

<b>Lesson</b>	Subject: <b>RUGBY</b>	Year: <b>7</b>	Group:	Total No.:	M:	F:
	Lesson Description: <b>Scrummaging</b>	Ability:	Period:	SEN:		
		Duration:	w/c:			

**Objectives:** To understand and know the different positions within the front row *e.g. Loose head prop – hooker – tight head prop*. To understand, know 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 perform the correct feeding of the scrum *e.g. Must be horizontal, and the hooker must strike the ball back with their feet*. To understand and know 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 / Organisation	Objectives	✓	Teaching Points	Evaluation / Performance	Differentiation and Creativity
<b>Warm Up &amp; Stretching</b>	- In threes the pupils run the full length of the pitch and at every line perform a basic ruck play - Stretch	To understand and know the benefits of a warm-up prior to exercise To perform 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	Observe warm ups  Note number of errors	⬆️ Add whistle every couple of seconds so the group is constantly rucking
<b>Scrum</b>	In 4’s. Pupils practices binding, crouching, signal from scrum half for feeding, the feed, hooker striking, Scrum Half picking the ball up	To understand and know the different positions within the front row <i>e.g. Loose head prop – hooker – tight head prop</i> , To understand, know and perform the correct binding techniques used <i>e.g. The hooker’s arms resting on the props shoulders and the props arms grasp the hooker’s shirt</i> .		- 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 - The feed must be horizontal, and the hooker must strike the ball back with their feet. - Walk over the ball	Peer evaluation sessions – Pupils state strength and weakness of Scrummaging performances. - Use sheets to highlight these <i>M/C</i> - Analyse strength and weaknesses in performances <i>M/C</i> – Pupils analyse tactics and strategies used <i>Cr</i> - Pupils develop, adapt and refine skills, strategies and tactics used in this section	⬆️ 4 <sup>th</sup> person looks at scrum and evaluates performance
	In 8’s. Uncontested scrums. Walking over the ball and scrum half getting the ball	To know, understand, and perform the correct feeding of the scrum <i>e.g. Must be horizontal, and the hooker must strike the ball back with their feet</i> . To understand and know why a scrum is formed <i>e.g. To bring the ball back in play after an infringement</i> . To develop the range of skills they use when scrummaging				⬆️ Alternate roles and functions within groups
	From scrum, the scrum half passes ball to attacker who runs 10 metres to score a try. And then becomes scrum half					⬆️ Perform plays from scrums using calls and
<b>Games</b> <b>7 v 7</b>	including tackling, rucks, and 3 man scrums, 5 pt tries, No kicking. Start games & plays from scrums - Discuss teaching points used to beat / outwit opponent - Discuss the skills used to beat / outwit an opponent - Discuss the skills used to gain ascendancy - Discuss how performers can use varying skills to outwit opponents - Discuss the benefits of out thinking opponents	To incorporate the skills that the pupils have learnt in this lesson to play a small sided game of Rugby. To enhance and develop 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	Observe Games  Ask pupils for feedback and analysis of performances  <i>M/C</i> - Analyse strength and weaknesses in performances  <i>M/C</i> – Pupils analyse tactics and strategies used	⬆️ Increase area ⬆️ Decrease area ⬆️ Increase number of passes before being able to score a try <i>Cr</i> - Create plays from scrums <i>M/C</i> – Discuss attacking and defending from scrums <i>M/C</i> – Draw play books from scrums

<b>Cool down</b>	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 students for feedback regarding their performances	⬆ Ask pupils questions why a Cool down is essential			
<b>Informed Choices and Lifestyle</b>	Discuss all the different career pathways in Rugby							
<b>Equipment</b>	Rugby Balls, Cones, Markers, Whistle, Bibs, Stopwatch,							
ICT	Assessment	Citizenship	Peer Evaluation	Literacy	Numeracy	Pupil planning		
Analysis of perf.	Evaluation	Feedback	Q & A	Mathematics	Art	English	Science	Technology

**Comments:**

**HEALTH AND SAFETY THROUGHOUT THIS LESSON**

- Tell the students that they must remove all jewelry before Rugby - Always - check the working areas for glass, and objects, at the beginning of every lesson.
- Tell them not to kick the balls in the warm-up Must always keep their eyes on ball -Gum shields & Pads MUST be used
- Students must always remain in their grids at all times when performing drills. - Tell the students that when working in grids they must never kick or roll a ball across it - Must communicate with all team-mates at all times
- All students must run in the same direction in every group to eliminate collisions - Allow equal spaces at either side of grids for pupils to enter to slow down in
- The student must be clear on the correct & safe technique. - Must make sure the partners and teams are of equal sizes,
- Constantly ask pupils who are tackling whether they are with the correct partner when they are performing the activities. - Never allow pupils to perform drills close together
- The students must be clear on the correct technique and safety aspects of rucking and scrummaging - Make sure the students know the correct & safe technique of binding, engaging and striking. - Always state and make sure the students CROUCH – TOUCH – PAUSE - AND ENGAGE when setting up and performing a scrum
- At the uncontested stage clearly emphasise that pushing is not allowed, and won't be tolerated

**ADDITIONAL COMMENTS FOR LESSON, SCHEME AND PLANNING DEVELOPMENT**

<b>Competence</b>	<b>Performance</b>	<b>Creativity</b>	<b>Health and Active Lifestyle</b>
<b>Developing Skills</b>	<b>Making and Applying</b>	<b>Physical and Mental Capacity</b>	<b>Evaluating and Improving</b>