



**USA RUGBY**

# FLAG RUGBY

**FOR PHYSICAL**

**EDUCATORS**



# Section 1



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## USA Rugby PE Curriculum Overview

Thanks for downloading our PE curriculum. We're sure you'll find it a useful and enjoyable way to introduce non contact rugby to your students. The curriculum is split into 3 main sections:

**Section 1** - This includes introductory information, such as game overview, physical benefits, National Education standards, rules, glossary, etc.

**Section 2** - This is the main bulk of the curriculum, including an overview to Teaching Games for Understanding, 6 concept templates, lesson plans and game pack. You will be able to use the concept templates for planning multiple lessons and we have included some sample lesson plans to get you started. Lesson plans and concept templates refer to a number of games in the Game Pack, which includes descriptions and diagrams for 15 activities.

**Section 3** - Includes feedback and assessment tools to assess student performance and gather student feedback.

The curriculum has been designed for USA Rugby in partnership with Play Rugby USA™ through formation of an Advisory Group of Physical Education experts. Members of the Advisory Group include:

- Mark Griffin, Founder & President of Play Rugby, Inc & the Play Rugby USA program
- Christopher Busch, Ph.D. University of Georgia
- Emyr Williams, Ph.D. CSULB
- Nigel Davies, Ed. D, Georgia Southern University

Over time, the curriculum will be supported by training workshops, local youth rugby programs and Play Rugby USA coaches and representatives.

For additional information regarding the curriculum and youth rugby in schools, please visit USA Rugby at <http://usarugby.org/youth/index.html> and Play Rugby at [www.playrugbyusa.com](http://www.playrugbyusa.com).





## About Rugby

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 participation nationally with 525 teams (High School and junior rugby clubs) and over 30,000 men's and woman's collegiate players.

## What is Flag Rugby?

Flag Rugby is a non contact version of rugby that can be played safely in PE classes, after school programs or recreationally at the weekends. 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 the KIDS LOVE RUGBY!!

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, flag rugby is very complementary to other sports; increasing generic athletic skills such as balance, coordination, agility, visual awareness, handling, decision making and of course core fitness.



## Offense & Defense - Overview

### Offense

Offense has two main principles:

- to go forward (towards the opposition goal line)
- to retain possession (continuity)

#### **A. To go forward**

The players have several strategies & options to go forward. These include:

- running to open spaces
  - this forces the defenders to move & communicate
  - moving creates open spaces nearby for your support players
  - the ability of the players to efficiently & effectively communicate will determine whether the appropriate adjustments are made
- short passes
  - defense commits to ball carrier
  - ball carrier passes to teammates in a better position than themselves
    - more open
    - defenders off balance
  - short passes are quicker & more precise
    - passer then becomes a support player
- create options
  - the ball carrier can run around or evade the defense
  - the support players can create open space by running different lines (angles)
    - defense is forced to make choices quickly
    - ball carrier needs to make the best choice based on how the defense is reacting to these differences
  - support players run onto the ball at speed
    - can create options for the ball carrier

#### **B. 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 to eventually score.

- specific communication
  - between both the ball carrier & support players
    - where & 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
- short passes are more likely to be successful & limit turnovers

## **Defense**

Defense has two main principles:

- maintain a straight line of defense
- limit offense options

### **A. A straight line of defense**

A straight line of defense limits the options that are open to the offense. Keys are:

- move up & back together
- match up evenly with the opposition
- move in on an angle toward the offense to limit their choices (see herding below)

### **B. Limiting offense options**

The fewer the options the easier it is to defend. Simple strategies to do this include:

- 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 of the defender
  - causes the offense to become crowded as they are usually grouped in a smaller area of the field & therefore easier to defend
- move up quickly
  - this limits the offense decision making time & causes rushed decisions
- specific communication
  - clearly identify who your are covering & what you believe they are intending to do



## Flag Rugby and Physical Activity

- **Agility** - side step, swerve or cut around that pesky defender!
- **Balance** - reach outside your base for a stray pass, or an attacker whose passing you behind your back.
- **Co-ordination** - delivering a timed pass to a team mate, when at top speed and a defender bearing down, takes co-ordination!
- **Cardiovascular Endurance** - a continuous game that has you running, whether you are attacking or defending.
- **Flexibility** - The ball's on the ground, make sure you can pick it up...at speed...no knocking on...and with a whole other team after you!
- **Power** - leads to acceleration. A great way to clear away from any defenders, or to catch up and prevent a try!
- **Speed** - Once you've made a break, both speed and speed endurance are important factors.
- **Reactions** - An intercept just when you thought you were about to receive the ball will leave you trying to react quickly - physically AND mentally.
- **Timing** - Hitting the line at the right moment could be the difference between a try, or a knock on!
- **Body Composition** - continuous dynamic movements buried within a fun game will have people wondering why they are tired...but elated!





## Micro-Tag / Flag Rugby: RULES OF PLAY

Players and match officials must endeavor to ensure the IRB Laws of the Game, modified by the following playing rules, are observed when playing rugby Micro -Tag Rugby & Flag Rugby. In Mini Tag and Flag Rugby there is no tackling, no kicking, no scrums and no line-outs. It is the most basic form of rugby and is ideal for physical education classes, as an introduction to rugby.

### **1.1 Object**

The object of the game is to score a try (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 foul play by the defending team.

For the sake of safety, ball-carriers must remain on their feet at all times and they are not allowed to score a try by diving over the goal line. If a player grounds the ball while on the knees, the try should be allowed but, afterwards, all players should be reminded that they should stay on their feet. A player may not be prevented from grounding a ball by any physical contact (including placing a hand between ball and ground).

For safety reasons, 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 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 centre of the pitch by the non-scoring team.

### **1.2 Teams**

Mini Tag Rugby is played between teams of equal numbers of players, each team containing not more than seven players and not less than five players. Each team can have an agreed number of substitutes. Substituted players can be re-used at any time. Substitutions can only take place when the ball is 'dead' or at half time and always with the referee's knowledge.

### **1.3 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 (towards the opponents' dead-ball line) then a free pass is awarded to the non-infringing team, unless advantage occurs. In order to keep the game flowing, referees should play advantage wherever possible.







#### 1.4 Free Pass

- (a) 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 line (at the place where the ball went into touch) when the ball goes into touch, and from where the referee makes a mark when an infringement has taken place.
- (b) At a free pass, the opponents must be 7 meters 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 start with the ball in both hands and, when instructed by the referee who will declare "Play", pass the ball backwards through the air to a team-mate. For safety reasons, the receiver of the pass must not start more than 2 meters from the free pass mark. The player making the free pass **must** pass the ball and cannot just run with the ball when the referee declares "Play".
- (c) If an infringement takes place or the ball goes into touch over the goal line or within 7 meters of the goal line, then the free pass must be awarded to the non-infringing team 7 meters from the goal line. This gives more space for both attacking and defending teams.

#### 1.5 Tag

##### Option 1 - Without Flag Belts:

- (a) A tag occurs when an opponent simultaneously touches the ball-carrier with both hands anywhere from the waist to the knees, and the referee declares "Tag". 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.

##### Option 2 - With Flag Belts: The Tag or Tackle Transaction

- (b) For teams and organizations that have flag belts and agree to use them in a game, the following guidelines should apply:

Once the *Tackler* has removed one of the *Ball Carrier's 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 2 steps or within 2 seconds for more advanced players.
3. Replace the *Flag* onto the *Flag Belt* after it is returned from the *Tackler*.
4. Rejoin the game.



If the teams cannot agree on the use of the devices then the match shall be played without them.

- (c) Only the ball-carrier can be tagged. The ball-carrier can run and dodge potential taggers but cannot fend them off using a hands or the ball.
- (d) When the ball-carrier is tagged the ball must be passed to a team-mate within 3 seconds, which includes the time that it takes for the ball-carrier to stop. The ball-carrier must attempt to stop as soon as possible; within 3 strides is a reasonable guide for referees, but the ball can be passed during the act of stopping. If the pass takes longer than 3 seconds or the player takes more than 3 strides they must be penalized and a free pass awarded to the non-infringing team at the place where the tag occurred.
- (e) A tagged ball-carrier is allowed one step to score a try after being tagged.
- (f) A ball-carrier that is tagged within in-goal must ground the ball immediately in order to score. The referees may help by advising the ball-carrier "Touch the ball down, and I'll award the try", or similar.
  - (g) If the ball-carrier dives to ground to score a try it will be disallowed and a free pass will be awarded to the defending team 7 meters out from the goal line.
  - (h) 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-carrier's 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.
  - (i) All of the tagger's team-mates must attempt to retire towards their own goal line until they are behind the ball. If a player, in an off-side position, intercepts, prevents or slows down a pass from the tagged player to a team-mate, a free pass is awarded to the non-infringing team. A player can, however, run from an on-side position to intercept a floated pass before it reaches the intended receiver.
  - (j) To reward good defense and to promote the attacking team keeping the ball alive by passing the ball before being tagged, the team in possession of the ball will only be allowed to be tagged a maximum of six times before scoring a try. At the seventh tag, the referee will stop the match, and award a free pass 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 then grounded, the try will be disallowed and the opponents will be awarded a free pass 7 meters out from the goal line, in line with the place that the goal line was crossed.

## 1.6 Foul Play

- (a) The ball-carrier may run and dodge potential taggers, but must not fend them off by using a hand or the ball.



- (b) Players must not intentionally make contact with opponents. Such contact includes, but is not limited to, pulling, pushing, running in front of or barging an opponent, or forcing the ball-carrier into touch. If such contact is made the referee must stop play, and the offender must be reminded of the non-contact nature of the game.
- (c) The ball must not be pulled from the ball-carrier's grasp.
- (d) Players must not kick the ball.
- (e) The game is intended to be played with players on their feet with ball in hand. If the ball goes to ground, players can pick it up but they must not dive to the floor to recover the ball.
- (f) In the event of foul play a free pass is awarded to the non-infringing team at the place of the infringement.



## Playing Terms - Micro Tag / Flag Rugby Glossary

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### **Advantage:**

Advantage is the continuation of play following an infringement by one team during play which is followed by the opposition gaining an advantage, either by improving position on the field, or being in possession of the ball.

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### **Athletic Body Position:**

A strong, balanced and 'ready position' adopted by a player which would reflect their knees being bent, their hips (pelvis) being slightly back with their backs straight, heads looking forward and arms up.

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### **Attacker:**

Is a member of the *attacking team*.

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### **Attacking Team:**

Is the team who has possession of the ball or who has just kicked the ball (before ball is gathered by defending team)

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### **Ball Carrier:**

Is a member of the *attacking team* who has possession of the ball

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### **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, (also known as "fending"). Any form of blocking will result in a *penalty*.

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### **Committing a defender:**

A term applied to the ball carrier running towards a defender to engage them into attempting to make a tackle. Ideally the ball carrier would pass the ball before the tackle, thus remaining in play and giving his/her team a numerical advantage.

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### **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).**

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### **Dead Ball:**

A dead ball is when the ball or the player carrying the ball goes out of bounds (example: [dead ball line](#), [touch-lines](#)). If the referee stops play, the ball is also dead. The game is then restarted with the appropriate method to the curriculum you are using.

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### **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 seven meters (7m) behind the try line.

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**Defender:**

Is a member of the *defending team*.

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**Defending Team:**

Is the team without possession of the ball.

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**Defensive Line:**

Is a line of defending players. This line is parallel to the *try line* and is set a minimum distance of seven meters (7m) from a restart.

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**Field of Play:**

The area bounded by the two *touchlines* and both *try lines*, but excluding the lines themselves.

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**Flag:**

The strip of colored material that hangs from the *Flag Belt*. Team members should all have the same colored flags.

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**Flag Belt:**

A belt that is worn around the waist of each player then adjusted to fit that player and is fastened with a plastic clip at the front. The two *Flags* hang down from each side on the hips and are attached by a Velcro strip. The tail of the belt should be tucked away. The belt must be worn outside the clothing, shirts tucked in and *Flags* free so they can be ripped off.

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**Free Pass:**

This is a *pass* that is used to restart the game when a *dead ball* has occurred.

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**Forward Pass:**

This will result in the award of a *restart* to the *non-offending team*.

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**Gain Line:**

The gain line is an imaginary line across the field at the point the ball became *dead*. If scrums or line-outs are included in your program then the center of a *scrum* or a *line out* is also the gain line.

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**Goal Line:**

The line which defines the end of the regular field of play and the goal area. Also known as the *Try Line*

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**Grounding:**

Grounding is the action of applying downward pressure on the ball with the hands, arms, or the front upper part of the body. (This is the origin of the word "Touchdown" in American Football).

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**Half Time:**

The game is divided into two halves of equal time in length. Half time is the time between the end of the first half and the start of the second half.

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**In-Goal:**

The 'in-goal' is the area at each end of the field between the goal-lines and the dead ball lines.

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**In Possession:**

A player in control of the ball.

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**Kick:**

Deliberately striking the ball with the leg. There is no kicking in Mini Tag & this version of Flag Rugby.

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**Knock-On:**

A 'knock-on' occurs when a player mishandles the ball while attempting to catch a kick or pass, or otherwise miss-handles the ball and it lands on, or touches the ground in front of the player, prior to them gaining control of it.

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**Knock- Back:**

The opposite of a *knock-on*, whereby the ball drops or is propelled towards the attackers own try line with hand or arm so that the ball first hits the ground directly below or behind the point of propulsion. The direction the ball takes after it has hit the ground is not relevant. Play continues after a knock-back.

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**Late Tag:** When a defender removes the tag(s) of an opponent after that opponent has passed the ball to a team mate or after the opponent has kicked the ball.

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**Non-Offending Team:**

The team whose players have not transgressed the laws of the game. See "Offending team"

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**Obstruction:**

Is the act of *blocking* or preventing an opponent from tagging the attacking player in possession. An intentional obstruction results in a penalty.

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**Offending Team:**

The team on which a player or players have transgressed the laws of the game, either accidentally or deliberately

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

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**Pass:**

Is to throw the ball with two hands in a backwards or horizontal/lateral direction from one player to another

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**Penalize:**

Is to award a penalty against an offending player

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**Penalty:**

A penalty is awarded to the non-offending team after an intentional breach of the rules.

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**Playing Area:**

Is the area restricted to spectators by any means such as a fence, rope, line, etc.

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**Play On:**

A term used by a referee (or coach who is refereeing) to communicate to both attackers and defender that play is continuing. This is often used in conjunction with the *advantage* law.

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**Pre-Tag / Tackle:**

When a player removes an opponent's *flag* or *flags* before the opponent has received the ball, e.g. while waiting to receive a pass from a team mate or while attempting to gather the ball from the other team's kick.

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**Restart:**

A restart takes place after an offence has been committed. The method use to restart will depend on the curriculum you are using.

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**Sidestep:**

This is where a player fakes to move sideways one way with a step and then pushes off the other way with a bigger step to leave the would be *Tackler* stranded.

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**Tackler:**

The player who makes the Tag.

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**Tag:**

The action of removing one of the *ball carrier's* two *Flags*. (This person is known as the **Tackler** and the action is also known as the **Tackle**).

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**Tag Transaction:**

Once the *Tackler* has removed one of the *Ball Carrier's* *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 2 steps or within 2 seconds for more advanced players.
3. Replace the *Flag* onto the *Flag Belt* after it is returned from the *Tackler*.
4. Rejoin the game.

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**Touch:**

Touch is when the ball contacts or passes over the [Touch-Line](#), or the player carrying it contacts or passes over the touch line (this is known as going out of bounds) touches or steps 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.

A "two handed touch" may also be considered equivalent of a Tag if players are playing without *Flag Belts*. A two handed touch, represents a tag or tackle.

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**Touch-Line:**

The lines that run the length of the field and define the edge of the field of play

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**Touch In Goal Line:**

That part of the touch line which lies between the try line and the dead ball line.

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**Try:**

A try is scored when a player correctly [grounds](#) the ball on or behind the opposition's [goal line](#).

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**Try Line:** See *Goal Line*

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## Flag Rugby and National Association for Sport and Physical Education Standards

### Importance of Physical Education

Physical Education is identified as an essential discipline by factions of our society; however, physical education still remains an unappreciated discipline. Physical education is integral for any education program, and essential for all students. It teaches students about body mechanics, maintenance, and techniques for improving ability and conditioning of the body. Furthermore, physical education teaches students how to utilize their bodies for a variety of physical activities. Students learn the health-related benefits of regular physical activity and the skills to maintain a healthy lifestyle. The discipline also provides learning experiences to meet the developmental needs of students. Highly-effective physical education teachers develop students' confidence, independence, self-control, and resilience; moreover, they foster positive social skills; set and strive for personal excellence, achievable goals; learn to assume leadership; cooperate with others; accept responsibility for their own behavior; and, ultimately, improve their academic performance. Physical education is the thread to the school curriculum by linking content in language arts, science, mathematics, and history; thereby, establishing and emphasizing the many connections between the subjects.

There are a variety of activities available for physical educators to use for student learning and development. This curriculum focuses on the sport of flag rugby and how the National Association for Sport and Physical Education (NASPE, 2004) standards and





variations of those standards are connected with the context of flag rugby. Flag rugby is a sport for most all ages; however, this curriculum focuses on physical education in elementary, middle, and high school. The NASPE standards as well as many state standards emphasize:

- a. student movement through space and time in their environment,
- b. the way in which the student and a partner move in space together,
- c. the continuity and change in movement,
- d. the manipulation of objects in time and through space, and
- e. the manipulation of objects with accuracy and speed.

In middle and high school the content standards emphasize:

- f. working cooperatively to achieve a common goal,
- g. meeting challenges,
- h. making decisions, and
- i. working as a team to solve problems.

The summary standards a-i, are representative of the concepts that are at the core of flag rugby. The National Standards for Physical Education (2004) state that a physically educated person:

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:** Demonstrates and understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activity.

**Standard 3:** Participates regularly in physical activity.





**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

The following content standards were created as a suggested guideline for Flag Rugby as it meets the NASPE standards. These suggested guidelines were created from a combination of various state standards and the NASPE standards for physical education. If your state standards were derived from the NASPE National Standards for Physical Education you will find that flag rugby will meet many of them. The following sections describe standards that address: a) movement concepts, b) body management, c) manipulative skills, d) fitness concepts, e) aerobic capacity, f) muscular strength/endurance, g) flexibility, h) self-responsibility, i) social interaction, j) group dynamics, and k) the combination of movement patterns and skills. Each standard is arranged by grade, NASPE standard, order under each standard section, i.e. 4.2.a. Each section follows one of two grade level divisions, elementary (4,5) and middle/high school (6-H.S.) respectively.

#### **Elementary Content Standard Guidelines: 4<sup>th</sup> & 5<sup>th</sup> Grades**

**Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**





### ***Movement Concepts***

- 4.2.a Explain the difference between offense and defense.
- 4.2.b Describe ways to create more space between an offensive player and a defensive player.
- 5.2.a Explain the importance of open space in flag rugby.

### ***Body Management***

- 4.2.a Describe the appropriate body orientation to pass a ball left or right.
- 4.2.b Describe the appropriate body orientation to catch from either the left or right.
- 5.2.a Explain how to adjust body position to catch a ball thrown off-center.

### ***Manipulative Skills***

- 4.2.a Explain the similar movement elements of a long pass and a short pass.
- 4.2.b Compare and contrast the manner in which a player holds the ball without a defender and with a defender.
- 4.2.c Identify key body positions used for passing a ball.
- 5.1.a Throw and catch a ball underhand and overhand while avoiding an opponent.
- 5.1.a Field a knocked on ball and play advantage.
- 5.1.b Pass a ball back and forth with a partner, using a variety of passing styles.

**Students assess and maintain a level of physical fitness to improve health and performance.**

### ***Fitness Concepts***





4.3.a Participate in appropriate warm-up and cool-down exercises for flag rugby.

4.4.a Identify healthful choices for meals and snacks that help improve physical performance.

4.4.b Explain why the body needs water before, during, and after physical activity.

4.4.c Explain the purpose of warm-up and cool-down periods.

4.6.a Explain why the body uses a higher percentage of carbohydrates for fuel during high intensity physical activity and a higher percentage of fat for fuel during low-intensity physical activity.

5.3.a Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activity.

5.4.a Explain the elements of warm-up and cool-down activities as they relate to flag rugby.

5.4.c Determine the intensity of personal physical activity, using the concept of perceived exertion within the sport of flag rugby.

5.4.d Compare target heart rate and perceived exertion during physical activity.

5.4.e Measure and record the heart rate before, during, and after vigorous physical activity.

5.4.f Explain how technology can assist in the pursuit of physical fitness and can enhance flag rugby.

### *Aerobic Capacity*





4.3.a Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.

***Muscular Strength/Endurance***

5.4.a Explain the benefits of having strong arm, chest, and back muscles as it relates to the sport of flag rugby.

***Flexibility***

4.3.a Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves.

5.3.a Perform flexibility exercises that will stretch particular muscle areas for flag rugby.

5.4.a Explain the benefits of stretching after warm-up activities and how this relates to flag rugby.

**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

***Self-Responsibility***

4.5.a Set a personal goal to improve an area of health-related physical fitness that is connected to flag rugby.

4.5.b Accept responsibility for one's own performance without blaming others.

4.5.c Respond to winning and losing with dignity and respect.





5.5.a Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.

### ***Social Interaction***

4.5.a Include others in physical activities and respect individual differences in skill and motivation.

5.5.a Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.

5.5.b Acknowledge orally the contributions and strengths of others.

### ***Group Dynamic***

4.5.a Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.

5.5.a Accommodate individual differences in others' physical abilities in small-group activities.

5.5.b Appreciate physical games and activities reflecting diverse heritages.

### **Middle and High School Content Standard Guidelines: 6<sup>th</sup> -12<sup>th</sup> Grades**

**Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

### ***Movement Concepts***

6.2.a Analyze and correct errors in movement patterns appropriate for flag rugby.

6.2.b Provide feedback to a partner to assist in developing and improving movement skills associated with flag rugby.





6.2.c Identify practices and procedures necessary for safe participation in flag rugby.

7.2.a Explain and demonstrate spin and rebound principles for performing manipulative skills in flag rugby.

7.2.b Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.

7.2.c Diagram and demonstrate basic offensive and defensive strategies for flag rugby.

### ***Manipulative Skills***

6.2.a Explain the role of the legs, shoulders, and forearm in pass a rugby ball.

6.2.b Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.

6.2.c Identify opportunities to pass while being covered by a defender.

### ***Combination of Movement Patterns and Skills***

6.2.a Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.

7.2.a Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person.

**Students assess and maintain a level of physical fitness to improve health and performance.**







6.3.a Monitor the intensity of one's heart rate during physical activity.

8.3.a Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury).

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

6.4.a Distinguish between effective and ineffective warm-up and cool-down techniques appropriate for flag rugby.

6.4.b Explain methods of monitoring heart rate intensity while playing flag rugby.

6.4.c List the long-term benefits of participation in regular physical activity.

**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the earning and performance of physical activity.**

### ***Self-Responsibility***

6.5.a Participate productively in group physical activities.

6.5.b Evaluate individual responsibility in group efforts.

7.5.a Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.

7.5.b Accept responsibility for individual improvement.

7.5.c Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.

8.5.a Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.





8.5.b Organize and work cooperatively with a group to achieve the goals of the group.

HS.3.a Participate in physical activities for personal enjoyment.

HS.3.b Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.

HS.3.c Evaluate the psychological benefits derived from regular participation in physical activity.

HS.3.d Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.

HS.3.e Evaluate and refine personal goals to improve performance in physical activities.

### ***Social Interaction***

6.5.a Identify and define the role of each participant in a cooperative physical activity.

7.5.a Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.

8.5.a Identify the contributions of members of a group or team and reward members for accomplishing a task or goal.





HS.3.6.a Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.

HS.3.a Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

### *Group Dynamics*

6.5.a Identify and agree on a common goal when participating in a cooperative physical activity.

6.5.b Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.

7.5.a Evaluate the effect of expressing encouragement to others while participating in a group physical activity.

7.5.b Identify the responsibilities of a leader in physical activity.

8.5.a Accept the roles of group members within the structure of a game or activity.

8.5.b Describe leadership roles and responsibilities in the context of team games and activities.

8.5.c Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

HS.3.a Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.





HS.3.b Encourage others to be supportive and inclusive of individuals of all ability levels.





## Glossary of Key Terms

**Group dynamics.** The interactions and interrelationships

**Manipulative movements.** Movements in which skills are developed while using an implement.

Examples include throwing, catching, punching, kicking, trapping, rolling, dribbling, striking, and volleying.

**Moderate physical activity.** Moderate-intensity physical activity generally requires sustained rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, walking briskly, dancing, swimming, or bicycling on level terrain. A person should feel some moderate exertion but should be able to carry on a conversation comfortably during the activity.

**Modified/lead-up game.** Active games that involve the use of two or more of the sport skills, rules, or procedures used in playing the official sport.

**Movement concepts.** The ideas used to modify or enrich the range and effectiveness of the skills employed. They involve learning *how*, *where*, and *with what* the body moves.

of people in a group.

**Physical activity.** Bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, including exercise, sport, dance, and other movement forms.

**Progression.** A principle of training that establishes increases in the amount and intensity of physical activity needed to provide improvements over periods of time.

**Proprioception.** The ability to sense the position, location, and orientation of the body.

**Stability movements.** Stability reflects balance and equilibrium, which are important components in performing many motor skills. Stability movements include those that are





vital for the body to maintain balance while moving. Examples include moving the arms while walking or running and lowering one's center of gravity when stopping quickly.

**Strategies.** Decisions made by individuals or a team about the overall play of the game.

**Tactics.** Individual movement of players or teams to accomplish an immediate goal or accommodate a situation. Tactics take place within the game as an ongoing part of game play and include decisions an individual makes about when, why, and how to respond to a particular situation.

**Vigorous physical activity.** Vigorous-intensity physical activity generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill. Vigorous-intensity physical activity may be intense enough to result in a significant increase in heart and respiration rate.

