



Section 2 A

Concept Templates Table of Contents

Concept Templates Table of Contents	1
Template Diagram Symbols.....	2
Preliminary Overview For Flag Rugby Teaching Guide - Template.	3
Focal Concept: Offense - Support and Continuity	5
Focal Concept: Offense - Evasion.....	11
Focal Concept: Offense - Creating Space for Support Players....	17
Focal Concept: Offense - Running into Open Spaces	23
Focal Concept: Defense - Cover Defense	28
Focal Concept: Defense - Limiting Offensive Options.....	34



Template Diagram Symbols


Symbol Key:

 = cone (activity area boundary)


 = defensive player

 = offensive support player

 = offensive ball carrier

 = direction of ball carrier pass

 = direction of movement

 = path of movement

10 m = distance between cones



Preliminary Overview For Flag Rugby Teaching Guide - Template

This guide is to be utilized by the teacher/facilitator as students meaningfully engage in learning activities. This is based upon the Teaching Games for Understanding (TGfU) model first developed by Bunker & Thorpe in 1982.

Focal Concept - is the general theme under which the students will play, practice, problem-solve, make decisions, test hypotheses, retest strategies, modify skills & strategies, & learn from each other. The skills, strategies & concepts should & will overlap as the students need to constantly interact with these in a variety of ways.

Example Key Concepts:

- Offensive:
 - Evasion
 - Support & Continuity
 - Creating space
 - Preserving space
 - Running into space
- Defensive:
 - Limiting offensive options & space
 - Cover defense

Progressive Objectives - a sequence of objectives are needed so a teacher can meet the needs of a variety of students & revisit a concept multiple times challenging the students via game modifications & exaggerations.

Learning Sequence:

Game - should be representative of the actual game (flag rugby) but modified to meet the needs of all students. ALL students should be actively engaged as many small groups engage in the activity. The game should be simple (few rules) & be focused upon a simple goal that directly relates to the focal concept. The "advantage" should always initially be given to the focal concept to enable high degrees of success via various modifications. For e.g. Evasion - the game may be 3 on 1 tag in a 10 x 10 grid; the goal may be to cross the grid as many times as possible in 30 secs without being tagged. Each person would have one turn as tagger. The teacher would assess the students' initial efforts/strategies employed to evade the tagger.

Initial Game Modifications - The teacher would have the students discuss successful ways of evading the tagger. Based upon the assessments the teacher will utilize modifications to adapt the game to appropriately challenge the students. Suggested modifications may include: a wider space, more runners, limiting the movement of the tagger (lateral only), adding another tagger, etc. The teacher would assess the students' adjustments & responses to the subsequent modifications. This will guide the teacher's questions in the Tactical Awareness phase.

Tactical Awareness - This is where the teacher asks questions pertinent to how such skills & strategies would be used in a game, who would use these skills & strategies, what were the





most successful of these & why were they successful. The teacher would present new problems for the students to solve & test. An example question for the concept of Evasion, "You have a 3 on 2 situation, how would you get one of your runners through untagged?" The students would try to identify potential solutions & test them in their groups. Issues that may rise during this phase of the lesson may be blocking, dodging, decoys, faking, etc. The teacher would assess the students' responses to monitor changes & guide questioning & game modifications.

Student Decision-making - this is where two key questions are presented:

- What to do?
 - Selective attention
 - Perception
 - Anticipation
- How to do it?
 - Skills in context

The questions, discussion, creativity & experimentation by the students would focus upon these questions. Students would be asked to identify what is the important information to which they need to attend, etc. They would try these potential solutions & modify them accordingly. Analogies to other "territorial" or "invasion" games would be useful in directing students' attention to potential meaningful solutions.

Skill Execution - This is where the students implement & practice the skills pertinent to the focal concept in a meaningful context. Although the focal concept is offensive, defensive skills, strategies & concepts are being learned indirectly simultaneously. The teacher would assess the students' efforts which would lead him/her back to the Game phase of the sequence.

Assessment Strategies - focuses upon the stated objectives. This will be utilized to provide specific feedback to the students to enhance their learning efforts. Any assessment in TGfU must consider the contextual elements which may be different from one group of students to another, e.g. different modifications, different opponent & teammate abilities, etc. Formal assessment formats used in TGfU include:

- Game Performance Assessment Instrument (GPAI)
- Other rubrics
- Statistical data
- Rating scales
- Checklists

Developmental Modifications to Appropriately Challenge Learners - include any variable that maintains the integrity of Flag Rugby but enhances student learning & the appropriateness of the game-like challenges. These include: size & shape of space, movement limitations of both offense & defense, use of the ball, number/ratio of offense & defense, skills allowed to used, speed of movement, transition requirements (as in Flag Rugby e.g. & the flag belt), individual player boundaries, communication requirements/limitations, starting & ending points, etc.



Focal Concept: **Offense - Support and Continuity**

Pre-requisite concepts: Evasion, Creating Space, Running to Open Space

Progressive Objectives:

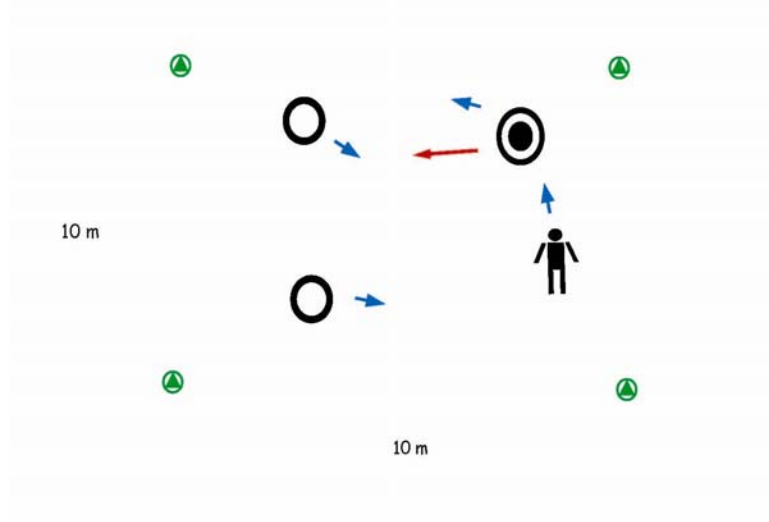
- A. SWBAT explain & demonstrate to peers at least three key skills &/or strategies to support the ball carrier
- B. SWBAT explain & demonstrate to peers at least two strategies for maintaining offensive continuity
- C. SWBAT support the ball carrier by running aggressively into open spaces
- D. SWBAT utilize at least three different skills/strategies to create opportunities to continue offensive plays

Learning Sequence:

1. Game:

- Multiple 3 on 1 tag/keep away in 10 X 10 grids
 - three offensive players & one defender
 - defender tries to tag the player with the ball (all offensive players must stay in motion throughout)
 - offensive players attempt to pass (in any direction) the ball to a support player moving in open space
 - all passes must be waist/chest level passes
 - rotate after 30 secs so all participants have a turn as defender

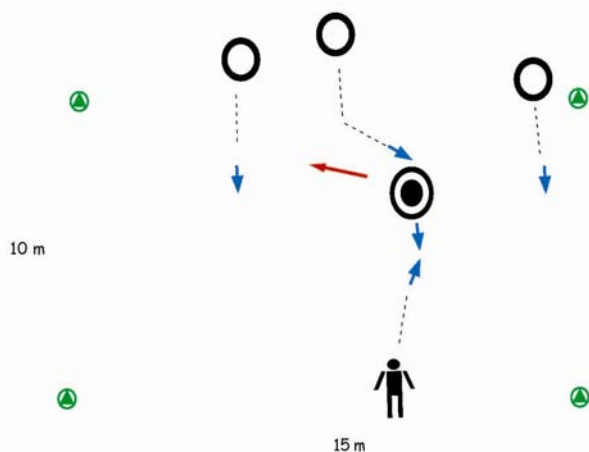
Support & Continuity - 3 on 1 Tag



2. Initial Game Modifications:

- "What did you do to support the ball carrier?"
- Modification options include:
 - Direction of movement for offense & defense (10 X 15 grids)
 - Direction of passes (lateral/backwards only)
 - A series of 4 on 1 sequences to establish the concept of continuity
 - Space:
 - Altering the shape of the space (into a triangle, circle, rectangle)
 - Making the grid narrower/wider/longer
 - Adding obstacles to avoid (e.g. large cones)
 - Numbers of participants:
 - Adding another defensive player or runner
 - 4 on 1 (to make it easier - more options/decoys)
 - 2 on 1
 - 5 or 6 on 2 (incorporate different depths of support & different lines of running)
 - 4 on 2
 - 3 on 2
 - Game Dynamics:
 - Limiting how the defender moves
 - Skipping, bounding, lateral
 - Constant speed only
 - Limiting forward &/or lateral movement
 - Limiting the speed of both offense & defense (slow, medium, fast)
 - Having defense link arms
 - Starting points/formation (players choice, opposite corners, same corners, offensive shape - flat, staggered, triangular, etc)
 - Two & one handed tagging by defense

Support & Continuity - e.g. Initial Game Modifications





3. Tactical Awareness:

- Key Questions
 - "What strategies were the most successful in avoiding being tagged with the ball?"
 - "Why did these work so well?"
 - "What skills/strategies did the support players utilize to receive a pass from the ball carrier?"
 - Get close to the ball carrier
 - Move into a position to easily receive a pass
 - "Offensive players, how did you attempt to distract/elude the defense?"
 - "When did these work?"
 - "Does the passer or receivers determine whether a pass can be successfully attempted?"
 - "What type of passes are the most reliable?"
 - short
 - "How can support players identify to the ball carrier:"
 - ...when they are open for a pass?"
 - ...where they want the pass to go?"
 - "What skills/strategies can the offensive support players use to distract the defensive player(s) & create indecision?"

Students now discuss & test their theories & refine their skills & strategies.

- Exaggerate tactics to emphasize key points
 - E.g. positioning, running angles, offensive formations & movement toward offensive player(s)
- Adapt these to different circumstances
 - E.g. starting position, numbers of offensive player(s) versus defensive player(s)

4. Student Decision-making:

- Key Questions
 - "How should the support players be organized & move to enhance offensive continuity?"
 - "Should you consider the position & lines of running of the other support players when determining your decision?"
 - How does the movement direction of the defense impact your decision?"
 - "After passing the ball to a teammate, you should?"
 - "What are the two main ways you can attack a defense?"
 - Around
 - Through
 - What factors would determine which strategy would be most appropriate?"
 - Defensive players position on field
 - Supporting players position around ball carrier
 - "What are the ball carrier options to maintain continuity?"
 - Pass before contact





- Evade defender
- "How will variety in the depth of supporting players enhance continuity?"
 - Enable quick restarts (deeper players can take the ball forward)

Students now discuss & test their theories & refine their skills & strategies.

- They record to which factors they attend
- Sequence these factors from most critical to least critical
- Test & refine these

5. Skill Execution:

Modified games - dependent upon student knowledge & skills

FOCUS:

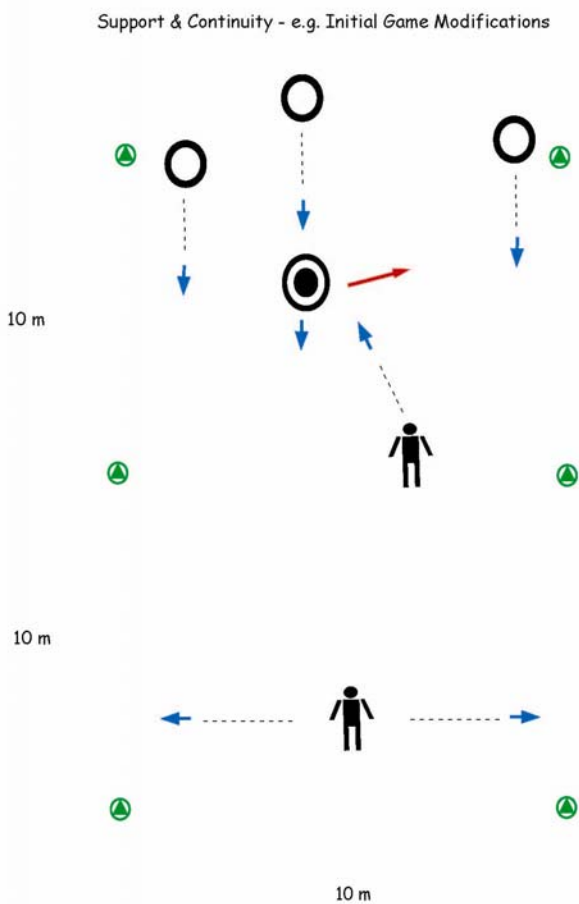
- the offensive skills & strategies developed & practiced previously to enable offensive players to support the ball carrier & enhance continuity
- high degree of appropriate participation

Modification options:

- Numbers of players
 - 4 offensive on 2 defensive
 - 3 offensive on 2 defensive
 - 6 offensive on 3 defensive
 - 6 offensive on 4 defensive
- Size & shape of playing area
 - Dependent upon number of players
- Positioning of players to start activity
 - Offensive
 - Grouped behind ball carrier
 - Spread left or right with depth
 - Spread left or right flat
 - Triad (one either side & one behind to move to the best spot to support & enhance continuity)
 - Random
 - Defensive
 - Grouped in one corner
 - Grouped in two pods (one in either corner)
 - Grouped mid field
 - Staggered
 - Spread across field
 - Random
- Defensive players are now free to:
 - Dodge
 - Fake
 - Use a change of speed
 - Move in different direction
 - Stagger defensive line



- Allow offensive
 - Switches
 - Various lines of running
 - Various starting formations
 - Fakes
 - Cut-out passes
- Introduce flags to replace tagging



6. Assessment Strategies:

Make note of the conditions (modifications) under which each student was responding.

A. SWBAT explain & demonstrate to peers at least three key skills &/or strategies to support the ball carrier

- Rubric (Focal points):
 - What to focus upon
 - Positioning relative to ball carrier
 - Number of pertinent strategies identified



B. SWBAT explain & demonstrate to peers at least two strategies for maintaining offensive continuity

- Rubric (Focal points):
 - What to focus upon
 - Positioning relative to ball carrier
 - Number of pertinent strategies identified

C. SWBAT support the ball carrier by running aggressively into open spaces

- Statistical
 - Percentage of times student(s) appropriately ran into open space to receive a pass
- Rubric (Focal points):
 - Positioning relative to ball carrier
 - Movement direction
 - Movement adjustments to defensive adaptations

D. SWBAT utilize at least three different skills/strategies to create opportunities to continue offensive plays

- Statistical
 - Percentage of times student(s) appropriately maintained possession & continuity
- Rubric (Focal points):
 - Positioning relative to ball carrier (depth)
 - Decisions consistent with actions
 - Movement adjustments to defensive adaptations

Developmental Modifications to Appropriately Challenge Learners:

These would be based around the variables listed above & Flag Rugby modifications.



Focal Concept: Offense - Evasion

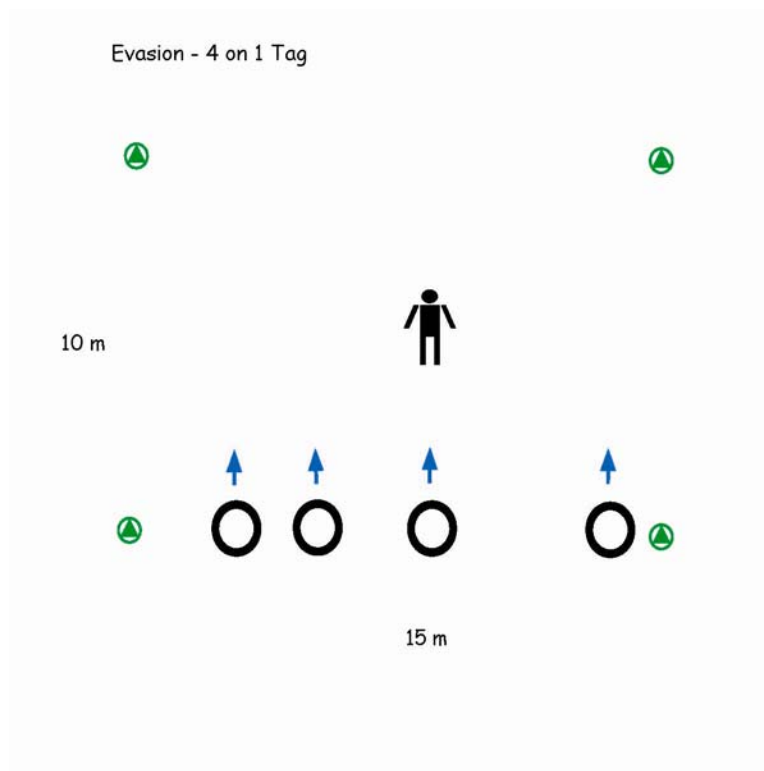
Progressive Objectives:

- A. SWBAT identify at least three techniques/strategies for evading a defender
- B. SWBAT explain & demonstrate to peers at least three key techniques/strategies to evade a defender
- C. SWBAT identify the preferred evasion technique/strategy to utilized under different defensive formations
- D. SWBAT perform at least two evasion techniques/strategies to move into open space in continuous game-like situations

Learning Sequence:

1. Game:

- Multiple 4 on 1 tag in 10 X 15 (wide) grids
 - four offensive players & one defender
 - offensive players evade the defender
 - once tagged the offensive player joins the defensive side
 - activity continues until all attackers have been tagged
 - rotate so all participants have a turn as the initial defender



2. Initial Game Modifications:

- "What techniques or strategies did you utilize to evade the defenders?"



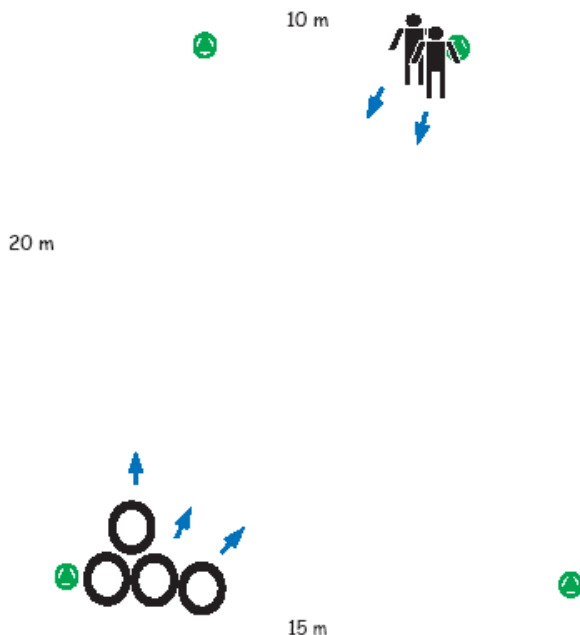
- Modification options include:
 - Space:
 - Altering the shape of the space (into a triangle, circle, rectangle)
 - Making the grid narrower/wider/longer
 - Adding obstacles to avoid (e.g. large cones)
 - Ratio of attackers to defenders:
 - Adding more defenders to require additional evasion
 - 5 on 1 (to make it easier for the offense)
 - 4 on 2
 - 3 on 1
 - 5 on 3
 - 3 on 2 (to increase the challenge for the offense)
 - Game Dynamics:
 - See how few times the offensive team are tagged in 30 secs
 - Rotate defenders of each 30 secs
 - Introduce passing of the ball for the offense
 - Defensive player can only tag the person with the ball
 - Defensive player can intercept/knock passes down
 - Have defenders run across the grid
 - Limiting the speed of both offense & defense (slow, medium, fast)
 - Have students count how many times they evade a defender before getting tagged
 - Limiting how the defender moves
 - Skipping, bounding, lateral
 - Constant speed only
 - Limiting forward &/or lateral movement
 - Limiting the speed of both offense & defense (slow, medium, fast)
 - Having defense link arms
 - Number of passes allowed & direction of passes
 - Starting points/formation (players choice, opposite corners, offensive shape - flat, staggered, triangular, etc)
 - Two & one handed tagging by defense

3. Tactical Awareness:

- Key Questions
 - "Offense, what techniques/strategies did you utilize to successfully evade the defense?"
 - Side-step
 - Swerve
 - Fake/Dummy pass
 - Running straight
 - Changing running angle
 - Running to space
 - Change of pace
 - Run in a direction/area where I had options



Evasion - e.g. Initial Game Modifications



- "Why did these work so well?"
 - Create doubt/options
- "Offense, what techniques/strategies did you utilize as a team to enable you to evade the defenders?"
 - Support players being around ball carrier to create options
 - Support players running different angles
 - Support players being in position to receive a pass from the ball carrier
 - Support players running towards open space
 - Ball carrier running to open space to force defender(s) to commit
- "Defenders, what specific things did the offense do to commit you before they attempted to evade you or pass the ball?"
 - "When did these work?"
- "When evading a defender, what are the basic things you are trying to do?"
 - Create space
 - Get beyond the defense, making them retreat
 - Reduce defensive decision-making time
 - Force the defense to commit to a particular space/player
 - Maintain possession
 - Surge/burst into space
- "If there were only 2 offensive players & 1 defender, how would you continue to evade the defender successfully for 1 minute?"

★ Students now discuss & test their theories & refine their skills & strategies.



- Exaggerate tactics to emphasize key points
 - E.g. side steps, swerves, dummy passes, communication, eye contact, etc
- Adapt these to different circumstances
 - E.g. movement required, passes required, number of attackers : defenders, etc

4. Student Decision-making:

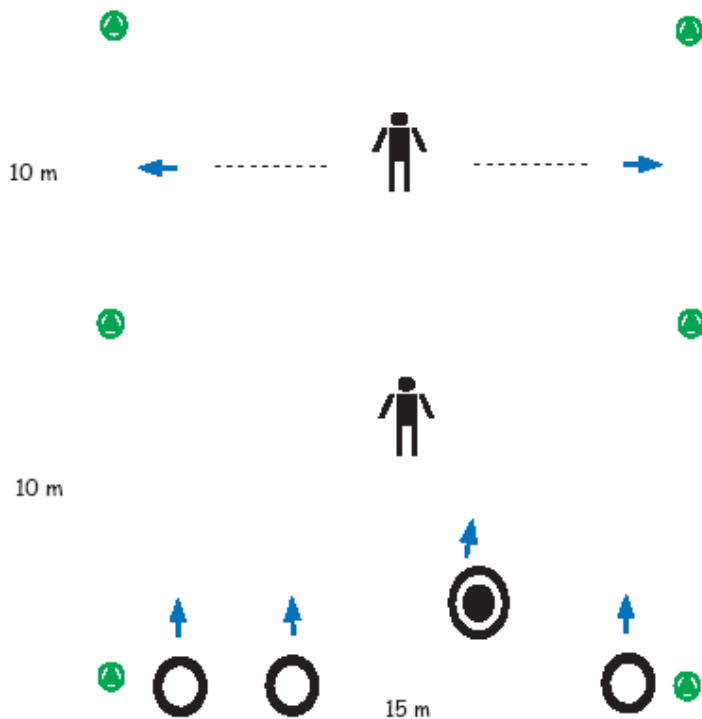
- Key Questions
 - "What specific things should the ball carrier focus upon to determine how to evade a defender?"
 - "Should s/he consider the other support players when determining your decision?"
 - How does the positioning of the defense impact your decision?"
 - "How do you know if a defender is committed to tagging you?"
 - "How might you commit them to a position early to give you a better chance of evading before the tag?"
 - "Which factors might suggest that you are better to pass than evade?"
 - "Would any of the following be a factor?"
 - position on the field
 - position of your supporting players
 - position of defense and immediate defender
 - previous success
 - score
 - time
 - "When playing basketball, football, soccer, or lacrosse which factors do you focus upon to evade yourself, or commit a defender and make a pass?"

Students now discuss & test their theories & refine their skills & strategies.

- They record to which factors they attend
- Sequence these factors from most critical to least critical
- Test & refine these



Evasion - e.g. Initial Game Modifications



5. Skill Execution:

Modified games - dependent upon student knowledge & skills

FOCUS:

- the evasive skills & strategies developed & practiced previously to beat the defense
- high degree of appropriate participation
- increase challenges for attackers

Modification options:

- Varying the ratio of defenders to offensive players
- Size & shape of playing area
 - Dependent upon number of players, reducing grid makes game harder for the offense
- Movement of Players - Offense:
 - Require passing between attackers to encourage running to space and evasion off the ball
 - Encourage offense to work with at least three support players spread around the ball carrier to create options on either side
 - Offensive players need to cross the grid as many times as possible, without being tagged
 - Offensive players need to get the ball from one side of the field to the



- other as many times as possible, without being tagged
- Movement of Players - Defenders:
 - Some of the defenders must link arms
 - Cut down offensive player options
 - Attempt to isolate ball carrier from support players
 - Points system for tagging
 - 5 points for tagging ball carrier
 - 1 point for tagging other offensive players
 - Aim to intercept all the balls
- Introduce flags to replace tagging

6. Assessment Strategies:

Make note of the conditions (modifications) under which each student was responding.

A. SWBAT identify at least three techniques/strategies for evading a defender

- Statistical (percentage of viable options identified)
 - Students identify all feasible individual evasion techniques
 - Students identify all feasible team-based evasion strategies
 - Students identify in what situations these techniques work best & why

B. SWBAT explain & demonstrate to peers at least three key techniques/strategies to evade a defender

- Rubric
- Focal points:
 - What to focus upon
 - Committing a defender
 - Number of pertinent strategies identified

C. SWBAT identify the preferred evasion technique/strategy to utilized under different defensive formations

- Statistical
 - Percentage of appropriate evasion technique/strategy selected for situations

D. SWBAT perform at least two evasion techniques/strategies to move into open space in continuous game-like situations

- Teacher's checklist
- Focal point
 - Technique/strategy selected is appropriate for the conditions
 - Technique/strategy is performed appropriately
- Statistical
 - Percentage of times offensive player(s) appropriately evaded
 - Percentage of times offensive player(s) chose to pass to their "most open" support player

Developmental Modifications to Appropriately Challenge Learners:

These would be based around the variables listed above & Flag Rugby modifications.



Focal Concept: **Offense - Creating Space for Support Players**

Progressive Objectives:

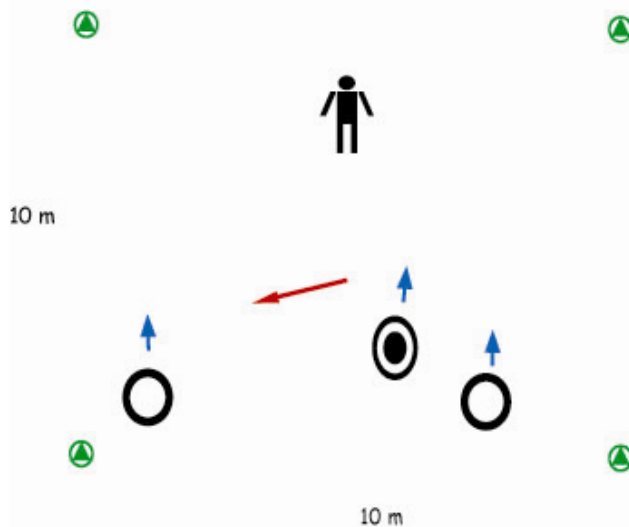
- A. SWBAT explain & demonstrate to peers at least 3 ways to create space for support players
- B. SWBAT step away from the pass recipient as they pass the ball to their support
- C. SWBAT run evasively with the ball into open spaces to create space for support players
- D. SWBAT perform at least three ways to create space for support runners

Learning Sequence:

1. Game:

- Multiple 3 on 1 tag in 10 X 10 grids
 - three offensive players & one defender
 - the ball carrier should start with a support player either side of him/her
 - offensive players attempt to score by running into open spaces & passing where & when appropriate
 - rotate after 3 attempts so all participants have a turn as defender

Creating Space- 3 on 1 Tag

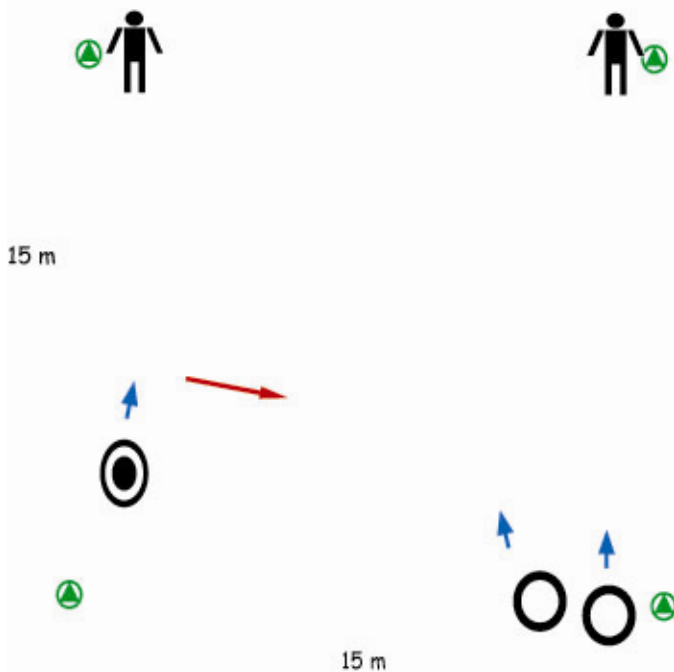


2. Initial Game Modifications:

- "What strategies did you use to score?"
- Modification options include:
 - Space:
 - Altering the shape of the space (into a triangle, circle, rectangle)
 - Making the grid narrower/wider/longer
 - Adding obstacles to avoid (e.g. large cones)
 - Numbers of participants:

- Adding another defensive player or runner
 - 4 on 1 (to make it easier - more decoys)
 - 2 on 1
 - 4 on 2
 - 3 on 2
- Game Dynamics:
 - Limiting how the defender moves
 - Skipping, bounding, lateral
 - Constant speed only
 - Limiting forward &/or lateral movement
 - Limiting the speed of both offense & defense (slow, medium, fast)
 - Having defense link arms
 - Number of passes allowed & direction of passes
 - Starting points/formation (players choice, opposite corners, offensive shape - flat, staggered, triangular, etc)
 - Lines of running of support players
 - Two & one handed tagging by defense

Creating Space - Initial Modifications



3. Tactical Awareness:

- Key Questions
 - "Where should the ball carrier run to create space for his/her support players?"
 - "How should the ball carrier move as s/he passes the ball?"
 - Slight step away from ball recipient
 - Face ball recipient
 - "When the support players are running into open spaces, what are the basic



things you are trying to do?"

- Preserve space
- Reduce defensive decision-making time
- Force the defense to commit to a particular space/player
- Run to the open space at the last possible moment
- Surge/burst into the open space
- Clearly communicate to ball carrier when & where to pass
- "If there were three offensive players & one defensive, what should the support players do to enable at least one of them to run into open space?"
- "What distracters can the offensive players use to enable a support player run into open space?"
- "What type of passes were the most effective?"
 - Passes in front of the receiver (leading the receiving player)
 - Short quick passes

Students now discuss & test their theories & refine their skills & strategies.

- Exaggerate tactics to emphasize key points
 - E.g. positioning, running angles, offensive formations & movement toward offensive player(s)
- Adapt these to different circumstances
 - E.g. starting position, numbers of offensive player(s) versus defensive player(s)

4. Student Decision-making:

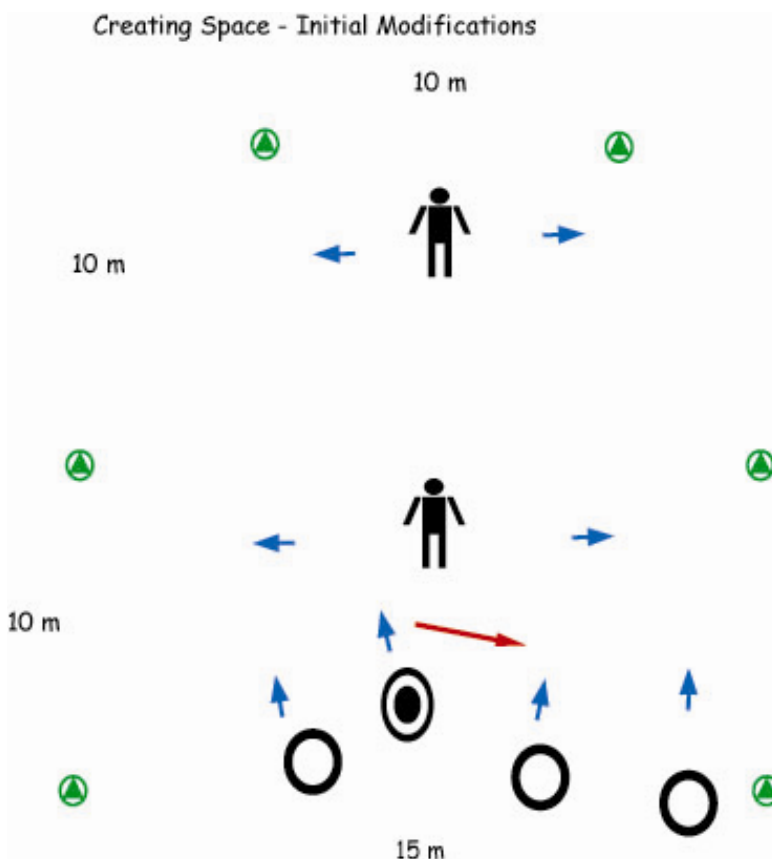
- Key Questions
 - "What can both the ball carrier and support do to create mismatches or space?"
 - "What specific things should you focus upon to determine how best to create space for your support player(s)?"
 - "Should you consider your support players when determining your decision?"
 - How does the movement direction of the defense impact your decision?"
 - "What information tells the defense the direction you are intending to run?"
 - "How might you disguise/distract a defender from recognizing your intended running path?"
 - "Which factors might suggest what the defensive players are likely to do next?"
 - "Would any of the following be a factor?"
 - position on the field
 - previous actions
 - score
 - time
 - positions of defense
 - location of support players
 - "When playing basketball, football, soccer, which factors do you focus upon



to create space for your support players?"

Students now discuss & test their theories & refine their skills & strategies.

- They record to which factors they attend
- Sequence these factors from most critical to least critical
- Test & refine these



5. Skill Execution:

Modified games - dependent upon student knowledge & skills

FOCUS:

- the offensive skills & strategies developed & practiced previously to enable offensive players running options
- high degree of appropriate participation

Modification options:

- Numbers of players
 - 4 offensive on 2 defensive
 - 3 offensive on 2 defensive
 - 4 offensive on 3 defensive
 - 3 offensive on 3 defensive
- Size & shape of playing area
 - Dependent upon number of players
- Defensive players are now free to:



- Dodge
- Fake
- Use a change of speed
- Move in different direction
- Stagger defensive line
- Allow offensive
 - Switches
 - Various lines of running
 - Various starting formations
 - Fakes
 - Cut-out passes
- Introduce flags to replace tagging
- Enable a series of offensive phases
 - Tagged, then immediately restart offensive efforts from that point

6. Assessment Strategies:

Make note of the conditions (modifications) under which each student was responding.

A. SWBAT explain & demonstrate to peers at least 3 ways to create space for support players

- Rubric (Focal points):
 - What to focus upon
 - Positioning & movement relative to defensive player(s)
 - Number of pertinent strategies identified

B. SWBAT step away from the pass recipient as they pass the ball to their support

- Statistical
 - Percentage of times student(s) appropriately stepped away from pass recipient
 - Percentage of times student(s) passed the ball before contact with the defense

C. SWBAT run evasively with the ball into open spaces to create space for support players

- Teacher's checklist
- Focal point
 - Strategies used to draw the defense towards the ball carrier

D. SWBAT perform at least three ways to create space for support runners, in continuous game-like situations

- Statistical
 - Percentage of times student(s) appropriately created space for pass receivers
- Rubric (Focal points):
 - Positioning relative to ball carrier
 - Movement direction
 - Movement adjustments to defensive adaptations

Developmental Modifications to Appropriately Challenge Learners:





Controlled settings to develop space creating skills:

- 3 vs. 1
- 2 vs. 1
- 3 vs. 2
- Dangerous running drill:
 - 20 x 20 grid
 - 3 offensive players and one scrumhalf
 - 2 defensive players
 - Scrumhalf lines up halfway between the goal and start-line
 - Three attackers line up across the start-line, two defenders line up side by side on the goal line on the same side as the scrumhalf.
 - Upon forward movement by the attacking players the scrumhalf throws the ball to any of the 3 attackers. Upon receiving the ball the attacker will advance to the goal-line attempting to create space by attracting the defensive players to the ball. Depending on the movement of the defenders the ball carrier will pass to the open support player(s), or use a dummy pass to create space for the runner to retain the ball and score.

Ultimate Rugby

- Modified to:
- Allow 3-5 steps by ball carrier before passing to support players
- All passes must be two handed lateral/backward passes
- Limit the total number of players to 10 per game (maximize participation rates)
- Emphasis on:
 - creating space
 - support players running into open space





Focal Concept: Offense – Running into Open Spaces **USARUGBY**

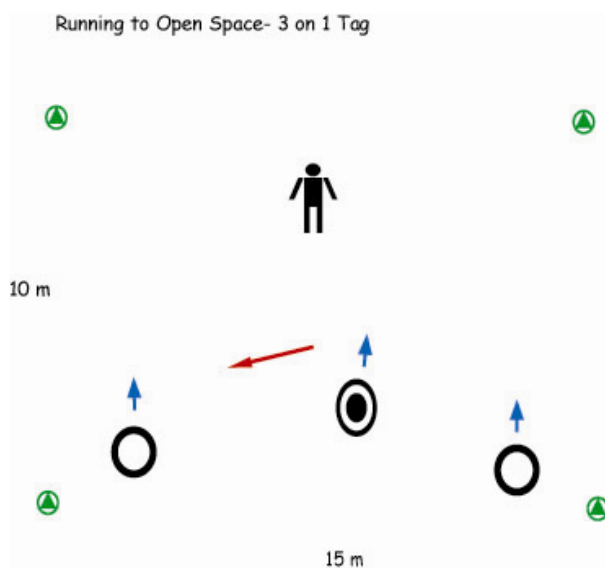
Progressive Objectives:

- A. SWBAT differentiate between, & identify the preferred open spaces in which to run
- B. SWBAT identify at least three strategies to enable someone to run into open spaces
- C. SWBAT explain & demonstrate to peers at least three key skills &/or strategies run into open spaces
- D. SWBAT perform at least three ways to run into open spaces, supporting the ball carrier, in continuous game-like situations

Learning Sequence:

1. Game:

- Multiple 3 on 1 tag
 - 10 X 15 (wide) grids
 - three offensive players & one defender
 - offensive players attempt to cross the grid as many times as possible in 30 secs completing at least one pass to a support player in open space
 - rotate after 30 secs so all participants have a turn as defender

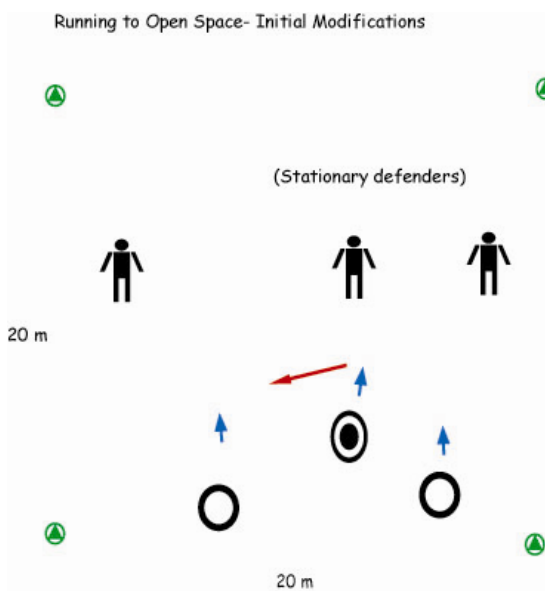


2. Initial Game Modifications:

- “What did you do to run into open space?”
- Modification options include:
 - Space:
 - Altering the shape of the space (into a triangle, circle, rectangle)
 - Making the grid narrower/wider/longer
 - Adding obstacles to avoid (e.g. large cones)



- Numbers of participants:
 - Adding another defensive player or runner
 - 4 on 1 (to make it easier - more decoys)
 - 2 on 1
 - 4 on 2
 - 3 on 2
- Game Dynamics:
 - Limiting how the defender moves
 - Skipping, bounding, lateral
 - Constant speed only
 - Limiting forward &/or lateral movement
 - Limiting the speed of both offense & defense (slow, medium, fast)
 - Having defense link arms
 - Number of passes allowed & direction of passes
 - Starting points/formation (players choice, opposite corners, same corners, offensive shape - flat, staggered, triangular, etc)
 - Two & one handed tagging by defense



3. Tactical Awareness:

- Key Questions
 - "What strategies were the most successful?"
 - "Why did these work so well?"
 - "What skills/strategies did you utilize to enable you to run into open spaces?"
 - "Offensive players, how did you attempt to distract/elude the defense?"
 - "When did these work?"
 - "When running into open spaces, what are the basic things you are trying to do?"
 - Preserve space



- Reduce defensive decision-making time
- Force the defense to commit to a particular space/player
- Run to the open space at the last possible moment
- Surge/burst into the open space
- Clearly communicate to ball carrier when & where to pass
- "If there were three offensive players & one defensive, what should the support players do to enable at least one of them to run into open space?"
- "What distracters can the offensive players use to enable a support player run into open space?"

Students now discuss & test their theories & refine their skills & strategies.

- Exaggerate tactics to emphasize key points
 - E.g. positioning, running angles, offensive formations & movement toward offensive player(s)
- Adapt these to different circumstances
 - E.g. starting position, numbers of offensive player(s) versus defensive player(s)

4. Student Decision-making:

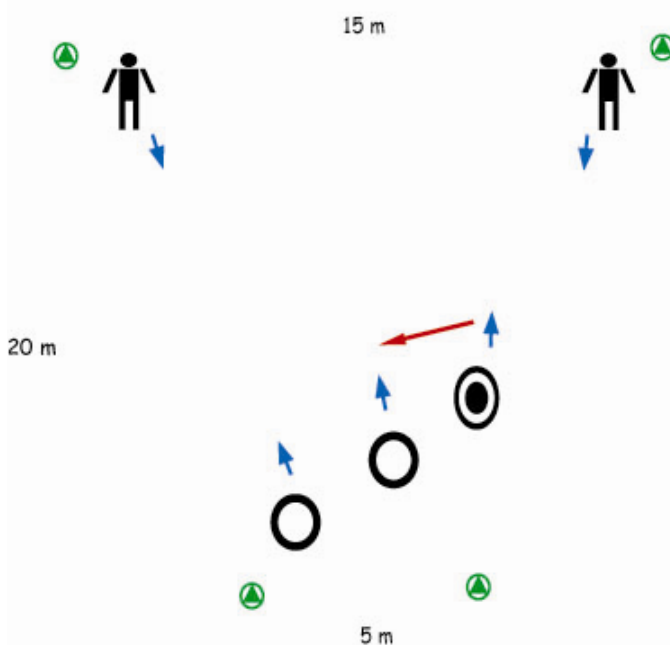
- Key Questions
 - "What specific things should you focus upon to determine how to enable a support player run into open space?"
 - "Should you consider the other support players when determining your decision?"
 - "How does the movement direction of the defense impact your decision?"
 - "What information tells you the direction a person is intending to run?"
 - "How might you disguise/distract a defender from recognizing your intended running path?"
 - "Which factors might suggest what the defensive players are likely to do next?"
 - "Would any of the following be a factor?"
 - position on the field
 - previous actions of opponents
 - score
 - time
 - positions of defense
 - location of support players
 - "When playing basketball, football, soccer, which factors do you focus upon to move into open space to receive a pass?"

Students now discuss & test their theories & refine their skills & strategies.

- They record to which factors they attend
- Sequence these factors from most critical to least critical
- Test & refine these



Running to Open Space- Initial Modifications



5. Skill Execution:

Modified games - dependent upon student knowledge & skills

FOCUS:

- the offensive skills & strategies developed & practiced previously to enable offensive players running options
- high degree of appropriate participation

Modification options:

- Numbers of players
 - 4 offensive on 2 defensive
 - 3 offensive on 2 defensive
 - 4 offensive on 3 defensive
 - 3 offensive on 3 defensive
- Size & shape of playing area
 - Dependent upon number of players
- Defensive players are now free to:
 - Dodge
 - Fake
 - Use a change of speed
 - Move in different direction
 - Stagger defensive line
- Allow offensive
 - Switches
 - Various lines of running
 - Various starting formations
 - Fakes
 - Cut-out passes



- Introduce flags to replace tagging
- Enable a series of offensive phases

6. Assessment Strategies:

Make note of the conditions (modifications) under which each student was responding.

Objective:

A. SWBAT differentiate between, & identify the preferred open spaces in which to run

- Students identify all feasible open spaces
- Students rank these open spaces in order of preference (greatest chance for success)

B. SWBAT identify at least three strategies to enable someone to run into open spaces

- Teacher's checklist
- Focal point
 - Strategy to move successfully into an open space
- Statistical
 - Percentage of times student(s) appropriately ran into open space
 - Percentage of times student(s) ran into the preferred open space

C. SWBAT explain & demonstrate to peers at least three key skills &/or strategies to run into open spaces

- Rubric (Focal points):
 - What to focus upon
 - Positioning relative to defensive player(s)
 - Number of pertinent strategies identified

D. SWBAT perform at least three ways to run into open spaces, supporting the ball carrier, in continuous game-like situations

- Statistical
 - Percentage of times student(s) appropriately ran into open space to receive a pass
- Rubric (Focal points):
 - Positioning relative to ball carrier
 - Movement direction
 - Movement adjustments to defensive adaptations

Developmental Modifications to Appropriately Challenge Learners:

These would be based around the variables listed above & Flag Rugby modifications.



Focal Concept: Defense - Cover Defense

Pre-requisite concepts: Limiting Offensive Options

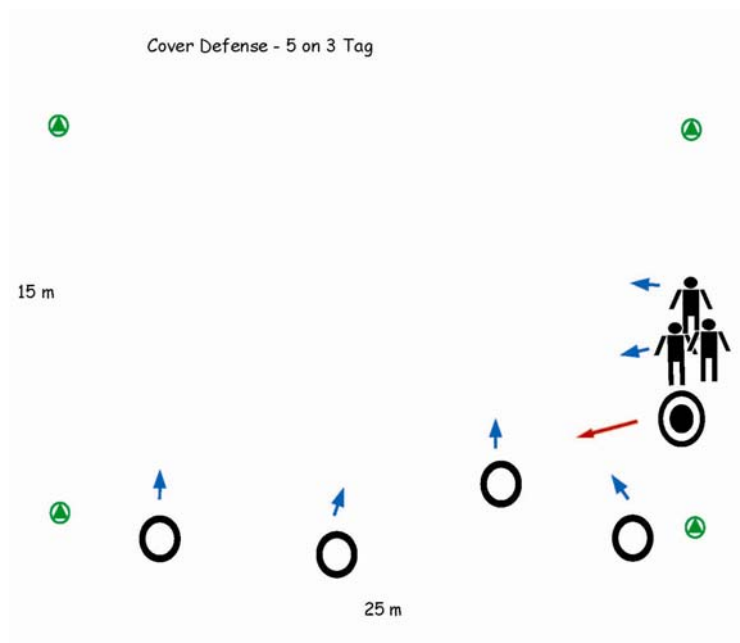
Progressive Objectives:

- A. SWBAT explain the role of the "cover/sweeper" defensive player
- B. SWBAT explain & demonstrate to peers at least three key skills &/or strategies effectively defend "overlap" situations
- C. SWBAT incorporate a slide & sweeper defensive scheme in continuous game-like situations

Learning Sequence:

1. Game:

- Multiple 5 on 3 tag game in 15 X 25 (wide) grids
 - five offensive players & three defenders
 - both the ball carrier & defensive players begin on the same side of the field 10 yards apart (see diagram)
 - the rest of the offensive players spread out across the field in formations that will enable them to support the ball carrier &/or other teammates
 - the offense are trying to score a try
 - as the ball carrier passes the ball, the first two defenders may enter the playing area
 - once a second pass is performed the last defender joins in
 - rotate the offense & defense to ensure all have a turn in each defensive role





2. Initial Game Modifications:

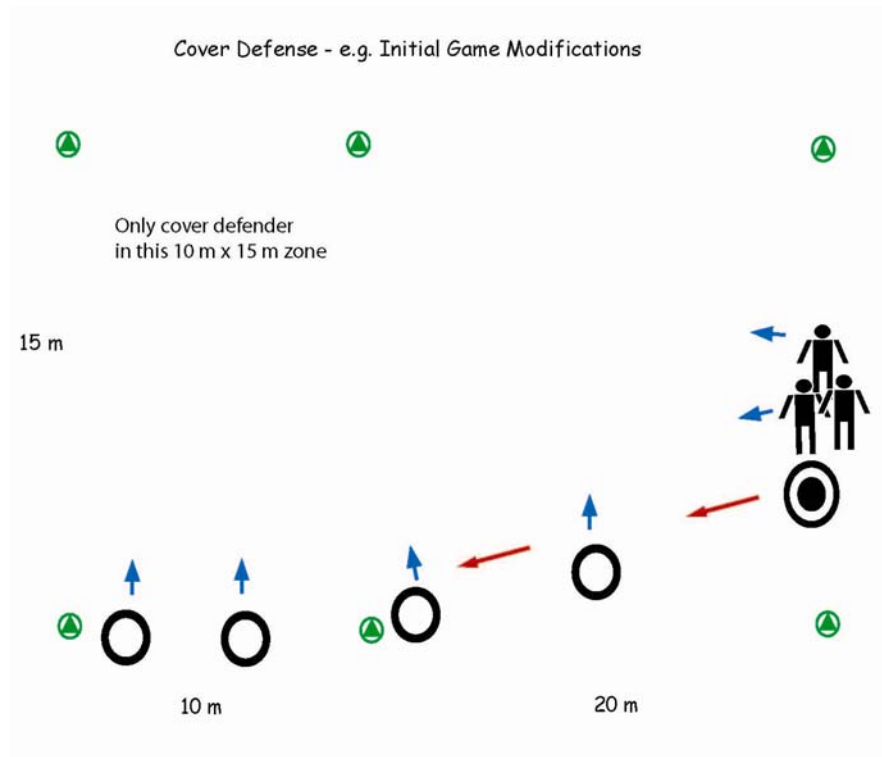
- "What did the defensive players do to prevent the try?"
- Modification options include:
 - Space:
 - Altering the shape of the space (into a triangle, circle, rectangle)
 - Making the grid narrower/wider/longer
 - Adding obstacles to avoid (e.g. large cones)
 - Numbers of participants:
 - Adding another defensive player or runner
 - 5 on 4 (to make it easier for the cover defender)
 - 6 on 3
 - 4 on 2
 - 5 on 2
 - 7 on 3 (to challenge the cover defender)
 - Game Dynamics:
 - Limiting the range of movement of initial defensive player(s) (to force the offense to pass the ball wide)
 - Limited to only half the grid width
 - Limited to only 2/3 the grid width
 - Limited to only 3/4 the grid width
 - No limitation
 - Limiting the speed of both offense & defense (slow, medium, fast)
 - Having the first defensive players link arms
 - Number of passes allowed & direction of passes
 - Starting points/formation (players choice, opposite corners, offensive shape - flat, staggered, triangular, etc)
 - When sweeper (last defensive player) is allowed to join the activity
 - Lines of running of support players
 - Two & one handed tagging by defense

3. Tactical Awareness:

- Key Questions
 - "What defensive strategies were the most successful?"
 - "Why did these work so well?"
 - "What skills/strategies did you utilize to enable to limit the offensive space?"
 - "What did the initial defensive players do to prevent the offense from scoring?"
 - "When did these work?"
 - "What role did the last defender play in the defensive strategy?"
 - "When the offense outnumbers the defense, what are the basic defensive strategies are you trying to implement?"
 - Limit space
 - Reduce offensive decision-making time
 - Force the offense to move laterally
 - Delay the offense



- Herd the offensive players toward each other or the sideline
- “If there were five offensive players & three defensive, what should the defensive players do to limit the options of the offense to run into open space?”
- “What distracters can the defensive players use to enable a support defender to join the defensive strategy?”



Students now discuss & test their theories & refine their skills & strategies.

- Exaggerate tactics to emphasize key points
 - E.g. positioning, running angles, defensive formations & movement defensive player(s) to cover an overlap
- Adapt these to different circumstances
 - E.g. starting position, numbers of offensive player(s) versus defensive player(s)

4. Student Decision-making:

- Key Questions
 - “What specific cues should you focus upon to determine how to enable a defensive player to cover any potential open space?”
 - “Should you consider the other defensive players when determining your decision?”
 - “How does the movement direction of the offense impact your decision?”
 - “Are there different cues for flat & staggered offensive



- formations?"
- "What information tells you the direction a person is intending to run?"
 - "How might you force an offensive player to move laterally or pass the ball?"
 - "Which factors might suggest what the offensive players are likely to do next?"
 - "Would any of the following be a factor?"
 - position on the field
 - previous actions
 - score?
 - time ?
 - positions/formation of offense
 - flat
 - staggered
 - lines of running
 - location of supporting defensive players
 - "When playing ultimate frisbee, football, soccer, which factors do you focus upon limit the space available to the offense?"

Students now discuss & test their theories & refine their skills & strategies.

- They record to which factors they attend
- Sequence these factors from most critical to least critical
- Test & refine these

5. Skill Execution:

Modified games - dependent upon student knowledge & skills

FOCUS:

- the defensive skills & strategies developed & practiced previously to enable defensive players limit attacking options.
- high degree of appropriate participation

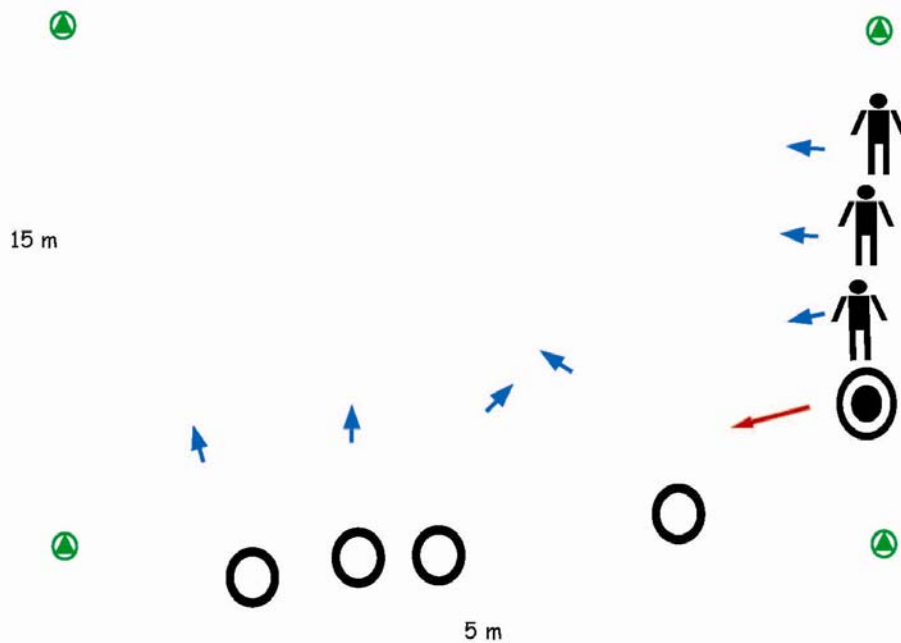
Modification options:

- Size & shape of playing area
 - Dependent upon number of players
 - Use cones/markers to identify offensive running channels/zones (see diagram)
 - These players are only allowed to run/move in these channels/zones
 - Use cones/markers to identify defensive channels/zones (see diagram)
 - These players are only allowed to run/move in these channels/zones
 - Always allow at least one player to "cover/sweep" any & all zones
- Numbers of players
 - For these activities, always ensure the offense has at least one more player
- Player starting positions
 - Offense (see diagrams)
 - Spread across the grid
 - Grouped in either corner



- Bunched in the middle
- Defensive (see diagrams)
 - Grouped in either corner
 - Stagger along either sideline down the grid
 - Vary the time when the cover/sweeper can enter the activity
 - 5 offensive on 3 defensive

Cover Defense - e.g. Initial Game Modifications



- Offensive players are now free to:
 - Dodge
 - Fake
 - Use a change of speed
 - Move in different direction
 - Stagger offensive line
- Encourage offensive to
 - Pass quickly to move ball to an open space
 - Draw defense before passing
 - Utilize various lines of running
 - Utilize various starting formations
 - Fakes
 - Cut-out passes
 - Create numerical advantage by passing quickly out of the tag/s
- Enable a series of offensive phases (8+ tags or unlimited)

6. Assessment Strategies:



Make note of the conditions (modifications) under which each student was responding.

Objective:

A. SWBAT explain the role of the "cover/sweeper" defensive player

- Teacher's checklist
- Focal points
 - Follow the ball behind defensive line
 - Stay inside the ball carrier
 - Herd players into support &/or sideline

B. SWBAT explain & demonstrate to peers at least three key skills &/or strategies effectively defend "overlap" situations

- Rubric
- Focal points:
 - What to focus upon
 - Positioning relative to offensive player(s)
 - Positioning relative to defensive player(s)
 - Number of pertinent strategies identified

C. SWBAT incorporate a slide & sweeper defensive scheme in continuous game-like situations

- Statistical
 - Percentage - number of times student(s) appropriately covered open offensive players using a "cover/sweeper" scheme
 - Percentage - number of times student(s) appropriately covered open offensive players using a "slide" & "cover/sweeper" scheme
- Rubric
- Focal points:
 - Defensive players identifying their role relative to ball carrier
 - Movement direction of defenders
 - Movement adjustments to defensive adaptations

Developmental Modifications to Appropriately Challenge Learners:

These would be based around the variables listed above & Flag Rugby modifications.



Focal Concept: Defense - Limiting Offensive Options

Progressive Objectives:

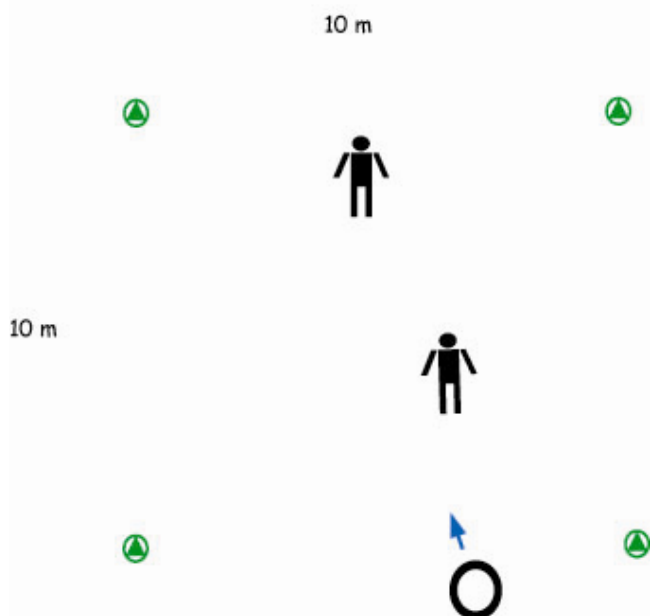
- A. SWBAT identify at least three ways to limit the offense options
- B. SWBAT herd offensive player(s) toward the sideline or teammate to limit options
- C. SWBAT explain & demonstrate to peers at least three key skills &/or strategies to limit offensive player(s) options
- D. SWBAT perform at least three ways to limit offensive player(s) options in continuous game-like situations

Learning Sequence:

1. Game:

- Multiple 2 on 1 tag in 10 X 10 grids
 - two defensive players on one runner
 - runner attempts to cross the 10 X 10 grid as many times as possible in 30 secs (rotate so all participants have a turn as runner)

Limiting Options - 1 offensive player on 2 defenders

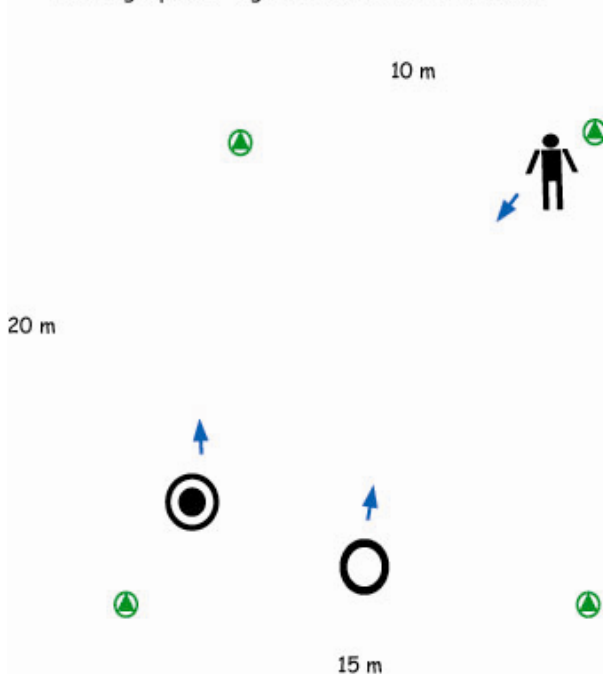


2. Initial Game Modifications:

- "What did you do that made tagging the runner easier?"
- Modification options include:
 - Space:
 - Altering the shape of the space (into a triangle, circle, rectangle)
 - Making the grid narrower/wider/longer
 - Adding obstacles to avoid (e.g. large cones)

- Numbers of participants:
 - Adding another defensive player or runner
 - 3 on 1 (to make it easier)
 - 3 on 2
 - 2 on 2
 - 3 on 3
 - 1 on 2
 - 1 on 3 (for more highly skilled)
- Game Dynamics:
 - Having defense link arms
 - Limiting how the offensive runner(s) moves
 - Skipping, bounding, lateral
 - Constant speed only
 - Limiting the speed (slow, medium, fast)
 - Allowing runners to pass a ball to each other (if more than one)
 - Starting points (players choice, opposite corners, same corners, etc)
 - One & two handed tagging

Limiting Options- e.g. Initial Game Modifications



3. Tactical Awareness:

- Key Questions
 - "What strategies were the most successful?"
 - "Why did these work so well?"
 - "What skills did you utilize to limit the runners' options?"
 - "Offensive players, how did you attempt to avoid the defense?"
 - "When did these work?"
 - "How could the defense reduce the effectiveness of these strategies?"



- "When limiting options, what are the basic things you are trying to do?"
 - Reduce offensive player(s) space
 - Reduce offensive decision-making time
 - Reduce the number of viable alternatives available to an offensive player
- "If there were three offensive players & one defensive, what should s/he do to limit the offensive teams' options?"
 - Herd offensive players towards:
 - each other
 - the sideline
 - another defensive teammate
- "If you are directly in front of the offensive player, what should you do so that you can reduce his/her options?"
 - Move slightly to one side or the other to reduce ball carrier options

Students now discuss & test their theories & refine their skills & strategies.

- Exaggerate tactics to emphasize key points
 - E.g. positioning, movement toward offensive player(s)
- Adapt these to different circumstances
 - E.g. starting position, numbers of offensive player(s) versus defensive player(s)

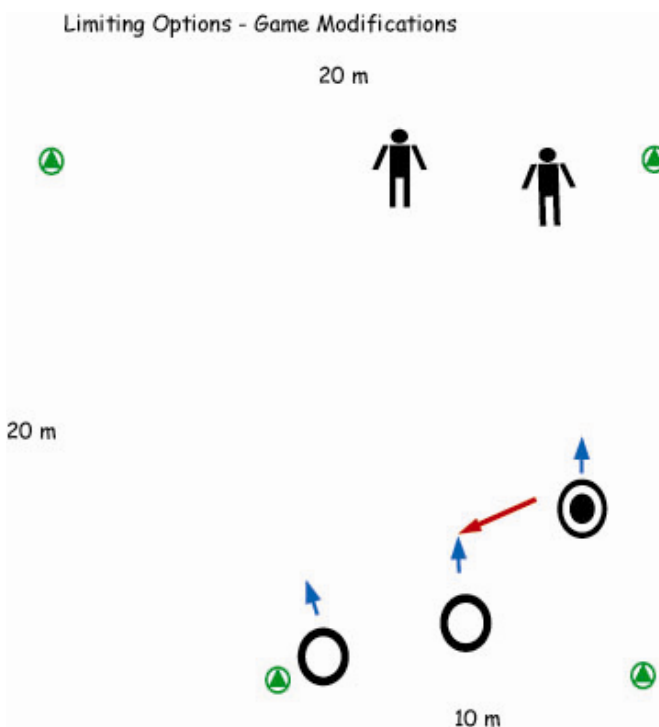
4. Student Decision-making:

- Key Questions
 - "What specific things should you focus upon to determine how to limit the options of the offensive players?"
 - "Should you consider the support players when determining your decision?"
 - "What information tells you the direction a person is intending to run?"
 - "Which factors might suggest what the offensive players are likely to do next?"
 - "Would any of the following be a factor?"
 - position on the field
 - previous actions of opponents
 - score
 - time
 - positions of offense support
 - location of supporting defensive players
 - "When playing basketball, football, soccer, which factors do you focus upon to limit the other teams' options?"

Students now discuss & test their theories & refine their skills & strategies.

- They record to which factors they attend
- Sequence these factors from most critical to least critical
- Test these & refine





5. Skill Execution:

Modified games - dependent upon student knowledge & skills

FOCUS:

- the defensive skills & strategies developed & practiced previously to limit offensive player options
- high degree of appropriate participation

Modification options:

- Numbers of players
 - 4 defensive on 2 offensive
 - 3 defensive on 2 offensive
 - 4 defensive on 3 offensive
 - 3 defensive on 3 offensive
 - 2 defensive on 3 offensive
 - 1 defensive on 3 offensive
- Size of playing area
 - Dependent upon number of players
- Offensive players are now free to:
 - Dodge
 - Fake
 - Use a change of speed
- Allow passing
 - Switches
 - Fakes
 - Cut-out passes



- Introduce flags to replace tagging

6. Assessment Strategies:

Make note of the conditions (modifications) under which each student was responding.

Objective:

A. SWBAT identify at least three ways to limit the offense options

- Students list at least three effective ways to limit offense
- Students check, from a list of choices (5-10), the three most appropriate ways to limit offensive player options

B. SWBAT herd offensive player(s) toward the sideline or teammate to limit options

- Teacher's herding rubric &/or checklist
- Focal point
 - Toward the sideline or teammate
- Statistical
 - Percentage of times student(s) appropriately herded the offensive player(s)

C. SWBAT explain & demonstrate to peers at least three key skills &/or strategies to limit offensive player(s) options

- Rubric
- Focal points:
 - Direction of offensive player hips
 - Positioning relative to offensive player(s)
 - Adaptations to offensive strategies

D. SWBAT perform at least three ways to limit offensive player(s) options in continuous game-like situations

- Statistical
 - Percentage of times student(s) appropriately herded the offensive player(s)
- Rubric
- Focal points:
 - Positioning relative to offensive player(s)
 - Movement direction of defensive player(s)
 - Movement adjustments to offensive adaptations

Developmental Modifications to Appropriately Challenge Learners:

These would be based around the variables listed above & Flag Rugby modifications.

