you like about the game? What don’t you like about the game?</td>
</tr>
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Game

Mini-Tag/Flag Rugby

Equipment:
- Rugby balls
- Flag belts (optional)

Description:

Object
- The object of the game is to score a try (goal) (5 points) by placing the ball on or behind the opponents goal line
- A penalty try will be awarded if a try would probably have been scored but for a foul by the defending team
- Ball carriers must remain on their feet, diving is not permitted. If a ball carrier dives to score a try, it will be disallowed and a free pass awarded to the defending team 7 yards out from the goal line
- A player may not be prevented from grounding the ball by any physical contact (including placing a hand between the ball and the ground)
- Where mini-tag rugby is played indoors or in restricted areas, a try can be scored by the ball carrier crossing the vertical plane of the goal line without grounding the ball. This allows the players to have their head up and be aware of their surroundings at all times
- When a try is scored, the game is restarted by a free pass from the center of the field by the non-scoring team

Teams
- The game is played between teams of two equal numbers of players, each team containing five to seven players
- Unlimited substitutions are allowed
- Substitutions can take place only during a stoppage of play

Passing
- The ball can only be passed sideways or backwards through the air, not handed to another player.
- If the ball is handed to another player or passed or knocked forwards, then a free pass is awarded to the non-infringing team

Free Pass
- A free pass is used to start or restart the match from the center of the half-way line at the beginning of each half, from the touch (out of bounds) line, when the ball goes out of bounds, and from where the referee makes a mark from where an infringement takes place
- At a free pass, the opponents must be 7 yards back from the mark. They cannot start moving forward until the ball leaves the hands of the passer
- The player taking the free pass must pass the ball with two hands backwards to a teammate when the referee calls “play”. The receiver must receive the ball not more than 2 yards from where the free pass is made
- If an infringement takes place or the ball goes out of bounds over the goal line or within 7 yards of the goal line, the free pass is awarded to the non-infringing team 7 yards from the goal line

Tag
- A tag occurs when an opponent simultaneously touches the ball carrier with both hands anywhere from the waist to the knees.
• The intent of the tag is just to make contact with the ball carrier. The tag is not to be any form of push, shove, grab, pull, or block
• Only the ball carrier can be tagged. The ball carrier can run and dodge potential taggers but cannot fend them off using hands or the ball
• When the ball carrier is tagged, the ball must be passed to a teammate within 3 seconds. The ball carrier must attempt to stop as soon as possible
• If a pass takes longer than 3 seconds, a free pass is awarded the non-infringing team at the place where the tag occurred
• A tagged ball carrier is allowed one step to score a try (goal) after being tagged
• The tagger must move away from the ball carrier and take a neutral position until the ball has been passed. The tagger must not interfere with the ball carriers ability to pass, and may not intercept the pass. The tagger may not intentionally touch the ball until it has been touched by another player
• The team in possession of the ball may be tagged a maximum of six times before scoring a try. At the seventh tag, a free pass will be awarded to the tagger’s team at the place of the tag. If the seventh tag takes place one step from the goal line and the ball is grounded, the try will be disallowed and the opponents will be awarded a free pass 7 yards from the goal line, in line with the place that the goal line was crossed

**Fouls**

• A ball carrier may run and dodge potential taggers, but must not fend them off by using hand or ball
• Players must not intentionally make contact with opponents
• The ball must not be pulled from the ball carriers grasp
• Players may not kick the ball
• If a ball goes to the ground players can pick it up but must not dive to the floor to recover the ball
• In the event of a foul, a free play is awarded to the non-infringing team at the place of the infringement

**Option – Using Flag Belts**

For teams that have flag belts and agree to use them in a game the following options should apply:

Once the tackler has removed one of the ball carriers flags, they must do the following things

1. Stop
2. Hold the flag above their head
3. Shout tag
4. Return the removed flag to the original ball carrier once they have passed the ball
5. Rejoin the game

Once the ball carrier has had one of their flags removed, they must do the following things

1. Stop running
2. Pass the ball immediately, within 3 steps or 3 seconds
3. Replace the flag onto the flag belt after it is returned from the tackler
4. Rejoin the game
Support Materials
Physical Education Lesson Plan

Objective:

Standard:

Equipment/Set up:

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Rugby Vocabulary

Attacker – A member of the attacking team.

Attacking Team – The team who has possession of the ball.

Ball Carrier – A member of the attacking team who has possession of the ball.

Blocking – The illegal act of blocking access to the ball carrier by a defender, e.g. by the use of hands, ball, shoulder, or clothing. Any form of blocking will result in a penalty.

Contact – A collision of bodies or parts of bodies whether deliberate or accidental. (Contact is not permitted in the game of Mini-Tag/Flag Rugby)

Dead Ball – When the ball or player carrying the ball goes out of bounds.

Dead Ball Line – A line parallel to and behind the try line which defines the end of the scoring zone. This can be up to 7 yards behind the try line.

Defender – A member of the defending team

Defending Team – The team without possession of the ball.

Free Pass – A pass that is used to restart the game when a dead ball has occurred.

Forward Pass – This will result in the award of a restart to the non-offending team.

Foul – Any violation of the rules

Goal Line – The line which defines the end of the regular field of play and the goal area. Also known as the try line.

Obstruction – The act of blocking or preventing an opponent from tagging the attacking player in possession of the ball. An intentional obstruction results in a penalty.

Off-Side – A defending player not back the required distance at the restart.

   A defending player in front of the ball after a tackle has been made.

   An attacking player in front of the player in possession or in front of a team member who last played the ball.

Pass – Is to throw the ball with two hands in a backwards or horizontal/lateral direction from one player to another.
**Restart** – Takes place after a foul has been committed.

**Tackler** – The player who makes a tag.

**Touch** – When the ball contacts or goes over the touch-line, or the player carrying it contacts or passes over the touch-line (this is known as going out of bounds). Rugby is one of the few games where the touch line is considered out of bounds rather than within the field of play.

**Touch-Line** – The lines that run the length of the field and define the field of play.

**Try** – A try is scored when the player grounds the ball on or behind the opposition’s goal line. It is worth 5 points.

**Try Line** – The goal line
Equipment & Resources

Equipment

Rugby Balls
Other types of balls (footballs, nerf balls, etc.)
Cones
Flag belts and flags

Resources

Play Rugby USA – www.playrugbyusa.com

Rugby Union - news.bbc.co.uk/sport2/hi/rugby_union/skills/default.stm