

I'M A LITTLE RIPPAA



A teacher's unit to develop foundational character traits that will help students be successful in the "game of life".


Community Rugby
NEW ZEALAND'S BIGGEST TEAM

WHY TEACH THIS UNIT, WHAT RELEVANCE WILL IT HAVE FOR STUDENTS?

The main aims of this unit of work are:

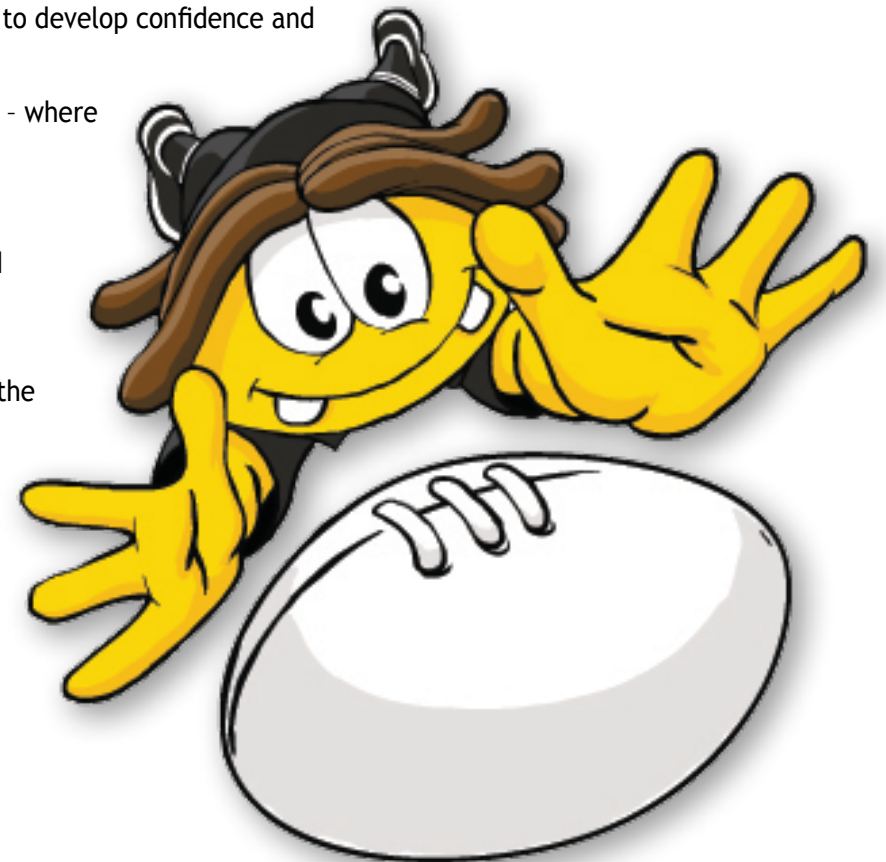
- To develop the confidence and competence of students to participate in the game “Rippa Rugby”.
- To develop foundational character traits that will help students be successful in the “game of life”.

How to use this handbook:

This unit is a one-stop teacher’s resource that allows the teacher to utilise a number of methods to develop confidence and form values for students in a number of rugby related activities.

Teachers can use this handbook directly or go to the Riggerland website (www.riggerland.co.nz) - where individual resources can be downloaded separately.

- The TEACHER’S NOTES set the scene for you with some useful information.
- The KEY THEMES take you through the character sections systematically. These can be worked through with activities, questions and discussions with the class. (For those wanting a PowerPoint presentation - this is available on the website.)
- The RIPPA RUGBY SKILLS gives you a number of skills and games that can be taught to help in the development of the students in the Rippa Game. All the LAWS of the game are also provided.
- The KID’S REFLECTIONS are some activities for the student’s to complete if required.
- RESOURCES includes a list of resources that go with the unit - these too are all found on the Riggerland Website.



UNIT OVERVIEW

CHARACTER SECTIONS	CAN DO ATTITUDE	EFFORT	GOALS	POSITIVE SELF TALK	RELATIONSHIPS
THEME QUESTION	Who told you mistakes make you a failure?	Who said effort isn't important?	Who said you can't dream big?	Who said you can't do it?	Who said you can't have friends?
LI'S / SC	<i>I am learning</i> to develop a "can-do" attitude in all that I do. <i>I can</i> learn from mistakes or failures.	<i>I am learning</i> that effort will make me successful. <i>I can</i> put effort in, even when I find things hard.	<i>I am learning</i> to set goals to help me become "Better than Before". <i>I can</i> set personal goals using S.M.A.R.T. goals.	<i>I am learning</i> to think positively whatever the situation. <i>I can</i> face difficult situations positively.	<i>I am learning</i> how to be a great friend. <i>I can</i> develop great friendships.
BACKGROUND TEACHER NOTES	Helping children overcome failure and mistakes.	<ul style="list-style-type: none"> Coach Wooden Winner Notes. Carol Dweck Growth Mindset notes. 	<ul style="list-style-type: none"> Purpose of Goals. Assessment for Learning (AfL) Principles. 	<ul style="list-style-type: none"> Visualisation Excuses versus reasons. Speaking Positively motivates and inspires. Strengths and weaknesses. 	<ul style="list-style-type: none"> Relationships involve interaction. Developing great friendship qualities. Value of Role Plays.
TEACHING THEMES	<ul style="list-style-type: none"> Character Qualities and Actions. Dealing with anger/ disappointment. Being positive role models. Developing a positive demeanour. Becoming a problem solver. 	<ul style="list-style-type: none"> Putting in your BEST effort. Winning / Losing and effort and giving 100% Perseverance & hard work. The power of the word "YET" and ways to develop its power. The effort of practice to make perfect. 	<ul style="list-style-type: none"> Experiential Learning Activity. Goals discussion. Dream BIG Dreams. Putting a Game Plan in Place using S.M.A.R.T. Goals. 	<ul style="list-style-type: none"> Making a Movie in My Head/ Visualisation. Dealing with nervous feelings. Reasons versus Excuses Speaking positively to motivate and inspire. Developing yourself through strengths and weaknesses. Turning negative statements into positive ones. 	<ul style="list-style-type: none"> Activities to build healthy relationships. Giving and receiving compliments.
PARENTS MATERIAL	<ul style="list-style-type: none"> Practical tips to help children overcome embarrassment, mistakes or failure. Coping with change. 	<ul style="list-style-type: none"> Praising effort not results. Practical tips for parents developing a Growth Mindset in their children. 	<ul style="list-style-type: none"> Tips for goal setting with your children. 	<ul style="list-style-type: none"> Games and activities that help children develop visualisation. Helping children cope with anxiety. Eliminating blame and excuses. 	<ul style="list-style-type: none"> Building trust. Chats with your kids. Appreciation and respect. Problem solve together.
RNZ VIDEOS USED	Rugger Tales <ul style="list-style-type: none"> Temper Explosion All Blacks' Movies <ul style="list-style-type: none"> Nehe Milner-Skudder: Role Models Kieran Read: Patience 	Rugger Tales <ul style="list-style-type: none"> Practice Makes Perfect All Blacks' Movies <ul style="list-style-type: none"> Kieran Read: "Balance" Nehe Milner-Skudder: "Perseverance" 	All Blacks' Movies <ul style="list-style-type: none"> Nehe Milner-Skudder: Mentors and Goals Nehe Milner-Skudder: Be the Best I Can Be 	Rugger Tales <ul style="list-style-type: none"> Movie in My Head Butterflies Four Fingers & Four Eyes Team Talk 	Rugger Tales <ul style="list-style-type: none"> Big I for Alice Mud and Glory All Blacks' Movies <ul style="list-style-type: none"> Kieran Read: Influence/ Role Model

ACHIEVEMENT OUTCOMES LEARNING OUTCOMES

ACHIEVEMENT OBJECTIVES (HPE CURRICULUM) - Level 3

What might learning look like?

How will you know if student's have achieved their learning?

Strand A: Personal Health and Physical Development

Strand A: Personal Growth and Development	Learning Intention: I am learning to... <ul style="list-style-type: none"> Accept the ideas of others so that a safe environment is created for all learners physically, emotionally and socially. Success Criteria: I can... <ul style="list-style-type: none"> Participate respectfully with others from across a range of different abilities. Listen to, accept, critically critique and respond to the ideas of others.
Strand A: Regular Physical Activity	Learning Intention: I am learning to... <ul style="list-style-type: none"> Participate regularly in a game with my classmates. Success Criteria: I can... <ul style="list-style-type: none"> Set personal goals to play "Rippa Rugby" and other related games to develop my competence to enjoy current and future game play activities.
Strand A: Safety and Risk Management	Learning Intention: I am learning to... <ul style="list-style-type: none"> Participate safely in a game. Success Criteria: I can... <ul style="list-style-type: none"> Organise and play a game unsupervised that will keep everyone safe.
Strand A: Personal Identity and Self-worth	Learning Intention: I am learning to... <ul style="list-style-type: none"> Share my ideas with my classmates. Accept feedback positively Success Criteria: I can... <ul style="list-style-type: none"> Share my ideas and knowledge with others. Listen to and accept feedback as helpful for my learning

Strand B: Movement Concepts and Skills

Strand B: Movement Skills	Learning Intention: I am learning to... <ul style="list-style-type: none"> Develop a range of movement skills that will help me play "Rippa Rugby" more competently, including running, dodging, passing and catching. Success Criteria: I can... <ul style="list-style-type: none"> While moving I can run with, pass and catch a rugby ball. Move to avoid a defending player from affecting a successful "rip". Move quickly in a variety of directions to complete a "rip" when defending.
Strand B: Positive Attitudes and Challenge	Learning Intention: I am learning to... <ul style="list-style-type: none"> See challenging situations in my learning as opportunities to make me "Better than Before". Success Criteria: I can... <ul style="list-style-type: none"> See mistakes and failure as opportunities to learn and improve myself.
Strand B: Social and Cultural Factors	Learning Intention: I am learning to... <ul style="list-style-type: none"> Work co-operatively with a team within the context of playing games, where a scoring system is used to promote elements of competitiveness. Success Criteria: I can... <ul style="list-style-type: none"> Play competitively but still help my teammates and the opposition to improve. Win or lose and still enjoy the experience. Celebrate both my own successes and the successes of others.

ACHIEVEMENT OBJECTIVES (HPE CURRICULUM) - Level 3

Strand C: Relationships with Other People

Strand C: Relationships	Learning Intention: I am learning to... <ul style="list-style-type: none"> • Treat my classmates and friends with respect. Success Criteria: I can... <ul style="list-style-type: none"> • Name qualities I like in friends and display them in action. • Give compliments when I see something to praise them for.
Strand C: Identity, Sensitivity, and Respect	Learning Intention: I am learning to... <ul style="list-style-type: none"> • Include everyone regardless of differences in ability or interests. Success Criteria: I can... <ul style="list-style-type: none"> • Play games that ensures an enjoyable experience for everyone.
Strand C: Interpersonal Skills	Learning Intention: I am learning to... <ul style="list-style-type: none"> • Work in different groups where I both give and receive feedback respectfully that encourages a safe environment for all that participate. Success Criteria: I can... <ul style="list-style-type: none"> • Give compliments. • Display qualities that create positive friendships.

Strand D: Healthy Communities and Environments

Strand D: Societal Attitudes and Beliefs	Learning Intention: I am learning to... <ul style="list-style-type: none"> • Develop a positive attitude towards participating in physical activity. Success Criteria: I can... <ul style="list-style-type: none"> • Play games and through this grow a positive attitude towards being physically active.
Strand D: People and the Environment	Learning Intention: I am learning to... <ul style="list-style-type: none"> • Make games inclusive. Success Criteria: I can... <ul style="list-style-type: none"> • Play games with anyone regardless of their ability.



ACHIEVEMENT OBJECTIVES (HPE CURRICULUM) - Level 2

What might learning look like?

How will you know if student's have achieved their learning?

Strand A: Personal Health and Physical Development

Strand A: Personal Growth and Development	Learning Intention: I am learning to... <ul style="list-style-type: none"> Express my feelings and respond positively. Success Criteria: I can... <ul style="list-style-type: none"> Express my feelings and talk through strategies to respond positively in a variety of different situations.
Strand A: Regular Physical Activity	Learning Intention: I am learning to... <ul style="list-style-type: none"> Participate regularly in a game with my classmates. Success Criteria: I can... <ul style="list-style-type: none"> Have fun while participating in a variety of physical activities. Set personal goals to play "Rippa Rugby" and other related games to develop my competence to enjoy current and future game play activities.
Strand A: Safety and Risk Management	Learning Intention: I am learning to... <ul style="list-style-type: none"> Participate safely in a game. Deal positively in situations where I am disappointed or fail. Success Criteria: I can... <ul style="list-style-type: none"> Play safely in a game and create a safe environment for others to play. See failure and/or mistakes as an opportunity to learn.
Strand A: Personal Identity and Self-worth	Learning Intention: I am learning to... <ul style="list-style-type: none"> Discover my own strengths and acknowledge the strengths of others. Respond positively as a team member. Success Criteria: I can... <ul style="list-style-type: none"> Share my ideas and knowledge with others. Listen to and accept feedback as helpful for my learning. Work together with others in a variety of different group settings.

Strand B: Movement Concepts and Skills

Strand B: Movement Skills	Learning Intention: I am learning to... <ul style="list-style-type: none"> Combine together movement techniques that will help me play "Rippa Rugby" more competently including running, dodging, passing and catching. Success Criteria: I can... <ul style="list-style-type: none"> Run with, pass and catch a rugby ball. Move in a variety of different ways to play defensive roles in a variety of game play situations.
Strand B: Positive Attitudes and Challenge	Learning Intention: I am learning to... <ul style="list-style-type: none"> Enjoy participating in a variety of games. Success Criteria: I can... <ul style="list-style-type: none"> Respond positively in a variety of different situations that I find challenging by not giving up. Work towards achieving goals that I have set for myself.
Strand B: Social and Cultural Factors	Learning Intention: I am learning to... <ul style="list-style-type: none"> Participate in games and abide by the rules that keep me safe and are fair for everyone. Success Criteria: I can... <ul style="list-style-type: none"> Play games and keep the rules. Show respect for my classmates regardless of their ability in a variety of different contexts.



ACHIEVEMENT OBJECTIVES (HPE CURRICULUM) - Level 2

Strand C: Relationships with Other People

Strand C: Relationships	Learning Intention: I am learning to... <ul style="list-style-type: none"> • Work co-operatively with my team mates/classmates in a variety of different contexts. Success Criteria: I can... <ul style="list-style-type: none"> • Name different qualities that I enjoy in my friendships. • Give compliments when I see something to praise.
Strand C: Identity, Sensitivity, and Respect	Learning Intention: I am learning to... <ul style="list-style-type: none"> • Include everyone regardless of differences in ability. Success Criteria: I can... <ul style="list-style-type: none"> • Play games that ensures an enjoyable experience for everyone.
Strand C: Interpersonal Skills	Learning Intention: I am learning to... <ul style="list-style-type: none"> • Express my feelings positively and in a way that is safe emotionally for everyone. Success Criteria: I can... <ul style="list-style-type: none"> • Talk about the way I feel in a safe and respectful way.

Strand D: Healthy Communities and Environments

Strand D: Societal Attitudes and Beliefs	Learning Intention: I am learning to... <ul style="list-style-type: none"> • Consider others and the way they feel within a variety of different contexts. Success Criteria: I can... <ul style="list-style-type: none"> • Participate in a variety of different people groups and work co-operatively and respect individual differences.
Strand D: Rights and Responsibilities	Learning Intention: I am learning to... <ul style="list-style-type: none"> • Be responsible and follow the rules within a variety of different contexts. Success Criteria: I can... <ul style="list-style-type: none"> • Make positive contributions to different people groups that I am involved with by respecting rules.
Strand D: People and the Environment	Learning Intention: I am learning to... <ul style="list-style-type: none"> • Create safe environments for everyone physically, emotionally and socially. Success Criteria: I can... <ul style="list-style-type: none"> • Encourage and include everyone regardless of ability to create a safe learning environment.



ACHIEVEMENT OBJECTIVES (HPE CURRICULUM) - Level 1

What might learning look like?

How will you know if student's have achieved their learning?

Strand A: Personal Health and Physical Development

Strand A: Personal Growth and Development	<p>Learning Intention: I am learning to...</p> <ul style="list-style-type: none"> • Talk about how you feel in different situations. <p>Success Criteria: I can...</p> <ul style="list-style-type: none"> • Talk about my feelings and begin to think about different ways to act.
Strand A: Regular Physical Activity	<p>Learning Intention: I am learning to...</p> <ul style="list-style-type: none"> • Enjoy playing games regularly. <p>Success Criteria: I can...</p> <ul style="list-style-type: none"> • Have fun while participating in a variety of physical activities.
Strand A: Safety and Risk Management	<p>Learning Intention: I am learning to...</p> <ul style="list-style-type: none"> • Participate safely in a game. <p>Success Criteria: I can...</p> <ul style="list-style-type: none"> • Play safely in a game and create a safe environment for others to playing games.
Strand A: Personal Identity and Self-worth	<p>Learning Intention: I am learning to...</p> <ul style="list-style-type: none"> • Talk respectfully about how I feel when things upset me. <p>Success Criteria: I can...</p> <ul style="list-style-type: none"> • Talk positively about how I feel when something upsets me. Think of different ways to respond positively when upset.

Strand B: Movement Concepts and Skills

Strand B: Movement Skills	<p>Learning Intention: I am learning to...</p> <ul style="list-style-type: none"> • Perform different movement techniques that will help me play "Rippa Rugby" more competently including running, dodging, passing and catching. <p>Success Criteria: I can...</p> <ul style="list-style-type: none"> • Learning to run with, pass and catch a rugby ball.
Strand B: Positive Attitudes and Challenge	<p>Learning Intention: I am learning to...</p> <ul style="list-style-type: none"> • Enjoy participating in a variety of games. <p>Success Criteria: I can...</p> <ul style="list-style-type: none"> • Talk about what I like when playing games with others.
Strand B: Social and Cultural Factors	<p>Learning Intention: I am learning to...</p> <ul style="list-style-type: none"> • Play games safely. <p>Success Criteria: I can...</p> <ul style="list-style-type: none"> • Run around and avoid bumping into others. • Use equipment and keep myself and others safe.



ACHIEVEMENT OBJECTIVES (HPE CURRICULUM) - Level 1

Strand C: Relationships with Other People

Strand C: Relationships	Learning Intention: I am learning to... <ul style="list-style-type: none"> • Talk about what qualities I like in friends. Success Criteria: I can... <ul style="list-style-type: none"> • Name different qualities that I enjoy in my friendships.
Strand C: Identity, Sensitivity, and Respect	Learning Intention: I am learning to... <ul style="list-style-type: none"> • Play with everyone in my class. Success Criteria: I can... <ul style="list-style-type: none"> • Play games with everyone even if they aren't/are as good/better than me.
Strand C: Interpersonal Skills	Learning Intention: I am learning to... <ul style="list-style-type: none"> • Talk about how I feel. Success Criteria: I can... <ul style="list-style-type: none"> • Talk about the way I feel using "I" statements.

Strand D: Healthy Communities and Environments

Strand D: Societal Attitudes and Beliefs: Rights and Responsibilities	Learning Intention: I am learning to... <ul style="list-style-type: none"> • Act in such a way that everyone feels safe regardless of ability. Success Criteria: I can... <ul style="list-style-type: none"> • Speak nicely to everyone to that they feel valued even if they have a different opinion or idea.
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I'M A LITTLE RIPPA LEVEL 1: Years 1 / 2

CATEGORIES		LEVEL 1: LIMITED Definition: Displays little confidence or ability to perform the activities.	LEVEL 2: PROFICIENT Definition: Is able to complete many of the activities but lacks consistency.	LEVEL 3: ADVANCED Definition: Is able to consistently complete the activities.
ON THE BALL	Ball familiarisation	Is unable to control the ball while performing activities.	Maintains control most of the time during activities.	Maintains control during individual/pairs and group activities. Can throw the ball up into the air above head height and catch it again.
	Passing	Struggles to pass the ball with good direction and/or weight.	Can pass the ball accurately with either direction or weight in controlled situations but struggles in game like situations.	Can pass a ball with accuracy in both direction and weight within the context of a game.
	Catching	Rarely or never catches a ball when it is passed accurately to them. Uses their body to help receive the pass to control it.	Can catch a ball when passed to them accurately but lacks consistency in games.	Consistently catches a ball passed to them accurately during a game.
	Running with the ball	Can successfully run with the ball but lacks speed. Runs towards defenders instead of into space.	Runs away from possible defenders to avoid having their tags ripped off. Can change direction to avoid defenders.	Runs into space using a variety of different evading moves. E.g. Change of direction, speed and/or a swerve to avoid having their tag ripped off.
OFF THE BALL	Non-contact Tackle: Rip	Struggles to move successfully to rip the tag off another player.	Identifies a player that needs defending. Moves into a "Pre-tackle-rip" stance to defend a player.	Is able to change their body position enabling them to change direction quickly.
COGNITIVE ABILITIES	Describe different "skills" (Ovens & Smith, 2006) required to play Ripa rugby.	Struggles to recall key movements required to successfully execute the techniques of running with the ball, catching, passing and defensive positions for completing a Non-tackle rip.	Can recall and explain some of the key movements required to successfully execute the techniques of running with the ball, catching, passing and defensive positions for completing a Non-tackle rip.	Can recall and explain key movements required to successfully execute the techniques of running with the ball, catching, passing and defensive positions for completing a Non-tackle rip.
AFFECTIVE COMPETENCIES	Can Do Attitude	Struggles to control negative emotions when they make a mistake or to use them to improve themselves.	Is beginning to control their emotions when others act negatively in games. Is using their mistakes as a way to improve themselves.	Participates positively and enthusiastically and is able to control their emotions in all situations during games. Uses mistakes as a chance to learn.
	Positive Self Talk: Problem Solving/Blame & Excuses	Finds it difficult to solve problems when they occur looks to blame others or uses excuses.	Contributes ideas to problem solving but only applies these ideas occasionally. Still uses excuses or blame others.	Contributes ideas to problem solving and is able to consistently apply these to positively different situations.
	Effort	Gives up when they aren't interested or find activities challenging.	Puts in effort when they can perform different skills, but tends to give up when they find activities challenging.	Always gives of their best regardless of the situation or challenge of the activity.
	Team Player: Relationships	Doesn't work well or enjoy working/playing with others in the team.	Shows enjoyment when working/playing with others but can get frustrated when things don't go their way.	Enjoys playing/working in a team situation and helps bring out the best in others through encouragement.

I'M A LITTLE RIPPA LEVEL 2: Years 3 / 4

CATEGORIES		LEVEL 1: LIMITED Definition: Displays little confidence or ability to perform the activities	LEVEL 2: PROFICIENT Definition: Is able to complete many of the activities but lacks consistency	LEVEL 3: ADVANCED Definition: Is able to consistently complete the activities
ON THE BALL	Ball familiarisation	Is developing some control while performing individual ball familiarisation activities.	Can perform individual activities with consistent control including catching and throwing a ball to themselves above head height.	Consistently controls the ball while performing individual and paired ball activities. Places the ball for a 'play the ball' accurately while on the move.
	Passing	Passing lacks consistency in either weight or accuracy in either direction. Doesn't know where to pass to next. Ball is treated like a "hot potato".	Passes in one direction with correct weight and accuracy and is developing passing in the opposite direction. Can sometimes find team mates to pass.	Passes the ball in both directions with consistently good weight and accuracy Identifies team mates who are in a position that will advantage their team.
	Catching	Unable to catch the ball consistently. Is static when receiving the ball.	Consistently catches the ball. Beginning to move into space to receive the ball but can still be static.	Consistently catches the ball while moving. Can move into space to receive the ball to advantage the team.
	Running with the ball	Doesn't run with the ball. Treats it like a "hot potato" and looks to get rid of it quickly.	Sometimes runs with the ball. Is able to avoid a defender occasionally, but not consistently.	Runs with the ball and is able to use some skills to avoid being tagged e.g. speed, swerve, sidestep.
OFF THE BALL	Non-contact Tackle: Rip	Struggles to move successfully to rip the tag off another player.	Identifies a player that needs defending. Moves into a "Pre-tackle-rip" stance to defend a player.	Is able to change their body position enabling them to change direction quickly.
	Support Play	Shows little to no understanding around moving into space to receive a pass.	Is beginning to track the ball carrier to offer support as an option to pass to.	Consistently supports the ball carrier and is beginning to identify spaces to create advantages for their team.
COGNITIVE ABILITIES	Describe different "skills" (Ovens & Smith, 2006) required to play Rippa rugby.	Limited ability to explain some of the basic techniques required to play the game "Rippa" e.g. running, passing, catching, dodging etc.	Is able to explain some of the techniques required to play Rippa but the application within the context of a game are not consistent. Contributes ideas to strategic and tactical discussions but is unable to apply these in the game.	Is able to explain key concepts that make up techniques required to play "Rippa". Understands how the game is constructed. Contributes strategic and tactical ideas to discussions and applies some of these in the game.
AFFECTIVE COMPETENCIES	Can Do Attitude	Is unable to control negative emotions to improve their learning when they or someone else makes a mistake.	Is able to control their emotions in some situations and learn from them.	Sees mistakes as a healthy way to improve themselves and can contribute positively to the learning of others by being positive and encouraging during the game and in other learning contexts.
	Positive Self Talk: Problem Solving/ Blame & Excuses	Is unable to solve problems and resorts to blaming others, making excuses or denial.	Is able to participate in a discussion positively when solving problems but can be focused more on their own ideas rather than the ideas of others.	Contributes to and can apply problem solving strategies to positively impact games.
	Effort	Has a tendency to give up when they are not successful in new learning situations.	Doesn't always give up when challenged in new learning situations. Effort often only goes in to something they enjoy or are interested in.	Works hard to master new techniques and skills and to apply these in different situations, both within the context of a game and in life itself.
	Team Player: Relationships	Doesn't communicate well with their team mates. Pushes the boundaries that help create a positive learning experience for everyone in the team.	Is beginning to communicate with their team mates to advantage their team. Helps to create a safe learning environment for their team mates by encouraging them.	Communicates effectively and in a positive way with their team mates. Makes a major contribution to making participation in a game a positive experience for their team mates.

I'M A LITTLE RIPPA LEVEL 3: Years 5 / 6

CATEGORIES		LEVEL 1: LIMITED Definition: Displays little confidence or ability to perform the activities	LEVEL 2: PROFICIENT Definition: Is able to complete many of the activities but lacks consistency	LEVEL 3: ADVANCED Definition: Is able to consistently complete the activities
ON THE BALL	Ball familiarisation	Is unable to control the ball while performing individual ball control activities.	Maintains control during many individual ball control activities but stays within a safe level so as not to drop the ball.	Maintains control during individual ball activities and pushes themselves to improve.
	Passing	Uses a basic pass in one direction but accuracy in direction in weight lacks consistency. Ball is like a “hot potato”.	Passes the ball in both directions across their body but is not always weighted well or can lack direction at times. Fails to recognise safe passing options.	Passes the ball in both directions proficiently Recognises situations when to make a pass.
	Catching	Rarely or never catches a ball when it is passed accurately to them.	Can catch the ball but tends to be stationary and only sometimes provides a target.	Consistently catches a ball while on the move and provides a target for the passer. Is aware of where others are before receiving a pass.
	Running with the ball	Tucks the ball while running instead of holding it in front with 2 hands. Lacks speed or changes of direction. Runs towards defenders and not into space.	Runs away from defenders to avoid having their tags ripped off. Can run quickly and sometimes changes direction to avoid defenders.	Runs into space using a variety of different evading moves. E.g. Change of direction, speed and/or a swerve to avoid having their tags ripped off. Directional changes are made at pace. Accelerates after changing direction.
OFF THE BALL	Non-contact Tackle: Rip	Struggles to move with speed or change direction to rip the tag off a player.	Can mark the player with the ball and get into a good position to rip the tag.	Sights and tracks the ball carrier.
	Support Play	Rarely or never shows support for the ball carrier or the ability to get themselves into a space.	Can reposition themselves to defend a player with the ball who has beaten another defender.	Marks both space or player and positions themselves well to effect a successful “rip”. Provides defensive help to support team mates.
COGNITIVE ABILITIES	Describe different “skills” (Ovens & Smith, 2006) required to play Rippa rugby.	Cannot recall key ideas needed to successfully execute fundamental skills required to play Rippa Rugby.	Some recall and explanation of different movements required to successfully execute fundamental skills required to play Rippa Rugby.	Can explain at least 4 different elements involved in developing the skills to execute fundamental skills in Rippa Rugby.
AFFECTIVE COMPETENCIES	Can Do Attitude	Unable to control negative emotions while playing games.	Shows control of emotions when others act negatively and can use mistakes to improve.	Participates positively and enthusiastically and controls their emotions in all situations during games.
	Positive Self Talk: Problem Solving/ Blame & Excuses	Is unable to apply strategies to solve problems and looks to blame others or use excuses.	Contributes to problem solving ideas but only applies these ideas occasionally. Still uses excuses or blame others.	Contributes positively to discussions centred around solving problems both with the context of a game and in other situations around the school e.g. class, playground etc. Is able to accept ideas that are different from their own and evaluate them constructively.
	Effort	Gives up/tends to when they aren’t interested or find activities too hard.	Effort shows when skills can be performed but tends to give up when activities are difficult.	Gives their best regardless of the situation or difficulty of the activity.
	Team Player: Relationships	Unable/struggles to work positively with team mates.	Enjoys playing in a team but can get frustrated with team mates.	Enjoys playing in teams and encourages teammates to help bring out the best in them.

I'M A LITTLE RIPPA

NOTES FOR TEACHERS



A GAMES CENTRED APPROACH TO TEACHING RIPPA RUGBY

In a games centred approach, understanding the “why” is integrated with the “how” to play the game. This incorporates both a tactical appreciation for the game, as well as the skills, needed to play the game successfully. (Refer to Ovens and Smith 2006 explanation of “skills” P.18).

The ‘doing approach’ becomes the focus where students experience and learn by trying things in a variety of game situations that build up their skills and tactical understandings of the game. The students are asked to think about and find solutions to problems within the game.

KEY COMPETENCIES

This approach enables the delivery of the Key Competencies of Thinking, Participating and Contributing, Relating to Others, Managing Self and Using Language, Symbols and Texts.

THINKING

Reflecting on their actions around both “why” and “how” the game develops thinking skills. Students are asked to think about problems within the context of the game, physically, socially and emotionally and to come up with effective problem solving ideas. This results in a greater understanding and appreciation for the game and assists decision-making around subsequent actions as they construct their knowledge and develops positive interaction and relationship skills.

PARTICIPATING AND CONTRIBUTING

The student’s active involvement through the sharing and trialing of ideas during the learning process, enables them to work together with their teammates positively and develops a sense of belonging.

RELATING TO OTHERS

Abilities to listen, share and learn from others develops positive interaction skills. This opens up their learning to further possibilities as they share and construct their knowledge with their teammates.

MANAGING SELF

Through the Games approach to teaching Physical Education students are encouraged to create the “can-do” attitude, learning how to manage their emotions and responding appropriately within the context of games, regarded as a microcosm of life itself. Goal setting, making plans, giving and receiving feedback are all characteristics of a self-regulated learner. This module is designed in such a way as to enable the teacher apply Assessment for Learning techniques into their classroom in order to develop autonomous, self-regulated learners and quality learning.

(See notes on key characteristics of developing a self-regulated learner through the Assessment for Learning principles)

USING LANGUAGE, SYMBOLS AND TEXT

Students are able to develop a range of language skills throughout the programme. One of the key focus areas in the “Games Centred” approach is the use of oral language as students learn to express and develop their ideas. Social interaction with their teammates within the context of the game is a key focus in this resource to develop a strong individual (“I’m a Little Rippa”) with strong relationship skills. Media skills can also be interwoven throughout the module in a variety of different ways. Students will be given multiple opportunities to both give and receive feedback using a variety of different methods.

MODIFYING GAMES

A key characteristic of this approach to teaching is the use of a variety of different changes to games to enhance participation and give students “more touches of the ball” to increase their motivation to learn and apply their new knowledge bases as they play the games. It also enables them to focus on learning a particular aspect of the game.

Keeping primary rules in a game, but changing secondary rules, enables a game to be altered while still retaining the integrity of the game.

Some ideas for modifying games include:

- **Alter the rules:** E.g. All Players must touch the ball before scoring, limit how far they can run before they have to pass. This could be played without defenders before adding in defenders.
- **Change the number of players:** E.g. Include smaller teams e.g. 2 v 2, 3 v 3, 4 v 4 etc. Groupings can also reflect different abilities of the students.
- **Change the playing area:** Increase or decrease the size of the area to make it more challenging or easier. Increasing the size will also develop a student’s cardiovascular workout.
- **Alter degrees of difficulty:** 4 v 4+2 overload or simplify to make it easier for less confident students.
- **Ask your students:** They are extremely creative, so ask them for ideas.



SKILLS FOCUS

Questions and reflections need to focus on a specific aspect of skill development within the context of the game and be relevant to the age and stage of your students. E.g. In a game where running, passing and catching are all occurring at once, your questions may just focus on one aspect during sessions before changing to another focus.

Key to successful learning is the student’s opportunity to focus on and practice a skill, one at a time, which eventually improves their ability to participate in the game.

Ovens and Smith (2006) outline a good definition of skill within the context of a game situation. (Refer to diagram below.)

THE COMPONENTS OF SKILL

Ovens, A. and Smith, W. (2006). Making sense of a complex concept. *Journal of Physical Education; May 2006; 39, 1: ProQuest pg. 72-82*

The following table is designed to help teachers understand the different components that make up a skill as described by Ovens and Smith (2006)

SKILLED MOVEMENT	OBSERVABLE ACTION	DEGREE OF ACHIEVEMENT Consistency / Correctness		
		Stage One	Stage Two	Stage Three
Technique	Grip, stance, swing, movement pattern, flow of movement.	Incorrect technique. Disjointed, jerky, incorrect movements.	Still has some technical fails. More consistent movement patterns but not yet a swing action.	Technically correct. Movement is smooth and flowing.
Effectiveness of Actions	Accuracy, distance, direction, speed, form/shape, symmetry, advantage.	Not able to achieve desired outcome.	Performance outcome inconsistent. Not a predictable result.	Consistently meets desired goal.
Application of Tactics and Strategy	Defending and attacking strategies. Formation and application of appropriate responsible action, eg. creating space.	Does not use appropriate strategies and tactics.	More consistently uses strategies and tactics to advantage.	Consistently uses strategies and tactics to gain advantage.
Perceptiveness of Movement	Ability to read play or opponents actions.	Does not demonstrate the ability to anticipate or read play.	More consistently shows anticipation, eg. moes into appropriate positions earlier.	Is consistent in using anticipation and perception to advantage.
Adaptability Creativity	Ability to modify or create action to suit the situation. Improvisation, imagination, creativity.	Unable to adapt play. Actions lack imagination and original thought.	Demonstrates some degree of adaptability and original ideas but not consistently.	Uses own initiative and imagination in movement.

KEY POINTS TO NOTE WITH EACH COMPONENT

The following framework is provided by Ovens and Smith (2006).

- **Technique Competence:** Defined as patterns of movement.
- **Effectiveness of Actions:** Refers to performance outcomes i.e. the effectiveness of the desired outcome.
- **Application of Tactics and Strategy:** This includes spontaneous decision making for both offensive and defensive strategies over the period of time that the activity takes place in.
- **Perceptiveness of Movement:** Student's learning to interpret what is going on inside the game. To "read play" that influences their own decision making within the context of the game.
- **Adaptability and Creativity:** Games create unique situations and problems to be solved. Students who are adaptable and creative find solutions to the different situations that occur within a game.

Suggested areas of "skill" (as defined by Ovens and Smith 2006.) to focus on.

- **Years 1-2: Maintaining and Improving Single Techniques:** The focus here is in developing accurate movement patterns to enable students to participate in a range of games that include the development of such patterns.
- **Years 3-4: Combining two or more techniques into smooth sequences:** The focus here is on developing more complex movement patterns and a student's ability to combine two techniques into a smoother movement sequence. There is also a focus on understanding just how the games are constructed and played.
- **Years 5-6: Learning beginning offensive and defensive strategies:** Students are introduced to strategies and tactics that can be used during the game.



GETTING THE GAMES APPROACH TO WORK

FOUR KEY STEPS: THE GAMES BASED APPROACH IS TAUGHT USING 4 STEPS.

1. **Play the Game:** Includes modifications. Use this stage help students identify problems they are facing. (Step 2)
2. **Identifying Key Problem Areas:** Help students identify the techniques needed to help them play the game successfully. E.g. Passing, catching, running etc.

You might call ‘freeze’. Stop and quickly reflect on an aspect of the game, or gather them into a group to take more time for reflection. Asking them about what is happening gets them thinking.

3. **Play to Understand:** Understanding and learning some of the tactical aspects of the game is a key focus of the Games Centred Approach. (See section below on Key Tactical Focuses of an Invasion Game)
4. **Practice Makes Perfect:** Practice the techniques/skills within the context of a game. This can be a modified game, or another game designed to focus on that particular aspect. E.g. Running to avoid having their tag ripped off could be practiced in a variety of different tag games and skills focuses could include dodging, swerving, fake and go skills.

Separate activities or “drills” can be used to develop the skill before *returning to the game* to apply their learning within the context of the game.



TACTICAL FOCUSES OF INVASION GAMES

Rippa Rugby belongs in the Invasion Game category of the Games Centred approach.

In essence games are about solving problems. Tactical problems are rated in terms of complexities, with maintaining possession being rated as a 1 up to Defending Space as a 5.

The main tactical problems occurring in an Invasion Game are:

1. **Maintain possession:** (*Complexity Low 1 Level*):
When the team has possession of the object.
2. **Avoid Defence:** (*Complexity Level 2 Medium*):
The use of locomotion skills e.g. dodging.
3. **Regain Possession:** (*Complexity Level 3 Medium*):
Use of legal skills to get the object away from an opponent.
4. **Create Space:** (*Complexity Level 4 High*):
To pull a defender away to create an open area for a team-mate to move through or pass the object into open space.
5. **Attack Goal:** (*Complexity Level 4 High*):
To put pressure on the other team's goal by shooting or passing the object towards it.
6. **Defend Goal:** (*Complexity Level 4 High*):
To defend a goal or goal line as a team or individually to stop the other team from scoring.
7. **Defend Space:** (*Complexity Level 5 High*):
Work together as a team to defend space so that it is difficult to get the object towards the goal or goal line.

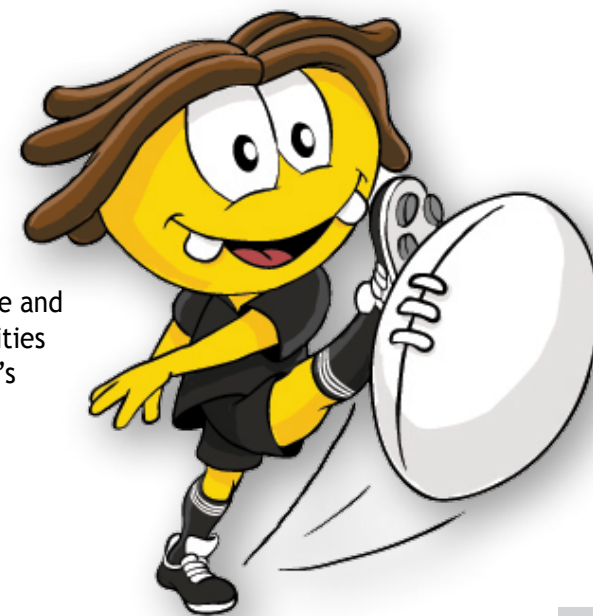
Key focuses for the learning intentions will be around “On ball” and “Off ball” focuses.

Main areas of “skills” to be developed will be running, passing and receiving (on ball) and defending and supporting play techniques (off ball).

The success criteria provided are written as “process” success criteria and give both the teacher and student a clearer picture of what successful learning looks like.

The level of complexity needs to be decided by the teacher in relation to the student's current knowledge, skills and understanding evident at the beginning of the module.

Rubrics for Level 1, 2 and 3 are also included on pages 11-13 to help teachers and students assess their progress throughout the module in relation to the key focuses around on and off ball play. Summative and formative assessment activities are also included in the Kid's Reflection section.



QUESTIONING IN PE

“Good teaching is more a giving of right questions than giving right answers.” Josef Albers

“To question well is to teach well. In the skillful use of questions, more than anything else, lies the fine art of teaching.” Earnst Sachs

QUESTIONING... THE “EMPOWERING PROCESS”

CRITICAL THINKING SKILLS IN PE

Questioning occurs in all aspects of life and in all fields. Borich (1992) found that 80% of classroom talk is questions. Some teachers ask more than 100/ hour! Therefore, the process of asking questions is a popular mode of teaching.

Before each learning session identify with your students the main problems they are going to be solving in their learning. The following questioning techniques are useful to help in this process.

CRITICAL THINKING SKILLS: LEVELS OF COMPLEXITY

Teachers can ask questions that promote critical thinking at various cognitive levels from lower-order (Level 1) to a more complex or higher-order (Level 3) (Schwager & Labate, 1993). Start with a lower level knowledge question first then move to higher order questions. The three levels of complexity are as follows:

CRITICAL THINKING SKILLS IN PE: LEVELS OF COMPLEXITY

Level 1

Count, describe, match, name, recite, recall, select, and tell.

Examples: Count how many different ways you can throw the ball to your partner. Describe what your hands are doing when your throw/catch/hold the rugby ball.

Level 2

Analyse, compare, contrast, distinguish, explain, infer, reason, sequence, solve.

Example: How does the way you are throwing the ball compare with the way your partner is throwing the ball? Explain what’s similar and what’s different?

Level 3

Apply a principle, estimate, forecast, hypothesise, imagine, judge, predict, make an analogy, speculate.

Example: Why do you think some of your throws are not reaching your team mates at the back of the playing area? Do you think you need to adjust either your power or accuracy?

The following are some Questioning Techniques that you can use within the context of a Physical Education lesson using the “Rippa Rugby” module.

1. Convergent Problem Solving: The gathering of information and applying it to solve problems. I.e. Putting the pieces of the puzzle together! E.g. What do you need to be able to for your team to keep the ball?
2. Divergent Problem Solving: Coming up with unique ideas to solve a problem. This can be done through asking simple questions.
3. The G.R.O.W. T. H. Mindset Analogy for Developing Questions as applied to a Physical Education Context. (Galloway 1974, Dweck 2012).

This model combines the concept of the GROW Questioning technique by Galloway (1974) with the research by Carol Dweck (2012) on developing Growth Mindsets in an educational setting.

- G: Goal...** What was the goal of the game?
R: Reality... What happened during the game?
O: Obstacles... What stopped you?
W: Way Forward... Decide on an option to help remove an obstacle.

For each obstacle identified by the students different “Ways Forward” can be identified as needing to be developed and practiced to overcome the obstacle. This technique could be used at the beginning of the “Rippa Rugby” module by taking the class out to play the game in smaller groups, and then getting them to identify “obstacles”. Once identified the students in collaboration with the teacher can choose from a variety of different games within the “Rippa Rugby” module to develop the competencies to play the game successfully. E.g. if they are unable to pass the rugby ball accurately, games from the Passing section can become a focus.

1. Solutions Focused Model (Clarke & Dembkowski 2006)

1. How did you do it?
2. What difference did that make?
3. What did you learn from that?
4. What would you do differently next time?

2. Reflective Toss Technique

The Reflective toss fosters productive discussions and enables students to clarify their thinking.

Sequence typically consists of:

- **Student statement...** Where the teacher tries to “catch” the meaning of a student’s statement following a question.
- **Teacher question...** Teacher asks a question to promote further student thinking and explanation.
- **Additional student statements...** Students add further statements in response to the teacher’s questioning.
- **Cycle Continues:** This sequence continues until the student has articulated their thinking in a more concise way.

Some other helpful ideas

- Have cards with question(s) on them. for groups to discuss and reflect on with questions focusing on the improvement of game performance at a developmentally appropriate stage. (Refer to Ovens and Smith (2006) “Components of a Skill” chart and explanation for guidance).
- Scaffold from “Knowledge” with younger children to Application and Synthesis with older children.
- Don’t limit possible answers but instead expand with further questioning.

APPLYING KEY CHARACTERISTICS OF THE ASSESSMENT FOR LEARNING PRINCIPLES

Key principles that can be incorporated into the “Rippa Rugby” module that align with the AFL approach are:

- Goal Setting.
- Identification of what learning is expected.
- Feedback (Both teacher, peer and self).
- Identification of actions required to bring about learning.

HOW IT MIGHT LOOK USING THE RIPPA RUGBY MODULE

KEY PRINCIPLES OF AFL	USING THE RIPPA RUGBY MODULE
Goal Setting	<ul style="list-style-type: none"> • In this first instance teach your students how to play the game • Use the G.R.O.W. questioning tool to identify key areas of learning by getting students to identify key obstacles. (E.g. can't catch the ball). This process helps to both identify obstacles and clarify what skills have already been learnt. • Set goals collaboratively with students (group or individual) and use the games within each of the following sections to develop the required skills (Ovens and Smith 2006 definition) needed to play the game successfully. The sections are: <ul style="list-style-type: none"> ◦ Familiarisation and Running with the Ball ◦ Passing and Catching ◦ Evasion and Defending ◦ Support Play
Identification of what learning is expected	<ul style="list-style-type: none"> • Use the Learning Intentions, “Process” Success Criteria and rubrics to identify what is expected in their learning.
Feedback (teacher, peer and self)	<p>A variety of assessment tools have been included with the resource including:</p> <ul style="list-style-type: none"> • Rubrics for each level. These cover both the game play activities and Character. • Journal entries • Take videos of the students in action and create feedback situations for both teachers, peer and self assessments using the Process Success Criteria's. • Skills Instruction using the Skills Explanation Template • Instructional Writing around how to perform a specific skill • Video Assessment Group Activity
Identification of actions required to bring about continued learning	<p>Assessment occurs throughout the module so ongoing identification of what has been learnt and what still needs to be learnt is required.</p>

KEY THEMES



THEME: CREATING A “CAN DO” ATTITUDE

THEME QUESTION - Who said you have to be perfect? or Who told you mistakes make you a failure?

LEARNING INTENTIONS AND SUCCESS CRITERIA

Learning Intentions: I am learning ...

To develop a “Can-do Attitude” in all that I do.

To face difficult situations graciously.

To inspire others by the way I act and speak towards others.

To become a problem solver.

Success Criteria: I can ...

Make mistakes and learn from them. Stop making excuses when I get something wrong.

Keep my cool even when things upset me.

Speak and act towards others in a way that motivates them to be the “best they can be”.

Solve problems when they arise.

TEACHING NOTES / BACKGROUND INFORMATION

Helping children overcome failures/mistakes

Vital to a child’s success is their ability to overcome failures and mistakes. When children make mistakes it opens up the opportunity for them to learn. Learning from mistakes builds resilience and is part of an important skill children need to learn. Learning from their mistakes also motivates them to learn how to do things differently, all key characteristics of a self-regulated learner.

Children need to be encouraged to make mistakes as part of the process of learning and how to learn from them. Mistakes help them learn more about themselves, about their strengths and areas needed to be worked on. Giving challenges that your students may fail at initially and then supporting them through this process is a key way to developing resilience and characteristics of a growth mindset (Carol Dweck, 2012).

Research has shown that students who attempt to answer a question, but get it wrong are more likely to remember the correct answer than those who are just given information to learn and recall.

Creating a positive demeanour is highlighted by *Kieran Read’s video titled ‘Patience’*. He talks about how he tries to keep his cool in pressure situations. He is said to have a calm demeanour.

Demeanour is explored through looking at definitions and the importance of having a calm demeanour. Students are given some tips on how to develop a positive demeanour with some personal reflection questions.

One key to developing a positive demeanour is being able to become a problem solver. Ways to become a problem solver, rather than a problem avoider, blamer or dweller, are explored.

Developing problem solvers is a key way to help children overcome challenges and develop both a positive demeanour and a “can-do” attitude.

KEY TEACHING POINTS / PRACTICAL ACTIVITIES

VIDEO CLIP: RUGGERBEE TALES: TEMPER EXPLOSION

Pre-video watching discussion:

1. Which is worse, losing a game or losing your temper? Why?
2. What are some good ways to respond when your friends get angry?
3. Discuss this quote, "I was mad at myself for making a mistake." Why would someone say that?

Watch the video before moving on to these questions:

4. Alice said, "Alice and mistakes should never be said in the same sentence Rugger." What do you think of this comment from Alice? Why do you think she made it?
5. What different character qualities are shown by the different characters in this story?

6. What do you think her friends could have done that could have helped her?
7. Why do you think the angrier she got, the worse she played?

Reflection

1. What are some situations that make you feel angry like Alice was?
2. When you are feeling unhappy/angry etc., how can your friends best help you?
3. What are some ways you can respond when your friends get angry?
4. When you make a mistake, how can others best help you?

Alice's action and reaction to her mistakes.	Character qualities displayed by Alice.	Coach's advice: What did the coach say to her?	Character quality displayed by the coach.
Alice missed catching the ball. What was her excuse?			
Alice missed a tackle. What did she say to herself when she missed the tackle?			
Alice missed the kick. Who did she blame?			

VIDEO CLIP: NEHE MILNER-SKUDDER: ROLE MODEL

“Be a good role model and set high standards.”

General Discussion

1. How do you think you would have reacted if one of your teammates had acted like Alice did?
2. Do you think her teammates were “good role models that set high standards? Why/Why not?

Reflection

What can you do to inspire others to be great?



VIDEO CLIP : KIERAN READ: PATIENCE

"Have patience and absorb the pressure."

Being able to respond calmly really helps you... in sports and in life.

Discussion Questions

1. How does Kieran deal with tough situations?
2. If we say that he has a "calm demeanour" what do you think that means?

Literacy Exercise (Older students)

Find a list of synonyms followed by antonyms for the word demeanour.

PPT 1: Other Phrases to describe demeanour.

Discuss the meaning of the following phrases and the behaviours that you would expect to see with people responding positively in different situations:

- Have grace under pressure.
- We won the game because we kept our cool.

PPT 2: Reflection

Reflection: Students can answer the questions associated with each.

1. Your demeanour is your outward behaviour regardless of how you are feeling inside.

Question: What situations are more likely to stir up your negative emotions?

2. Your demeanour is how you approach different situations.

Question: When do you find it hard to "keep your cool"?

I find it hard to keep my cool when _____
_____ because _____.

3. Your demeanour is a reflection of your attitude.

Question: What kind of person do you want others to remember you for? Why?

I want people to remember me for _____
_____ because _____.

PPT 3:

Your demeanour is about how you can control your emotions and is shown by the way you behave.

ATTITUDES + BEHAVIOURS = YOUR Demeanour



PPT 4: Tips to help you develop a positive demeanour (Kid's Reflection P.110).

ATTITUDES + BEHAVIOURS = YOUR DEMEANOUR Tips to developing a positive demeanour		
TIP	EXPLANATION	CHALLENGE
LISTEN before you talk	We have 2 ears and 1 mouth for a reason!! Listening shows respect and caring, two key traits to develop.	Make a list of ways you can show respect and caring.
WAIT before you react	Words and actions are like toothpaste... difficult to put back.	Think of a time when you were sorry for what you said or did. How could you handle that situation better next time?
Be prepared to APOLOGISE	"I'm sorry" said for the right reasons in the right situation are two powerful words.	Saying sorry can often be difficult. When do you find saying sorry the hardest? What could make saying sorry easier?
Avoid BLAMING others	People's moods change when instead of blaming others, you look to fix situations.	Think of a time when someone blamed you (or you blamed someone else) for something. What could you have done to help fix the situation?
How can I HELP?	Asking this question shows your willingness to show your care.	List some ways that you could help when: <ul style="list-style-type: none"> • Someone is having an argument with a friend. • The teacher is clearly annoyed with the class's behaviour? • An adult you live with is rushing around trying to get the house tidy for some visitors that are due?

PROBLEM SOLVING SECTION

Become a Problem Solver ... not a

- Problem dweller ... they dwell on them, they don't solve them.
- Problem blamer ... they find fault in others.
- Problem avoider ... they put off dealing with it.
- Problem "adder-toer ... they add to problems

Encourage students to become Problem Solvers.

Create Role Plays highlighting the way people behave when they "dwell, find fault, put off or add to" problems.



PRACTICAL TIPS FOR PARENTS

Growing happy children is every parent's wish. To do this we need to grow resilience and a healthy confident "Can-do" attitude in them.

Here are some practical tips.

HELPING YOUR KIDS OVERCOME THE EMBARRASSMENT OF FAILURE OR MAKING MISTAKES	
How to let kids make mistakes	It's not about setting them up to fail, it's more about setting them up to be independent. As adults we need to get out of the way and let them make mistakes.
Sit back and relax!!	Let them finish a project without helping them to finish it
Help with ... don't do!!	Help with your child's homework, ensure they finish it, but don't fall into the trap of doing it for them and making it perfect and error free. Help them if they know it's not correct by guiding them and teaching them what they need to do. That's different to "fixing it" for them.
Avoid jumping to the rescue ... help them understand the law of consequences	Avoid jumping into the car and bringing something to school that they have forgotten. Let them solve the problem and admit that they've left something behind.
Help them become problem solvers	Inquiry learning is used in schools to guide your child's learning. Use questions such as, "Why do you think that?", "What else could you do?", or "How could you work that out for yourself?" It's about helping your child to "learn how to learn"
Let them lose	When playing games, it's important that they learn to both win and lose.
Be a great role model yourself	Your children are watching you to see how you deal with situations. When you face challenges see them as opportunities rather than road block.

COPING WITH CHANGE

Whether it's small things like changing something in their lunches, what they eat for breakfast, a change in routine, someone different picking them up after school or bigger changes such as a new baby brother or sister or a change of school, helping children to cope with change develops self-confidence and a positive "Can-do" attitude.

Here are a few simple ideas.

HELPING YOUR KIDS COPE WITH CHANGE	
Advance warning	Tell them of the changes and even make them part of the process of change.
Answer questions	Children have lots of questions...answer them honestly.
Be patient	Sometimes children revert back to earlier ways of behaving. That's okay... be patient. For example, they may have been sleeping through the night and now they are waking up.
Keep as much as possible the same	During big changes e.g. arrival of a new baby, moving house etc. keep as many routines as possible the same.
Relapses are normal	Sometimes children might relapse back into former behaviour patterns e.g. stop sleeping through the night, toileting accidents. Be patient with them, it's quite normal.
Grieving is okay	As they pilot their way through new experiences, remind them of all of the positives around the changes.

THEME: EFFORT

THEME QUESTION - Who said effort isn't important?

LEARNING INTENTIONS AND SUCCESS CRITERIA

Learning Intentions: I am learning ...

That effort is required to help me become successful.

That "YET" is a powerful word

That practice makes perfect

Success Criteria: I can ...

Put effort into everything especially those things that I find hard.

End "I can't" sentences with the word "YET" and know that all I need to do is put in effort.

- See challenges as opportunities.
- See failure as a learning opportunity.
- Enjoy the "learning journey".
- Learn that effort beats talent.

Put effort into practicing things so that I can perfect them

TEACHING NOTES / BACKGROUND INFORMATION

Carol Dweck's Mindset notes

The idea of a growth mindset has been put forward by psychologist Carol Dweck after years of research. She defines a mindset as a perception that people have of themselves, and in particular to their idea of intelligence.

The idea that intelligence is fixed is a notion she has challenged through her book *"Mindset: The New Psychology of Success"*. In education she distinguishes between what she refers to as "fixed" versus "growth" mindsets.

A fixed mindset believes that intelligence is fixed whereas Dweck, through her research, suggests that intelligence can in fact be developed. Her research also highlights that children with the 'fixed mindset beliefs' believe they are dumb and less intelligent and are less likely to be successful.

By contrast, her findings found that intelligence can be developed through what she calls "growth mindset" strategies. This is centred around the word

"effort" and the idea that everyone can improve and be successful if they are prepared to put in "EFFORT".

Her findings show that a growth mindset can be taught so the purpose of this theme in "Little Ripper" introduces the concept of effort being at the heart of success not only at school, but in life itself. Praising effort as against saying to a student that they are really smart reinforces the growth mindset message that through effort, you can improve.

Dweck, C. S. (2012) *Mindset: How you can fulfill your potential*. New York: Ballantine Books.

Coach Wooden

Coach Wooden, one of America's most successful College Basketball coaches, coached the UCLA College team to a record seven championships in a row.

He was also named “Coach of the Year” six times and holds the record for his college team having won 88 consecutive games.

As a player he played for Purdue University in the guard position and won a National Championship.

He was also named basketball All-American three times and was the first person to be inducted into the Basketball Hall of Fame both as a player (1960) and as a coach (1973). He was known for his inspirational messages, many directed at how to be successful in life.

KEY TEACHING POINTS / PRACTICAL ACTIVITIES

PPT 1: Coach Wooden’s quote

“You have to apply yourself each day to becoming a little better. By applying yourself to the task of becoming a little better each day and every day over a period of time, you’ll become a lot better.”

PPT 2: Change the question from “Did I win? or Did I Lose?” to “Did I put in my best effort?”

Discussion Question: How do you know when you’ve put in your best effort?

Reflection

Students to reflect on the following questions. (Kid’s Reflection P.115)

1. How will you know when you’ve put in your best effort?
2. What feelings do you think you will feel when you’ve done this?

Note to teachers: Use these questions after the end of each practical Rippa PE lesson.

His quote, “Success is peace of mind, which is a direct result of self-satisfaction in knowing you made the effort to become the best of which you are capable”. This quote reinforces the Growth Mindset message and helps redefine winning through effort, not what the scoreboard or others say about us. It is used along with some of his other quotes to help students understand that effort is required to be successful.

PPT 3: Video Clip: Kieran Read: Balance

Key Phrase: “Give 100% at whatever you do.”

Discussion Questions

1. What is Kieran’s attitude towards everything he does?
2. How do you think being able to relax helps him to give 100%?

Reflection

3. When do you find it easy to give 100%?
4. When do you find it difficult to give 100%?
5. What do you think will help you to give 100% in everything you do?

PPT 4: After everything you do ask yourself the question: “Did I make my best effort today?”

PPT 5: Practical Tips to help you put in your “BEST EFFORT” in everything.

1. **Make a list:** Write down what you need to do. Tick them off when you’ve finished. (Kid’s Reflections P.111)
2. **Plan your week:** Know when things are due and what tasks you need to do to finish them. (Kid’s Reflections P.112)
3. **Schedule in some fun:** Make sure you include some fun times with your friends, or doing things you enjoy doing into your weekly plan.
4. **Work hard:** Put the time in to focus on finishing the task. Maybe find a quiet place to do your homework.
5. **Clean a little:** Do something to help things be a bit organised and cleaner at home. (Kid’s Reflections P.113)
6. **Be happy when you clean:** Think of something that will make the job more fun eg. play some music!

Reflection

The Power of the Word “YET”

Write a sentence about something you can’t do but would like to be able to do.

I can’t _____.

Now write the same sentence but this time finish it with the word YET. (Kid’s Reflections P.116)

Discussion

What has happened to the way you are thinking about your “I can’t” sentence?

Note to teachers: The addition of the word YET onto the end of any sentence beginning with “I can’t ...” completely transforms it.

Use this strategy with your children. Every time they say, “I can’t ...” add on the word YET, and encourage them to do the same with their friends. This has the power to completely transform their thinking.

PPT 6: The Power of the Word “YET”

YET is a little word with HUGE potential.

YET motivates and inspires you to keep on going.

YET is your own special EFFORT word.

PPT 7: Video Clip: Nehe-Milner Skudder: Perseverance

Key Phrase: “Hard Work and perseverance... you can’t really achieve or get anywhere without these qualities.”

Discussion Questions

1. In what way is Milner-Skudder’s comments similar to Coach Wooden’s quote about success and effort?
2. Do you think he puts in a lot of effort to achieve his dreams, or do you think he’s just naturally gifted? Explain?

Reflection

How could the qualities of hard work and perseverance help you? In what type of situations?

PPT 8: Ways to develop your YET

Note to teachers: From the list choose the ones best suited for your age group.

DEVELOPING MY YET	STATEMENT	REFLECTION QUESTIONS
Accept that I can't get everything right all of the time.	A mistake is one step closer to success. (Kid's Reflection P.114).	1. How do you feel when you make a mistake? Why? 2. How could this quote help you next time you make a mistake?
See Challenges as Opportunities.	Keep on being "Better than Before".	If you found everything easy would you need to go to school? Why? Why not?
Learning versus Failing.	Replace the word "failing" with the word "learning" the next time you get something wrong.	1. How do you feel about learning? 2. Why would this be a better word than "failing"?
Enjoy the Journey.	Enjoy the learning journey.	1. Think about how much you enjoy finding out about things. 2. What do you enjoy the most?
Dream BIG Dreams.	Keep the bigger picture in mind.	Write down one thing you'd like to do when you are an adult?
Celebrate Success.	Celebrate the success of others as well as your own success. (Kid's Reflection P.114).	1. When is the last time you give a Hi-5 to someone? What was it for? 2. How do you like to celebrate?
Growth versus Speed.	Learning fast means you can take short cuts. Learning well sometimes means making mistakes along the way.	1. Think of a mistake you've made recently. 2. What could you do differently next time to turn your mistake into learning the next time you face a similar situation?
Hard work versus Talent.	Being a genius requires hard work, it's not about talent.	1. Think about something you are good at. 2. Do you spend much time practicing it? 3. How do you think practice is like putting in effort?
Accept Feedback Positively.	Believe in the idea of "constructive criticism" and see it positively.	1. When do you find feedback hard to accept? Why? 2. What are some feelings you've experienced? 3. What would help you to view feedback more positively?
There's always room for improvement.	Both success and failure is present when you are improving.	1. Think about something you have failed at recently. 2. What can you do to turn that failure into improvement?
Effort beats Talent.	Hard work can beat talent.	1. How much effort do you put into things you are not so good at? 2. What do you think would happen if you put in effort into some of these things?
Grow Grit.	Get approval from yourself by showing determination.	1. Think about a time when you gave up. How did it make you feel? 2. Think about a time when you kept on going. How did it make you feel? 3. Compare the feelings...which set of feelings do you prefer? 4. What will help you to be more determined next time you feel like giving up?
Learn from Others.	It's not about comparing ourselves, it's about learning from the mistakes of others.	1. How can you learn from the mistakes that others make? 2. Do you think you would learn more from your own mistakes or those of others? Why?
Time versus Effort.	It takes time to get good at something.	1. Do you give up easily? Why? Why not?
Take Risks.	"Mucking up" in front of others makes taking risks easier in the future.	1. What makes taking risks hard? 2. What do you think you will find out about yourself when you're prepared to take risks?

VIDEO CLIP RUGGER TALES: PRACTICE MAKES PERFECT

Discussion Questions

1. What did you think of Grandpa's reaction when he heard the Ruggerbee's lost?
2. How do you think his response made the Ruggerbee's feel?
3. In what situations have you had similar feelings?
4. What do you think of Grandpa's question, "What do you think went wrong?" Was it a good question? Why/why not?
5. Why did the Ruggerbee's play badly?
6. William and Webb were sure they'd win, but Rugger wasn't so sure. Do you think William and Webb were over-confident, or did Rugger lack confidence? Explain your answer.
7. Did the Ruggerbee's give "reasons" or "excuses" for not practicing? (Refer to Little Rippa Positive Self Talk module for definitions of reasons and excuses)
8. Why do you think the Ruggerbee's thought practice was uncool?
9. What makes something uncool? Or what makes a person "uncool"?
10. What do you think of the saying, "Practice makes perfect"?
11. What could happen if you practice something the wrong way?

Introduce and discuss the saying, "Perfect Practice Makes Perfect."

Putting in the EFFORT to Practice is important.



Practical Tips for Parents

At school your child is learning about putting in their best effort into everything they do. So here are some easy tips for you:

PRACTICAL TIPS FOR PARENTS	
Praise effort not success.	<p>Professor Carol Dweck warns us of the hidden messages that can be heard through our comments. For example: “You learned that so quickly! You’re so smart.” The message your child hears could be, “If I don’t learn something quickly, I’m not smart.” http://www.mindsetonline.com/howmindsetaffects/parentsteacherscoaches/index.html Praise your child’s improvement in their behaviour and learning.</p>
Too many rewards don’t work.	<p>Why? Here’s 6 reasons</p> <ol style="list-style-type: none"> 1. Saturation: More of something is needed to get the same effort. Children never say, “That’s too much, give me less!” They say, “Is that all? I want more!” 2. Dependence: They become dependent on receiving a reward and won’t do anything without one. 3. Doers versus Learners: The focus is on the “doing” of the task rather than learning in different situations. 4. Manipulation: When rewards are given it’s a way of manipulating them into doing something. But it teaches them the art of manipulation and that is often a trait not liked by others. 5. Empower Them to Make Choices: Bribes take away the opportunity for children to make choices. 6. Bribes and Threats: Bribes are really threats in disguise and are all about control. <p>So ask yourself the question: “Rewards might work ... but at what cost?”</p>
Avoid helping them too much.	<p>Avoid the “Helpfulness Trap”. i.e. assisting them too much during their struggles. What looks like struggle and failure is your child working something out for themselves – thus creating.</p> <ol style="list-style-type: none"> 1. New skills and abilities. 2. Emotional resilience <p>PLUS: You as a parent also get some extra “ME” time.</p>
Use failure to teach them how to improve.	<p>A mistake is one step closer to success. When we continually tell them how good they are, they come under increasing pressure and this leads to insecurity. Instead build confidence by helping them through challenging situations.</p> <p>Times of struggle and failure are precisely when the most learning occurs.</p>
Avoid comparisons.	<p>Focus the effort your child put into the activity. Every child is unique and will develop at their own pace. There will always be someone better than them at something and this just creates feelings of inferiority, worthlessness and inadequacies.</p> <p>A child without CONFIDENCE is a child without CHANCE.</p>

THEME: GOAL SETTING

THEME QUESTION - Who said you can't dream big?

LEARNING INTENTIONS AND SUCCESS CRITERIA

Learning Intentions: I am learning ...

To set goals to help me become "Better than Before".

TEACHING NOTES / BACKGROUND INFORMATION

Locke & Latham (2002), define goals as "...the object or aim of an action, for example, to attain a specific standard of proficiency, usually within a specified time limit." (p.705). Zimmerman (2008) says, "goals commit us behaviourally to a particular standard or outcome." (p.267).

Helping your students to set goals for their learning is a key feature in helping develop lifelong learners able to both motivate and manage themselves well. Research also clearly indicates that students who set their own goals are more motivated to achieve them.

Learning tasks versus performance tasks are also regraded as more motivational. The proactive nature of setting goals both motivates learners, develops self-efficacy and produces a deeper commitment towards achieving them.

Success Criteria: I can ...

- Set a goal and some activities that I need to do to achieve them.
- Use the S.M.A.R.T. Goals formula for managing my goals.
- I can accept and give feedback to improve my learning.

In this section students will be introduced to some simple goal setting tools. Furthermore, the implementation of "Assessment for Learning" principles around setting goals, identification of what learning is expected, feedback from both teachers and peers and the development of self-monitoring skills that help identify future actions needed to bring about the achievement of their goals will enhance the delivery of this "Little Ripper" module. These can be applied to both the game play and the character focuses, enabling students to develop self-regulating capabilities, and manage themselves and their learning, well.



KEY TEACHING POINTS / PRACTICAL ACTIVITIES

Experiential Learning Activity

PPT 1: Play a game

Experiential Learning Activity: Play a game with your class and then part way through the session remove the scoring options before playing on.

Discussion Questions

- Who enjoyed the game? Why?
- Who didn't enjoy the game? Why not?

Note to teachers: Pay attention to these answers as they are likely to provide you with some important teachable moments. In particular, you are wanting to highlight the purpose of scoring tries in giving the game purpose. In the same way life has more direction and purpose when we set some goals.

Goals Discussion Questions

The following questions are designed to help your students begin to discuss the idea of setting goals. Choose questions appropriate for your age group or make up some of your own. An alternative option is to get the children to write down any questions they have about setting goals.

Possible Discussion Starters

1. What is a goal?
2. Do you think goals could help you to make changes? How? (Option to challenge students to think about both “doing” and “being” goals especially the latter for older students)
3. Are goals necessary to achieve success?
4. How are plans and goals related?
5. Are you ambitious enough to achieve the goals you set?
6. Tell me about a goal that you achieved for yourself.
7. Do you believe that people must work hard to become successful? Why or why not?
8. Are goals necessary to achieve success?
9. Is having a goal in life effective in becoming successful?
10. Is having a goal helpful in motivating a person?

Reflection - Dream Big Dreams

1. Let your thoughts fly. Write down some of your dreams and goals. (Kid's Reflection P.117).
2. Think about how you plan to achieve these dreams.

DREAM BIG DREAMS

Video Clip: Nehe Milner Skudder: Mentors and Goals

Discussion Questions

1. “It’s hard to go somewhere when you don’t know where you are going.” We understand what that means when we are following directions in a map or on a GPS but what do you think Nehe meant by this comment?
2. “The sky’s the limit, don’t set goals too low, always raise the bar” Why do you think Nehe didn’t want to set his goals too low?

Reflection

Dream Big Dreams: Revisit your “biggest” dream or goal. Can you rewrite it by lifting the bar as suggested by Nehe Milner-Skudder?

1. Choose one of your dreams or goals.
2. Have you thought about how you are going to achieve it?

PUTTING A GAME PLAN IN PLACE

Video Clip: Nehe Milner-Skudder: Be the Best I Can Be

“Set goals and work hard every day.”

1. What did Nehe Milner-Skudder say about setting goals?
2. How did the setting of goals help him?

Quote: Having dreams is great, but it is even greater to achieve that dream. Walt Disney once said, “It’s kind of fun to do the impossible.”

GOAL SETTING FRAMEWORK USING SMART GOALS

The following is a process to help your students set some personal goals.

To help them understand the process, get your students to think of some Physical Education goals related to developing their “Rippa Rugby” skills as well as some more personal goals.

NOTES FOR THE TEACHER

**S = SIMPLE AND/OR SPECIFIC
(Kid's Reflection P.118)**

(For younger children the word Simple can also be used)

What do you want?

- First you must decide what it is you want to achieve.
- Students may begin with a more general goal, but then they can become more specific by adding details to it later. For example, they want to eat healthier, read better, or play Rippa Rugby better.
- These can form the basis for writing a more specific goal.
- Goals are more likely to be achieved when the students are able to write more specifically.
- For older students they might like to reflect on the who, where, when, what, and why questions.

STUDENT REFLECTION

S = SIMPLE AND/OR SPECIFIC

In one sentence clearly state the goal you want to achieve before answering the following questions.

My goal is to:

For older students the following questions might help them to reflect more deeply.

- Who: Who could help you to achieve your goal?

- Where: Where will you need to go to achieve your goal? Is this something you can do at home, at school, sports club, dance classes etc ... maybe a combination?

- When: When do you want to achieve this goal?

This is also covered in the TIME section of your smart goals, so be general about when you want to achieve this goal by.

- What: What obstacles might you need to overcome

- Why: Reflect on why you want to achieve this goal?

NOTES FOR THE TEACHER

STUDENT REFLECTION

M = MEASURABLE

Think about what success will look like in achieving this goal.

Write a “Success Criteria” for your goal. Your success criteria can have any of the following elements:

- Be based on numbers. Giving it numbers makes it easier to know when you have achieved it.
- Have a description written about it. E.g. I want to be able to.

Measurable goals can go a long way in refining what exactly it is that you want to do. Thinking about how to measure your goal makes it clearer, and easier to reach.

Daily Log

Give students an opportunity to reflect and record their thoughts daily around how they think they are going with achieving their goal.

Remind students of Nehe Milner-Skudder’s quotes about setting goals.

- “Set goals and work every day.”
- “Check every day that you are on track.”

A = ATTAINABLE / ACHIEVABLE

Set goals that you know you can achieve. The following process will help your students in achieving their goals.

Review Obstacles: Students to identify any possible obstacles they may have identified in the WHAT question.

Students to think of ways to overcome each obstacle.

An important consideration for the students is to consider whether or not it’s reasonable for the goal to be achieved.

M = MEASURABLE

Think about how you can measure your goals by answering the following questions.

1. How much?

2. How many?

3. How will I know when I have achieved my goal?

4. How can I track and measure my goals?

Daily Log (Kid’s Reflection P.119)

Record your thoughts around how you think you are going with achieving your goal. Write these quotes somewhere on their page.

Remember Nehe Milner-Skudder said,

- “Set goals and work every day.”
- “Check every day that you are on track.”

A = ATTAINABLE / ACHIEVABLE (Kid’s Reflection P.120)

Obstacles I might come across could be _____ .

I can overcome this obstacle by _____ .

For Older Students

Check out your motivation:

To ensure you are motivated to achieve your goal answer these questions.

1. Do you really want to achieve this goal?

2. Are you willing to make the changes necessary to achieve your goal?

- List the changes you think you are going to have to make to achieve your goal.
- Are you willing to make the changes needed to achieve the goal? If yes continue. If not, is there a more achievable goal that you want to begin working towards first and return to Step 1 and rewrite your goal. Your commitment and goal should match up!
- Be totally honest with yourself around the changes you are willing to make to achieve your goal.

NOTES FOR THE TEACHER**STUDENT REFLECTION****R = RELEVANCE (REALISTIC)**

Make your goals relevant.

Give students an opportunity to revisit their “why”.

1. Will achieving this goal make you happy? Are you passionate about achieving it? Why?
2. How does this goal fit with other goals or dreams you might have?

Conflicting goals create problems. Goals that help fulfil dreams are more motivating and more likely to be achieved.

R = RELEVANCE (REALISTIC)

Make your goals relevant.

Reflection Questions

1. Will achieving this goal make you happy? Why? /How?

2. How does this goal fit with other goals or dreams you might have?

T = TIME

Deadlines help people get into action.

Encourage your students to put some realistic, but flexible timeframes around achieving their goals.

Warning, being too strict on the time frame can have the effect of making the path towards achieving goals a race against time, which is more likely to have a negative effect.

Students are to choose a time frame to achieve their goal by. Example if they are working on improving a Rippa Rugby skill they might set their goal for the completion of the time you plan to work on this material.

Setting a time line will help them to achieve their goals.

When they don't they can often lack the motivation or internal push that a time line gives them and achieving it often fails.

Get the students to set some benchmarks along the way if their goal is a long-term goal to break it up into smaller bite size goals.

To help them establish consistent progress toward their goals they can ask themselves the following questions to help keep them on track:

1. What can (or did) I do today to reach my goal?
2. What can (or did) I do this week to achieve my goal?

T = TIME (Kid's Reflection P.121)

Setting a time-line will help you to achieve your goal.

When you don't you can lack the motivation or internal push that a time-line gives you and achieving it often fails.

Set some benchmarks along the way. If your goal is a long-term goal, break it up into smaller bite size goals.

The time frame for achieving my goal is:

I will set these benchmarks along the way:

1.

2.

Include as many benchmarks as you think you need to.

As part of your daily log, answer this question to help you stay on track:

1. What can (or did) I do today to reach my goal?

At the end of each week answer this question:

2. What can (or did) I do this week to achieve my goal?

Celebrate

While the success of achieving a goal can in itself be the only reward one needs, celebrating the successful achievement of goals is important.

Celebrate

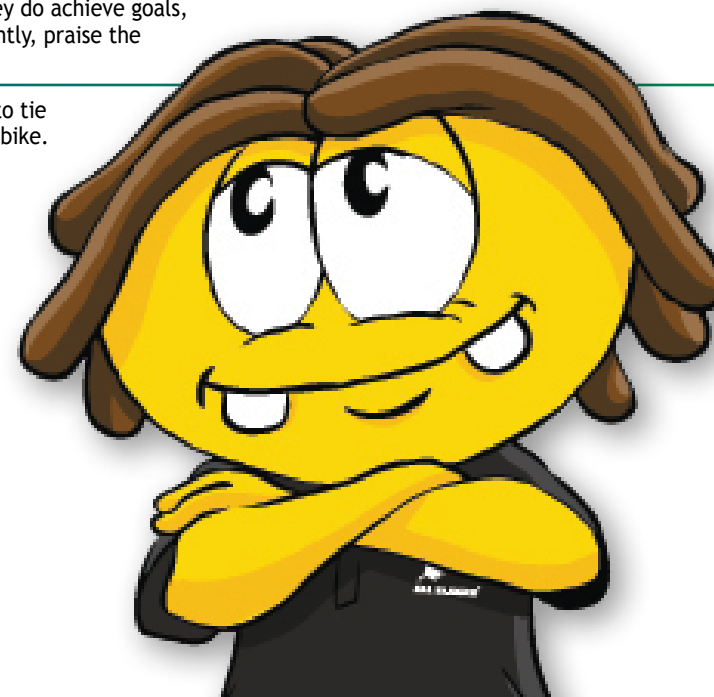
How do you want to celebrate when you achieve your goal?

TIPS TO PARENTS

Helping your child to set goals is one of the most important skills they can learn. Learning this skill will enhance their life as they grow in confidence and better equip them for life as adults.

TIPS FOR GOAL SETTING WITH YOUR KIDS

Be an example	Show them how it's done!! Create a family goal together and work together to achieve it. It can be a simple baking or gardening activity together. Plan together as a family and allocate the different jobs that need doing. Avoid making the goal either too hard or too easy.
Talk	Talk together about setting the goals and some of the "obstacles" you might have to overcome along the way. Problem solve these together. Be realistic about the dedication needed. Let them know you are there to help them.
Be accountable	Writing down your goals and talking about how things are going on a daily basis helps the whole family remain accountable. Make a plan to discuss these while having dinner together. Making a time frame to achieve the goal helps with accountability.
Make progress visible	Record small steps daily so that your family can see their progress toward the final goal. Charts can create a visual reminder of the goal, the steps made and the steps still to be taken to reach the goal. As Nehe Milner-Skudder says, "Check every day that you are on track."
Have fun along the way	Make sure your children are part of the goal setting process. Talk about some fun ways to achieve the goal and celebrate it when achieved.
Begin with short term goals	Writing down your goals and talking about how things are going on a daily basis helps the whole family remain accountable. Make a plan to discuss these while having dinner together. Making a time frame to achieve the goal helps with accountability. Make your first attempt at setting a family goal a short term goal. Their confidence will be increased when they see they are able to achieve goals.
Praise effort	Your children will thrive on getting feedback. Be enthusiastic, praise them when they do achieve goals, but also talk about reasons why a goal might not have been achieved. Most importantly, praise the effort they are putting in.
Celebrate	Each time you accomplish a goal CELEBRATE. It might be as simple as learning how to tie their shoe lace, make their bed, writing their name or learning to ride a two-wheel bike. Decide together on how you are going to celebrate.



THEME: POSITIVE SELF TALK

THEME QUESTION - Who said you can't do it?

LEARNING INTENTIONS AND SUCCESS CRITERIA

Learning Intentions: I am learning ...

To think positively.

That feeling nervous can help me.

To face problems positively.

To talk positively to others.

That I have strengths and weaknesses and so do others.

Success Criteria: I can ...

Make a movie in my head to see situations positively.

Remain focused even when I'm nervous.

Face difficult situations and not make up excuses as to why I can't do something.

Change negative statements into positive ones.

Become "Better than Before" when I work on improving my weaknesses.

TEACHING NOTES / BACKGROUND INFORMATION

This section of the "Little Rippa" module is designed to give students some tools to help develop positive talk to both themselves and to others.

Self-talk is the type of talk that chatters away constantly in the back of your mind. Your subconscious mind is like a computer program and like a computer, it will perform tasks it is programmed for.

It holds beliefs because it has been programmed by the brain, that records exactly the messages it receives without consideration as to whether or not the information is true.

These messages then translate into thoughts and feelings that you transmit to yourself.

In today's world, students are bombarded with messages from family, friends, role models, television, magazines, advertising, the internet and social media and these can either be nurturing or damaging.

An 'affirmation' confirms oneself and positive words are absorbed by the mind to create a belief system. Once these are learnt, they come to mind when a belief is challenged.

This section is designed to give you and your students some tools to help them develop new ways of thinking, helping them to feel better about themselves and developing a positive sense of self awareness.

As a result, the child is empowered as they are able to create positive thoughts and beliefs that are much harder for others to tear down. Learning new behaviours and wiring their brain positively is effective for students at a younger age because this positive self-belief developed in childhood remains with them into their adult lives.

VISUALISATIONS

Using some of the Rugged Tales the students are introduced to the art of “visualisation” through the idea of making a movie in their head, one that they themselves are involved in.

Keene and Zimmerman (2007), in their book entitled “Mosaic of Thought”, highlight the role visualisation plays in developing comprehension skills. They say, “*Proficient readers spontaneously and purposely create mental images while and after they read. The images emerge from all five senses as well as the emotions and are anchored in a reader’s prior knowledge.*”

They highlight the bombardment of visual images that students receive every day and compare this with the often passive nature of reading. Visualisation is a way of helping students develop a more active approach to reading and through this their comprehension develops.

This same technique is also used by many sports people as part of their mental preparation and helps put positive thoughts and images into their minds. Some additional reading and art ideas are included in this section.

DEALING WITH NERVOUSNESS POSITIVELY

The feeling of nervousness is highlighted in the Rugged Tales Butterflies where the Ruggedbee’s learn that feeling nervous is a good thing as it helps them to focus and everyone has them.

EXCUSES AND REASONS

‘Excuses versus reasons’ is the theme of the Rugged Tales Four Fingers and Four Eyes. Many people fail to understand the difference between the two. In this short story, Webb, one of the Ruggedbee’s, feels hopeless as he can’t even catch the rugby ball. While being reassured by Rugged that mistakes happen, Grandpa also helps them to understand that sometimes there are reasons behind why we might find something difficult.

This provides an opportunity for you, the teacher, to help students to think about difficult situations, when they are unable to complete a task, through exploring the differences and consequences between valid reasons and poor excuses. Reasons give students a way forward to improving their weaknesses whereas excuses stop them from completing an activity or task.

SPEAKING POSITIVELY MOTIVATES AND INSPIRES

Rugged Tales “Team Talk” looks at how we can motivate both ourselves and others by talking positively. In this movie, Rugged learns that when he can turn things around and say things positively, his team-mates respond more positively and are motivated to do their best. The students are given some exercises in turning some negative statements made in the videos into more positive statements.

IDENTIFYING STRENGTHS AND WEAKNESSES

Everyone is born with different talents and strengths. We can all do certain things better than others.

However, too often we focus on our areas of weakness, rather than realising that we also have many strengths. Knowing your strengths is just as important as understanding your weaknesses that you can develop. Some reasons for knowing your strengths are that it boosts confidence and enables you to achieve even more, makes you happier as well as being an inspiration to others.

Likewise, it’s also okay to know what you are not so good at.

Knowing our weaknesses enables one to improve and become “Better than Before”. Like mistakes, our weaknesses provide us with opportunities for improvement, and that has to be a good thing.

KEY TEACHING POINTS / PRACTICAL ACTIVITIES

VIDEO CLIP: RUGGER TALES: MOVIE IN MY HEAD

Discussion Questions

1. Why was it a tough day for the Ruggerbee's?
2. Have you ever felt like that?
 - a. When?
 - b. What feelings did you feel?
 - c. Why did you feel like this?
3. What was Grandpa's suggestion to the Ruggerbee's?
 - a. Was it a good or bad suggestion?
 - b. Why? / Why not?
4. How would you explain the word visualisation to a friend?
5. Webb's mind kept wandering so what was Grandpa's advice to help him?
(Answer: "Make the movie, don't just watch it.")
 - a. What do you think he meant by that?
6. Why do you think this made a difference?

Reflection

1. Where could you use this idea of visualisation in your life?
2. How do you think it might help you?



STEPS TO CREATING A MOVIE IN YOUR HEAD

PPT 1: Step One: Repetition

- Repeatedly “play the movie” in your head by imagining yourself performing the task successfully.

PPT 2: Step Two: Be the Star

- Put yourself into the situation, don’t just look on like a spectator.
- Imagine YOU ARE performing the task, don’t just watch yourself doing it.

PPT 3: Step Three: Practice

- Practice creating these movies in your head.

PPT 4: Step Four: Write it

- Write down exactly how your task will be successfully achieved. (Revisit the “Movie in My Head” video and see how Webb broke down his catching in the lineout into bite size pieces.)

Note to teachers: This provides an opportunity to review/teach the Instructional Writing process.

PPT 5: Step Five: Imagine Every Step

- Include all of the senses. What does it look/feel/sound/smell/taste like?

REFLECTION

Creating a Movie in Your Head / Visualisation Practice (Kid’s Reflection P.123)

1. Write down something you find difficult and you’d like to improve on by completing the sentence.

I find _____ difficult to do.

2. Write down something you’d like to do better at.

I would like to get better at _____

3. Why do you want to get better at this?

I want to get better because _____

Step One: Repetition

Take time to see yourself performing the task successfully. Repeat this “movie” over and over in your head.

Step Two: Be the Star

See yourself “doing” it ... don’t just watch yourself doing it.

- Describe what you look like: _____

- Describe what it might feel like: _____

Step Three: Practice

Push the “Repeat” button and play the movie over and over in your head.

Step Four: Write down exactly how you are going to do this in smaller chunks.

Step Five: Imagine Every Step

Imagine every step along the way. Write down what success would be like using the 5 senses.

When I am successful it will:

- Look like _____.
- Feel like _____.
- Sound like _____.
- Smell like _____.
- Taste like _____.

Activity: Developing your students “visualisation” skills in the classroom

Read a short passage and get the students to describe (written or orally) the images *they see* in *their* mind. If required develop a short lesson to introduce any unfamiliar text.

Model it first: Share the images you visualised with your students.

From “*Where the Wild Things Are*:”

“That very night in Max’s room a forest grew and grew and grew until his ceiling hung with vines and the walls became the world all around.”

Teacher Shares: Share what you saw. Here is an example but make up your own visual picture.

“I saw vines spreading their tendrils down the walls and across the ceiling with blossoms of red, blue, and yellow drooping from every vine. The room sprung to life and was much brighter after the flowers had blossomed. I could see the moon shining through the cracks between the blinds adding splashes of moonlight rays into the room.”

QUESTIONS

1. What did you see?
2. Did anyone see the same?
3. Who saw something different? Get them to explain what they saw.

Art Option: Children can draw a picture of what they saw.

TEACHING POINTS

The following teaching points will assist your students in developing visualisation techniques.

PPT 6: Student Cues

Before reading aloud to students, offer the following suggestions:

- Close your eyes and listen carefully.
- Think about what might happen next in the story.
- Listen carefully for describing words (See if you can paint a picture in your head from the words used.) Pre-teach or revise describing words if required.
- Pretend you are making a movie, what picture can you see in your head?

Connect Describing Words to Concrete Ideas

- As you listen, when you hear describing words (adjectives) -- such as hot, or quiet -- use them to help paint the pictures in your heads. *Note to teachers: Link this to teaching about adjectives in the student’s writing.*
- Discuss and act out what it feels like to be hot, or lying in bed after everyone has gone to bed.
- Develop children’s connections to descriptive words by exploring, through questions, different aspects of the word chosen. For example, using the word “hot” ask the following questions:
 1. When were you hot?
 2. What were you doing when you felt hot?
 3. What does “hot” feel like?
 4. What do you feel like doing when you are “hot”?

Note to teachers: Giving connections to concrete ideas helps them turn on their thought processes. Remind them to think about what characters smell, taste, feel, hear, and think. Good readers do that. Point out to students that this technique will help them remember what the story is about.

PPT 7: The Five Senses

Get your students to think about what the scene and/or characters might smell, taste, emotions they might feel, sounds heard, and what characters might be thinking about.

Some choices for text might include:

- Where the Wild Things Are: “That very night in Max’s room a forest grew and grew and grew until his ceiling hung with vines and the walls became the world all around.”
- The BFG or Charlie and the Chocolate Factory by Roald Dahl.

Students Practice: Students try the same technique to other text selections.

- Pair and Share: With a friend they practice re-telling their visual pictures to a selection of other texts. Teacher choice or students can choose when they are more experienced at the process.
- Class Discussion: As a class (or in small groups) students share their “movies” / pictures.

Key here is to ensure every student’s contribution is valued.

If students are struggling to create their “movie” or picture, return to modelling. Ask questions to help them create their images:

- What does this remind you off?
- What colours can you see?
- Do you think it might look similar to? (Choose something familiar to the students).
- In what ways is it similar/different?

Art Activity: Creating a picture can help students develop the ability to visualise.

- Students draw their own illustrations to a story as they listen to it (or a short descriptive scene).
- Take time for students to share their images. Begin in pairs before moving onto small group and whole class sharing.
- Literacy Extension: Write a title and caption(s) for their artwork.

VIDEO CLIP: RUGGER TALES: BUTTERFLIES

Introductory Discussion

Before viewing the Rugger Tales “Butterflies”, discuss the following questions either in small groups or as a whole class.

1. Have you ever been nervous? When?
2. What physical signs did you have when you felt nervous? (Re-word question for younger children e.g. Describe how you felt? or Did your body feel different? How? Answers might include sweaty palms, heart racing, butterflies/funny feeling in your stomach etc.).
3. If someone said to you, “Forget nerves, be confident!” how do you think that would have made you feel?
4. Do you think this advice would have helped you? Why? / Why not?

VIEW THE RUGGER TALES “BUTTERFLIES”

Discussion Questions:

1. “Lucky they’ve got me here.” Does this reflect someone who is confident or overconfident?
2. What do you think is the difference between feeling confident and being over-confident?
3. How did the Ruggerbee’s play the first time? (Highlight that their over-confidence meant they didn’t use their teammates and they tried to just do everything themselves.)
4. What difference did the coach make in the way he spoke to the players that helped them get over their nervousness?

5. What three things did the Ruggerbee's learn about butterflies? (Everyone has them, keeps you alert and focused and helps you play better). Butterflies in your stomach are a good thing if you can use them to help you focus.
6. How can you use the feeling of butterflies to help you?

Reflection (Kid's Reflection P.124)

I sometimes feel nervous when I (Make up a list of 3 - 5 different situations when you can feel nervous).

I have learnt that the next time I have "butterflies" in my stomach because I'm nervous these can help me because _____

_____.

VIDEO CLIP: RUGGER TALES: FOUR FINGERS AND FOUR EYES

Pre Video Discussion Questions

Discussion Question

1. What is the difference between an excuse and a reason?
2. Make a list of different excuses people have made up in a variety of different situations e.g. Homework not done, forgot to bring their lunch to school, didn't bring money for a school trip, late for school etc.

Note to teachers: Collect a list of excuses to use in Role Plays after you have explored differences between Reasons and Excuses.

3. Have you ever thought this of yourself? "I'm so useless, I don't know why I bother!" or has anyone ever said that to you?

VIDEO CLIP: FOUR FINGERS AND FOUR EYES

Discussion Questions

1. Why did Webb feel useless?
2. What did Rugger say to reassure Webb when he felt that he was useless? (Mistakes happen.)

3. Was this a good thing to say? Why? Why not?
4. When could you say this to a friend?
5. When Webb suggested that he couldn't catch a ball because he had 4 fingers, do you think that was an excuse or a reason? Why?
6. When the players went onto the field after being given instructions by the Coach what happened? (Too many instructions meant they couldn't follow them all)
7. Was not being able to follow the coach's instructions a reason or another excuse? Why?
8. How did Grandad help them to get to the bottom of why Webb lacked confidence?
9. Was this a reason or an excuse? Explain why?

UNDERSTANDING REASONS VERSUS EXCUSES

PPT 8: Definition of a Reason

A sensible explanation as to why something you were supposed to do hasn't been done.

Definition of an Excuse

An attempt to blame someone or something when you haven't done something you are supposed to have done.

PPT 9: Discussion Question

- What do you think are the main differences between an excuse and a reason?
- When do you find people make excuses?
Note to teachers: Two main situations: when they don't complete an activity or task to save embarrassment OR when you want to make others think it's not your fault.
- Make up a list of excuses people use. (Use the ideas for the Role Plays below).

PPT 10: Activity for Older Students

Which lists of words do you think represents excuses and which list represents reasons?

Excuses and Reasons ...which is which?

Successful	Often fails at things
Proactive and make things happen	React to situations
Strong	Weak
Catalyst	Victim
Despite difficulties you get it done	You avoid completing a task
Accepts responsibility	Blame others
Honest with themselves and their friends	Dishonest with themselves and their friends

PPT 11: Purpose for Reasons

- Reasons help you to complete an activity or task.
- Reasons explain why you did what you did.

Question: How could you use a "reason" to help you complete an activity or task or in the future?

PPT 12: Consequences for Reasons

- People better understand why something wasn't achieved.
- They see you as being more honest and are more likely to trust you in the future.
- They result in further action being taken.
- People work hard to strengthen their weaknesses and become "Better than Before".
- People want to improve themselves and take responsibility for the things they can control.

PPT 13: Purpose for Excuses

- Excuses stop you from finishing or doing an activity or task.
Question: How/why do excuses stop you?
- To excuse your behaviour.
- To explain why something isn't your fault.

PPT 14: Consequences of Excuses

- People see you as being dishonest and are less likely to trust you in the future.
- Progress is not made; instead dead ends are hit.
- They waste time.
- People fail to take responsibility for their own weaknesses.
- People can settle for being less than their best.
- Others are blamed for something that doesn't happen or get done.

PPT 15: Activity: Group or Class Discussion (Kid's Reflections P.125)

Identify whether the following situations are an excuse or a reason. Be able to explain your answers.	Reason or Excuse?
I made lunch because I was hungry.	
I stopped off at the local takeaway shop even though I know it's not on my healthy eating diary, because I'd had a busy day.	
I didn't get my homework finished because I went to bed early because I was too tired.	
I didn't eat my lunch at school because I was too busy playing with my friends, so I threw it out when I got home.	
I couldn't finish my project last night because my cousins came over.	
I knew I was right, so I didn't research the answer to the question.	

PPT 16: Be true to yourself

- An excuse is like a lie to yourself.
- Identify the mistakes that were made throughout the process and work to correct them.

Role Plays

- Divide students into pairs or small groups for them to create Role Plays using the different situations collected earlier.
- Option to play out the situation first using an "Excuse", then replaying it using a "Reason" or create the situation using a "Reason" only.
- Remind the Students: does your reason explain why you did what you did OR is something or someone being blamed?

PPT 17: Winners admit when they're wrong and make changes, while losers blame others or make excuses.

Reflection

1. What kind of person do you want to be:
 - a) A person who thinks about why they have not been able to finish a task, so they can complete it next time and won't be scared of making mistakes OR
 - b) A person who is honest about their failings and is ready to improve on their weaknesses?
2. Explain why?

Mistakes happen so avoid using excuses

Quote: "Don't worry about failures - worry about the opportunities you miss when you don't even try." Jack Cranfield.

Discuss the meaning of the quote and how this piece of advice could help them to avoid making excuses.

Reason or Excuse?

- I made lunch because I was hungry.
- I stopped off at the local takeaway shop even though I know it's not on my healthy eating diary, because I'd had a busy day.
- I didn't get my homework finished because I went to bed early because I was too tired.
- I didn't eat my lunch at school because I was too busy playing with my friends so I threw it out when I got home.
- I couldn't finish my project last night because my cousins came over.
- I knew I was right so I didn't research the answer to the question.

Reflection

- When is a time you've used an "excuse" and what were the consequences?
- How could you change your excuse to a reason next time?
- Describe the difference between a reason and an excuse and how understanding this difference will help you to grow in confidence even when you can't do something well initially.

STRENGTHS AND WEAKNESSES ACTIVITY FOR OLDER CHILDREN

PPT 18: Everyone has Strengths and Weaknesses

Do you know yours?

Working on your weaknesses can help turn them into a strength.

PPT 19: Develop Yourself

Activity One: Identify your strengths and weakness

Note to teachers: The first step is to help students identify their own strengths and weaknesses.

The following activity can be used to help your students to become aware of both their strengths and weaknesses before completing their own Strengths and Weaknesses Chart. This will also help them to think about how they can make some changes.

Developing Myself Instructions:
(Kid's Reflection P.130 for templates of playing cards)

1. Divide children into groups of 4 - 6.
2. Appoint a dealer who deals out one card to every member. The remaining cards are placed in a pile face down.

3. Students should think about the card they have received and decide whether they think it is one of their strengths. If it is, they keep it. If not, they return the card to the bottom of the pile. They can then replace their card with another one from the top, and wait for their next turn, before deciding whether or not to accept or reject the card.
4. This process continues until all cards are used, or can be stopped at any time, or when all students have collected a specified number of cards.
5. Everyone in the group shows the cards they have collected and in turn explains why they decided to keep that card by explaining how they see it as a strength.
6. The game can be repeated as there is a good chance that students will receive different cards to consider.

Alternative Option

- Same activity can be completed using the cards to highlight weaknesses.
- Both versions of the game can be used to help the students identify strengths and weaknesses to use in the next Strength and Weakness Chart.

Empty ones are also included for teachers to write up any of their own ideas. Here are four examples of cards that can be found in the Kid's Reflection section on P.130.

HELPFUL

HONEST

LIKES TEAMWORK

GOOD WITH NUMBERS

STRENGTHS AND WEAKNESSES CHART (Kid's Reflections P.126)

As well as helping your students to identify their strengths and weaknesses, this chart is also designed to help them think about actions they can take to improve their weaknesses, as a way to continually be "**Better than Before**".

Use the cards from the Developing Yourself Strengths and Weaknesses game above to help them fill in the first two sections of the chart.

NAME: <input type="text"/>			
STRENGTHS AND WEAKNESSES CHART TO HELP ME BECOME BETTER THAN BEFORE			
Strengths Everyone's good at some things, and I'm good at ...	Weaknesses A chance to improve myself to become " Better than Before ".	Changes I can make changes to become " Better than Before ".	Things to Accept Because I can't change them.

VIDEO CLIP: RUGGER TALES: TEAM TALK

Pre-viewing Discussion

1. What inspires you to do your very best?
2. Do you think what people say to you is important? Why? or What do others say that really encourages and inspires you to do your best?

Activity: Class Quote Board

- Students to collect any inspiring quotes they can find and place it on a class Quote Board.
- Discuss the quotes with your students and find different actions that can be taken that reflect the quote.

VIDEO: RUGGER TALES: TEAM TALK

Stop the video at 53 seconds at the end of Rugger's Team Talk

Discussion Questions

1. Would a talk like that inspire and motivate you to do your best? Why? Why not? (Replay this first section if required)

2. What changes would you make to the talk? Why?

Literacy Activity

Write your own "team talk" to a given situation.

Note to Teacher: Brainstorm situation ideas with the class for them to choose from.

Resume the video

3. What affect did Rugger's negative way of speaking to his team-mates have on them during the game?
4. What negative thoughts did William have about himself when he missed the tackle?
5. Do you think that is what William wanted to happen? What do you think he was wanting to do?
6. What advice did Grandpa give Rugger?

7. Why do you think talking positively helped the three of them to play better?
8. What compliments did the coach give to the Ruggerbee's? How do you think these helped?
9. How does giving compliments help you?
10. Is giving compliments an easy thing to do? Why? Why not?
11. When can you give compliments to others? (Option to introduce a compliment circle)
12. What do you like doing with your friends?
13. When do you find it hard to play with them?

14. What would make this easier?

Reflection

Activity: Turning Negative Statements into Positive Ones (Kid's Reflections P.127)

The following comments were negative ones made by Rugger in his team talk as well as other negative quotes from other Rugger Tales videos.

Rewrite these statements into a positive one that encourages and empowers and doesn't create negative thoughts. Add extra statements of your own or get children to create role plays showing both the negative and then the positive statement in the same situation.

NEGATIVE COMMENTS ... USE THIS IDEA UNDER FOUR FINGERS AND FOUR EYES SECTION	REWRITE THE NEGATIVE COMMENTS POSITIVELY
"Alice, don't drop all those balls like you did last week." Rugger to Alice.	
"William - don't miss that tackle like you did last week." Rugger to William.	
"Webb, why don't you go and play in the mud and try not to get in the way". Rugger to Webb.	
"Don't be too sure of yourself young lady. Concentrate!" Coach to Alice.	
"Crickey William! You've got teammates for a reason, use them!" Coach to William.	

Extra lines provided for teachers to add other statements they might hear students making.

Reflection (Kid's Reflections P.128)

As Captain of the All Blacks, Richie McCaw is said to have never said anything negative about his players. Instead he inspired them to be great.

Write down your thoughts on how you can be a leader and inspire not only yourself through positive thoughts, but also through speaking positively to your friends.

Practical Tips for Parents

Ideas to help develop your child's "working memory" through developing their visualisation skills.

Their working memory helps them to following directions that involve multiple steps or solving problems in their heads.

HELP DEVELOP YOUR CHILD'S VISUALISATION SKILLS

Active Reading: Creating pictures in your head	<ul style="list-style-type: none"> • Encourage your children to create a movie in their mind or describe to you what they can see. • Get your child to draw a picture of what they have just read or heard.
Play card games that use their visual memory	<ul style="list-style-type: none"> • Uno, Fish, Pitt or Snap are some good visual games
License Plate Games	<ul style="list-style-type: none"> • First to find different combinations of number plates using either letters or numbers. • Have a pre-selected list and it's the first child to find all of them. • Recite letters and numbers on number plates.
Road Trip Bingo	<ul style="list-style-type: none"> • Create a grid with a variety of different signs, building etc. you are likely to see on a trip. E.g. Open Road sign, different petrol stations, churches, cafes, variety of different roadside signs etc.
Chunk Information into smaller pieces	<ul style="list-style-type: none"> • Phone numbers have hyphens in them to help us to remember smaller groups of numbers. In the same way, chunk multi-step directions or write them down.
Use multiple sensors	<ul style="list-style-type: none"> • Help your child to process information using a variety of their senses. • Write tasks down, read them out, throw an object e.g. ball, back and forth as they repeat the instructions step by step back to you.
Brain Boosting Games and Activities	<ul style="list-style-type: none"> • Sudoku and crosswords help improve memory. • Encourage your children to develop a new skill. • Help your children create acronyms to remember things or create a picture in their head for something they need to remember to do. • Physical exercise. Take your children for a bike ride, or walk to the park to play on the playground equipment or to the beach for a game of cricket or to throw a rugby ball vortex or Frisbee around.

Children can become anxious in a number of different situations. These can be at school, with their friends and even at home. Helping your children deal positively with their anxious feelings will help to better prepare them for their adult lives. That feeling of “butterflies” in your child’s stomach is not a bad thing, everyone has them. It’s not about eliminating their anxiousness, it’s more about helping them to manage it. Here are some tips to help your child work through their nervous feelings.

HELP YOUR CHILD TO OVERCOME FEELINGS OF NERVOUSNESS

Don't dismiss anxiety	Help your children to work through situations that make them anxious. Don't avoid them.
Recognise the signs of anxiety	Signs that your child might be feeling anxious include poor sleeping patterns, repeated questions for reassurance, stomach aches, headaches, avoiding of activities.
Focus on the positive	Talk through some of the positive feelings or events that might happen at an event that is making them nervous. E.g. at a birthday party, talk them through who of their friends they will see there, remember fun times they have had at other parties, games they've played etc, or identify people there that they can ask if they have a question.
Stay calm yourself	Try not to be come worried yourself over your child's anxiousness so that you are in the best place to be able to help them through it.
Listen respectfully	Listen with empathy to their feelings of fear, but reassure them that they will be alright and help them through it.
Encourage them to talk about their feelings	Get them to talk about how they feel but avoid asking questions that lead them to an answer. E.g. Instead of, “Are you feeling anxious about your test?” say, “How are you feeling about your test today?”
Reduce the time before an event for them to be anxious	If you have an appointment that you know your child will get anxious over e.g. a haircut, dental appointment etc., tell them as late as possible to lessen the time that they are anxious.
Problem solve together	Work out problems together by asking your children for their ideas around how to solve the problem.

Is blaming others or making excuses common in your family? Here are some ideas to help decrease blame and excuses and create an environment where reasons are explained and accepted and leads to working through turning weaknesses into strengths.

Try these ideas to help your children learn to take responsibility.

HELP YOUR CHILD DEVELOP THEIR PERSONAL RESPONSIBILITY AND AVOID BLAME

<p>Family Losers and Winners Game</p>	<p>Use an “L” shape made with a thumb and forefinger when someone in your family makes an excuse or blames someone else and a “W” with 3 fingers whenever someone in your family takes responsibility for a situation. (From Focus on the Family)</p>
<p>The Blame Game Court</p>	<p>Children can bring their “disputes” to either parent and be listened to. However, when all sides of the story have been listened to, a decision would be made and if the person putting in the complaint was just trying to place the blame on someone else they would have to pay “court costs”. These could be extra jobs, less television time, earlier to bed etc.</p>
<p>Choices and Consequences</p>	<p>Reward good choices with things your children will enjoy, but when blaming or excuses are made, create negative consequences. Clearly state the rewards or consequences for their choices especially for younger children.</p>
<p>Explain Consequences</p>	<p>When your children are experiencing negative consequences e.g. loss of television time, clearly explain the process to them as to why this has happened. You can use questions such as:</p> <ul style="list-style-type: none"> • “Do you know why you lost your television time?” • “What could you do better next time?” • “What are you going to say to me?” (Encourage them to apologise).
<p>Stay in control emotionally yourself</p>	<p>Avoid nagging them when they make wrong choices. Follow through on their consequences calmly. Ensure that consequences are followed through in full. No short cuts!</p>



THEME: LITTLE RIPPA RELATIONSHIPS

THEME QUESTION - Who said you can't have friends?

LEARNING INTENTIONS AND SUCCESS CRITERIA

Learning Intentions: I am learning ...

Important skills to help me create positive friendships.

To treat others with respect.

To compliment others.

Success Criteria: I can ...

Display positive friendship qualities in the way I act and speak.

Act in a way that shows respect to my classmates and friends.

I can give compliments to others.

TEACHING NOTES / BACKGROUND INFORMATION

Some students find it easier to make and keep friends. Many long for a close friendship but don't know how to go about it. Often they will judge the behaviour of others rather than looking at their own. This section of "Little Rippa" is designed to help give your students some important skills (friendship qualities) to help them make and keep friends.

Students need reminding that relationships involve interactions by both parties, therefore it is important for them to look at what they can positively contribute to their friendships in order to build healthy lasting friendships.

The value of role-playing: Role plays are a good inquiry approach and provides students with a personal experience that takes education away from the Information Knowledge and transforms it into personal experience. The nature of these real life situations is far more empowering in developing positive character traits as it helps them see real life situations from other perspectives as well as helping them to better understand themselves.

KEY TEACHING POINTS / PRACTICAL ACTIVITIES

VIDEO CLIP: RUGGER TALES: A BIG I FOR ALICE

Discussion Questions

Option to play the video through completely before stopping to replay scenes related to the questions below.

1. How many times did Alice use the word “I” compared with the boys in the opening dialogue?
2. Why didn’t Grandad like the word “I” being used? What was Alice’s justification?
3. While it’s important to win, what was Grandad’s main concern?
4. Three things were mentioned in how a team can play well together. What were they? (Back up, support each other and share the load).
5. Using each of the characteristics mentioned in Question 4, create a list of actions that reflect each idea with how these can be lived out with their friends and classmates.
6. What changes did you notice in the Coach and Alice’s teammates between Alice scoring the first try and subsequent tries?
7. Alice’s teammates felt by the end of the game that they weren’t needed. Are friends important? Why? When?

8. What are some ways you can go about making friends in class/in the playground? (This is unpacked in more depth below).
9. Pause the video at 2:45: Do you think Alice was the best? Why? Why not?
10. What was it that Alice’s teammates didn’t like about her? What character trait would you call that? (Selfish).

Note to Teachers: *Actions reflect different character traits and, in this example, the way that Alice played the game and didn’t use her teammates reflects selfishness.*

This creates an opportunity to create a list of characteristics, both positive and negative, to build up a list of actions that reflect each character trait in a variety of different contexts.

The following table can be used as a reading activity, or for watching videos/ movies, to explicitly identify actions that reflect a variety of different character traits both positive and negative.

NEGATIVE CHARACTER TRAITS THAT BREAK RELATIONSHIPS	ACTIONS THAT REFLECT THE CHARACTER TRAIT.

11. Can you win and still have fun at the same time? How?

12. Why did Alice’s teammates think she was the greatest by the end of the story?

Reflection

What is one thing you could begin doing that will help you to develop more positive relationships with friends, teammates or in class?

CREATING A CLASS CONTRACT

PPT 1: Brainstorm: How do you want to relate to others?

Brainstorm ideas to create a class contract on how class members can relate positively with each other.

The contract is designed to provide a reference point for conversations and ways of relating to classmates. They can use this to assess if they are meeting expectations in behaviours which are key for developing positive relationships.

Potential areas of focus:

- Effective Communication
- Problem solving ... used in “Can-do” attitude section
- Co-operation
- Inclusion and Integrity in sports participation
- Interpersonal Skills

VIDEO CLIP: KIERAN READ: INFLUENCING OTHERS.

“I influence others by being a role model to my kids”

Discussion Questions

1. If people are looking “up” to you, how can you positively influence relationships.
2. Kieran says that if he’s doing what he needs to do to be a positive influence, what do you need to be doing to be a positive influence on your friends?
 - Create a list of positive actions that people can do to positively influence relationships.
 - Decide on the character trait word that represents each action described.

Activities to Build Healthy Relationships Within Your Class

Choose activities that are appropriate for your class level.

Friendship Circle

- In a circle ask children to tell you something about any of the Friendship concepts that have been brought up, or choose your own idea. Some examples might be: Kindness, patience, respect etc.
- Get the children thinking about these concepts in their everyday lives.

- Ask questions such as:
 1. How does kindness make people feel?
 2. How do you feel when others are kind to you?
 3. How do you feel when you are kind to others?
- Option to write ideas on a flipchart and leave around the room to remind them.
- Friendship circles can also be used for children to compliment a classmate for a way that they have shown kindness, or been a good friend during the week.
- They can become a regular part of the classroom culture by including one at the end of each week with a different focus each week.

Friendship Wreath

- Make up a friendship bulletin board display using a trace of the student’s hands.
- Before making up the class friendship wreath discuss aspects of friendship.
- On each hand write: I like friends who...

- At the end of the activity get students to share what they decided they liked in a friend.
- Talk about the importance of displaying those characteristics in their own lives.

Option:

- In groups of 5 or 6 get students to trace around and cut out their own hand print for each of the group members.
- They place their name on all of them, draw a picture and write a sentence about friendship.
- They then hand one to each of the group members so that everyone has a set of their friend's hands.

Respect Circle

- Introduce the concept of "**respect**" as part of healthy relationships.
- After the completion of every game play activity sit students in a circle and have each student contribute an idea about respect (what it means, an example of respectful behaviour, how it feels to be respected, how they showed respect to others).
- Option to begin with sharing in pairs, or small groups, before a whole class circle, as students build up their confidence to share in this way.
- Provide prompts and examples to help students who cannot think of ideas.
- Students can create a "Respect" poster and use Symbols and Text to convey their ideas around respect.

Advertisement for a Rippa Teammate or Friend

Class Discussion

- Brainstorm qualities they would like in a new friend (teammate) and how these qualities would help develop healthy relationships.
Note to teacher: Not everyone might value the same qualities in a friend so groups may have different ideas. This creates an opportunity for dialogue and the sharing of ideas respectfully, accepting and acknowledging the ideas of everyone in the group.
- In small groups (5 - 6 participants) choose the five most important qualities they want to include in their advertisement.
Note to teacher: If there is disagreement take note of these, but ensure that all groups agree on 5.
- Develop the advert and a creative way to present their ideas back to the whole class so that it is interesting and entertaining.
- Finally the groups need to discuss and present ideas around how these can contribute positively to developing healthy relationships.
- Groups need to be prepared to give reasons for their choices.
- Collate the top 5 qualities across the class.

Follow-up discussion question could include:

Note to teacher: As you have observed the different groups during the process, think of some questions to discuss the whole process. Some ideas could include:

1. How did you come up with your decision around your top 5?
2. Do you think everyone felt respected as you discussed your top 5 ideas?
3. How did you show respect for everyone's opinion in your group? (Note that accepting differences of opinions is an important part of developing healthy relationships).

Possible List of Friendship Qualities

Select appropriate qualities for your age group.

FRIENDSHIP QUALITIES				
Honest	Assertive	Cheerful	Trusted	Accepting
Kind	Easy going	Fun	Dependable	Forgiving
Caring	Respectful	Supportive	Similar values	Thoughtful
Fair	Common interests	Helpful	Non judgmental	Shares your humour
Compassionate	Empathic listener	Loyal	Genuine	Likes you for you
Can say no	Celebrates your successes	Admits when they are wrong	Not envious	Makes time for you
Honours commitments	Genuinely interested in you	Giver not a taker	Positive person	Appreciates differences

Respect Role Play Situations

Divide the class into small groups and give them one of the following situations to create a role play that firstly shows a lack of respect, followed by a second version that reflects a more respectful way to deal with the situation.

Situations

Here are a few ideas, however ask your students for more ideas:

- The teacher asks you to stop running around the corners of buildings.
- You are asked to sit down on the bus by the driver.
- You are waiting in line and another student comes along and pushes you.
- Someone makes fun of your new haircut/glasses/sweater.
- Someone tries to pick a fight with you at playtime.
- A friend wants you to keep on doing something (choose something appropriate) that the teacher has asked you to stop doing.
- You need some help from the teacher for your work.

A Spotlight on Friendships

This activity is designed to get students thinking about different situations in relation to thinking about whether they are bad signs for friendships (Red Stop Light), a caution (Yellow Stop Light) or Good to Go situation (Green Light).

Divide into groups of 4 children and give group the situations listed below.

Put up Red, Yellow and Green stop light headings onto the board.

They are to decide which stoplight it needs to go under. They need to be able to explain why they placed it under that colour.

- One of your friends criticises you or one of your friends.
- One of your friends makes fun of another child in the playground at lunchtime.
- Your friend puts pressure on you to do something you don't want to do.
- You want to tell your friends something but you are afraid they will say something to someone else.
- Your friend always gets to play the game they want to play and not your one.
- Your friend tells you who you can play with and who you can't.
- One of your friends doesn't like you spending time with some of your other friends.
- You aren't always happy when you are with this person.
- Your friend congratulates you when you receive a special award e.g. a certificate at school, player of the day etc.

- When you play a game with your friend in the other team you don't like to play hard because you might lose their friendship.
- You say you agree with something your friend says or does, but really you don't but you are too scared to say so because they might not want to be your friend anymore.

Get students to come up with other situations, share them with the other groups and then place under one of the 3 colours.

COMPLIMENTS

VIDEO CLIP: RUGGER TALES: "MUD AND GLORY". GIVING COMPLIMENTS.

Discussion Questions:

(Replay the video if necessary to focus on the discussion questions).

1. What made the game the "best game ever"?
2. What makes playing games "really, really good" for you?
3. Can you still "have fun" and not win the game? Why/why not?
4. What spoils playing games for you?
5. What does Webb enjoy doing with his friends?
6. What compliments did Webb give his teammates?
7. How do you feel when you are given compliments?

Compliment Circle

- Seat students in a circle.
- As the teacher, model giving a compliment to everyone in the class.
- For younger children, begin simply using sentences beginning with, "I like the way you..." to model giving compliments about what they've done and not just physical characteristics such as, "I like your hair."
- Encourage the student receiving the compliment to say, "Thank you."
- Modelling is important for your students to get them comfortable with the process and talking to each other, a key in developing a dialogic classroom that is safe for students to participate in safely.
- After modelling compliments, students can begin to give their own by choosing a student to make a compliment about.

- Give students an option to pass initially but the more you do it the more comfortable the students will become in giving compliments.
- After lunch is often a good time to start the second part of the day positively and gives children an opportunity to think about things they may have seen happen earlier in the day.

Dual Affirmations:

In this activity character traits are connected with the compliments. Included in the compliment is reference to the character quality that the action reflects. An example:

"I liked the way you showed perseverance by not giving up even though you found it difficult."

Step 1: Brainstorm a list of character qualities

Step 2: Character Quality Meaning Research.

- Divide the class into groups and allocate each group some of the character qualities.
- Each group is to research the meaning of their character word and make a list of actions that reflect each character quality.
- Option to get them to think of situations that could happen with their friends, in the classroom, the playground or family.
- Each group shares their character quality definition and actions that reflect them.

Character Quality List: Some character qualities could include: committed, confident, consistent, co-operative, courageous, dependable, determination, enthusiastic, forgiving, friendly, genuine, grateful, helpful, honesty, integrity, kindness, loyal, optimistic, patience, respect, responsible, supportive, trustworthy.

Step 3: Dual Affirmation Chart

Complete the following chart by coming up with compliments that reflect each character quality.

This can be completed either as a group or individually.

CHARACTER QUALITY	COMPLIMENT(S) GIVEN. WRITE A STATEMENT THAT SHOWS THE ACTION AND INCLUDES THE CHARACTER QUALITY

During the Compliment Circle students are then asked to match their compliment with the character quality it reflects.

Affirmation Fold-Ups

This activity could be done with the whole class or the class could be divided into smaller groups depending on the time you have to complete the task.

- Each child in your class is given a piece of paper with their name on the top.
- They pass their paper around to the person on their right.
- Beginning at the bottom of the page, they write a positive word or sentence about that person.
- The paper is then folded up so that it can't be seen.
- The paper is then passed around to the right for the next person to write an affirming word or sentence on it until each person's paper has been filled up and only the name can be seen.
- The paper is then given to the person to read the positive affirmations written about them.



Practical Tips for Parents

AT SCHOOL YOUR CHILD IS LEARNING HOW TO DEVELOP BETTER RELATIONSHIPS. HERE ARE SOME EASY TIPS TO HELP YOU BUILD BETTER RELATIONSHIPS WITH YOUR CHILDREN:

Build trust	<p>This can be done by:</p> <ul style="list-style-type: none"> • Keeping your promises. • Being honest and clear about what you expect from them. • Apologising when you make a mistake. • Forgiving them when they make mistakes. • Help your child understand the importance of both apologising and forgiveness.
Listen with “feeling” ears	<ul style="list-style-type: none"> • Take the time to listen to what your child is saying. • Look for their body language and try to work out how they are feeling. • While listening to them, put aside your own thoughts and feelings and try to see if from their point of view. • If you need to finish a task before you can give them your full attention, tell them that you need to finish the task before you can listen to them properly. • Actively check you understand what they mean and how they feel, for example, “It sounds like you are feeling sad because you wanted a turn like everyone else and you missed out.”
A daily chat	<ul style="list-style-type: none"> • Allow an extra 10 minutes each night when putting your children to bed to chat about their day. • Encourage them to share highlights and things that might be worrying them. • Hold a favourite toy/teddy bear and only the person holding it can speak.
Side-by-side chats	<p>Often it’s easier to talk when working alongside children rather than face to face. For example, driving in the car is a good time to chat to your children or while doing the dishes together.</p>
One to one	<p>Find time with each of your children to spend time doing something together that you both enjoy.</p>
Appreciate	<p>Appreciate before you criticise. Try not to put your child off talking to you by making comments to them such as “That was silly!” or, “Grow up.” Positive messages create confidence. If you have to say something negative, comment on the behaviour not them as a person. Wrap it up in some positive statements about them as people too.</p>
Don’t rush in to fix things	<p>Negative feelings are a normal part of life. As parents we want to protect them, but it’s more important to teach your child that negative emotions such as anger, disappointment, frustration etc. are normal. But it’s how we respond to them that’s important.</p>
Show respect despite the busyness of life	<p>The next time your child rushes up to tell you something, but you feel you are too busy, remember it’s important for them to share these moments of excitement with you.</p>
Solve problems together	<p>Conflicts are caused when a problem needs solving. Become problem solvers together by listening to their different thoughts and feelings and coming up with a solution together that you are both happy with.</p>
Family discussions	<p>Family discussions help your children feel that they belong. Talk about family rules, routines, plan family outings or holidays together.</p>

RIPPA
RUGBY
SKILLS



**RIPPA RUGBY SKILLS: ON THE BALL:
SKILL EXECUTION: FAMILIARISATION WITH THE BALL**

Learning Intention	To become familiar with handling a rugby ball shape, size and flight.
Success Criteria	<p>ON THE BALL:</p> <p>I can handle a rugby ball in a variety of different ways by:</p> <ul style="list-style-type: none"> • Running while holding the ball in two hands. • Throwing it up into the air and catching it. • Moving it around my body. • Picking it up and putting it back down with two hands while on the move. <p>I can restart the game by using a ‘tap, kick and pass’ sequence by:</p> <ul style="list-style-type: none"> • Placing it onto the ground. • Moving the ball slightly forward using the side of my foot. • Picking up the ball with two hands. <p>Level 2+</p> <ul style="list-style-type: none"> • Passing the ball accurately after picking it up.
Key Teaching Points	<ul style="list-style-type: none"> • Be creative and come up with a variety of different ways to move the ball around or with their bodies. • Run with the ball in two hands. • Pick up the ball and place it down with two hands.
Common Errors	<p>‘TAP KICK AND PASS’</p> <ul style="list-style-type: none"> • Holding the ball and bringing the foot up to tap it. • Not keeping their eyes on the ball.

BALL FAMILIARISATION ACTIVITIES / GAMES

Some of these activities can also be used as warm ups before the games. Or in a tag game they can be used before the player re-enters the game.

Movement Concepts/skills

To become familiar with handling the shape of a rugby ball in a variety of different ways.

Set up

Individual activities: Each child has a rugby ball.

Pairs: Some activities require a ball each while others have one ball per pair.

Individual Activities

- Pass the ball around the head, waist, knees and ankles.
- Figure 8 between the legs.
- Throw the ball up and catch it. (Stationary and moving).
- Who can throw it up and catch it behind their backs?
- Between the legs...one hand holding the ball in front with the other hand holding it from behind your back. Swap without the ball dropping onto the ground.
- Running while passing it through between your legs.
- Bounce and catch the ball while stationary.
- Drop the ball onto the foot and kick it up and catch it. (L2/3)

Pair Activities

- Circle Spin: Partners stand facing each other and pass each ball from hand to hand rotating the balls in both directions.
- Spinners: Partners stand back to back and pass the ball in a circle around their bodies.
- Run and Pass: Running and passing within a defined area taking care not to collide with other pairs. (Spatial Awareness, passing and catching).
- Run and place the ball on the ground for your partner to pick up. Extend this idea into the ‘tap kick and pass’ sequence with their partners. (Relate this specific movement sequence to the game “Rippa Rugby”).

Divergent Problem Solving Questioning Examples

1. How many different ways can you take the ball around your body?
2. What are 3 different ways you can move while still holding/controlling the rugby ball? Followed by, can you find more ways?

Solutions Focused Questioning Examples

1. How did you control the ball when you were?
2. What did you learn from doing it that way?
3. What could you do differently next time to gain better control of the ball?

Convergent Problems Solving Questioning Examples

1. When you were passing the ball(s) with your partner what were some of the problems you found? (Could relate to spinners, circle pass or run and pass activities.)
2. Find some solutions to these problems. (Give students time to explore different solutions).

GAME 1: PLAYING THE BALL

Movement Concepts/skills

Running and placing a ball on the ground and picking it up to pass.

Set up

1 ball between 3 players.

Cones spread out randomly inside a large playing area.

Activity

- In groups of 3, each group runs the following sequence randomly inside the playing area, taking care to avoid collisions with other groups.
- On “Go” the player with the ball runs to a cone and places the ball down.
- Second person picks up the ball using the “Play the ball” technique and passes the ball backwards to the third player.
- Sequence continues.
- Give a set time e.g. 2 minutes for them to get in as many play the ball sequences that they can.

Questions

1. How many “play the balls” can you do in 2 minutes?
2. What did you find the hardest part of this activity? (Placing the ball, picking it up using the playing the ball method or passing it to a player behind you). Why? Explore ideas and give students time to improve each part of the sequence, using the 2 minutes’ time frame for measurement.

**RIPPA RUGBY SKILLS: ON THE BALL:
SKILL EXECUTION: RUNNING WITH THE BALL**

Learning Intention	To run with the ball effectively while holding it with 2 hands.
Success Criteria	<p>ON THE BALL:</p> <p>I can run to avoid having my tag ripped off by:</p> <ul style="list-style-type: none"> • Swerving to avoid my attacker. <p>I can run with a rugby ball and:</p> <ul style="list-style-type: none"> • Hold it correctly in 2 hands. • Run with speed. • Swerve to avoid having my tag ripped off. • Score a try.
Key Teaching Points	<ul style="list-style-type: none"> • Spread fingers down each side of the ball. • Carry the ball around chest height out in front of their body. • Elbows pointed out. • Look at options to run or pass to a teammate. • When scoring a try, bend at the knees and hips and place the ball down using both hands to show they are in control.
Common Errors	<ul style="list-style-type: none"> • Tucking the ball while running and evading. • Carrying the ball too high or too low. • Unable to increase leg speed while carrying the ball. • Loses control when they place the ball down.

RUNNING WITH THE BALL ACTIVITIES / GAMES

Some of these activities can also be used as warm ups before the games. Or in a tag game they can be used before the player re-enters the game.

GAME 1: SCORING A TRY (*All Levels*)

Movement Concepts/skills

To become familiar with holding a rugby ball with 2 hands and running.

To become familiar with how to score a try by placing the ball correctly over the line.

Set up

Divide the class into an even number of teams and set up on one side of the playing area with a cone placed on the line they are to score their try over.

Each team has a ball.

Activity

- On “go” the first person in the line runs and puts the ball down correctly over the line to score a try.
- They pick the ball back up and returns it to the next person in line who repeats the activity.
- First team finished wins.

Modifications

- Passes the ball to the next person from a variety of different distances depending on the ability of your students.
- Include an agility run by placing down cones for the runners to zigzag in and out of. (Simulates running to avoid defenders and can be used to introduce the concept of side-stepping).

Questioning Examples: Key Competencies Life Focus Questions

Thinking/Participating & Contributing/Relating to Others/Managing Self

1. What are some ways you can contribute to ensuring your team completes the activity?
 - a. Quickly?
 - b. Accurately?
 - c. Fairly?
2. What do you need to do to ensure the ball doesn't roll away when you place it down?
3. If the teacher isn't managing your activity, what behaviours will they (I) expect to see that shows you are managing yourselves well?

GAME 2: RIPPA NOUGHTS AND CROSSES (*All Levels*)

Movement Concepts/skills

To become familiar with holding a rugby ball with 2 hands and running.

Set up

Divide the class into an even number of teams and create multiple games going on at once.

Each game needs:

- 9 hoops set up in a 3 x 3 grid. (Can extend to a 4 x 4 grid to make it more challenging for older students like in the Connect 4 Game)
- 6 rugby balls. If possible 2 lots of 3 balls. Alternatively use different coloured cones for each team. Players have to run with the rugby ball in a variety of different ways before placing their ball/cones into the 3 x 3 grid.

Activity

- Game is played like "Noughts and Crosses" or "Connect 4".
- Teams line up a specified distance from the grids and one at a time run to place a cone/ball into the grid to win.

- As well as running with the ball in 2 hands, assign different ball familiarisation activities that they need to perform and/or set up an agility run zig-zagging in and out of cones.
- First team to get 3 (or 4) in a row wins.
- If you limit the number of ball/cones to 3 per team, once all 3 are placed down into the grid, a player may pick up 1 ball/cone and change its position.
- If multiple games are going on, have the winners play the winners.

Modification

- Place the grid in the middle of a defined playing area.
- Each player wears a belt with a ripper tag (Each team has a different coloured tag or replace with coloured cones once they earn the right to place a marker inside the grid).
- The aim is to "rip" a tag off a player from the opposition. This tag can then be placed into the grid (use coloured cones if tags are not coloured coded per team) and the winner is the first team to fill in their grid with 3 (or 4) in a row, horizontally, vertically or diagonally.

Questioning Examples: Key Competencies Life Focus Questions

Thinking/Participating & Contributing/Relating to Others/Managing Self

1. How could your team work better together to win the game?
2. Discuss with your teammates some different ideas (strategies) to help your teammates work more effectively together.
3. Can you think of different roles and responsibilities you could assign different team members to improve your team's performance? (Allow each team time to create different ways to improve their performance. This may include them thinking about strengths and weaknesses and how best to use/support others in their team).

Strategic Thinking Question:

1. When is it a good time to block your opponents and when is it better to focus on getting your balls/cones placed to win?

GAME 3: ROB THE NEST (*All Levels*)

Movement Concept/skills

To become familiar with running while holding onto a rugby ball with 2 hands.

Set up

Multiple nests are set up around a circle.

Hoops are placed as nests in front of each team.

Activity

- Players bring back rugby balls into their nests within a time frame.
- Only 1 ball can be carried at once and must be placed inside the hoop in such a way that it doesn't roll out.
- Players can either be numbered and numbers called out to gather the balls until the number is changed, or a tag can be used for the next player to go.

Version 1: Traditional game whereby balls are placed in the centre and players begin to take from the centre initially before gathering from other nests.

Version 2: A ball per player is placed in the nest in front of the team. On the "Go" signal, players take from other team's nests to gather as many as they can within a set time frame.

Version 3: Set up as per Version 2 but instead of "taking" from other team's nests they deliver a ball one at a time trying to get rid of the balls in their nest.

G.R.O.W Acronym Questioning technique

1. **G** = What is the goal of the game?
2. **R** = How easy are you finding it to collect (or give) rugby balls for your team?
3. **O** = What is making it difficult to win the game (or play it effectively)?
4. **W** = For each "obstacle" identified in step 3 trial different solutions offered by the children.

TIME - SPACE - RISK Question

1. When is it a good time to target taking (giving) a ball from (to) a nest?

Strategic Thinking Questions

1. How do you decide which nest to target when it's your turn? What information can you be looking for to help you make your decision? (Number of balls, distance from your own nest etc.).
2. What will make your team more effective in collecting (getting rid of) the rugby balls? Identify some roles and responsibilities that team members could do when they are not running. E.g. looking for which nest would be the best nest to take from.

Key Competencies Life Focus Questions

Managing Self

1. What were some of the feelings you had while playing this game? (Contrast some differences between the taking and giving versions).
2. When you experienced some of the negative emotions, what did it make you feel like doing?
3. When else in life have you felt some of these same emotions?

Notes to teachers: Use this as an opportunity to discuss the importance of being able to deal with negative emotions in a positive way. Everyone has these feelings, what is more important are the responses (actions and words) they choose when they have these feelings.

For each emotion, brainstorm some common situations in life when they have had this feeling and come up with possible positive responses.

Role Plays could be used to show contrasts between negative and positive ways to act in the different situations.

GAME 4: HERDING SHEEP (All Levels)

Movement Concepts

Running while holding a rugby ball in 2 hands to avoid being tagged.

Set up

- Class is divided up into 2 groups (Sheep and Shepherds with one group wearing bibs/Rippa belts).
- Set up 2 lines of cones at either end of the playing area to act as “pens” for the sheep to be herded into.
- Shepherds start in the “pens” and sheep start in the field (Defined playing area).
- Set of Rippa belt tags for the sheep.
- Ball for each sheep to carry.

Activity

- On the “Go” signal, shepherds leave the “pen” area and attempt tag the sheep who are running around trying to avoid being tagged while holding a rugby ball.
- Once tagged the sheep go to the “pen”.
- Assign a ball familiarisation activity for them to do individually or in pairs.

Version 1: The game is stopped when all the sheep are tagged.

Version 2: Sheep can re-enter the game if one of the free sheep is able to tag and release them.

Version 3: Tagged sheep re-enter the game after completing a set of ball familiarisation activities. Scoring options for Version 2 & 3 could be based on how many sheep the shepherds are able to tag in a set time.

Divergent Questioning Example

1. What different ideas have you got to overcome the problem of being tagged? Give students time to practice the different ideas suggested.

Key Competencies Focused Life Focus Questions

Managing Self

Note to Teachers: When raising situations in games that will revoke negative emotions, state the situation and the emotions without naming any of the people involved. Using the “I noticed...” questioning technique is a good way of bringing these types of conversations up.

1. How did you feel when you were tagged? (Get students to name their emotions).
2. To the Shepherds: Were their times when you tagged a player and they didn't go to the “pen”? (Particularly if you just had a tag version and don't have the Rippa tags) ...how did this make you feel? (Or if you saw similar situations you could frame a question along the lines of “While watching the game I noticed that some people were tagged but didn't go to the pen. How did that make you feel if you were the Shepherd?
3. What ideas (or responses) have you got that will help people respond positively when they experience similar types of emotions (feelings)?
4. In what other situations have you had similar emotions (feelings)? How could some of these ideas help us in these situations?



GAME 5: RUN THE GAUNTLET (*Levels 2 & 3*)

Movement Concepts/skills

To become familiar with running while holding onto a rugby ball with 2 hands while trying to avoid being tagged.

Chasing the person with the rugby ball to complete a “rip”.

Set up

- Runners running the gauntlet wear a Rippa Tag belt. (Or can play a tag version)
- Rectangular shaped playing area divided up into 3 or 4 zones using existing lines on a court or cones.
- Ball for each of the runners to carry while running.

Activity

- Individually or in pairs, runners try to run through each section without being tagged.
- Points are scored by the runners for every section they get through safely. (4 points total per turn).
- Defenders in each section score a point for every “tag” they “rip” off the runners.
- Introduce the carry of a rugby ball once the students have learnt the game.

GAME 6: THE WALL (*Level 2 & 3*)

Movement Concepts/skills

To become familiar with running while holding onto a rugby ball with 2 hands and trying to avoid being tagged.

Chasing the person with the rugby ball to complete a tag (rip if using Rippa belts).

Set up

- Class is divided into 2 teams.
- Use a netball court, reduce to 2/3rds if you think necessary.
- Rugby balls x2.
- Hoops (optional).
- Rippa belts (optional).

Activity

- The chasing team lines up in the centre of the court lengthways and stands facing alternate directions. If you use hoops they can stand inside a hoop.
- The team being chased lines up in 1 corner of the court.
- A member of the chasing team stands in the opposite corner to begin the game. On the “go” signal they endeavour to tag the runner.
- The runner can run through between the chasing team’s players, but the chaser cannot. Instead they can tag someone from their own team who **MUST** run off in the direction they are facing. The original tagger then replaces the new tagger in the line facing the same direction that the new tagger was facing.
- When the tag is completed the next runner in line needs to be ready to go.
- Note the tagger just continues from where they are and does not need to begin again in the opposite corner. This means the next runner needs to be aware of when to go.
- The winning team is the team that tags the other team in the least amount of time.

Differentiations

- Begin with normal game rules as outlined above.
- If available, players can wear a Rippa belt to indicate when a tag is made.
- Introduce the carry of a rugby ball by the running team. 2 balls mean the next running in line is holding one ready to go.

Solution Focused Example Questions:

1. How can you avoid being tagged? (Skills focus on running and movements to avoid being tagged).
2. What is the problem when you are tagged close to where your team lines up?
3. What could you do differently next time?

Questioning Examples: Key Competencies Life Focus Questions

Thinking / Participating and Contributing / Relating to Others

1. After giving each team a turn at running and chasing, give them time in a “Team Huddle” to discuss how they could work together to:
 - a. Improve their time when running.
 - b. Tag the running team in less time. Give them opportunities to trial, reflect and to retest ideas.



**LEVEL 1: RIPPA RUGBY SKILLS: OFF THE BALL
SKILL EXECUTION: NON-CONTACT TACKLE (RIP)**

Learning Intention	To rip the flag (Rippa) to constitute a 'tackle'.
Success Criteria	<p>OFF THE BALL:</p> <p>I can "rip the flag" to constitute a 'tackle' by:</p> <ul style="list-style-type: none"> • Watching my opponent's hips. • Keeping my body position correct: <ul style="list-style-type: none"> ◦ Legs bent, ◦ Back straight, ◦ Head up. ◦ Keeping hands above hip height. • Moving forwards towards the person carrying the ball. • Keeping my eyes on the target area
Key Teaching Points	<ul style="list-style-type: none"> • It's important the 'tackler" gets into position to make the tackle. • Move towards the "attacker" by closing the space between you and the ball carrier/opposition player). • Keep your eyes on the target.
Common Errors	<ul style="list-style-type: none"> • Only uses one hand. • Defender stands too upright. • Not ready in a 'pre-tackle/rip' stance

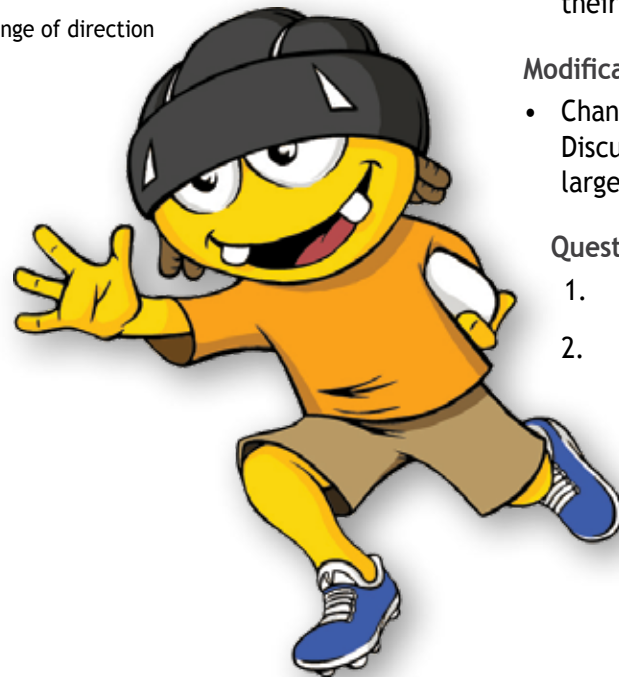
**LEVEL 1/2: RIPPA RUGBY SKILLS: ON THE BALL
SKILL EXECUTION: SWERVING**

Learning Intention	To run with the ball effectively while holding it with 2 hands.
Success Criteria	<p>ON THE BALL:</p> <p>I can run to avoid having my tag ripped off by:</p> <ul style="list-style-type: none"> • Running directly towards the defender. • Changing direction by veering away into the outside space. • Accelerating to take advantage of the defender's hesitation.
Key Teaching Points	<ul style="list-style-type: none"> • Run towards the defender. • Change direction close enough to the defender to make it difficult for them to change direction to catch the ball carrier. • Acceleration after the swerve stops the defender from catching them.
Common Errors	<ul style="list-style-type: none"> • Not running at the defender. • Changing direction too early or too late. • Forgetting to accelerate immediately after the sideways movement.



**LEVEL 2/3: RIPPA RUGBY SKILLS: ON THE BALL
SKILL EXECUTION: SIDE STEP**

Learning Intention	To evade an opponent while running with the ball.
Success Criteria	<p>ON THE BALL:</p> <p>I can avoid a defender by:</p> <ul style="list-style-type: none"> • Carrying the ball in two hands when running towards the inside shoulder of the defender. • Changing the direction I am running by pushing hard off either the right or left foot and to go in the opposite direction around them. • Positioning the ball on the side away from my defender. • Accelerate passed the defender after changing direction..
Key Teaching Points	<ul style="list-style-type: none"> • Run towards the defender’s inside shoulder. • Shorten the stride for timing and balance. • Push off one foot and accelerate around the opposite direction.
Common Errors	<ul style="list-style-type: none"> • Not running directly towards the defender. • Timing in the change of direction being either too early or too late. • Not accelerating after the change of direction



GAME 1: TAILS

(Level 1/2 Begin with tails and then scaffold through to the game Rip Tag).

Movement Concepts/skills

Exploring different ways of moving to avoid having tags “ripped”.

Set up

- Divide the class into smaller defined areas marked using cones or existing court lines.
- Each player has a ripper belt with 2 tags hanging on each side.
- Stage 2 version, each pair will need a rugby ball.

Activity

- Players run around trying to “rip” tags off other players.
- Decide either on a time limit (5-10 seconds) or a safety zone where they can re-attach their tags that have been ripped off.
- Players cannot run around holding onto tags, they must be placed onto their belt.

Modifications

- Change the size of the playing area by either making it smaller or bigger. Discuss the different types of moves that are better in either a smaller or larger area to successfully retain their tags.

Questions

1. What movements are effective in keeping your tags?
2. What movements are helping the chaser to “rip” of a tag?

GAME 2: RIP TAG (Levels 1 & 2)

Movement Concepts/skills

Exploring different ways of moving to avoid having tags “ripped” e.g. dodging, swerving.

Passing and catching a ball

Set up

- Divide the class into smaller defined areas marked using cones or existing court lines.
- Each player has a ripper belt with 2 tags hanging on each side.
- Stage 2 version, each pair will need a rugby ball.

Activity

Stage 1:

- Divide into pairs with one pair having a tag.
- Everyone plays within the same playing area.
- The object is for the chaser to grab their partner’s tag. They have 3 -5 seconds to put the tag back onto their belts or give the player who stole the tag an agility type exercise to perform while they wait for their partner to re-attach the tag. E.g. star jumps, high knee raisers, jumping over a line etc.

Stage 2:

- Divide into pairs and assign a marked off area for each pair to move around in.
- The ball carrier runs around inside the area, while being chased by their partner. When a tag is “ripped” players swap roles.
- Both tags have to be “ripped” before changing over.

Modifications

- Add in a 2nd chaser to make it more challenging.
- Play 2 v 2, with the team in possession of the ball being allowed to run and pass. A dropped pass turns over possession. Points are scored for each tag ripped.
- Introduce a scoring area at opposite ends of the playing area for each team. (Or they can score on any side which will make it more challenging for the defenders)

Questions

1. When there are 2 chasers, how has it made it harder to retain your tags, and what has helped you make it harder for them?
2. How can the 2 chasers work together to “rip” tags off the ball carrier?
3. In the 2 v 2 games, what are you finding the hardest to do? (Target your questions and development of strategies or skill focuses around the answers. E.g. if dropping the ball is a problem, then focus on some passing and catching skill development.



GAME 3: PIGGY

(All levels with older children using it as a warm-up activity).

Movement Concepts/skills

Basic skills of running, evasion, intercepting, passing and catching to begin to play a basic game.

Set up

Groups of three each with a ball in a defined area.

Activity

- One player is chosen to be the “piggy” and tries to either tag the player with the ball, or intercept a pass.
- Players with the ball can run or pass to keep it away from the piggy. (Limit the number of steps allowed or time in possession to encourage more passing.)
- Option to begin with just a passing and moving version with the player without the ball only being able to move.
- Progress to the player with the ball being able to move.
- If the ball is dropped or intercepted the piggy is replaced. (Decide if it was a bad pass or a dropped catch to decide who should be the “piggy”.)
- Aim of the game is to keep it off the “piggy” for increasingly longer lengths of time E.g. begin with 30 seconds and build it up from there.

Questions

1. What helped you keep it from the “piggy”?
2. What could you do to make it harder for the ball to be intercepted?
3. Note players generally begin by just passing the ball over the person in the middle. Use this question to introduce the idea above of the person without the ball running to better position themselves.
4. When you are the “piggy” who is it better to stay closer to, the person with the ball or the person without the ball? Why?

LEVEL 2 GAMES

GAME 4: SLIDE TAG: PROGRESSIONS 1 & 2

Movement Concepts/skills

Basic skills of running and evading being tagged.

Set up

- Use a court area that has lines marked.
- Divide group into an even number of teams.
- Option for players to wear Rippa tags.

Activity

Progression 1:

- Teams line up on the start line.
- On the teacher’s signal, teams must run to the opposite end line, returning to their starting spot by running back around the outside the playing area.
- Defenders are limited to one zone and attempt to “rip” a tag off as the opposition players run through each zone. Each tag collected is a point.
- Option to give each team a rugby ball to run with.

Progression 2: Zone Penetration

Option to play 2 games if enough court space is available.

- One team (the offensive team) remains at the start line.
- The other team’s players (the defensive team) place themselves on the different marked lines in the playing area.
- The offensive team must attempt to cross each of the marked lines and get to the end line without being tagged or having a tag ripped off.
- Defensive team players must keep both feet on the marked line as they attempt to tag players as they pass.
- If tagged, the player must exit the game via the sideline and return to the start. (If tags are used, defensive players return the tag to the player).
- Time how long a team takes to get all of their players to the other end the quickest.

Modifications

- Give players a rugby ball each to carry through as they are running.
- Allow 2 players to go through at a time. Increase numbers as appropriate.
- Allow players to pass the ball as they run through with only a “ripped tag” off the ball carrier counting as a point.

Questions

1. What movements are helping you to successfully get through the lines without being tagged?
2. How can you create space when going through each zone to avoid being tagged?
3. What team strategies can you come up with when running with a partner?



GAME 5: SQUARED OFF

Movement Concepts/skills

Marking, defending, dodging and evading.

Set up

Groups of 4 players and a rugby ball.

4 cones marking out a square.

Activity

- Three players stand at a corner each with 1 player in the middle, leaving one corner free.
- The rugby ball is passed around by the 3 outside players, while the 4th player attempts to intercept the ball.
- Players in the corners can only move around the outside of the square when they do not have the ball.
- The ball can change direction to avoid being intercepted.
- No diagonal passes allowed.

Organisational Cues

- Number each player 1 - 4 and rotate into the middle in numerical order.
- Give each player a turn in the middle for a specified time to see how many intercepts they can get in the allocated time, E.g. 1 minute.
- When all players have had a turn in the middle bring the group in for some reflection questions.
- Focus on improvement for players individually versus comparing themselves against other players.

Modifications

- Increase or decrease the size of the square.
- Allow diagonal passes.
- Introduce a second defender.

Questions

Interceptor

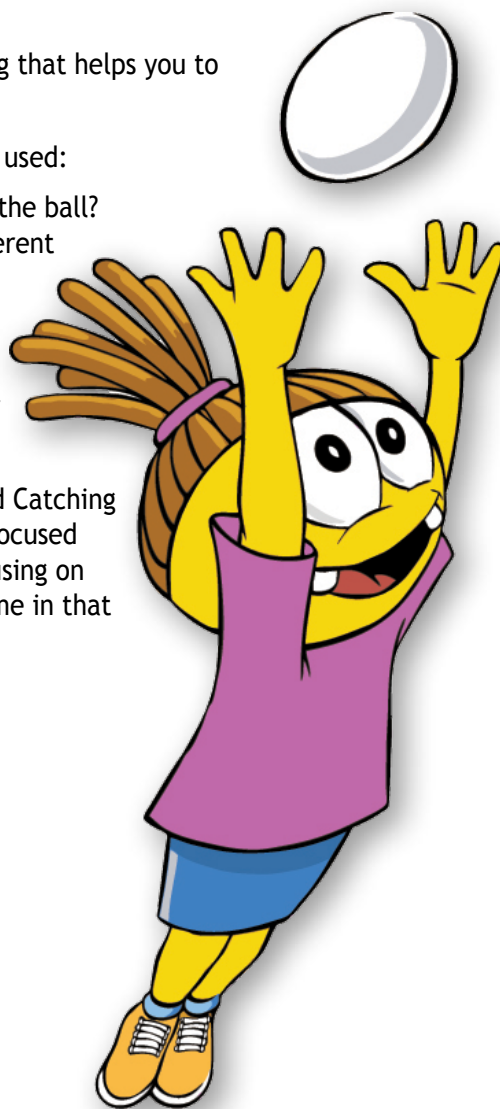
1. How can you anticipate where the ball might be thrown too?
2. What are some different ways you can move to help you intercept the ball?
3. Is it better to put pressure on the ball carrier or look to intercept the passes?
4. What are some other things you are doing that helps you to intercept the ball?

If the modification to include 2 defenders is used:

1. How can you work together to intercept the ball?
(Give students opportunities to trial different strategies).

Note to the teacher: Develop one point at a time before introducing new ideas. Give multiple opportunities to develop their confidence in intercepting the ball.

This game is also included in the Passing and Catching section of this manual. Questions here are focused around intercepting the ball. Questions focusing on passing and catching are included in the game in that section.



GAME 6: FLIP THE DISC (Level 2 & 3)

Movement Concepts/skills

Sprinting for speed and movements needed to avoid being tagged.

Set up

- Inside a rectangular playing area scatter hoops with different coloured Frisbees/dots throughout each side's playing area.
- Tape a number from one to ten on the back of each Frisbee/dot and lay face down. (Or use cones that have a number written underneath).
- Divide into even teams and where possible run 2 games to increase involvement for all students. Teams of 6 - 8 players is preferred.
- Rippa tags for each player and extra bands for the taggers.

Activity

- Run into the opposition's side and flip over the Frisbees to score points.
- A player can only flip over one Frisbee at a time.
- A player can place 1 foot inside a hula hoop to avoid being tagged.
- Once a Frisbee has been flipped, the player can return safely to their side before continuing to play.
- Two taggers per team. Increase taggers if only 1 game is being played.
- If tagged players must return to their side.
- Taggers must remain outside of the hula hoop surrounding each Frisbee/dot.
- The team with the most points or who flips over all of their disks first wins.

Modifications

- Require participants to use different forms of locomotion (e.g., skip, shuffle, gallop).
- Change the size of the playing area to focus more on evasion skills such as faking, dodging and fleeing.
- When tagged the players are taken to a “jail” area in the opposition’s half where they have to complete a ball familiarization activity before being escorted back across into their own area. (Refer to ball familiarization section for ideas).

Questions

Tactical Focus

1. What are effective ways to defend space?
2. Identify the different roles required to play the game successfully as a team.
3. Is it more important to defend or attack? Why?
4. Do you think you need more players attacking or defending? Why?
5. How can you organise your team to reflect which role is more important? (Give teams multiple opportunities to trial different combinations to see which is the most effective strategy).
6. When defending or attacking is it better to spread out more or be closer together? Why?

Teamwork

1. How did your team work together effectively?
2. Was it easier to score points working alone or when you attacked together with your teammates?
3. Why is it important for teams to work together? With friends/ classmates / in the playground / at home?
4. What qualities are important in a friend? For each quality (values) discuss different actions (virtues) that reflect these qualities.

LEVEL 3 GAMES

GAME 7: SLIDE TAG (PROGRESSIONS 3 & 4)

Begin with Progression 2 if required before moving to 3 & 4 below.

Movement Concepts/skills

Basic skills of running and evading being tagged.

Rugby balls or beanbags to collect

Set up

- Use a court area that has lines marked.
- Divide group into an even number of teams.
- Option for players to wear Rippa tags.

Activity

Progression 3: Zone Penetration

- In this progression place beanbags (or rugby balls) at each end line for offensive players to collect.
- Create challenges for the offensive team (e.g. “Collect 10 rugby balls/ beanbags in 3 minutes).

Progression 4: Pivoting

- Defensive players pivot while keeping one foot on the line to tag offensive players in front or behind.

Modifications

- Multiple runners going at the same time to develop team strategies.

Questions

Observe some of the strategies and/or tactics you see your students doing and frame questions around these observations. Look for the following aspects of play:

1. The way they move to dodge or swerve to avoid being tagged.
2. The way they create space while moving through the zone.
3. Team tactics and strategies.

GAME 8: POWERWALL (Level 3 ... could do a simpler version for Level 2)

Movement Concepts/skills

Running to avoid being tagged.

Working with a team and developing communication and strategies

Set up

A rectangular shape either using walls of a gym area inside or a court or field marked with cones or lines.

Divide into 2 teams with each team lining up at opposite ends with each team member touching the wall (if inside) or behind the lines/cones (if outside).

Activity

- The goal of the game is to “rip” off both tags from the opposition players.
- When on the wall (or standing behind the line/cones they are in the “Powering-Up” area, where they are safe).
- While in the playing area they lose power when a tag is ripped off.
- Points are scored when a player touches the opposition’s wall (or gets to touch behind the line/cones).
- A player with “more power” (2 tags) can tag players with less power (1 tag) while a player with 1 tag can only tag players with 1 tag as they have “less power”.
- When a player loses both tags they are taken to the opposition’s end line where they begin to create a line out into the playing area by holding their teammates hands who have also lost both tags. (Use a cone to identify where this line begins).
- As more players join the line, the further it extends out into the playing area.
- Players can be freed by their teammates by tagging the back (or front) person in the chain. Both then have a “safe passage” back to recharge in their “powering-up” area where the rescued person can get back both of their tags and re-enter the game.

- Use strategic type questions around how to lure people out of their “powering-up” areas, whether to rescue their teammates or focus on “ripping” tags to depower the opposition players.

Modifications

- Include a ball familiarisation activity that needs to be completed before a player can re-enter the game.
- Increase or decrease the size of the playing area.
- If enough balls are available, players run with a ball tucked under 1 arm. When standing in the line they can place one foot on their ball.

Questions

1. What different movements have you used to avoid being tagged/to tag others?
2. What strategies will keep you “Powered up”?
3. How can you work together as a team to gain points by touching the end wall?
4. How will you choose who are the taggers and who are the runners? (This question could come as a result of a strategy that identifies different roles and responsibilities within the game).



GAME 9: CAPTURE THE FLAG/RUGBY BALL

Movement Concepts/skills

Running and movement to evade being tagged.

Set up

- Large rectangular area preferably on a field divided into 2 halves.
- Divide into 2 teams.
- Cones to set up a jail area in each team's area and another area marked with cones with the rugby ball placed inside. Needs to be a big enough circle so that the area cannot be totally guarded. (No goose guarding).
- Rugby ball per team.
- Ripa bands per player.

Activity

- Aim of the game is to get the rugby ball from the opposition's half safely back over to your side without being tagged or the ball being dropped.
- If tagged in the opposition's half the player is taken to "jail" where they are required to complete some ball familiarisation or agility activities before being taken back safely to their side where they can resume playing.
- Once the ball is picked up it must be returned without being dropped or without the person with the ball being tagged. (It can be run with, passed or kicked to team members but if passed or kicked over the halfway mark it must be caught on the full to count as a point.

Modifications

- Play in 4 teams with each team having a different set of coloured bands with the field divided into 4 equal areas. Players can be tagged in any of the other 3 areas.

Questions

Revisit questioning around catching, passing or running to avoid being tagged.

Tactical and teamwork questions from the game "Flip the Discs" can be used.

ALL LEVELS: RIPPA RUGBY SKILLS: ON THE BALL: SKILL EXECUTION: BASIC PASS

Learning Intention	To pass a ball accurately to a teammate in a better position so that teamwork is developed.
Success Criteria	<p>ON THE BALL:</p> <p>I can pass a rugby ball:</p> <ul style="list-style-type: none"> • To the right. • To the left. • Accurately (Appropriate force and direction) to a teammate when both of us are standing still. • Accurately to a teammate when I am running. • Accurately to a teammate when both of us are moving. • To a teammate who is in a better position. • That is not intercepted by a defender. <p>OFF THE BALL:</p> <p>All of the team will have the opportunity to develop their passing skills when we:</p> <ul style="list-style-type: none"> • Pass the ball accurately in the direction of the receiver. • Pass the ball with enough power so that it reaches them at a good height. • Pass the ball with the right amount of power so that it is not too hard for them to catch. • Include everyone in the game so that everyone has lots of chances to practice their passing
Key Teaching Points	<ul style="list-style-type: none"> • Hold the ball in two hands. • Run straight and towards a defender before passing the ball. • Look at the receiver. • Keep the elbows slightly bent so they can punch their arms when they pass - levers do the work. • Rotate their upper body, while trying to keep the hips straight. • Follow through with the fingers pointing at the target after the pass is given. • Pass at chest height out in front of the receiver. <p>OFF THE BALL:</p> <ul style="list-style-type: none"> • After passing the ball, support the new ball carrier(s).
Common Errors	<ul style="list-style-type: none"> • Not having a straight follow through. • Not passing to the target. • Trying to spiral a pass which makes it hard for them to catch. (Older students)

**LEVEL 2/3: RIPPA RUGBY SKILLS: ON THE BALL
SKILLS EXECUTION: DRAW AND PASS**

Learning Intention	To help put my teammates into a better position to continue the attack.
Success Criteria	<p>ON THE BALL: I am learning to draw and pass in both directions by:</p> <ul style="list-style-type: none"> • Holding the ball in two hands when I run. • Running straight towards the defender. • Looking at the person I want to pass the ball to. • Executing a good pass by swinging my arms in the direction of the intended receiver and following through. • Delivering a pass at chest height to my teammate. <p>OFF THE BALL:</p> <ul style="list-style-type: none"> • Supporting my teammate after I have delivered the pass by getting into a position to receive the ball back again if needed.
Key Teaching Points	<ul style="list-style-type: none"> • Run directly towards the closest defender to ‘draw’ them into the play so that they can’t help any other defenders. • Correct sequence to execute well includes: <ul style="list-style-type: none"> ◦ Holding the ball in two hands. ◦ Looking at the receiver. ◦ Swinging the arms across the body and following through towards the target.
Common Errors	<ul style="list-style-type: none"> • Not running towards the defender to “draw them in” before passing. • Not having a straight follow-throw. • Passing to the target either too early or too late.

**LEVEL 2/3: RIPPA RUGBY SKILLS: OFF THE BALL
SKILLS EXECUTION: DUMMY PASS**

Learning Intention	Setting up a dummy pass to the receiver to continue the attacking play.
Success Criteria	<p>I can make a dummy pass to trick the opposition players by:</p> <ul style="list-style-type: none"> • Looking at the person I am thinking of passing it to. • Swinging the ball back across my body. • Fully extending my arms in the direction of the intended pass. • Holding onto the ball instead of passing it before accelerating.
Key Teaching Points	<ul style="list-style-type: none"> • Look at the receiver. • Dummy needs to be made using a FULL passing action. • Accelerate after making the dummy.
Common Errors	<ul style="list-style-type: none"> • Not looking at possible receivers. • Not going through with the FULL throwing action. • Throwing the ball by mistake. • Running too slowly after the dummy pass has been thrown. • Running with the pass. • Not following through straight with the dummy pass in the direction of the receiver. (Refer teaching points for basic pass). • Passing too early or too late/close to the defender.

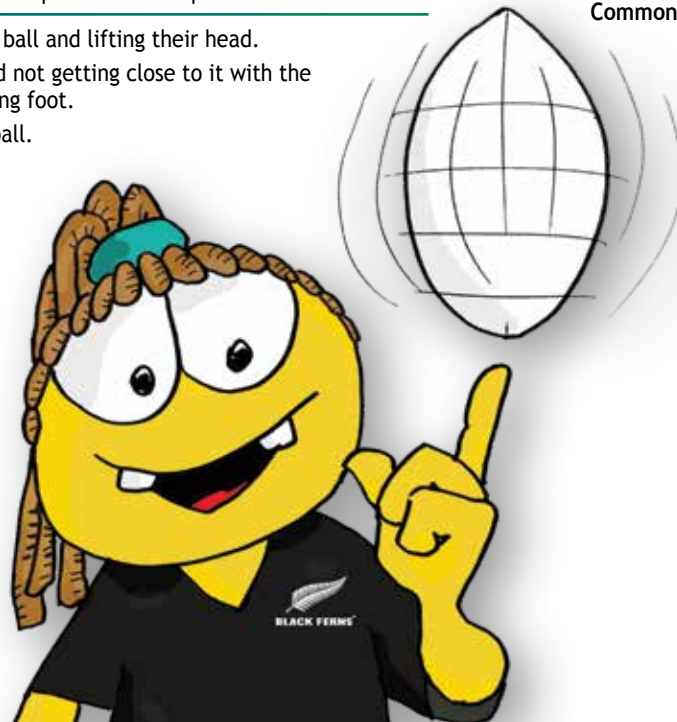


**LEVEL 3: RIPPA RUGBY SKILLS: ON THE BALL
SKILLS EXECUTION: OFF-GROUND PASS**

Learning Intention	To clear the ball quickly from the ground to get it away from defenders.
Success Criteria	<p>ON THE BALL: I can pick up and pass the ball quickly when I:</p> <ul style="list-style-type: none"> • Can get my body low into a crouch position by sinking my hips and bending my knees with a wide stance. • Watch the ball and keep my head over it when I plant the passing foot close to the ball. • Use my 'passing' hand to create power. • Use my 'guiding' hand give stability to the ball. • Transfer my weight from my planted foot to the other foot to increase power. • Follow through with the passing hand to help keep the pass accurate.
Key Teaching Points	<ul style="list-style-type: none"> • Sinking down low with the hips as they pick up the ball after it is placed onto the ground. • Placement of the foot beside the ball to help create power. • Transfer of weight to create power into the pass.
Common Errors	<ul style="list-style-type: none"> • Not keeping eyes on the ball and lifting their head. • Reaching for the ball and not getting close to it with the placement of their passing foot. • Being square-on to the ball.

**LEVEL 3: RIPPA RUGBY SKILLS: ON THE BALL
SKILLS EXECUTION: DIVE PASS**

Learning Intention	To clear the ball so that the opposition doesn't have time to come and pick up a ball sitting on the ground after the 'tap-kick' has occurred.
Success Criteria	<p>I can pick up the ball and pass it quickly when I:</p> <ul style="list-style-type: none"> • Move in quickly and get into a crouch position. • Put my body between the ball and the opposition players. • Pick up the ball with bent knees, low hips while standing close to the ball. • Spread my fingers and scoop up the ball. • Drive hard with my legs to create power. • Pass the ball to the receiver's 'target' area. • Follow through with fingers pointing towards the receiver. • Get back up onto my feet quickly.
Key Teaching Points	<ul style="list-style-type: none"> • The 'dive pass' puts the player out of the play until they regain their feet. • The 'dive' pass is used to get the passer out of trouble because it clears the ball quickly.
Common Errors	<ul style="list-style-type: none"> • Taking your eyes off the ball. • Feet not getting into the correct position. • Standing up before passing the ball. • No follow-through.



**LEVEL 3: RIPPA RUGBY SKILLS: ON THE BALL
SKILLS EXECUTION: SPIRAL PASS**

Learning Intention	To pass over greater distances using the spiral pass to continue attacking.
Success Criteria	<p>I can use the spiral pass to pass over longer distances when I:</p> <ul style="list-style-type: none"> Recognise the need for a longer pass to advantage my teammate to continue the attack. <p>I can practice this with myself by:</p> <ul style="list-style-type: none"> Holding the ball with the pointed end facing towards my body and with the thumbs along the top seams on each side and the fingers along the seams underneath on each side. Adjusting the way, I'm holding it by using 1 set of fingers to hold the ball and with the thumb of the other hand. Using my fingers and wrist of the outside hand to create the spin. Swapping the fingers and thumbs I can spin the ball in the opposite direction. Spinning it to myself I can practice the action needed to make the spiral pass. <p>I can throw a spiral pass to my teammate when I:</p> <ul style="list-style-type: none"> Pull my arms back across to one side of my body before throwing them back across my body. Release the ball as my arms are extending out towards the receiver. Follow through with my arms and fingers ending up pointing towards the receiver.
Key Teaching Points	<ul style="list-style-type: none"> Outside of the hand is near the end of the ball while inside hand is towards the front of the ball. Point the front of the ball slightly higher towards the receiver. Swing the ball across your body using two hands. Arms and fingers follow the direction of the ball towards the target. Make sure the ball is caught by the receiver on the run.
Common Errors	<ul style="list-style-type: none"> Incorrect position of the hands. Lack of spin on the ball. Small backswing. Disjointed swinging action. Needs to be smooth. Spinning the ball, the incorrect way. Slow or lack of follow through.

**LEVEL 1-3: RIPPA RUGBY SKILLS: ON THE BALL
SKILLS EXECUTION: RECEIVING A PASS**

Learning Intention	To catch a rugby ball so the team can continue to attack.
Success Criteria	<p>ON THE BALL:</p> <p>I can position myself correctly by:</p> <ul style="list-style-type: none"> Staying behind my teammate who has the ball. Running into space at a good distance away from the passer so that I am in a good space. <p>I can catch a rugby ball by:</p> <ul style="list-style-type: none"> Having my arms out in front to receive it. Having my fingers spread to receive the ball. Catching it with soft hands ready to make another pass quickly. <p>I can make good decisions as to whether I should:</p> <ul style="list-style-type: none"> Run hard with the ball into space, take the "tackle" (rip) or pass the ball depending on the situation.
Key Teaching Points	<ul style="list-style-type: none"> Positioning in relation to the passer by staying behind the ball carrier. Hands ready to receive the pass by running with the elbows flexed (bent) and hands held out in front of their 'target area'. Being ready to pass the ball on quickly.
Common Errors	<ul style="list-style-type: none"> Not having their hands ready as a target. Not running on towards the ball and meeting it early. Hands are held tightly and are too rigid. Taking their eyes off the ball.

GAME 1: CIRCLE CHALLENGE

(All levels ... can be used as a warm up for older groups).

Movement Concepts/skills

Passing a rugby ball to a teammate with accuracy (appropriate force and direction).

Set up

- Divide the class into similar sized circles of around 6 - 8 students. Each circle to be inside an area approximately 10m x 10m. Adjust the size of the grid to suit the age and/or ability of your students.
- Option to place cones for the students to stand beside.

Activity

- On the “Go” signals each team passes the ball around the circle back to the beginning.

Variations

- The team that completes the most amount of passes in a set time.
- If the ball is dropped, counting returns to 1.
- The first passer has to run around the circle and back to where they began in time to catch the ball. This pattern continues until everyone has run.
- Introduce a second (or third) ball.

G.R.O.W. Acronym Questioning

1. **G** = What is the Goal (Main aim) of this game?
2. **R** = How well are you able to pass the ball quickly? Could you do it quicker?
3. **O** = What are key “obstacles” stopping you from being successful?
4. **W** = For each obstacle highlighted by the students come up with a solution.
5. Let the students practice their ideas to see if it overcomes the obstacle, before moving on to add in other ideas.

Example of an obstacle: The children are not looking at the person with the ball.

Way Forward: Communication

1. Who is the most important person to be looking at in the circle? (The person passing to you, or the ball. Once you add in 2 balls re-ask this question).
2. What are some different ways you can communicate to your teammate if they aren't looking? (Highlight visual and audible techniques).
3. How do you know that they are ready to receive the ball? (Looking at you, hands are ready, they say something e.g. yes, your name etc.).



GAME 2: PATTERN BALL: STAGE 1

Movement Concepts/skills

Passing a rugby ball to a teammate with accuracy (appropriate force and direction) while standing still.

Set up

Divide the class into similar sized circles of around 6 - 8 students. Each circle to be inside an area approximately 10m x 10m. Adjust the size of the grid to suit the age and/or ability of your students.

Activity

- Establish a pattern passing to teammates across the circle.
- Rules when making up the pattern are:
 - The pass cannot go to someone standing beside them.
 - The person who begins the pattern receives it back at the end.
 - While establishing the pattern, students can “bob” down when they have received and passed the ball on to help identify who has already been included in the pattern.
- Once the pattern is established the ball is passed in the same pattern.
- Additional balls can be added into the pattern to add difficulty as appropriate.
- After questioning around the development of a basic pass, introduce the option for students to begin moving around while still passing the ball in the same pattern.

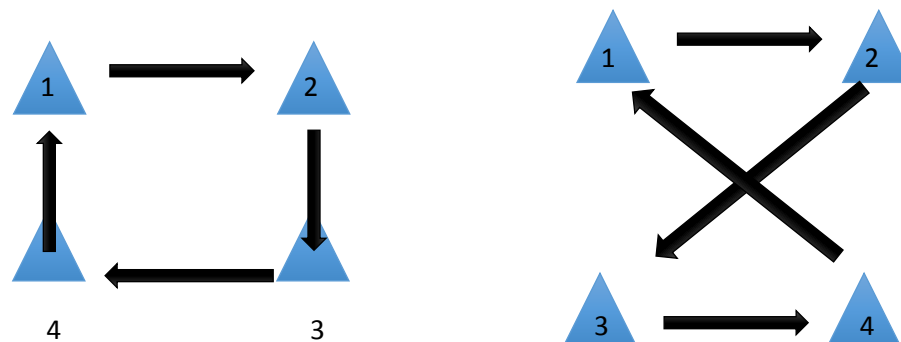
Modification

- Change to passing along a stationary line (4 per line). Give students the chance to learn to pass it in both directions.
- Begin approximately 1 metre apart and increase the distance as appropriate to around 3 metres.
- Lateral passing at a walking pace and increase to a jogging pace over around 30 metres.

- Increase the speed as students improve their basic passing skills.

For Younger Students

Similar activities can be run in small groups of 4, with players passing it around in numerical order. For example, cones can be numbered and placed on a square with passing around the outside or across the diagonal.



Or students can put their hands on their heads once they have received a ball to ensure that all students are included before restarting the passing. Can work in groups of 4 - 6. If younger students are struggling to pass/catch a rugby ball, begin with beanbags until they understand how to make a pattern.



LEVEL 2 GAMES

GAME 3: PATTERN BALL STAGE 2

Note to teachers: Begin with Stage 1 before introducing movement in Stage 2.

Movement Concepts/skills

Passing a rugby ball to a teammate with accuracy (appropriate force and direction) while moving around inside a defined area.

Set up

Divide the class into similar sized circles of around 6 - 8 students. Each circle to be inside an area approximately 10m x 10m. Adjust the size of the grid to suit the age and/or ability of your students.

Activity

- Set up the activity as per Pattern Ball Stage 1.
- Once pattern is established and discussions around accuracy in passing and receiving have been focused on, the students can begin moving and passing, retaining the same pattern within a defined area.
- To encourage continuous and wide movement, have them run and touch a line (if on a court area) or a wall if inside after passing the ball. (They may need to be encouraged to change the line or wall they run towards each time).

Questions

1. Are you still receiving the ball in the same pattern? (They should be).
2. What is different about the activity this time?
3. Does moving around make it easier or more difficult? Why? Identify each obstacle and work through strategies to overcome each one.
4. What do each of you (the passer and receiver) need to do to help make the pass successful?
5. If you are too far away from the person trying to throw the ball to you what can you do to help your team mate out?
6. How can you get their attention if they are not looking?
7. What ideas have you got to speed up the catch throw sequence?
8. If you had a defender do you think it would be easier or harder to defend you when you are moving or standing still to receive the ball?
9. Where can you get power from to make a strong pass?
10. Where does your accuracy come from?



GAME 4: CHICKEN BALL

Movement Concepts/skills

Passing an object accurately to my teammates while moving.

Set up

Use a rubber chicken instead of a ball. This creates a fun approach.

Divide the class into even teams of 4 -6 players each

Activity

- Pass the chicken amongst their team members five times to score a point, with the opposition trying to intercept.
- After a point is scored, decide whether it's a handover to the other team OR whether the team can continue.
- If dropped the chicken is given to the other team and the counting starts again.
- Players can only take 2 steps while holding the chicken.
- No contact allowed.
- Option to have no boundaries or divide playing areas up using cones (if on grass) or use the thirds of a netball court. Make the size appropriate for the age/ability of your students.
- Change the activity to using a rugby ball.

Progressions

1. Each team has a time limit to score as many successful pass and catch sequences as they can. If intercepted the defending team gives it back to the attacking team.
2. Players can't pass back to the player who passed to them.
3. Everyone catches the chicken once but not twice before a 5 pass point is scored. (Adjust the number of passes required to suit ability of students).
4. Team starts at one end of the playing area and catches the chicken (a) as many times as possible without throwing it back down to the other end of

the playing area and/or (b) as few times as possible without dropping it. When intercepted the intercepting team starts at the end of the field they are defending.

5. Continually pass it up and down the court with everyone in the team needing to catch it before it is thrown to a player who is standing over the end line. Time how long it takes a group to get it down, before discussing as a team how they could reduce the time. If intercepted, the intercepting team begins at their defensive end.
6. Use a rugby ball. Option to allow forward passes and connect to the game "Turbo Touch" which does allow forward passes.

G.R.O.W. Acronym Questioning Tool and Divergent Questioning

Use to identify key problems that they need to solve to play the game successfully.

For each identified problem, use a "Divergent" style question for the students to explore different ideas to solve each problem identified.

For Example:

1. Can you come up with 3 different ideas to solve the problem of...?
2. Followed by, can you find more ways?

Note to teachers: The focus is on exploring different ideas or alternative ways to solve problems. The experiential learning cycle of Play - Reflect - Formulate ideas. Test ideas is a good Inquiry Cycle to use in games.

Freeze - Frame Questioning Technique

Use this technique to interrupt the game by stopping and reflecting on what's happening in the game. It integrates the Key Competencies of thinking and participating and contributing.

Use generic type questions to facilitate student reflection on what is happening. For example, to get the students thinking about what they are doing:

1. Where are you?
2. What is happening in your team during the game?

3. What are you wondering about?

4. Who could you ask?

More specific game situations where the “freeze - frame” method could be used includes:

Situation: The game is being dominated by a few players while others are not being included.

1. What could make a team more inclusive and effective?
2. What changes might you make to ensure all team members are participating?

Take time to review the Learning Intention around teammates being included.

Situation: Students are bunching up:

1. Look around you. What is happening?
2. What could your team change to make it easier to score?
3. What ideas have you got that you could do when you don't have the chicken.

Situation: Every player is required to score by being in the End Zone. (When using the end zone progressions above).

1. Where is a good place for your teammates to be? Remember they have to pass to you in order to score.

Instant Replay: To highlight something you see being done well, stop and “replay” in slow motion with everyone watching.

GAME 5: FAST PASS

Movement Concepts/skills

Passing the ball quickly under pressure.

Communicating and sharing of ideas to speed up the passing of the ball.

Set up

A rugby ball per group of 3 players.

Activity (*Could also be used as a warm up activity before a game*).

- In threes, participants attempt to get as many passes as they can in 30 seconds.
- Repeat the time limit several times to see if they can improve their score before stopping to reflect.

Solutions Focused Questioning Examples

1. Were you able to improve your score?
2. What did you do to help your score to improve? Why did doing _____ (Insert a group's idea) improve the score?
3. What could you do differently next time to continue to improve your score?

Modifications

Add a defender into the group of 3, give them a defined area in which to work, and repeat the activity.

1. What additional problems did you find when you added in a defender?
2. What ideas worked when you added the defenders and what ideas didn't work from what you were doing without the defender?

Give groups time to reflect, share ideas and work out strategies to improve their scores.

Note to teachers: Because this game has been used in the “Basic Passing” section, defensive focused questions have not been included. This game could also be played with questions focusing around the role of defending.

GAME 6: SQUARED OFF (Levels 2 & 3)

Movement Concepts/skills

Passing a rugby ball to teammates to prevent it being intercepted by a defender.

Set up

Playing areas defined by cones in each corner approximately 2m x 2m.

Groups of 4 with 1 rugby ball.

Activity

- Four players stand on the corners of a 2 x 2 metre square (corners are marked with a cone).
- One moves to the centre and acts as the defender leaving an open corner of the square meaning it has now become a triangle.
- The rugby ball is passed among the three outside students while the middle student attempts to intercept it. Players on the outside can only move along the perimeter lines of the square and may not make diagonal passes. Also, the participants cannot move while in possession of the rugby ball.

Organisational Tip for teachers:

- Number the students 1 - 4, then the defender can rotate in number order.
- Give groups a time limit to rotate and be ready to begin.
- Give all groups a set time to play the game.
- When everyone has been a defender, bring all the groups in for some reflection questioning.

Note to teachers: This version of the game included in the “Basic Passing” section of the manual has questions deliberately focused on catching and passing. Some specific receiver and thrower questions could be:

Receiver

1. What can you do to try to make it easier for the passer to get the ball to you?
2. How could calling for the ball help the interceptor?

3. What could you do to help the passer make it difficult for the interceptor?
4. What can you do to prevent the ball from being intercepted?

Thrower

1. What are some of the keys to keeping your passes accurate and strong?
2. What do you need to do as the thrower to get the ball successfully to your teammate?
3. What can you do to try to trick the person in the middle?

Divergent Questioning Example

Each group to discuss the following question and collate answers to see how many different ideas can be gathered. These could be written up onto a chart when back inside the classroom.

1. What are 3 things you can do to consistently deliver an accurate pass to your teammates?
2. What else is going to help your accuracy?

Time - Risk - Space Question Examples

1. What helps you decide when it's a good time to pass it to a teammate?
2. When was it risky to pass to a teammate?
3. What ideas have you got to overcome this problem?



GAME 7: CIRCLE BALL (Levels 2 & 3)

Movement Concepts/skills

Passing a rugby ball to teammates to prevent it being intercepted by a defender.

Set up

Set up playing circles with a hoop in the centre of each circle.

Groups of 6 players in 2 teams of 3.

Activity

- One player from the passing team stands in the centre hoop and attempts to pass the ball to a team mate anywhere in the larger circle.
- When the player catches the ball they return it to the player in the circle.
- Opposing team players attempt to prevent the pass or to intercept it.
- Change centre players after 1 minute.
- Teams count how many passes they can make/intercept in the minute.
- After everyone has had a turn in the middle from the passing team, swap attacking and defending teams over.
- When everyone has had a turn in the middle from both teams, bring them in for some reflective questions.

Questions

As well as skill focused questions around passing and catching a rugby ball, tactical questions can also be used. Some examples could be:

1. How can the defending team work together to prevent successful passes?
2. Where is the best place for the interceptors to position themselves inside the circle?
3. What can the attacking players do to improve your chances to make more passes?

GAME 8: TALLY BALL (Levels 2 & 3)

Movement Concepts/skills

Passing and catching a rugby ball while moving to avoid being tagged or having the ball intercepted.

Set up

Even teams of 4 - 6 in a rectangular shaped court or field approximately the size of a netball third depending on how many players are in each team.

Bands to separate teams and one ball per game.

Activity

- The aim is for the team with the ball to make 5 consecutive passes, without having it intercepted to score a point.
- Players must call out the tally as they go.
- If the ball is intercepted, that team begins their 5 consecutive passes.
- Begin with no running with the rugby ball.

Modifications

1. Players can run with the rugby ball.
2. Introduce a tagging option (Use Rippla belts if you have them). If the players are tagged when in possession of the ball the opposition gets possession. (You may need to increase the size of the playing area once running with the ball is introduced).

Questions

As well as skill focused questions around passing and catching a rugby ball, tactical questions can also be used. Some examples could be:

1. What are you finding is helping you to make your 5 passes in a row?
2. What difficulties are you having? What ideas have you got to solve these?
3. What can you do better as a team to work together to?
 - a. Get 5 passes?
 - b. Prevent the other team from scoring?
4. Is it better to defend space or a player to prevent scoring?

GAME 9: RAGA (Levels 2 & 3)

Movement Concepts/skills

Running with a rugby ball, avoiding being tagged, catching and passing a rugby ball.

Using invasion games tactics.

Set up

- 2 cones set up inside a small circle (e.g. use ropes or hoops) in each half of a rectangular playing area.
- 1 ball per game.
- Any number of players in two even teams. Option to set up 2 games to increase participation by all students.
- Bands for one team.

Activity

- Players may run with or pass a rugby ball in any direction.
- Object of the game is to knock the opposition's cone with the ball without entering the circle.
- If tagged when in possession of the ball it is a hand over.
- There are no boundaries to the playing area (within reason).

Modifications

1. Create a boundary for the game.
2. Add in a second ball.
3. If the ball is dropped by the attacking team it is handed over.
4. Introduce additional cones in each half.

Questions

As well as skill focused questions around passing and catching a rugby ball, tactical questions can also be used. Some examples could be:

1. What different roles or positions are needed to play the game?
2. What can you do to defend your cone? (If "goose guarding of the cone occurs, discuss how this helps only the defensive part of the game, and to win any game a team has to score points. If necessary, introduce a rule against goose guarding).
3. What are some effective ways to score points?

LEVEL 3 GAMES

GAME 10: PATTERN BALL STAGE 3

Once the children are able to move the ball around successfully as in stage 2 (see P.90), Stage 3 can be introduced.

Movement Concepts/skills

Passing a rugby ball to a teammate with accuracy (appropriate force and direction) to keep it away from the defending team.

Set up

Divide the class into similar sized circles of around 6 - 8 students. Each circle to be inside an area approximately 10m x 10m. Adjust the size of the grid to suit the age and/or ability of your students.

Activity

- Set up a pattern as used in Stage 1 and 2, but this time introduce a defending team who is attempting to intercept the ball.
- Points are scored based on the number of continuous passes without being intercepted. E.g. 10 passes without being intercepted equals 1 point. The ball is then handed over to the other team.

Modification

- Each team can be on attack and defence for a set time. Points are awarded every time the defence gets an intercept, and attacking team counts the number of successful passes.
- Teams swap roles and points for attack and defence are combined to find a winning total.
- Repeat the exercise above and target an improvement in either attacking or defensive scores.

Questions

Attackers

1. How does having a defender change things?
2. What do you need to do to stop a defender from getting the ball?
3. What are some different ways you can communicate with your teammates?
4. What can you do to trick a defender?

Receivers

1. What can you do to try to make it easier for the passer to get the ball to you?
2. How could calling for the ball help the interceptor?
3. What else could you do to help your passer so that the interceptor doesn't know where you are going?
4. Where is the best place to run when waiting to receive the ball?
5. What can you do to prevent the ball from being intercepted?

Defenders

1. What are some of the things you are doing that help you to intercept the ball?
2. Where are some good places to stand that help you intercept the ball?
3. How can you anticipate where the ball may be thrown?
4. What are some different ways you can move to help you intercept the ball?
5. How can you best work together as a team to intercept the ball? (Give students opportunities to trial different strategies).

GAME 11: RUGBY SUPER SUB (Level 3)

Movement Concepts/skills

Marking, invading, catching, passing and defending.

Set up

- Two teams.
- Rugby balls.
- Netball or basketball court sized area.

Activity

- Begin with the two teams on the court and the rest of the team lined up on each side of the playing area.
- Alternate the players on the side-line.
- Points are scored when the ball is passed to a teammate standing in the end zone.
- Players with the ball must not move.
- The ball is advanced down the playing area by passing it to a teammate on the court or to a player standing on the side-line.

Questions

As well as skill focused questions around passing and catching a rugby ball, supporting the ball carrier etc, tactical questions can also be used. Some examples could be:

1. What can you do to make the game more successful for your team?
2. What are some of the best tactics/strategies for?
 - a. Attacking?
 - b. Defending?

GAME 12: FAST PASS (Level 3)

Movement Concepts/skills

- Passing with speed when under pressure.
- Team communication

Set up

Groups of 3 each with a rugby ball.

Activity

- In 3's players attempt to get in as many passes as they can in a set time limit e.g. 30 seconds, 1 minute.
- Each time they try to increase their passes.

Questions

As well as skill focused questions around passing and catching a rugby ball, tactical questions can also be used. Some examples could be:

1. What tactics did you use to increase your score?
2. Were you able to pass off your right and left hands? Why/Why not? (Option to develop skills in passing in both directions).

Modifications

- Set up a square with a cone at each corner. Pass the ball as quickly as possible around the square with players relocating to the empty cone to encourage the concept of pass and move.



LEVEL 2/3: RIPPA RUGBY SKILLS: OFF THE BALL SUPPORT PLAY

Learning Intention	I am learning to run so that I am in a good position to receive a pass.
Success Criteria	OFF THE BALL: I can be ready to receive a ball by: <ul style="list-style-type: none">• Running in a slightly crouched position to help with speed.• Running with my arms and hands held close to my chest.• Having flexed elbows and wrists, ready to receive the ball.• Spreading my fingers. After passing the ball I can support the ball carrier by: <ul style="list-style-type: none">• Getting into a position either side of the ball carrier.• Communicating with them so that they know where I am.
Key Teaching Points	<ul style="list-style-type: none">• After passing the ball, run to get into a position either side of the ball carrier.• Have the arms and hands in a ready position.• Communicate with the ball carrier so that they know where their support players are.
Common Errors	<ul style="list-style-type: none">• Take too long to get into position.• Stand too flat.• Staying ahead of the ball carrier.• Getting too close or being too far away when receiving the pass.

GAME 1: CONTINUOUS ATTACK

Movement Concepts/skills

Passing, catching, evading defenders and supporting the ball carrier by creating space in a game-like situation.

Set up

- Each team has 6 players.
- Play on a rectangular shaped field suitable for the age and stage of your students.

Activity

- Using the normal Rippa Rugby rules, the attacking team is given unlimited tags to score a try in a set time, e.g. 3 minutes.
- Once a try is scored they must return to their goal line to restart the game.
- If a mistake is made e.g. they drop the ball, the team must return to the goal line and start again.

Modifications

- Increase or decrease the size of the playing area or time per attack.
- Limit the number of tags allowed before they are required to restart at the goal line.

Modified Scoring system to enhance support play

- 1 point for a try - plus 1 x bonus point for an offload within 10 metres and 2 x bonus points for offloads within 5 metres of the try line.
- If no passes are made within 15 metres of the try line then the score does not count. (This prevents run away tries and encourages support play and offloading).

Questions

1. What does supporting play look like in this game?
2. Who do you have to support and how can you do that?
3. What other strategies will help your team to score more points in the time-frame?
4. What strategies can you employ as a defending team to minimise the effectiveness of an attacking team who supports their ball carrier well.

Friendship and Relationships

1. What are some ways that you have had your friends support you?
2. When do you think your friends can best support you?



GAME 2: TEAM TAG BALL

Movement Concepts/skills

Passing and catching a rugby ball while attempting to tag the opposition team players.

Set up

- Divide players into equal teams of around 6 players and set up enough small games as you have space.
- Bands enough for everyone in the game and a rugby ball.

Activity

- One team passes the ball between themselves until the person holding the ball is close enough to tag an opposition player.
- The ball may not be thrown at the players.
- No contact or running with the ball and you can't tag the same person two times in a row.
- The winning team is the team who tags the most players in a set time.

Modifications

- When tagged players can go to an area to complete a ball familiarisation activity before returning to the game.
- Change the playing area size by either increasing or decreasing the size.
- Include a second ball.
- Allow 2 - 3 paces.

Questions

Attacking Team

1. Where is the best place to try and force a tag?
2. What can you do to support the ball carrier to help tag opposition players?
3. What else can you do to speed up the tagging of the other team's players?
4. How can you support the ball carrier in this game?

Defending Team

1. Describe (demonstrate) some effective movements you can use to avoid being tagged?
2. What are some different strategies you can use as a team to make it harder for the attacking team to tag your team members? Trial different ideas suggested by the students to determine the most effective ones.



GAME 3: FIVE PASSES

Movement Concepts/skills

Moving into spaces to effectively support your team mate to catch the rugby ball.

Set up

- Two teams of 4 - 6 players.
- 15m x 15m marked playing area (or larger for bigger groups).
- Option to use court or grass area.
- Rugby ball and team bands per game.

Activity

- Attacking team scores a point after successfully passing a pre-determined number of passes (e.g. 5 - 10. Vary according to age and stage of competency) successfully without it being intercepted.
- Initially the ball carrier cannot move with the ball but add movement in later (see modifications).
- Defending team puts pressure on the ball by defending approximately 1 metre away. No contact.
- Possession changes:
 - Ball is dropped
 - Ball goes out over the sideline.
 - A point is scored successfully.

Modifications

Scaffold any of the following modifications into the game as students demonstrate competencies:

- Attacking team is given a time limit to see how many passes they can achieve successfully. Defending team scores a point for every intercept or error they force e.g. ball goes outside of the playing area. Use the first score as the baseline for improvement and discuss with students how they can improve their scores. Address both skills and tactical understandings through questioning.
- Ball can be placed on the ground after each catch before passing it.
- Allow players a limited number of steps with the ball to improve support play.
- The ball carrier cannot pass it back to the person who passed it to them.

Questions

Attackers

1. How can you best support your teammates to help successfully pass the ball to score points?
2. What factors might influence your decision as to who to pass it to?
3. How can players without the ball help the player with the ball?
4. What are some different ways you can communicate with your team mates to improve the chances of making a successful pass?

Defending

1. What are the main roles of a defender?
2. What different ideas have you got on how to fulfil each role during the game? (Think about putting pressure on the person with the ball as well as intercepting).
3. When defending, what makes it difficult/easier to intercept the ball?
4. List the different elements of an effective defender?

GAME 4: HOOP BALL

Movement Concepts/skills

Moving into spaces to effectively support your team mate to catch the rugby ball.

Set up

6 - 8 players per team playing in 1/3 - 1/2 court area with 4 hoops.

Activity

- Teams aim to pass the ball to a teammate when in a hoop to score a point.
- Players are only allowed to stand inside the hoop for no longer than 3 seconds and cannot return to the same hoop twice in a row.
- The defending team swaps onto attack if they intercept the ball.
- Ball is thrown in from the edge if it goes out, but cannot be thrown directly to someone standing inside a hoop.
- Players can either run with the ball or be required to remain stationary. Explore both options, or limit the number of step they can take.
- No contact.

Modifications

- To encourage inclusiveness, ask the players how they can ensure everyone is included in the game. (E.g. it might need to be caught by everyone before a point can be score or consecutive points cannot be scored by the same person standing in a hoop.
- Increase or decrease the playing area of number of hoops.

Questions

1. What are some key elements that will help you pass/catch the ball successfully? (Review passing and catching techniques and frame questions around observations during the games).
2. When is a good time to try and score, and when is it too risky? What other options might be safer? What factors might influence your decision-making?
3. When is a long (or short) pass a better/riskier option?
4. What can you do to support the ball carrier?



THE GAME: RIPPA RUGBY

HOW TO PLAY RIPPA RUGBY

www.youtube.com/watch?v=EA9ngtRFISE

Better still: www.smallblacks.com/rippa-rugby

Progression Idea: Begin with walking version as students are learning the game.

RIPPA RUGBY LAW

1. Playing Area

- 1.1 The playing area should be approximately 60 metres in length and approximately 30 metres in width.
- 1.2 The playing area should be clearly marked.
- 1.3 The number of players on a team will be the only people entitled to be on the playing area during a game. Coaches, substitutes and spectators must not be on the playing area during a game.
- 1.4 The 'try-scoring area' (in-goal area), should be five metres deep from the try line and clearly marked with cones (if possible).

2. Duration of Play

- 2.1 A game should be made up of two halves of seven minutes each. You can also have four quarters if you like.
- 2.2 There should be a two-minute interval between the two halves.
- 2.3 After half time the teams will change ends.
- 2.4 A half can only end at the next stoppage in play after seven minutes.
- 2.5 A half cannot end on a penalty. If a penalty is signalled the team awarded the penalty shall be entitled to a free pass and the game will continue until the next stoppage in play.

- 2.6 A rip is not a stoppage in play.

3. NUMBER OF PLAYERS

- 3.1 Ideally there will be ten players in each team.
- 3.2 Rippa Rugby is played between teams of equal numbers of players. Girls and boys can play together in Rippa Rugby.
- 3.3 Games are best played with seven players on the playing area at any one time.
- 3.4 Games are best played with three reserves.
- 3.5 Except in the case of injury or a sending off, every player must play at least one half or two quarters of each game.

4. SUBSTITUTES

- 4.1 Substitutions must be made at half-time or quarter-time except in the case of injury defined in 4.2.
- 4.2 An injured player can be substituted but only once the injured player has left the playing area. Any substitution of an injured player must be approved by the referee, and an injured player who has been substituted cannot re-join the game.
- 4.3 Players who are substituted at halftime may re-join the game when replacing an injured player under Rule 4.2.

5. REFEREES

- 5.1 The referee for each match should be appointed by an agreement with both teams.
- 5.2 The referee should have a whistle.
- 5.3 The referee will shout, "PASS!" when a rip has been made, and "TURNOVER!" after a sixth rip.

5.4. The referee will blow the whistle to signal the start of the two halves or four quarters and when play is to stop.

5.5. The referee will signal to the team who is starting with a free pass by pointing with an outstretched arm towards that team.

6. THE RIPPA BELT

6.1. The belt is adjusted to fit the waist of the player and fastened so that two flags hang one from each side (33cm x 5).

6.2. Velcro attaches the flags so they are positioned one on each hip.

6.3. Care needs to be taken to ensure that the tail of the belt is tucked away.

6.4. Each team is distinguished by the colour of the flags they wear.

6.5. The belt must be worn outside the clothing, shirts tucked in and flags free so they can be ripped off.

6.6. If a player accidentally loses a flag when they have the ball, the game will be stopped to allow the player to replace the flag. Once the flag has been replaced the game will restart with a free pass by the player in possession. The stoppage will not count towards the rip count.

7. ATTACKERS

7.1. The ball carrier cannot fend defenders off using their hands, or the ball.

7.2. The ball carrier cannot guard or shield their flags in any way. A player can spin once (360) in a movement (no helicopters - more than one spin per movement).

8. DEFENDERS (RIPPERS)

8.1. There is no contact in Rippa Rugby. Defenders (Rippers) ripping the flag off the belt of the ball carrier stops the ball carrier's progress.

8.2. Defenders (Rippers) cannot physically touch the ball carrier.

9. STARTING PLAY

9.1. One team starts each half, or quarter of the game, from the centre of the field with a free pass.

9.2. When a try is scored, the non-scoring team starts at the centre of the field with a free pass.

10. FREE PASS

10.1. To make a free pass, the player making the pass starts with the ball on the ground, moves the ball slightly forward using the side of their foot, then picks up the ball and passes the ball backwards to a member of their own team.

10.2. The Defenders (Rippers) must remain five metres back from the player making the free pass. They cannot start moving forward until the ball leaves the hands of the player making the free pass.

10.3. A free pass is also used to restart play at any time that play has halted and needs to be restarted.

10.4. If the ball travels out of the field of play, the game is restarted with a free pass to the side that was not the last side to touch it inside the field of play just inside the playing area, at the point where the ball travelled out of play.

10.5. Free passes cannot take place less than five metres from the try line.

10.6. A free pass is also awarded to the non-offending team when their opposition infringes the rules, such as a forward pass, an offside or for not returning the flag to the ripped player.

11. RIP

- 11.1. To complete a rip one of the two flags from the ball carrier's belt must be removed.
- 11.2. The only person who can be ripped is the ball carrier.
- 11.3. The Defender (Ripper) must stop, hold the flag above their head and shout "RIP!"
- 11.4. The ball carrier must then pass the ball immediately (within three strides). He or she does not stop, return to the mark or roll the ball between their legs.
- 11.5. Six rips in a row leads to a turnover in possession.
- 11.6. After the ball carrier has passed the ball the Defender (Ripper) must hand the flag back to the player who then reattaches it to their belt before they re-join play. If either of these players doesn't adhere to this, they will be penalised and a free pass will be awarded to the non-offending team at the place of the infringement.
- 11.7. If a player is ripped before the try line and doesn't pass before they get over the line, they restart play five metres out from the try line with a free pass.
- 11.8. Restarting the rip count occurs when there is a turnover or when either team is penalised.

12. KNOCK ON

- 12.1. When a player knocks the ball towards the opponents' try line and does not regain control of the ball before it touches the ground, another player or the referee, a free pass is awarded to the non-offending team unless an advantage can be played.

13. OFFSIDE

- 13.1. Offside only occurs at a rip.
- 13.2. When a rip is made, all players from the Defender's (Ripper's) team must get back until they are behind where the rip was made. Failure to do so, results in a free pass to the team in possession and the rip count will restart at zero.
- 13.3. If a player is offside and they intercept, prevent or slow down a pass, they will be penalised and a free pass will be awarded to the non-offending team, unless an advantage can be played.

14. PASSING THE BALL

- 14.1. The ball can only be passed the ball carrier in a backwards direction.
- 14.2. Attackers must not pass the ball forward; towards the Defenders' (Rippers') try line.
- 14.3. Attackers cannot hand the ball to another Attacker.
- 14.4. A free pass will be awarded to the opposition if an Attacker passes the ball forward or hands the ball to another Attacker.
- 14.5. If the ball is not caught to conclude a pass but is not knocked on, play can continue.

15. KICKING

- 15.1. There is no kicking of any kind in Rippa Rugby.



16. ADVANTAGE

- 16.1. Not stopping the game when an infringement happens is called 'advantage'.
- 16.2. Referees should play 'advantage' to the non-offending team if there is any chance that they may be advantaged by there being no stoppage in play. For instance, if the team gets the ball or retains the ball in circumstances that are more favourable than if a free pass was called.
- 16.3. The referee should call 'advantage' followed by 'play on' if an advantage is deemed by the referee to occur.
- 16.4. If no advantage occurs within a reasonable period play restarts with a free pass.

17. GOING TO GROUND

- 17.1. Subject to 17.2, if the ball carrier intentionally goes to ground or a player dives on the ball, a free pass is awarded to the opposition.
- 17.2. Players can dive for a try or dive on the ball for a try.

18. FAIR PLAY

- 18.1. All players must play games in a positive spirit following the principles of good sportsmanship.
- 18.2. In instances of verbal abuse, physical abuse, poor sportsmanship, intentional offending, persistent re-offending or any other offending deemed necessary, a referee may send a player from the playing area.
- 18.3. If a player is sent from the playing area by the referee under 18.2 they must remain off for the remainder of that game. However, that player can be replaced by another player who has not been sent off.
- 18.4. There shall be no intentional physical contact between players.



KID'S
REFLECTIONS



I'm a Little Rippa Rugby Skill

Name: _____

Date: _____

- Find a picture which illustrates one of the skills required to play Rippa Rugby.
- Paste it onto the page below.
- Label your presentation with the name of the skill you are explaining.
- List at least 4 elements required to execute the skill effectively.

PICTURE OF YOUR RUGBY SKILL

CRITICAL ELEMENTS REQUIRED TO:

- 1.
- 2.
- 3.
- 4.

You're the Star

RIPPA RUGBY SELECTED TECHNIQUE/SKILL VIDEO

We are going to explain how to : _____

Step 1: Your Assignment

Your film crew must create an instructional video that is no longer than 2 minutes. The video must focus on how to perform a technique or skill (Ovens & Smith definition 2006) required to play "Rippa Rugby". All groups members must be involved in the process of making the video.

Step 2: List the Names of the People in Your Film Crew

Step 3: Critical Elements for your "Little Rippa" Rugby Technique/Skill

Your instructional video must identify 4 critical elements to earn a 4-star rating. Take a moment as a group and list the critical elements that you will include.

- 1.
- 2.
- 3.
- 4.

Step 4: Come Up With Your Story Idea and Rehearse

Create your skit for the instructional video, see ME (your teacher!!) to get any equipment you might need to practice this.

Step 5: Skit Review

Find ME (your teacher) and perform your instructional video skit before going to "Step 6"

Step 6: "Take One" Video Scoring Rubric

When you are ready to roll you will be directed to the "movie set" area where you can video your skit.



- * * * * At least 4 critical elements for your chosen "Little Rippa" skill focus are clearly demonstrated and explained in the instructional video including reference to the "techniques" required to perform the skill. (Note the difference between Techniques and skills)
- * * * At least 4 critical elements are explained for a technique or a skill and all are clearly demonstrated in the instructional video.
- * * At least 4 critical elements on how to perform a technique are explained and demonstrated in the instructional video but it lacks connection to a skill.
- * Different elements that make up a technique are included but explanation and/or demonstrations lack accuracy in the instructional video. No connection to a skill.

Tips to Developing a Positive Demeanour

TIP	CHALLENGE	COMMENT
LISTEN before you talk	Make a list of ways you can show respect and caring.	
WAIT before you react	Think of a time when you were sorry for what you said or did. How could you handle that situation better next time?	
Be prepared to APOLOGISE	Saying sorry can often be difficult. When do you find saying sorry the hardest? What could make saying sorry easier?	
Avoid BLAMING others	Think of a time when someone blamed you (or you blamed someone else) for something. What could have you done to help fix the situation?	
How can I HELP?	List some ways that you could help when: A friend is having an argument with a friend. The teacher is clearly annoyed with the class's behaviour? An adult you live with is rushing around trying to get the house tidy for some visitors that are due?	



Practical Tips To Help You Put In Your "BEST EFFORT" In Everything

Make a list: Write down what you need to do. Tick them off when you've finished.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



Plan Your Week

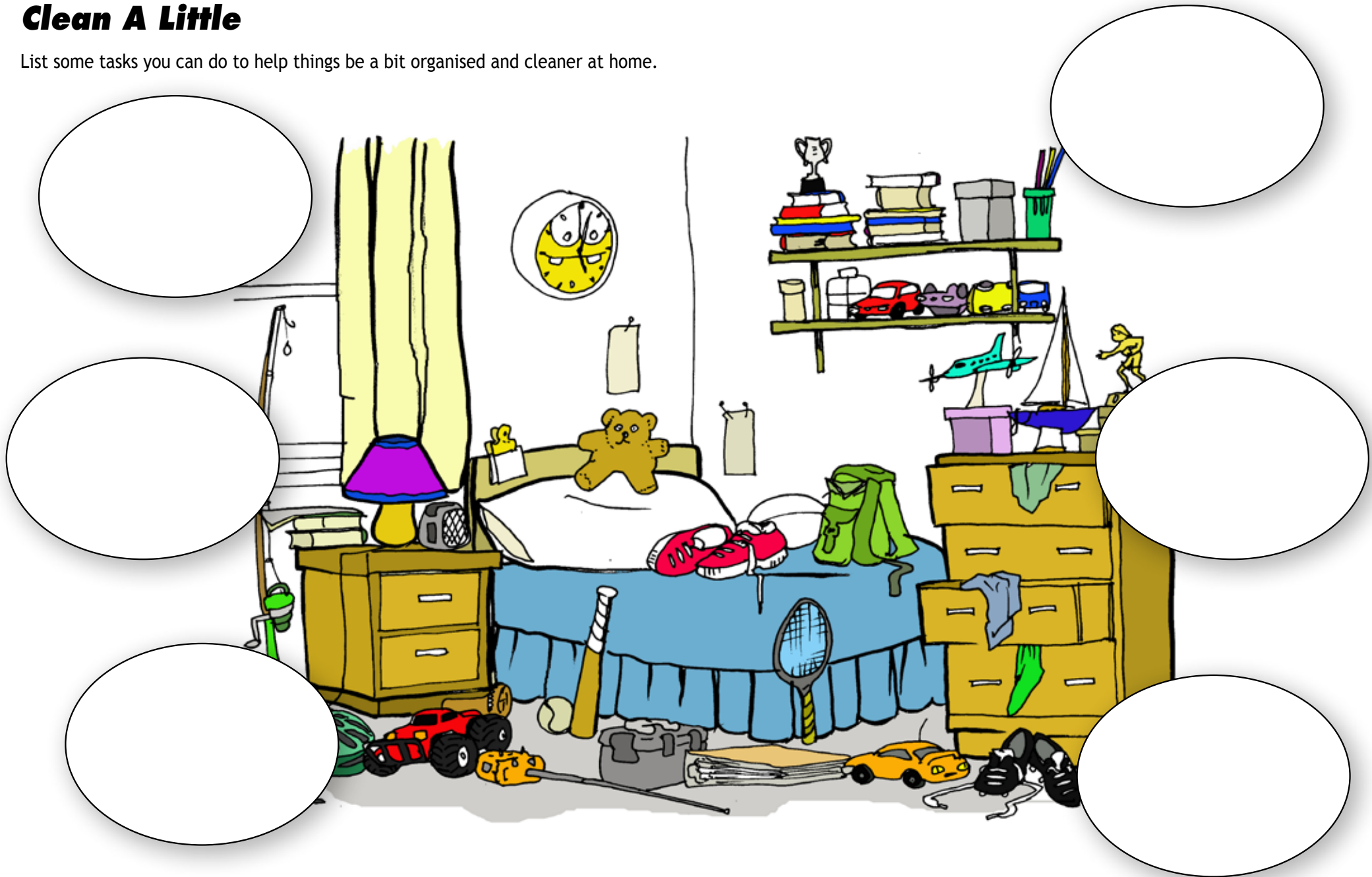
Know when things are due and what tasks you need to do to finish them. Include school, home and recreation tasks

A spiral-bound weekly planner with a blue cover and a white page. The page is divided into seven vertical columns, each representing a day of the week. The columns are labeled at the top with a dark green header bar containing the following text: MONDAY, TUESDAY, WEDNESDAY, THURSDAY, FRIDAY, SATURDAY, and SUNDAY. The planner has a silver spiral binding at the top.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

Clean A Little

List some tasks you can do to help things be a bit organised and cleaner at home.

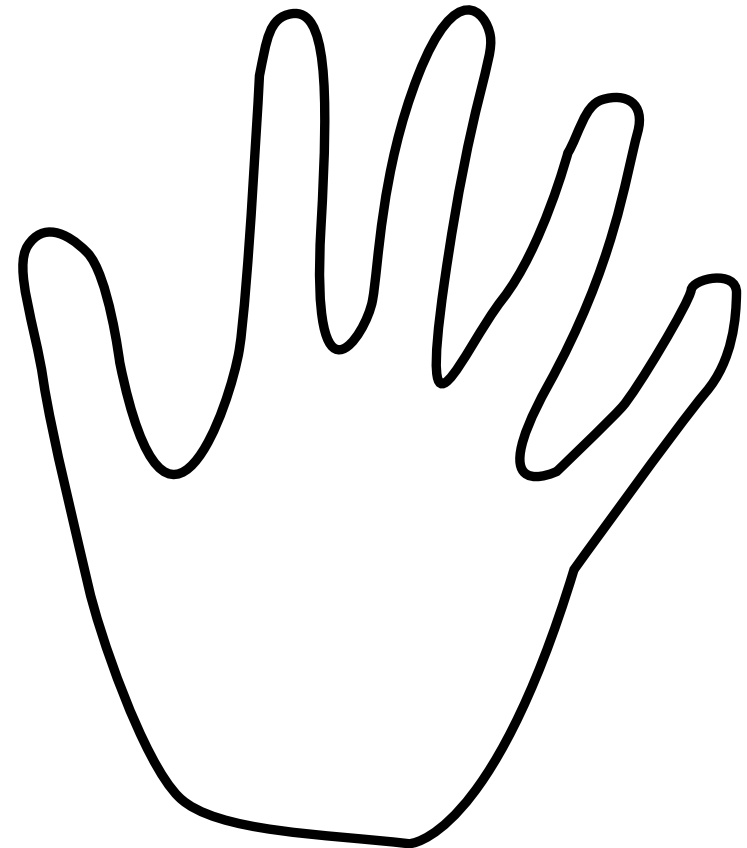


Whoops and Yahoo!



What mistake have you made recently?
(Write this in the palm of the handprint)

How do you feel when you make a mistake?
(Write this in the fingers)



When is the last time you give a Hi-5 to someone? What was it for?
(Write this in the palm of the handprint)

How do you like to celebrate?
(Write in the fingers)

100%

HOW WILL YOU KNOW WHEN YOU'VE PUT IN YOUR BEST EFFORT?

WHEN DO YOU FIND IT EASY TO GIVE 100%?



WHAT FEELINGS DO YOU THINK YOU WILL FEEL WHEN YOU'VE DONE THIS?

WHEN DO YOU FIND IT DIFFICULT TO GIVE 100%?

WHAT DO YOU THINK HELPS YOU TO GIVE 100% IN EVERYTHING YOU DO?

I Can't!!

Write a sentence about something you can't do but would like to be able to do.

I can't _____

Now write the same sentence but this time finish it with the word YET.

I can't _____, _____!

FILL IN THE CHART BELOW BY THINKING OF THINGS YOU CAN AND CAN'T DO!



I CAN	I CAN'T

My Dreams

LET YOUR THOUGHTS FLY AND WRITE DOWN YOUR DREAMS!



Simple Goal

NAME _____

In one sentence clearly state the goal you want to achieve.

My goal is to _____

Who could help you to achieve your goal?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Where will you need to go to achieve your goal?

When do you want to achieve this goal?

What obstacles might you need to overcome?

Why do you want to achieve this goal?

How will I know when I have achieved my goal?

How can I track and measure my goals?



Daily Log

Record your thoughts around how you think you are going with achieving your goal.

Write these quotes somewhere on this page.

Remember Nehe Milner-Skudder said, "*Set goals and work every day.*" "*Check every day that you are on track.*"



Achievable Goals

OBSTACLES I MIGHT COME ACROSS	I CAN OVERCOME THIS OBSTACLE BY

CHECK OUT YOUR MOTIVATION:

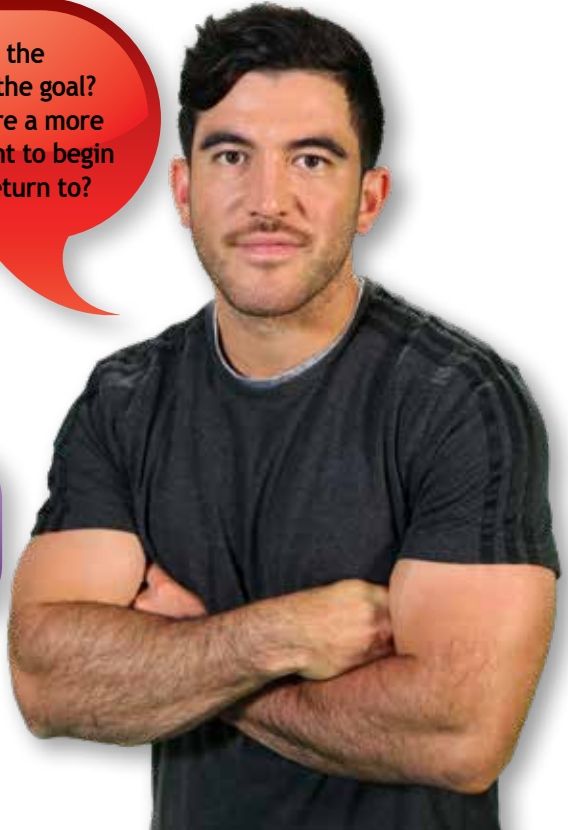
To ensure you are motivated to achieve your goal answer these questions.

1. Do you really want to achieve this goal? YES/NO
2. Are you willing to make the changes necessary to achieve your goal? YES/NO
 - List the changes you think you are going to have to make to achieve your goal.

Step 1 and rewrite your goal. Your commitment and goal should match up!

Are you willing to make the changes needed to achieve the goal? If yes continue. If not, is there a more achievable goal that you want to begin working towards first and return to?

Be totally honest with yourself around the changes you are willing to make to achieve your goal.



Time

SETTING A TIME LINE WILL HELP YOU TO ACHIEVE YOUR GOAL.

When you don't you can lack the motivation or internal push that a time line gives you and achieving it often fails.

Set some benchmarks along the way. If your goal is a long-term goal, break it up into smaller bite size goals.

On the timeline below start with today's date and end with the date when you hope to achieve your goal!

Set benchmarks along the way.

A large horizontal arrow-shaped box with a blue border on the left and a green border on the right, pointing to the right. The word "Date" is written in blue at the bottom left corner, and the word "Goal" is written in green at the bottom right corner.

Include as many benchmarks as you think you need to.

As part of your daily log answer this question to help you stay on track:

1. What can (or did) I do today to reach my goal?

At the beginning of each week answer this question:

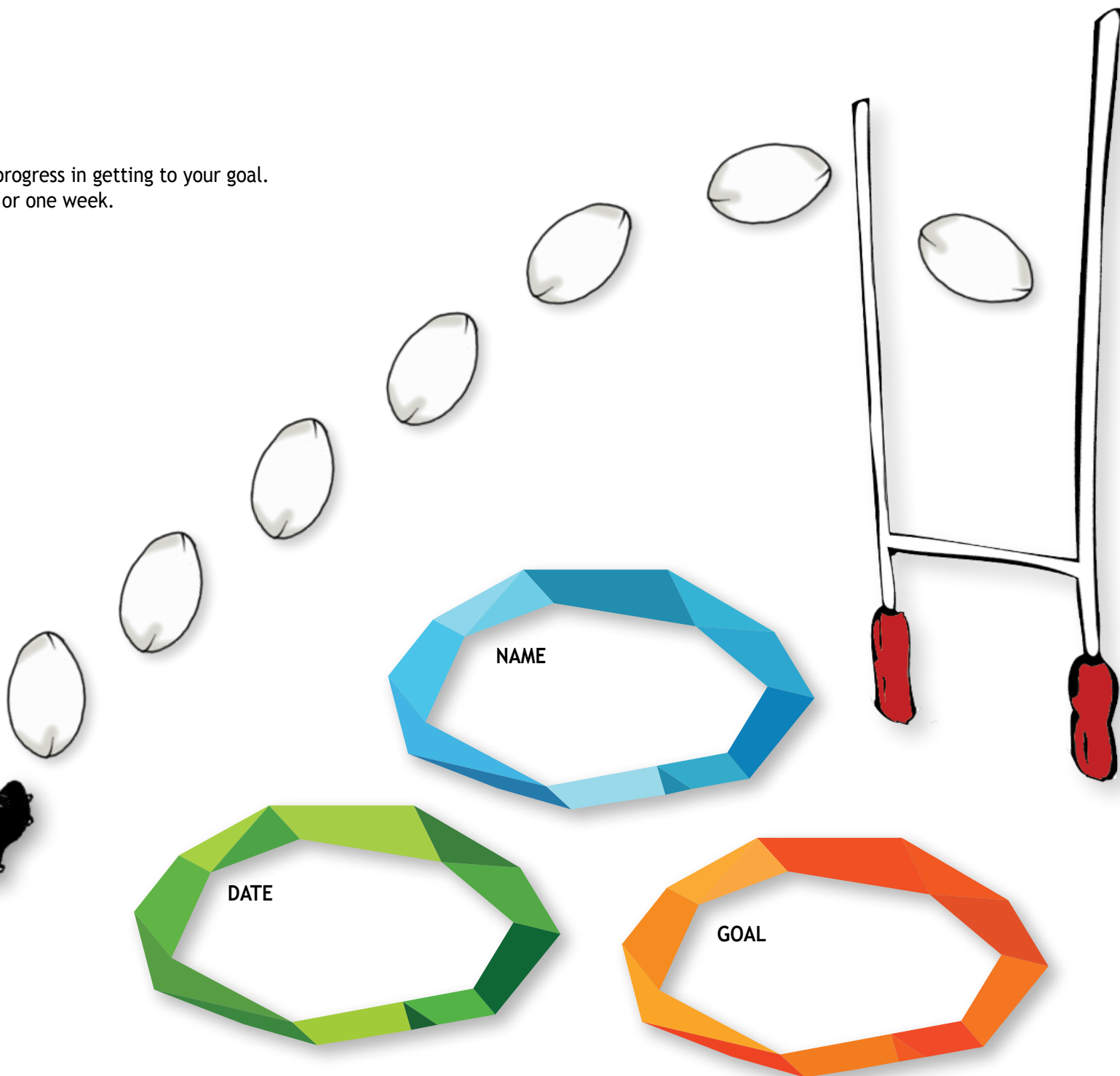
2. What can (or did) I do this week to achieve my goal?

Celebrate: How do you want to celebrate when you achieve your goal?



Progress Chart

Colour in the balls to map your progress in getting to your goal.
Each ball can represent one day or one week.



Creating a Movie in Your Head / Visualisation Practice

1. Write down something you find difficult and you'd like to improve on by completing the sentence.

I find _____
difficult to do.

2. Write down something you'd like to do better at.

I would like to get better at:

3. Why do you want to get better at this?

I want to get better because:

Step 1 Repetition

Take time to see yourself performing the task successfully.

Repeat this "movie" over and over in your head.

Step Two: Be the Star

See yourself "doing" it ... don't just watch yourself doing it.

- Describe what you look like:

- Describe what it might feel like:

Step Three: Practice

Push the "Repeat" button and play the movie over and over in your head.

Step Four: Write It

Write down exactly how you are going to do this in smaller chunks.

Step Five: Imagine Every Step

Imagine every step along the way. Write down what success would be like using the 5 senses.

When I am successful it will ...

- Look like:

- Feel like

- Sound like



I sometimes feel nervous when I ...

1. _____

2. _____

3. _____

4. _____

5. _____

I have learnt that the next time I have “butterflies” in my stomach because I’m nervous the following can help me.

Excuses

What is the difference between an excuse and a reason?

IDENTIFY WHETHER THE FOLLOWING SITUATIONS ARE AN EXCUSE OR A REASON. BE ABLE TO EXPLAIN YOUR ANSWERS.

IDENTIFY WHETHER THE FOLLOWING SITUATIONS ARE AN EXCUSE OR A REASON. BE ABLE TO EXPLAIN YOUR ANSWERS.	REASON OR EXCUSE?
I made lunch because I was hungry.	
I stopped off at the local takeaway shop even though I know it's not on my healthy eating diary, because I'd had a busy day.	
I didn't get my homework finished because I was too tired and I went to bed early.	
I didn't eat my lunch at school because I was too busy playing with my friends so I threw it out when I got home.	
I couldn't finish my project last night because my cousins came over.	
I knew I was right so I didn't research the answer to the question.	

Winners admit when they're wrong and make changes, while losers blame others or make excuses.

When was a time you've used an "excuse" and what were the consequences?

EXCUSE	CONSEQUENCE

How could you change your excuse to a reason next time?



Strengths and Weaknesses

NAME:

STRENGTHS AND WEAKNESSES CHART TO HELP ME BECOME BETTER THAN BEFORE

Strengths Everyone's good at some things, and I'm good at ...	Weaknesses A chance to improve myself to become " <i>Better than Before</i> ".	Changes I can make changes to become " <i>Better than Before</i> ".	Things to Accept Because I can't change them.



Turning Negative Statements into Positive Ones

The following comments were negative ones made by Rugger in his team talk as well as other negative quotes from other Rugger Tales videos.

Rewrite these statements into a positive one that encourages and empowers and doesn't create negative thoughts. Add extra statements of your own.

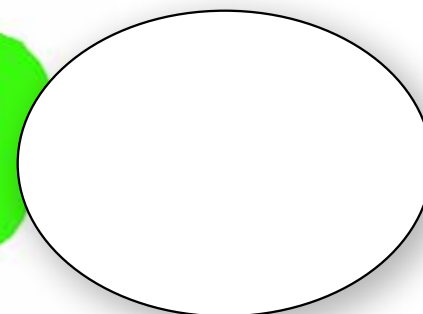
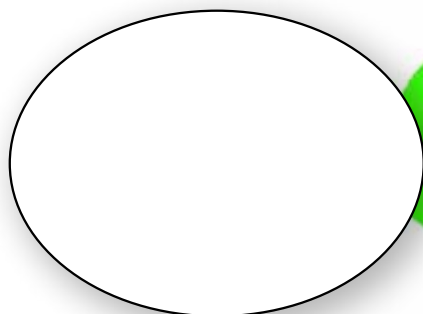
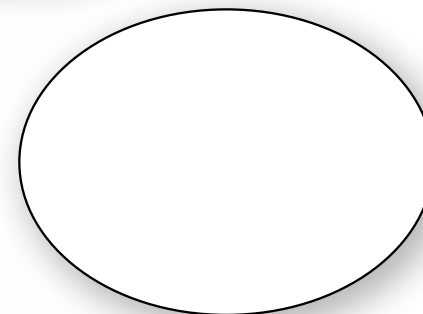
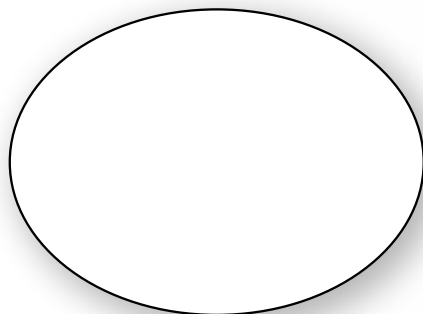
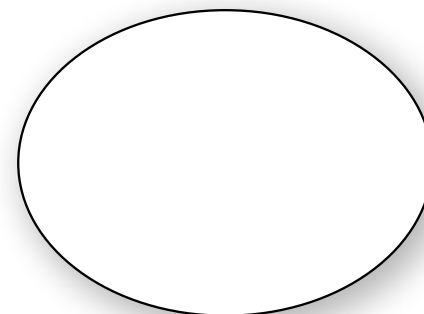
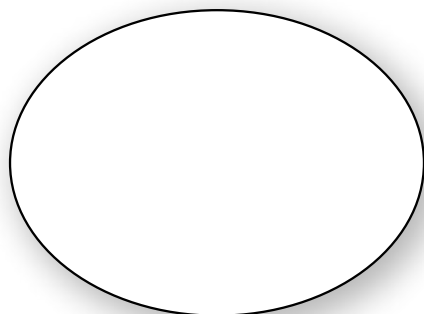
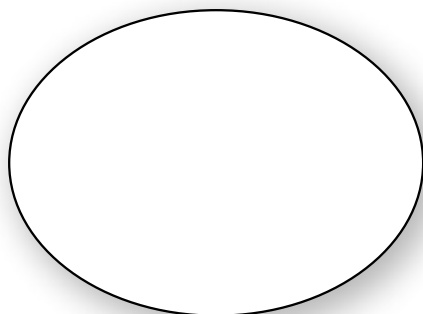
NEGATIVE COMMENTS ... USE THIS IDEA UNDER FOUR FINGERS AND FOUR EYES SECTION	REWRITE THE NEGATIVE COMMENTS POSITIVELY
"Alice, don't drop all those balls like you did last week." Rugger to Alice.	
William, don't miss that tackle like you did last week." Rugger to William.	
"Webb, why don't you go and play in the mud and try not to get in the way". Rugger to Webb.	
"Don't be too sure of yourself young lady. Concentrate!" Coach to Alice.	
"Crickey William! You've got teammates for a reason, use them!" Coach to William.	



A Leader

As Captain of the All Blacks, Richie McCaw is said to have never said anything negative about his players. Instead he inspired them to be great.

Write down your thoughts on how you can be a leader and inspire not only yourself through positive thoughts but also through speaking positively to your friends.



Friendship

What are some things you could be doing that will help you to develop more positive relationships with friends, teammates or in class?

Diagram illustrating the layout of the worksheet. It features a central cartoon illustration of two yellow characters shaking hands. The character on the left has dreadlocks and is wearing a black shirt and shorts. The character on the right has curly hair and is wearing a red shirt and white shorts. Surrounding the illustration are ten empty circles arranged in a ring, intended for students to write their ideas.

HELPFUL

HONEST

LIKES TEAMWORK

GOOD WITH NUMBERS

GOOD AT SPORT

LIKES READING

DETERMINED

RESPECTFUL

BRAVE

CONFIDENT

LIKES HOMEWORK

GOOD IN WATER

FAST RUNNER

POLITE

LEADER

WILL LISTEN

INSIDE BACK COVER

VIDEO RESOURCES

RUGGER TALES

A big I for Alice = <https://www.youtube.com/watch?v=GZN83reaAZ8>
Who is keeping the score? = <https://www.youtube.com/watch?v=aRH78hfJ5-c>
Team talk = https://www.youtube.com/watch?v=HWzu_Tjk6Go
Practice makes perfect = <https://www.youtube.com/watch?v=c9IDGO55WQI>
Filling the engine = https://www.youtube.com/watch?v=GlcXwZ_W-ag
The bigger they are = <https://www.youtube.com/watch?v=ZgH9hk7Hcwo>
Temper explosion = https://www.youtube.com/watch?v=oY3s_qyzSqc
Mud and glory = https://www.youtube.com/watch?v=DIT830iq_FU
Movie in my head = <https://www.youtube.com/watch?v=qUzrGyB51yQ>
Stretch = <https://www.youtube.com/watch?v=YjE5oolNQgw>
Don't be a fungus = <https://www.youtube.com/watch?v=dbh3eCz-enE>
Boots Tales = <https://www.youtube.com/watch?v=jbrg2zY3ie4>
Cheating yourself = https://www.youtube.com/watch?v=q8COt_FglC4
Butterflies = <https://www.youtube.com/watch?v=VhN6qarRwqY&t=16s>
Don't say that word = <https://www.youtube.com/watch?v=mfHLMC4mtzc>
Four fingers and four eyes = <https://www.youtube.com/watch?v=fv7iEpO-B-0&t=17s>

KIERAN READ

Integrity = <https://youtu.be/tUKBcpsORm8>
Influence = <https://youtu.be/hD3tj8LBxBc>
Balance = <https://youtu.be/iF8LH0cYNTE>
Disappointment = <https://youtu.be/M1Nlpo7wyAg>
Patience = <https://youtu.be/099oSxgEI98>
Courage = <https://youtu.be/Mup5Fc0eMR0>
Leadership = <https://youtu.be/6KblzU73KXo>

NEHE MILNER-SKUDDER

Mentors and goals = <https://youtu.be/Yt4jto5o5eQ>
Perseverance = <https://youtu.be/ntP5t9lhA0Q>
Balance = <https://youtu.be/lc2feXhntNw>
Being thankful = https://youtu.be/2j_E-YyWuMo
Best I can be = <https://youtu.be/i7lico-5v5o>
Enjoyment = https://youtu.be/syaM_Ld-lI0
Leadership = <https://youtu.be/hIV4vqXM4P4>
Loyalty = https://youtu.be/BLwh_e3Vvh0
Patience = <https://youtu.be/vsXaaHihODo>
Respect = <https://youtu.be/M55rCqgfiPw>
Being a role model = <https://youtu.be/iZFRlv7QCXY>



This unit is a one-stop teacher's resource that allows the teacher to utilise a number of methods to develop confidence and form values for students in a number of rugby related activities.

