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| ***Class:*** year 6 |
| ***Lesson:*** tag rugby week 5: set pieces |
| ***Lesson Objective:***To be able to understand and apply knowledge of basic set pieces in tag rugby. |
| ***Resources:***Rugby balls x15Cones x10 of each colour Bibs x15 |

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| ***Warm Up:***Self-lead warm up: the students will help come up with ideas of how to warm up safely and correctly, including static and dynamic stretches. **Coaching Points:**Speaking/listening skillsIncrease HR Prepare body for exercise***Safety Points:***Spacial awareness Environment checkedEquipment checked |
| ***Main Activity: (Including teaching/Coaching Points/Include any diagrams)***1. Recap of last week’s lesson, then an explanation/demonstration how to form a basic line out shape on how ensure they work efficiently.
2. In groups work on how to set up a line out and practise to get it efficient.
3. Game related: line out races- coach shouts a number 1-4, that person catches the ball, then must run to end zone, points for the winners.

Recaps of each part of the session and also ABC’s throughout. **Coaching points:**Position of hands on catchTeamwork Understand of each person role in a line out Communication ***Safety Points:***Spacial awareness Environment checked Equipment checked |
| ***Warm Down***:Self-lead cool down: students will be asked for ideas of how to cool down correctly, moving freely. **Coaching Points:**Lower HRReduce lactic acid Help bring them down to a rest to prepare for remaining lessons.***Safety Points***:Spacial awareness Environment checked.  |
| ***Plenary:***Working/ revising each section of tag rugby, insuring complete understanding of how a line out works and each person job within the lineout. The following lesson will recap dribbling and passing to improve techniques.  |

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| RED: they are able to complete the basic tasks within the session but requires constant help or 121’s. They however are unable to complete many other tasks.  |
| AMBER: they should be able to work through each section of the session without much help or assistance and have a competent understanding of how the line outs work.  |
| GREEN: they should be able to excel at each part of the session, and are giving help the lower abilities (red) to progress into the next level.  |