

The Department for Education and Skills, Rugby Football Union, Rugby Football Union for Women and Rugby Football League gratefully acknowledge the contribution of the following in the production of Tackle Learning:

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Tackle Learning Introduction



Tackle Learning

A rugby focussed educational resource pack for schools and rugby clubs

department for
education and skills
creating opportunity, releasing potential, achieving excellence



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Forewords

Department for Education and Skills

I am very pleased to be able to introduce you to 'Tackle Learning', a product of my Department's *Playing for Success* initiative and its partners.

'Tackle Learning' is a valuable curriculum resource which harnesses the motivating energy and environment of Rugby Union and Rugby League to make learning fun and imaginative and encourage the practical involvement of rugby clubs.

The versatility of these materials means that they can be used not only in *Playing for Success* study support centres, but also in schools and rugby clubs, to help pupils get up to speed in the key skills of numeracy, literacy and ICT. They will encourage and cement partnerships between *Playing for Success* centres, schools and rugby clubs, at every level of the sport, while also stimulating active interest in the game.

At the heart of 'Tackle Learning' is partnership. It is a partnership between both codes of rugby – both already renowned for their work in the community – now coming together for the first time to produce this unique resource.

It is also a partnership between my Department and the private sector, working together towards a common goal of improving educational standards, and I would like to thank Zurich for their valuable support in developing the materials.



The power of sport as a motivator in education has already been demonstrated through the *Playing for Success* initiative, and I am sure that 'Tackle Learning' will help to build on the outstanding results that the initiative has already achieved.

Finally, I would like to offer my thanks to all those who have been involved in the production of 'Tackle Learning' for their commitment, imagination, and sheer hard work.

Charles Clarke

Secretary of State, Department for Education and Skills

www.dfes.gov.uk/playingforsuccess

Activity Number		Numeracy	Literacy	ICT	DT/Enterprise	Science	Music	Drama/Role Play/Movement	Art	History	Geography	PE/Games	PSHE/Citizenship	Involves a visit to a club	Involves meeting club personnel	School/Centre based activity	Family Learning	Key Skills (see key)					
																		IOL	C	WVO	AON	PS	IT
2.22	Success and failure		•	•				•					•		•	•	•	•	•	•	•		
2.23	I'm hooked on rugby	•	•	•			•								•	•	•	•	•	•	•		
2.24	What's it like to be a rugby player?		•	•											•	•	•	•	•	•	•		
2.25	How big is big?	•	•	•			•	•	•						•	•	•	•	•	•	•		
2.26	The Haka!		•	•			•	•		•	•		•			•	•	•	•	•	•		
2.27	Club colours	•														•	•	•	•	•	•		
2.28	Shirt numbers	•														•	•	•	•	•	•		
2.29	What's the score?	•		•											•	•	•	•	•	•	•		
2.30	How much will it cost?	•		•							•			•		•	•	•	•	•	•		
2.31	I get a kick out of rugby	•		•								•				•	•	•	•	•	•		
2.32	'Game on!'	•		•								•	•		•	•	•	•	•	•	•		
2.33	Organise it!	•	•	•	•							•	•			•	•	•	•	•	•		
2.34	Who'd want to be a referee?		•	•				•					•		•	•	•	•	•	•	•		
2.35	A day in the life...	•	•	•									•			•	•	•	•	•	•		
2.36	The game I'll never forget		•	•						•						•	•	•	•	•	•		
2.37	You've been framed!		•	•				•								•	•	•	•	•	•		
2.38	Don't be bored	•	•	•	•				•				•			•	•	•	•	•	•		
2.39	Press conference		•	•			•	•							•	•	•	•	•	•	•		
2.40	Promoting the club		•	•	•		•								•	•	•	•	•	•	•		
2.41	Welcome .. and here we are today at		•	•	•									•		•	•	•	•	•	•		
2.42	Pigs and rugby balls	•	•	•	•	•										•	•	•	•	•	•		
2.43	A thank you meal		•	•	•	•							•		•	•	•	•	•	•	•		

Key: IT = Information Technology
 PS = Problem Solving
 AON = Application of Number

WVO = Working With Others
 C = Communication
 IOL = Improving Own Learning

The Rugby Football League

The Rugby Football League has a long and successful tradition of working with schools. Through its member clubs and the governing body, a team of Rugby League Community Development Officers actively promote the game within schools and their local communities.

The Tackle Learning pack will therefore help the game to build on our well established school links by integrating the real life excitement and appeal of Rugby League into the school curriculum and after school programmes.

With the nationwide growth of Rugby League, Tackle Learning will help us support the continued grass roots development of the game by establishing innovative and effective working partnerships between schools and their local Rugby League teams.

Richard Lewis

Executive Chairman of Rugby Football League

www.rfl.uk.com

Rugby Football Union

I am delighted to learn that Rugby is playing an increasingly important role in the education of young people. This resource, which links education and rugby, recognises the increasing popularity of the game and that it can serve as a medium for stimulating children's ability to learn.

These Tackle Learning materials are an essential tool for teachers and for out of school hours learning support centres – some of which are based at Premier Rugby Clubs. I am confident that the young people who experience this excellent resource will enjoy these exercises and learn at the same time.

I send my congratulations to all those who have contributed to these materials and to the Department for Education and Skills for their foresight and support in working with the two codes of Rugby. I also wish to thank Zurich for their continued support of the great game of Rugby and for their support of this innovative resource.

Finally, I am especially pleased that the RFU and RFUW continues to develop its social responsibility and is making a greater input into the community as a whole.

Robert Horner

President, Rugby Football Union

www.rfu.com

Zurich

As a committed sponsor of Rugby Union within the UK, Zurich is delighted to join forces with the Rugby Football Union, Premier Rugby, the Rugby Football League, Rugby Football Union for Women and the Department for Education and Skills. The new initiative – Tackle Learning – perfectly matches Zurich’s aim of making a positive contribution to the game, adding real value at grassroots level.

Everyone with a passion for the game of rugby wants to see it continue to grow as a healthy and positive pursuit. Not only in athletic and sporting terms, but also as a part of the fabric of the nation.

Through Tackle Learning and in association with the combined and continued efforts of the RFU, Premier Rugby and RFL’s grass roots programmes, young people will have the opportunity to enjoy the many benefits of rugby whilst receiving an education which is linked to the national curriculum.

Zurich offers sincere thanks to the RFU, Premier Rugby, the RFL, the RFUW and the Department for Education and Skills for providing this opportunity to participate in Tackle Learning and for their considerable efforts in launching the scheme.

James Hill

Corporate Marketing Director, Zurich

www.zurich.co.uk



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 Rob Dunn (*Playing for Success* Centre Manager, Northampton Saints RUFC)
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What rugby has to offer

Rugby is an exciting, visual, fast, free-flowing and often spectacular game, with its roots going back well over 150 years. It is played in over 100 countries, by men and women and children of every race and creed, from age 5 to well over 60. It is a game that welcomes individuals of any and every size and shape who are ready and willing to give it a go. Rugby is truly a 'Life Sport'.

The rugby community is a unique group of individuals (and a group of unique individuals) who dare to try something different. Rugby encourages sportsmanship, discipline, teamwork and FUN!

Rugby invites the individual to explore the concepts of shape, space, measurement and number. It provides a framework in which the individual can develop language and communication skills. It involves scientific principles, and its ethics, codes and tradition give a relevance to life and social skills, promotes citizenship, and sets all of this against a background of time and place. Rugby has much to offer as a starting point for learning activity.

Rugby and Study Support Centres

The origins of *Playing for Success* go back to 1997 when David Blunkett, the then Secretary of State for Education and Employment, announced plans to establish out of school hours Study Support Centres at football grounds. These were initially in Premiership Clubs, but such has been the success of the Centres that study support centres have expanded not only to a large number of Nationwide League Clubs but also to other sports, including 16 rugby clubs.

The Centres focus on raising standards in literacy, numeracy and ICT skills for Key Stage 2 and Key Stage 3 pupils. The specific sport of the host club is used as a curriculum resource and motivational tool. The target groups are those identified by schools

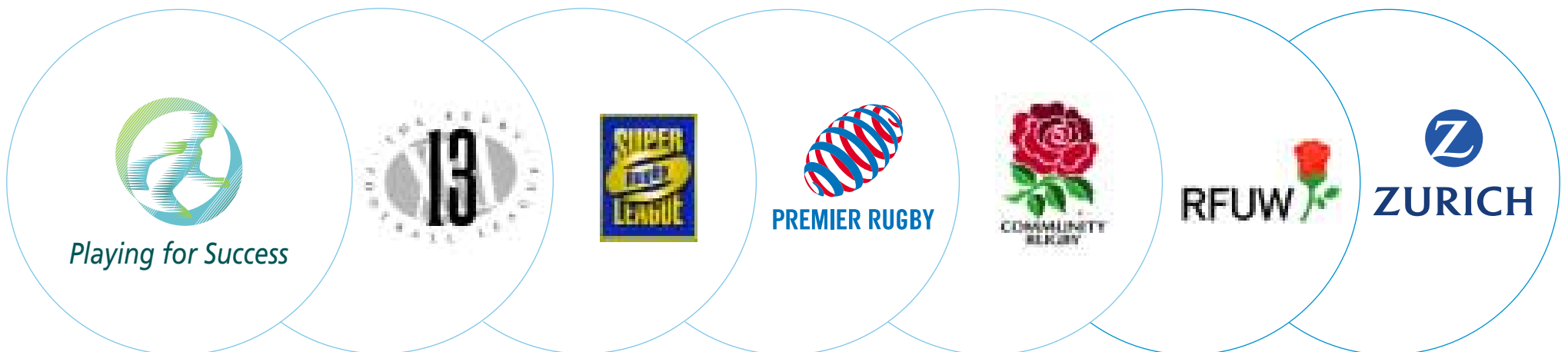
as being at risk of underachievement and may be demotivated. Equipped with state-of-the-art ICT equipment, centres are staffed by a Centre Manager (an experienced teacher) support by tutor/volunteer mentors drawn from the local community.

Playing for Success has proved to be overwhelmingly popular with pupils, their schools and parents. Successive annual evaluations by the National Foundation for Educational Research (NFER) found that pupils made significant gains in literacy, numeracy and ICT and in their motivation to learn.

Rugby Clubs with *Playing for Success* Centres are as follows:

Rugby League Clubs
Batley Bulldogs and Kirklees LEA
Halifax RLFC and Calderdale LEA
Hull FC and Hull LEA
Leeds Rhinos and Education Leeds
London Broncos and Hounslow LEA
Rochdale Hornets and Rochdale LEA
Warrington Wolves and Warrington LEA
Widnes Vikings and Halton LEA
Wigan Warriors and Wigan LEA

Rugby Union Clubs
Bedford and Bedfordshire LEA
Gloucester and Gloucestershire LEA
Leeds Tykes and Education Leeds
Leicester Tigers and Leicester LEA
Penzance/Newlyn Pirates and Cornwall LEA
Northampton Saints and Northamptonshire LEA
Rotherham Titans and Rotherham LEA



Tackle Learning

- Tackle Learning is a collection of educational activities that has been produced to encourage an effective working partnership between schools and rugby clubs.
- Although the activities are targeted at Key Stage 2 and Key Stage 3 pupils, ie pupils aged between 9 and 14, teachers and rugby development officers have suggested the materials may be used in a wider context. (See 'Notes For Teachers').
- Rugby-themed activities are used to promote the development of literacy, numeracy and ICT skills. Inevitably, the activities also feature a range of other curricular subjects, including, drama, music, art, history, citizenship, media, design technology and PHSE. Communication, enterprise and key skills are also integral elements of the activities.
- These materials are merely a collection of suggested activities for teachers and clubs to amend, adapt and develop to suit their own particular needs, interests and locations. They are not pupil worksheets.
- The individual activities can run for as short or as long a period as is considered appropriate. Some are relatively short in content, others can be developed and will run for a number of weeks. This decision is left to those delivering the activity.
- Teachers do not require any basic knowledge of the game to be able to deliver the activities.
- The activities have been written to appeal to all pupils, irrespective of their levels of sporting interest or gender.
- They can be used to support mainstream and out-of-school-hours learning (study support) programmes.
- The activities have been written for use with clubs from both codes (rugby league and rugby union). Support will be looked for from clubs representing all levels of the game.
- Ideally, in the majority of cases, the activities need to be led by a teacher, supported to varying degrees by a representative from a rugby club. Depending on the activity, this might be a player, captain, coach, physiotherapist, committee member or supporter. If a club is unable to support in such a manner, a colleague or friend might be persuaded to role-play situations.
- Most of the activities can be delivered in a school or study support centre. However, some activities require access to a rugby pitch or the ground itself.



Notes for Clubs

1. Background information

These materials have the potential to:

- Raise the profile of rugby and rugby clubs within schools.
- Heighten rugby's profile within families and the community, as parents and carers will inevitably question their children about *'What have you done at school today?'* Some of the activities have the potential to involve families in learning.
- Help pupils and their teachers to develop more of an interest in the game, whilst also becoming more knowledgeable about rugby.
- Be a useful tool for developing more effective working partnerships between clubs and schools. For example, by focussing on rugby-related themes to deliver literacy, numeracy and ICT programmes, the materials will promote the game (and supporting club) well beyond those pupils who simply play for their school or club team.
- Sustain interest in the game, particularly when pupils move from the primary school to the secondary school.
- Involve a whole range of club personnel. The materials do not rely solely on the Club's Community Development Officer or someone who might perform a similar role. The materials look for a full cross-section of Club personnel and/or supporters to help out in different ways. The level of support will also vary from one activity to another. In some cases it might be minimal, in others, more active support might be required.
- Use real life experiences associated with the game of rugby, to help improve attitudes to learning and raise standards of attainment.

2. Using the materials

These materials can be adapted for use solely by club personnel. Schools can also deliver many of the activities without any support from a club. However, where there is a working partnership between clubs and schools, the outcomes for all concerned will be far more effective.

These materials have primarily been written for use in both mainstream schooling and out-of-school-hours learning (study support) programmes.

Tackle Learning is therefore a flexible resource pack that can be adapted to suit the specific needs of clubs, schools and pupils.



3. Approaching schools

If approaching a primary school, your first contact could be:

- The Headteacher.
- Deputy Headteacher or teacher with overall responsibility for the curriculum.
- Teacher(s) with responsibility for literacy, numeracy or ICT.
- A teacher that you might know, as a friend/acquaintance, parent/carer, or club player/supporter. This teacher might arrange for you to meet the Headteacher or person(s) with responsibility for literacy, numeracy or ICT.

Please remember:

- (i) these materials need to be delivered by a teacher with an interest in the specialist subjects listed above. However, it is hoped that the PE teacher(s) would undoubtedly wish to encourage and support their use within the school.
- (ii) if you fail to catch the support and imagination of your first point of contact, don't give up. There may be someone else within the school that might see the potential that these materials offer.

When approaching a secondary school, your first contact could be:

- Deputy Headteacher.
- Head of Year.
- Head of Department for English, Mathematics and ICT.
- Learning Support teacher.
- A teacher that you might know, either as a friend/acquaintance, a parent/carer, or club player/supporter.



4. Planning how the activities might be used

Negotiating and forward planning the delivery of these activities with your contact at the school will be essential. Respective responsibilities need to be clear. Health and safety issues also need to be explored.

Discuss the following issues:

- When do you plan to start the activity?
- How long will it run for?
- What contribution do you want from the Club?
- How short or long does it need to be?
- Will the Club need to provide any resources or items of kit?
- Will there be any dress requirements of the pupils and club representative eg in kit?
- What will the pupils have covered on this issue prior to the Club's involvement?
- What will you do as a follow-up to the Club's contribution?
- Where will it be based?
- How many pupils will be involved?
- What about their ages and ability levels?
- What about their gender, ethnicity and knowledge of the game?
- Do you need to display any of the activity's outcomes in the Club-house, in a match-day programme or Club web-site?

5. Involving Rugby Development Officers

We suggest that you contact your local Rugby Development Officer to inform him/her of, and keep him/her abreast of the developing working partnership with the school. Details can be found on the websites below. See also page 14.

6. Child Protection/Welfare

The participating club must adhere to the Governing Bodies' Child Protection/Welfare policy. Copies can be found on the RFU website at <www.rfu.com> and the RFL website at <www.rfl.uk.com>



Notes for teachers

1. Background information

Tackle Learning has been produced by a working group of teachers and a number of *Playing for Success* Study Support Centre Managers.

The activities are not pupil worksheets. They are a collection of suggested ideas that teachers may wish to amend and develop themselves for use with their pupils.

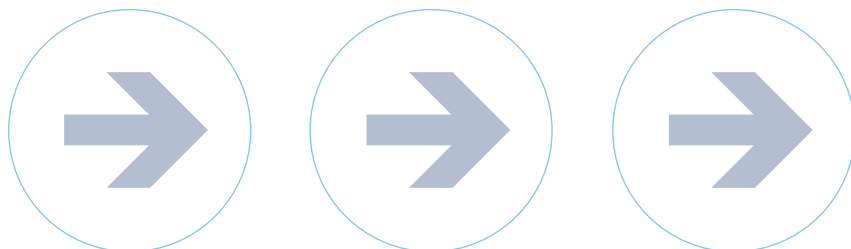
However, to get the most from the activities, an active working partnership with a local rugby club is encouraged. This may take the form of a representative from a club visiting the pupils to assist with a research exercise, or alternatively, pupils might need to visit the ground or have access to a rugby field. Whilst it is possible to deliver the activities without the assistance of a club, the activity should be considerably enhanced with the suggested level of support.

The activities, which are not in any chronological order, can be used as:

- Stand-alone activities that support the requirements of the National Curriculum;
- Part of an extended topic or themed approach;
- The focus of activity for an after school, study support club.

Teachers and Rugby Development Officers have expressed the opinion that some of the activities could be developed:

- Into GCSE coursework projects;
- As elements of the ASDAN Youth Award Scheme;
- During Year 10 – 11 Project Based Work for pupils on non-academic courses/timetables;
- As a significant contribution to The Citizenship Curriculum;
- As elements of 'A' level courses;
- As School Assembly resource material.



2. Using the materials

The activities will work best when they are set within the context of the Tackle Learning Flow Chart. It will be noted that considerable emphasis is placed upon pupil discussion and investigation, which is instigated by a range of project-related stimulus materials. These materials generate ideas and raise questions and investigations in the minds of the pupils. Some of the resources contained in the Appendices should be of some assistance. The resources provided through the rugby club will also supplement these. Where necessary, pupil resource sheets are provided.

The questions that the activities generate will fall into three main categories, namely:

- Those which can be answered with certainty by the pupils, based on their past experiences;
- Those which the pupils may be able to answer but which will need to be checked out;
- Those which the pupils cannot answer and will need to be investigated.

Pupil investigations will fall into three categories, namely:

- Those which pupils can answer themselves given access to resource materials;
- Those which need to be answered by asking key questions of other people, principally representatives of the rugby club;
- Those which will need to be answered by undertaking a practical investigation based at the rugby club.

The outcome of the above questions and investigations will subsequently influence the direction, nature and time-scale of the activities.

The outcomes of some of the activities also offer opportunities for pupils' work to be promoted to parents/carers and the community in an imaginative manner, for example, displays in the Club-house, in match programmes and on the Club's web-site.



3. Approaching a rugby club

It is possible to deliver some of these activities without the involvement of a rugby club. However, they will be far more effective when delivered in partnership with a local rugby club. Any club, irrespective of its size, can be approached, although some will be in a better position to respond than others.

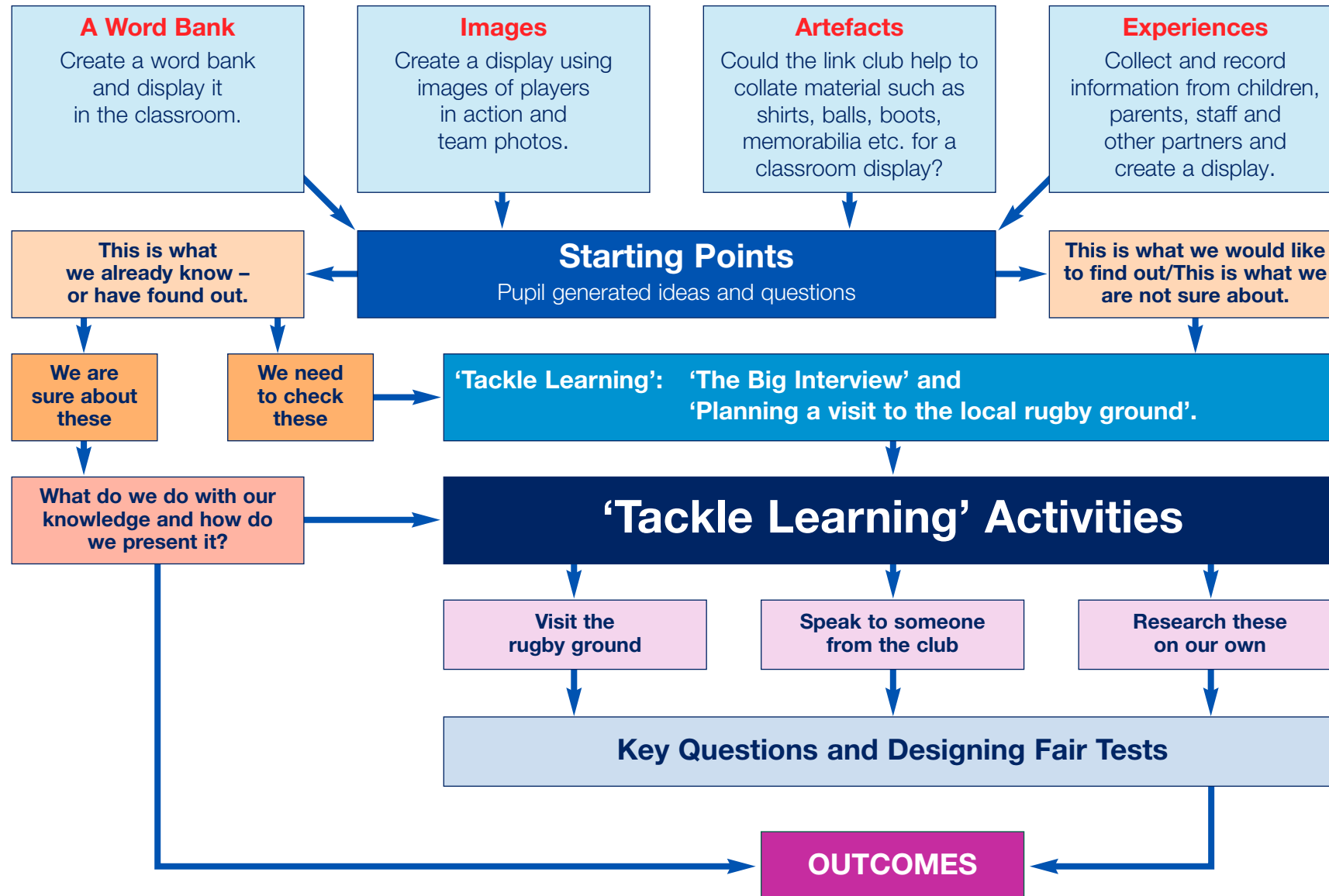
When contacting a club, a number of approaches may be considered. These include:

- A letter or phone call to the Club Secretary
- A letter or phone call to the Club's Community Development Officer (where applicable)
- Discussing the matter with a personal contact associated with the Club.
- Contact through local or area RFU Rugby Development Officer. (A list of RFU Rugby Development Officers can be found on the RFU website at <www.rfu.com> and a list of RFL Rugby Development Officers can be found on the RFL website at <www.rfl.uk.com>)

If the response is positive, the following planning issues might need to be considered:

- When do you plan to start the activity?
- How long will it run for?
- What contribution do you want from the Club?
- How short or long does it need to be?
- Will the Club need to provide any resources or items of kit?
- Are there any dress requirements e.g. kit for pupils and/or club representative?
- What will the pupils have covered on this issue prior to the Club's involvement?
- What will you do as a follow-up to the Club's contribution?
- Where will it be based?
- How many pupils will be involved?
- What about their ages and ability levels?
- What about their gender, ethnicity, knowledge of the game?
- Do you need to display any of the activity's outcomes in the Club-house, in a match-day programme or on the Club web-site?
- What are the Health and Safety requirements?

Tackle Learning Matrix



1. Word bank of rugby terminology

Accurate	Cone	Enormous	Great
Against	Conquer	Fans	Grubber
Against the head	Considerable	Fast	Gum shield
Against the throw	Control	Fight	Hand off
Ambition	Conversion	Fitness	Half back
Applaud	Corner	Flanker	Half-time
Ashes	Corner post	Fly-half	Handling
Attack	Cross	Forward	Heel
Back	Crowd	Forward pass	Heroes
Ball	Dead ball	Free kick	Hook
Ball boy/girl	Defeat	Fullback	Hooker
Bay	Defence	Full-time	Hooter
Bent arm	Defend	Fumble	Hit
Bind	Defuse	International	Huge
Blind side	Disappoint	Jink	Immense
Blood	Distance	Jump	Improve
Blood bin	Dive	Kick	Injury
Bomb	Drive	Kick-off	Inspiration
Boots	Drop	Knock on	League
Catch	Drop goal	Game	Lift
Celebration	Drop kick	Giant	Lightning
Centre	Drop out	Gigantic	Lineout
Champions	Dummy	Goal	Lock
Chanting	Ecstatic	Goal Posts	Loop
Club	Effort	Glide	Loose forward
Coach	Elated	Glorious	Loose head
Colossal	Elegant	Graceful	Magic sponge

Mammoth	Practice	Slice	Tension
Mark	Pressure	Soar	Test Match
Marking	Professional	Speed	Three cheers
Mascot	Prop	Spiral	Three quarters
Match	Proud	Sponsors	Throw
Maul	Punt	Sportsmanship	Tight head
Member	Push	Spread	Time
Metres	Quick	Sprint	Timekeeper
National	Quick tap	Stamina	Torpedo
Number eight	Reach	Stand off	Touch
Obstruction	Red card	Statistics	Touch-judge
Offside	Referee	Stiff arm	Touch line
On-side	Ruck	Stretch	Touch Union
Open side	Run	Strength	Train
Opposition	Scissors	Strike	Trainer
Out-played	Score	Strong	Triumph
Overwhelmed	Score board	Substantial	Try
Pass	Scream	Substitute	Tunnel
Penalty	Screw	Sweat	Twickenham/Twickers/HQ
Percentages	Scrum	Swerve	Up-and-under
Physio	Scrum-half	Swinging arm	Vast
Premiership	Scrummage	Tackle	Victory
Play the ball	Second row	Tactics	Water carrier
Player	Shirt	Tag	Wheel
Position	Shout	Tall	Whitewash
Possession	Shove	Tape	Wing
Post guards	Side step	Team	Winger
Post	Sin bin	Teamwork	World Cup/RWC
Power	Six Nations	Technical	Vast
Powerful	Skill	Temper	Yellow card

2. Useful website addresses

1. Rugby Union websites

www.rfu.com

www.zurichpremiership.co.uk

www.ercrugby.com
(the European Rugby website)

2. Rugby League websites

www.superleague.co.uk

www.rfl.uk.com

www.barla.org.uk
(British Amateur Rugby League Association, including the girls' and women's game)

www.nrl.com
Australian Rugby League Premier teams.

3. Women's rugby website

www.rfu.com

4. International Associations (Rugby Union)

www.irb.com
International Rugby Board

www.sru.org.uk
Scotland

www.irishrugby.ie
Ireland

www.wru.co.uk
Wales

www.nzrugby.com
New Zealand

www.sarugby.net
South Africa

www.rugby.com.au
Australia

5. Miscellaneous sites

www.dfes.gov.uk/playingforsuccess

www.multimap.com

www.streetmap.co.uk

www.scrum.com

www.theaa.com

www.msn.skysports.com

www.google.com

www.planet-rugby.com

www.rl1908.com

www.coachingrugby.com

www.leedsrugby.co.uk

www.bbc.co.uk/sportsacademy

www.bbc.co.uk/sport

www.croquet.org.nz

www.routeone-design.com

www.food.gov.uk

www.nhsdirect.nhs.uk

www.doh.gov.uk

www.zurich.co.uk

3. Useful rugby music

- 'We Are The Champions', Queen,
- 'We Will Rock You', Queen,
- 'Who Let the Dogs Out?' Baha Men,
- 'Gonna Win', Bryan Adams,
- 'Living On A Prayer', Bon Jovi,
- 'Another One Bites The Dust', Queen
- 'Two Tribes Go To War', Frankie Goes To Hollywood
- 'Hey Baby', DJ Otzi
- 'Conquest of Paradise', Vangelis
- 'Proud', Heather Small
- 'Eye Of The Tiger', Survivor (Rocky III Theme)
- 'Chariots of Fire', Vangelis
- 'Theme To The Professionals'
- 'Wooly Bully', Sam the Sham and the Pharaohs
- '1492' Vangelis
- 'The Last Time'/Andrew Loog Oldham Orchestra, based on Verves
- 'Bittersweet Symphony'
- 'Simply the Best', Tina Turner
- 'When The Saints Go Marching In', Traditional
- 'Swing Low Sweet Chariot', Traditional
- 'Jerusalem'
- Max Boyce CDs
- 'Mare Hen Wlad fy Nhadau' (Land of my Fathers)
- 'Bread of Heaven'
- 'Sospan Fach'
- 'Fields of Athenry', Paddy Reilly
- 'Shoulder to Shoulder'
- Rugby Union World Cup Music 'World in Union' by Dame Kiri Tikanawa
- Land of Hope and Glory
- 'Flower of Scotland', The McAllams
- 'Now Is The Hour'
- 'The Haka'
- 'Tubthumping', Chumbawamba
- 'Old Faithful', Traditional
- 'When The Red Red Robin Comes Bob Bob Bobbing Along'

4. Suggested collection of artefacts

The link club may be able to provide some of these items:

Posters/photos/news articles	Boots
Mascots	First aid kit
Badges/crests	Magic sponge/ice pack
Theme tunes/run out music	Water bottles
Music associated with rugby teams/competitions	Lucozade
Ribbons/scarves	Whistle
Flags/banners	Hooter
Mugs	Touch judge flag
Programmes/videos	Mud
Old tickets	Tackle bags
Plastic trophies	Kicking cones
Blow up bananas/hammers and foam hands	Balls
Beer mat/mouse mats/sponsors	Ball pump
Majorette batons/pom poms	Loudspeaker
Different hats/baseball caps	Tackle Shields
Half oranges for half-time	International shirts/caps
Playing kit	
Shin pads/headguard/shoulder pads/gum shields	

5. Useful addresses

The Rugby Football League

Red Hall
Red Hall Lane
Leeds LS17 8NB

Tel: 0113 2329111
Tickets: 0870 900 1313
fax: 0113 2323666

www.superleague.co.uk
www.rfl.uk.com

Rugby Football Union

Rugby Football Union and Rugby Football
Union for Women
Rugby House
Rugby Road
Twickenham TW1 1DS.

Tel: 0208 892 2000
Fax: 0208 892 9816

www.rfu.com

Premier Rugby

Parkshot House
5 Kew Road
Richmond TW9 2PR.

Tel: 0208 334 8280
Fax: 0208 334 8114

www.zurichpremiership.com

6. Tackle Learning activities - curriculum matrix

Activity Number		Numeracy	Literacy	ICT	DT/Enterprise	Science	Music	Drama/Role Play/Movement	Art	History	Geography	PE/Games	PSHE/Citizenship	Involves a visit to a club	Involves meeting club personnel	School/Centre based activity	Family Learning	Key Skills (see key)					
																		IOL	C	WWO	AON	PS	IT
1.1	The Big Interview		•	•	•					•					•			•					
1.2	Planning a visit to the local rugby ground	•	•	•	•	•				•	•			•				•	•	•	•	•	•
2.1	William Webb Ellis – cheat or genius?		•	•				•		•			•			•	•	•					•
2.2	Picture map challenge	•	•	•					•		•					•		•	•				•
2.3	Mark it on the map	•		•							•					•		•	•				
2.4	On the post	•		•	•	•								•		•		•		•	•	•	•
2.5	Ball and socket		•	•	•	•							•		•	•	•	•	•				•
2.6	On the treatment table		•			•							•		•	•	•	•					•
2.7	Warm-up and fitness routines	•			•	•						•	•		•	•	•	•	•	•			•
2.8	Be prepared... equipment, body and mind		•	•	•	•						•	•		•	•	•	•	•		•	•	•
2.9	The qualities of a good captain		•										•			•	•	•					•
2.10	A rousing team talk?		•	•				•					•		•	•	•	•					•
2.11	Is the price right?	•	•	•											•	•		•	•	•	•	•	•
2.12	Do you measure up?	•	•	•									•		•	•		•	•				•
2.13	Sent off!		•	•				•					•		•	•	•	•		•	•		•
2.14	Parking up	•	•	•	•								•	•	•	•	•	•			•	•	•
2.15	Matchday safety		•	•	•			•					•	•		•	•	•			•	•	•
2.16	Striding it out	•	•	•										•		•		•	•	•	•	•	•
2.17	Doing the lines	•	•											•	•		•	•	•	•	•	•	
2.18	Pass it!	•		•								•		•	•	•	•	•	•	•	•		
2.19	Kick it!	•	•									•		•	•	•	•	•	•	•	•		
2.20	Rugby's not for racists	•	•	•							•		•		•	•		•	•	•	•		•
2.21	What position should I play?		•										•			•		•	•				