

England Rugby Young Leaders Award

Deliverers Notes



Total Time:	6 hour course deliver + optional 3 Hours community programme planning/delivery.
Theory/Practical	Theory & Practical

Key Stage 4 Rugby Union Leadership Award	Personal & Social Skills – The 5C’s (Confidence, Competence, Character, Connection and Creativity)
<p>Outcomes: This course aims to develop;</p> <ol style="list-style-type: none"> 1. Students who understand and are able to apply the skills and qualities of a young Rugby Union leader. 2. Students who are able understand and apply the Core Values of Rugby Union. 3. Students who can demonstrate effective leadership skills in Rugby Union including: <ul style="list-style-type: none"> • Planning and delivery of Rugby Union coaching to individuals and groups of players. • Officiating Tag/Touch Union Rugby matches. • Planning, delivering and reviewing competitive Rugby Union opportunities for younger students. 4. Students will become more competent and confident; having a positive impact on the development of their Character. They will become better problem solvers, have improved communication skills and will better at conflict resolution and developing relationships with others. 	<ul style="list-style-type: none"> • Ensure that you reinforce the 5C’s, offer praise when the young people demonstrate good personal and social skills. • Build the 5C’s into your learning outcomes for the lesson. Review students’ progress during and at the end of the lesson against their demonstration of the 5C’s. • Competence; <i>‘Developing a positive view of your own performance’</i> - will be developed through every lesson.

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Phase 1: Developing Practical Leadership Skills (6 hours)		
Week One: Introduction to Tag Rugby and Rugby's Core Values	Personal & Social Skills 5C's	Resources
<ul style="list-style-type: none"> Take the students outside and put them into groups of 4. Establish the reasons why we warm up: <ul style="list-style-type: none"> Raise the heart rate Increase the flow of blood to the muscles Prepare the body for the demands of exercise Help to prevent injury Prepare the mind for the upcoming activity Discuss the RFU Activate Injury Prevention Programme with your students (see link in resources). Ask the students to design and carry out an 'Activate 8' warm-up that achieves these aims; share the link to the activate videos, giving each student a different Activate 8 activity each to plan and coach to their peers. Reflect with the group on the success of their warm up. Did it achieve the aims of the warm up, was it appropriate and enjoyable for young players? Combine groups to make groups of at least 8 students. Watch video if needed, have each group play 'Eggs in the Nest.' After they have played a couple of games ask the following questions <ul style="list-style-type: none"> 'How many of you cheated?' 'How many of you helped your team mates out – how did you help?' Discuss why it is important in Rugby Union to help your team mates and why we need to play by the rules. Ask the students to discuss in their groups how as leaders they can make sure those playing Rugby Union adhere to the RFU core values of Teamwork, Respect, Enjoyment, Discipline and Sportsmanship. 	<p>Connection – The ability to build positive bonds with others, resulting in effective relationships between pupils.</p> <p>Creativity – Finding your own solutions to problems.</p> <p>Competence – Developing a positive view of your own performance.</p> <p>Character – demonstrating respect for rules, an understanding of right and wrong and showing sympathy and empathy for others.</p> <p>Confidence - Having an internal sense of self worth – 'I've done things well.'</p>	<ul style="list-style-type: none"> Rugby Balls Tag Belts Cones Bibs <p>What is Activate?</p> <p>Activate 8 video resources</p> <p>Eggs in the nest video</p> <p>Tag Rugby Rules - Video</p>

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<ul style="list-style-type: none">• Explain the rules for tag rugby.• In their groups let the players play 4v4 tag rugby matches.• Ask them to referee themselves.• After first game ask students how they resolved conflict about rules or disagreements whilst they were playing.• Ask students how would solve similar conflict about rules or disagreements between players if they were leading a game of Tag/Touch rugby.• Let them play as many more games as time allows. • Reflect upon the Core Values, the rules and how to play tag rugby.• Ask them to consider what they did well as a player in relation to the core values and 5C's (see opposite) and what they would do differently if they had the chance to do the lesson again.		Tag Rugby Rules - Written
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Week Two: Giving instruction and explanation Creating practices and games	Personal & Social Skills 5C's	Resources
<ul style="list-style-type: none"> • Split the class into groups of four; ask them to assign these roles so individuals can take the lead on different tasks. <ul style="list-style-type: none"> ○ Equipment leader ○ Warm up leader ○ Head Coach ○ Warm down leader <p>The group will design a 5 minute practice to develop catching and passing a rugby ball. They will deliver this practice to another team. The practice should last for 2 – 3 minutes. They must also create a small game which develops catching and passing.</p> <p>When delivering the head coach takes the lead and the others support him/her (<i>roles will change in the subsequent weeks so each member of the group gets to be the head coach</i>).</p> <ul style="list-style-type: none"> • Explain what a leader needs to do in order to get their message across successfully. E.g. getting their attention, positioning etc. Use this model for instruction and explanation: <ol style="list-style-type: none"> 1. Plan what to say before you speak. 2. Position yourself so all can see and hear you. 3. Keep the message simple (2 – 3 key coaching points). 4. Use questions to check understanding • Let the groups go away to design their practices. • Bring them back together, pair the groups up and get each group to deliver their catch and passing practice and game to each other. • Review how successfully the leaders got their message across. Ask the groups to work out what 	<p>Connection – The ability to build positive bonds with others, resulting in effective relationships between pupils.</p> <p>Creativity – Finding your own solutions to problems.</p> <p>Confidence – Having an internal sense of self worth – ‘I’ve done things well.’</p>	<ul style="list-style-type: none"> • Rugby Balls • Tag Belts • Cones • Bibs

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<p>they did well, and what they would do to improve if they had the chance to do it again.</p> <ul style="list-style-type: none">• Finish the lesson by allowing the teams to play tag rugby matches, taking it in turns to referee themselves again.• Review the refereeing and the importance of giving clear and concise instruction/explanation e.g. it helps get the players active quickly.• Ensure that time is given for the warm down leaders to work with their groups, equipment leader should organise their groups to collect all of the kit back in.		
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Week Three: What is Leadership? Refereeing Tag Rugby Organising Space and Equipment	Personal & Social Skills 5C's	Resources
<ul style="list-style-type: none"> • Ask the students <ol style="list-style-type: none"> a. What does leadership mean? b. Leadership qualities, what does a good leader look like? c. How is this specific to rugby? d. What attributes might a good rugby leader have? • Lay out equipment on the floor (Balls/Tags/Cones/Bibs) • Split the students into 3 equal sized groups • Ask groups to work as a team to organise a pitch, get the equipment that they need to play matches of tag rugby and warm up their group so they are ready to play. <p>N.B. We advise that tag rugby should be played on the following size pitches: Minimum: 4v4 - 15 x 30m (This could be on a netball court in the playground) Maximum: 6v6 - 30 x 60m</p> <ul style="list-style-type: none"> • Once they have completed this activity ask them to reflect on the answers they gave to the questions asked at the start of the lesson in relation to their performance. <ul style="list-style-type: none"> ○ Did they work together well to complete the task? ○ Did they help each other? ○ Did they allocate roles? • Ask them to discuss how they might do it better if they were asked to do it again. 	<p>Connection – The ability to build positive bonds with others, resulting in effective relationships between pupils.</p> <p>Creativity – Finding your own solutions to problems.</p> <p>Confidence – Having an internal sense of self worth – ‘I’ve done things well.’</p>	<ul style="list-style-type: none"> • Rugby Balls • Tag Belts • Cones • Bibs

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<ul style="list-style-type: none">• Groups should now play matches of tag rugby against each other with individuals taking it in turns to officiate.• DO NOT DISCUSS ANYTHING ABOUT HOW TO OFFICATE AT THIS POINT.• Play to the Rules of Tag Rugby as established in week one. (5 minute matches) • Once a couple of matches have been completed reflect with the whole group on:<ul style="list-style-type: none">○ What did the referees do well and why?○ Ask those who have refereed what they could improve if they were asked to do it again? • Establish the principles for refereeing children: safety, enjoyment and learning.• Safety:<ul style="list-style-type: none">○ Check the pitch and equipment for safety hazards before and during the game○ Stop the game immediately if there are any potential safety issues○ Stop the game immediately if there is any foul play○ Apply the relevant safety oriented rules to the game – no contact, no diving on unsuitable surfaces.• Enjoyment:<ul style="list-style-type: none">○ Communicate with the players to prevent unnecessary stoppages e.g. remind them to hand the tags back and not throw them on the floor, to get on side.○ Play advantage – don't apply the rules and cause a stoppage if it prevents the flow of the game to the detriment of the non-offending team. E.g. a player on the attacking team who only has one tag on but is not involved in the play.○ Don't get in the way of the players!○ Praise good play and tell the players <i>what</i> they did well to encourage others to do the same. E.g. praise players who support their team mates or make good passes.• Learning:<ul style="list-style-type: none">○ Know the rules and help the players to understand them.○ Be decisive, look like a referee and be neutral. Once a decision is made stick with it.		
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<ul style="list-style-type: none">○ Apply the rules consistently and fairly. The odd minor transgression by the losing team (e.g. slight forward pass) can go unpunished if it is not going to affect the result but does reward the efforts of the players.• Put the students back into the games with them once again taking turns to referee (ideally all students should have refereed by the end of the session).• Highlight good practice by the referees as you watch the games.• At the end of the lesson reflect upon:<ul style="list-style-type: none">• The players and referees application of the core values of respect, enjoyment and discipline.<ul style="list-style-type: none">○ E.g. did the players behaviour enable the referee to enjoy their participation in the game. If not, why not?• In pairs ask the students to tell their partner what their partner did well as a tag rugby referee.• Then ask them to tell their partner what they would like to improve themselves as a referee.		
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Week Four: Providing demonstrations	Personal & Social Skills 5C's	Resources
<ul style="list-style-type: none"> • Organise students into the same groups as the previous week and ask them to assign different roles from the following: <ul style="list-style-type: none"> ○ Equipment leader / Warm up leader / Head Coach / Warm down leader • The group will design a 2-3 minute practice to develop evading a defender. They also need to design a small game to develop evasion. They will deliver these to another team. When delivering the head coach takes the lead and the others support him/her. • Explain what a leader needs to do in order to provide a good demonstration. • Ask the students why demonstrations can help when acting as a coach. • Use this model for providing demonstrations: <ol style="list-style-type: none"> 1. Position yourself so all can see and hear you 2. Keep the message simple (2 – 3 key coaching points) 3. Repeat the demonstration several times 4. Use questions to check understanding • Ask the students why it is important to practice these skills in game situations • Let the groups go away to design their practices and games. • Bring them back together, pair the groups up and get each group to deliver their 'evading defenders' practice to each other. • Review how successfully the leader provided a demonstration to help with their explanation. Ask the groups to work out what they did well, and what they would do to improve if they had the chance to do it again. • Finish the lesson by allowing the teams to play 4v4 tag rugby matches, refereeing themselves. Ensure 	<p>Connection – The ability to build positive bonds with others, resulting in effective relationships between pupils.</p> <p>Creativity – Finding your own solutions to problems.</p> <p>Confidence – Having an internal sense of self worth – 'I've done things well.'</p>	<ul style="list-style-type: none"> • Rugby Balls • Tag Belts • Cones • Bibs

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that time is given for the warm down leaders to work with their groups, equipment leader should organise their groups to collect all of the kit back in.		
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Week Five: The Touch Union – Playing and Refereeing	Personal & Social Skills 5C's	Resources
<ul style="list-style-type: none"> • Watch the Touch Union Guide video (link in the resources) and the Refereeing Children Whistle Stop guide. • Ideally, share the video links with your students before the lesson. • In groups of 4 as your students to consider how they would introduce Touch Union to a group of players who haven't played it before asking them to plan a session for a group of new players. <ul style="list-style-type: none"> ○ What would be the progressions you would take (i.e. pass in any direction to start)? ○ How would you introduce the key elements of rugby (i.e run forwards and pass backwards)? ○ If needed share the How to build up to touch union video to prompt ideas. • Once planned, give the groups the opportunity to deliver an element of their plan. The first group may deliver the first progression; the next group may progress from there and so on until you have built to the game. • Based upon the numbers you have in your group, organise students into teams to play Touch Union, allocating one person to be the referee and be prepared to rotate the students so they all get an opportunity to referee Touch Union during the lesson. • Focus on the three essentials of refereeing children/young people: <ul style="list-style-type: none"> ○ Safety ○ Enjoyment ○ Learning 	<p>Connection – The ability to build positive bonds with others, resulting in effective relationships between pupils.</p> <p>Creativity – Finding your own solutions to problems.</p> <p>Confidence – Having an internal sense of self worth – 'I've done things well.'</p>	<ul style="list-style-type: none"> • Rugby Balls • Tag Belts • Cones • Bibs <p>The Touch Union Guide</p> <p>Refereeing Children Whistle Stop</p> <p>How to build up to Touch Union</p>

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Week Six: Coaching the Principles of Tag/Touch Union Tactics and outwitting opponents	Personal & Social Skills 5C's	Resources
<ul style="list-style-type: none"> • Organise students into the same groups as the previous week and ask them to assign different roles from the following (Students should now have undertaken each role): <ul style="list-style-type: none"> ○ Equipment leader ○ Warm up leader ○ Head Coach ○ Warm down leader • Ask each group to design a game that develops the players ability to Go Forward/Support and outwit defenders (ask what this means and why it is important in tag/touch rugby). They will deliver this game to another team. When delivering the head coach takes the lead and the others support him/her. This game should also develop the players understanding of the principles of Tag/Touch Rugby: <ul style="list-style-type: none"> ○ Go forward with the ball ○ Support the ball carrier so they can pass when tagged. ○ See the link to England Rugby GameChangers videos on YouTube. Ideally this should be shared with the students ahead of this session to enable them to prepare a game to coach. • Remind the students that they should work together to design the game but one person should lead the explanation. They should build upon the instruction/explanation and providing 	<p>Connection – The ability to build positive bonds with others, resulting in effective relationships between pupils.</p> <p>Creativity – Finding your own solutions to problems.</p> <p>Confidence – Having an internal sense of self worth – ‘I’ve done things well.’</p> <p>Character – demonstrating respect for rules, an understanding of right and wrong and showing sympathy and empathy for others.</p>	<ul style="list-style-type: none"> • Rugby Balls • Tag Belts • Cones • Bibs <p>YouTube GameChangers playlist:</p>

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<p>demonstrations from the previous weeks. The key focus for the game is to put the participants into situations where they develop their understanding of the principles of play for tag or touch rugby. The participants should also be developing the core rugby skills of catch/pass and evade.</p> <ul style="list-style-type: none">• Emphasise that it is important here for team mates to support and help each other. Ask the students to incorporate a scoring system that rewards support.• Let the groups go away to design their games. Ensure that they are clear on the rules and the scoring system in the game. <i>Ask them to make sure that the game is fully inclusive and that all participants are active throughout.</i>• Once they have created their games bring them back together, pair the groups up and get each group to deliver their game to each other.• Review how effective the game was at developing opportunities for participants to develop their understanding of the principles of play (Go Forward & Support) for tag/touch rugby and to outwit opponents. Reflect again on why this is important in team sports.• Ask the groups to work out what they did well, and what they would do to improve if they had the chance to do it again.• IF TIME ALLOWS: Finish the lesson by allowing the teams to play tag or touch union matches, refereeing themselves. Ensure that time is given for the warm down leaders to work with their groups, equipment leader should organise their groups to collect all of the kit back in.		
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Phase 2: Community Delivery (2/3 hours teaching plus delivery time)		Personal & Social Skills 5C's
<p>Decide beforehand what the community delivery aspect of this course will be.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Organise a 'return to rugby' touch rugby programme for 15+ aged players. 2. Organise a local primary school Tag Rugby festival at your local rugby club or school. 3. Support the coaching of younger rugby teams at your school. 4. Provide coaching for Primary School pupils. 5. Run informal playground tag/touch rugby at lunchtime at your school. <ul style="list-style-type: none"> • How can you engage more 15+ aged young people to participate in rugby? • Can you run a scheme at school linked to your local rugby club? 		<p>Leadership activities have shown significant impact in developing the personal and social skills of those doing the leading. For many students it is their first experience of responsibility; the first time they have been listened to, the first time they have gained an idea of their own worth, their personal skills and potential. For some it is also the first time they gain success in P.E.</p> <p>The ethos and Core Values of Rugby Union learned as a part of this course add to the development of confident, capable young people who are able to make a positive contribution to school life.</p>
The Core Values of Rugby Union	Personal & Social Skills 5C's	Resources
<ul style="list-style-type: none"> • Split the students into five groups and allocate each group one of the 5 Core values on Slide 2. • Ask them to discuss what it means and how they would instil this value into the young players they will be working with. Ask for examples of where you see the Core values in action in Rugby Union. <p>Teamwork – is essential to our sport</p>	<p>Connection – The ability to build positive bonds with others, resulting in effective relationships between pupils.</p>	<ul style="list-style-type: none"> • Whiteboard • Projector • PowerPoint slides 1-3

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<ul style="list-style-type: none"> • We play selflessly: working for the team, not for ourselves alone. • We take pride in our team, rely on one another and understand that each player has a part to play. • We welcome all new team members and include all. <p>Respect – Forms the basis of our sport</p> <ul style="list-style-type: none"> • We hold in high esteem our sport, its values and traditions and earn the respect of others by the way we behave. • We respect our match officials and accept their decisions. • We respect opposition players and supporters. • We value our coaches and those who run our clubs. <p>Enjoyment – is the reason we play and support Rugby Union</p> <ul style="list-style-type: none"> • We encourage players to enjoy training and playing. • We use our sport to adopt a healthy lifestyle and build life skills. • We safeguard our young players and help them have fun. • We enjoy being part of a team because it enhances confidence and self esteem. <p>Discipline – Strong discipline underpins our sport</p> <ul style="list-style-type: none"> • We obey the laws of the game which ensure an exciting and inclusive game • We ensure that we are honest and fair when we play • We observe the sport’s laws and regulations and report serious breaches. <p>Sportsmanship – is the foundation Rugby Union is built upon.</p> <ul style="list-style-type: none"> • We uphold the rugby tradition of camaraderie with team mates and opposition • We observe fair play both on and off the pitch and are generous when we win or lose • We play to win, but not at all costs 	<p>Creativity – Finding your own solutions to problems.</p> <p>Confidence – Having an internal sense of self worth – ‘I’ve done things well.’</p> <p>Character – demonstrating respect for rules, an understanding of right and wrong and showing sympathy and empathy for others.</p>	
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<ul style="list-style-type: none"> Discuss how and why it is important for them as leaders to adopt these values when working together and with others during this process. Complete the task on Slide 2. 		
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Planning Your Community Delivery	Personal & Social Skills 5C's	Resources
<p>Project Idea:</p> <p>Returning Players:</p> <ul style="list-style-type: none"> How can you inspire 15+ aged players to return to the game? How many students at your school have experienced rugby in P.E. lessons or played rugby for the school? How many of them are still playing? How many play at their local rugby club? How can we get these players back playing, or to start playing at their local rugby club? <p>'Return to Rugby' Touch Rugby Programme</p> <p>Your challenge is to inspire at least five 15 – 18 year olds to start playing or return to playing rugby at their local rugby club.</p> <p>A touch rugby programme is an enjoyable, inclusive and non-threatening way of re-engaging young people in the sport. The majority of them will have experienced rugby in some format earlier in their school life. This might have been tag rugby at primary school, rugby in PE lessons or even playing rugby for their school.</p> <p>Touch rugby is a way to re-engage them in rugby union and help to build the link to their local rugby club. How can you run a touch rugby programme that helps to do this for the 15 – 18 year olds at your school?</p>		
<p>Planning your Community Delivery</p> <ul style="list-style-type: none"> Based upon the type of community delivery you choose to do, ask the students to discuss what 		<ul style="list-style-type: none"> Whiteboard Projector

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<p>issues they need to consider.</p> <ul style="list-style-type: none">• Create a list of the jobs that need to be done.• Allocate the jobs and discuss what actions each job holder needs to do.• Create time line for when each action needs to be completed• Think about what other local partners / organisations might be able to support (i.e. local clubs, School Games Organisers). <ul style="list-style-type: none">• Type of Community Delivery: Festival<ul style="list-style-type: none">○ When will it take place○ Transport○ Teams – Number of, Colour Clashes○ Venue – No. Pitches, Facilities, Toilets○ Referees – Numbers, Score Cards, Laws○ Admin – Team Registration, format of tournament, duration etc Medals/Trophies○ Weather Plans○ First Aid○ Welfare• Type of Community Delivery: Coaching Scheme<ul style="list-style-type: none">○ When will it take place○ Venue○ Participants○ Coaching Plans○ Equipment○ Safety○ First Aid		<ul style="list-style-type: none">• PowerPoint slides 4 – 5
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Reviewing Your Community Delivery		
<ul style="list-style-type: none"> • In Groups: <ul style="list-style-type: none"> ○ Ask the Leaders to review what went well and why ○ What could be improved if you were to do the community delivery again ○ What is the legacy for the game of Rugby Union as a result of your community delivery? • Ask each leader to write their own individual action plan, this should include: <ul style="list-style-type: none"> ○ What did you enjoy most during this process? ○ What did you do well as an individual? ○ What would you do differently if you had the chance to do this again? ○ How could you develop yourself further as a rugby leader/coach/match official/volunteer? 	<p>Connection – The ability to build positive bonds with others, resulting in effective relationships between pupils.</p> <p>Confidence – Having an internal sense of self worth – ‘I’ve done things well.’</p>	<ul style="list-style-type: none"> • Whiteboard • Projector • PowerPoint slide 6 • Action plan template