

BC Ministry of Education

B.A.A. Course Framework

District Name: Mission

District Number: 75

Developed by: Mr. Jivan Dhaliwal

Date Developed: January 2007

School Name: Heritage Park Secondary

Principal's Name: Mr. Bill Fletcher

Board Authorized Approval Date: March 13, 2007

Board Authorized Signature: _____

Course Name: Rugby Coaching 12

Level: 12

Number of Course Credits: 4

Number of Instructional Hours: 120

Prerequisite(s): Rugby Coaching 11

Course Synopsis:

This course will allow student to obtain their CBET training through Rugby Canada, the most advanced and current training offered to coaches in B.C., allowing those students who successfully complete the course to coach up to the U18 age level. The emphasis of Rugby Coaching 12 is to “begin to identify more precisely the players, their physiological demands and physical characteristics, and their technical and tactical awareness...” (Rugby Canada, 1996) during competition. Advanced styles of play, such as the off-load, quick ball attacks, and arranged mismatches will be discussed and analyzed on how they can maximize offensive opportunities. Further, students will learn how to officiate matches, as described by the International Rugby Board.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Fitness Appraisal	15
Unit 2	Video Analysis and Statistics	20
Unit 3	Advanced Offensive/Defensive Tactics	20
Unit 4	Officiating	20
Unit 5	Planning and Periodization	15
Unit 6	Coaching Field Experience	30
	Total Hours	120

Unit Descriptors:

Unit 1: Fitness Appraisal

Time Allocation: 15 hours

Physical training is a vital part of an athletes' preparation. Athletes must be in peak physical condition at the right time in order to perform up to their potential during a rugby match. The development of and implementation of an effective training regiment begins with the effective appraisal of an athletes' level of fitness, based upon the assessed needs of their position on the rugby pitch. The data collected from the fitness appraisal can be used to design a training regiment that will ensure optimal athletic performance.

It is expected that students will be able to:

1. Identify the 5 components of fitness that impact an athletes' performance.
2. Assess the physical demands for each position in the sport of rugby.
3. Evaluate the physiological status of each athlete.
4. Design and implement a physical training program .

Unit 2: Video Analysis and Statistics

Time Allocation: 20 hours

The use of technology to aid in the preparation of team should never be underestimated. Video analysis of a team's performance can be used to show athletes errors in their performance that may not be evident during the actual match. This analysis when combined with basic statistical data can be used by coaches to evaluate their team's performance from one game to the next. In this unit, students will learn how to dissect a game and use the derived statistical data to plan a training session.

It is expected that students will be able to:

1. Operate a video camera and record a rugby match.
2. Analyze a rugby game for possession, turnovers and penalties.
3. Apply statistical tools that can be used to evaluate their team's progress on a formative and summative scale.
4. Generate a practice plan based upon the data derived from the statistical analysis.

Unit 3: Advanced Offensive/Defensive Tactics

Time Allocation: 20 hours

With the rugby at the U18 level getting to be complex, coaches need to create advanced strategic tactics that can help their team maintain possession, create turnovers in contact and generate momentum. Offensively, the most effective way a team can meet their goals is being using the *offload in contact* and generating *continuity*. In essence, the ball would never be static. Defensively, the implementation of a *push* and *blitz* defense can ensure that a team is well prepared for variety of offensive threats.

Curriculum Organizer – Advanced Offensive Tactics

It is expected that students will be able to:

1. Explain the importance of the offload in contact.
2. Create their own advanced offensive tactics, from a variety of set piece plays.
3. Understand how the maintenance of continuity creates more scoring options.
4. Differentiate between a tactical kick and a wasted kick.
5. Explain how attacking the backside arm of defender creates gaps space on attack.

Curriculum Organizer – Advanced Defensive Tactics

It is expected that students will be able to:

1. Differentiate between a drift, push and blitz defensive structure.
2. Create drills that will allow their athletes to make decisions on which defensive structure to implement on a given offensive threat.
3. Demonstrate how to effectively teach the 2 phase tackle.

Unit 4: Officiating

Time Allocation: 20 hours

Referees play a very important part in rugby. They provide a service that allows the game of rugby to be played in safe, controlled manner. As a coach, it is beneficial to understand the game from an official's perspective so instruction can be given on how to avoid penalties. Further, coaches often find themselves refereeing intra-squad matches during a practice, so effective officiating at that time would allow a coach to see which players continuously fringe upon the rules and are potentially a liability on the field.

It is expected that students will be able to:

1. Explain the 4 principles of officiating.
2. Demonstrate the chariot position when officiating a rugby match.
3. Identify the 3 ways a referee communicates during a rugby match
4. Discover the benefits of proactive communication and a sense of humor when officiating.
5. Describe how the *advantage law* allows the game of rugby to flow.
6. Differentiate between the rules of U19 and Sr. level rugby.

Unit 5: Planning and Periodization

Time Allocation: 15 hours

The training and preparation of a rugby team is a complex affair and requires sound organization and planning both in the long-term and short-term. The planning process in rugby represents a methodical and scientific procedure which is designed to bring the individual player and the team to its peak performance at the most appropriate times during the season. Therefore, students in this unit will learn about how to create an annual plan and manage their teams from pre-season, in-season, to post-season.

It is expected that students will be able to:

1. List and describe the stages of the:
 - a. pre-season plan
 - b. in-season plan
 - c. post-season plan
2. Develop a level match readiness for their teams.
3. Differentiate between the preparation period, competition period, and transition period.
4. Describe the preparation process for a game-day.

Unit 6 – Coaching Field Experience

Time Allocation: 30 hours

Students will apply the concepts learned in Rugby Coaching 12 in a practical scenario, working with a rugby team in either a school or community setting. The emphasis for the students will be to apply the methodology taught in this course to produce a positive experience for their participants. Further, this interaction will also strengthen a community's ability to provide rugby to novices and fill a need where there might be a lack of coaching support. The level of rugby that students within this course should be working with would be the U18 level.

It is expected that students will be able to:

1. Apply the theoretical concepts learned in Rugby Coaching 12 to a practical scenario.

2. Identify the level of support available within a school or community to help coach a rugby team.
3. Create positive relationships with the participants, parents and supporters of U18 age-grade rugby.
4. Identify areas of growth through a reflective process that need to be worked on to ensure optimal coaching performance.

Instructional Components

1. Direct Instruction
2. Indirect Instruction
3. Interactive Instruction
4. Independent Instruction
5. On-Field Labs
6. Group work
7. Practical/Role Playing Scenarios
8. Demonstrations/Modeling
9. Field Experience Journals

Assessment

- 80% of the grade will be based on formative evaluations conducted during the course. This formative evaluation will provide an indication of the student's mastery of the major instructional components covered during the course.
- 20% of the grade will be based on a final project

Type of Assessment – Formative

Evaluation Components – Theory/Labs

Assessment Tools – Written Work, Case Studies, Labs, Theory Tests, Journals, Projects, Presentations

Value – 80% of Final mark

Type of Assessment – Summative

Evaluation Components – Final Project

Assessment Tools – Teacher, and Self Evaluations using a *criterion based* checklist.

Value – 20% of Final mark

Learning Resources

1. Rugby Technical Manuals (*Rugby Canada*.)
2. Mini-Rugby Manuals (*BC Rugby Union*)
3. Sports First Aid Manual (*SportMed B.C.*)
4. Selected Course Readings package

5. NZRFU / England RFU Videos
6. Internet (*World Wide Web*)
7. Science and Medicine Resource Manual for Coaches (*SportMed B.C.*)
8. IRB Referee's Handbook (*International Rugby Board*)