

FLAG RUGBY LESSON PLAN

Section 2 B - Example Lesson Plan Templates for Support and Continuity Concept



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Support and Continuity - LP1



Teacher:	<u>William W. Ellis Jnr.</u>	Date:	<u>Spring 2007</u>	Duration (minutes)	<u>45 mins</u>								
Content	Physical Education Team Sports			Day	8 of 20								
Unit focus:	Tag/Flag Rugby			Grade	8 th								
Standards:	<ol style="list-style-type: none"> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities 2. Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities 3. Participates regularly in physical activity 4. Achieves and maintains a health-enhancing level of physical fitness 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings 6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction 												
Focal Concept:	Support and Continuity			Number of Students:	40								
Type and quantity of equipment	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;">Rugby Balls</td> <td style="text-align: right;">10</td> </tr> <tr> <td style="text-align: right;">Flags (2-4 different colors)</td> <td style="text-align: right;">40</td> </tr> <tr> <td style="text-align: right;">Collapsible Cones (30 orange & 10 yellow)</td> <td style="text-align: right;">40</td> </tr> <tr> <td style="text-align: right;">Poly Spots</td> <td style="text-align: right;">8</td> </tr> </table>					Rugby Balls	10	Flags (2-4 different colors)	40	Collapsible Cones (30 orange & 10 yellow)	40	Poly Spots	8
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Flags (2-4 different colors)	40												
Collapsible Cones (30 orange & 10 yellow)	40												
Poly Spots	8												
Safety	<p>Inspect teaching area for debris. Establish specific directions for game fields. Establish buffer zones between group activity areas.</p>												
Objectives	<ol style="list-style-type: none"> 1. SWBAT demonstrate at least 3 effective support strategies through the game of "Ultimate Rugby" (rugby version of ultimate Frisbee). 2. SWBAT to comprehend that the ability of the passer to make a successful pass is directly dependent upon the ability of the receivers to run in to "open" positions. 3. SWBAT calculate their resting pulse prior to the start of activity 4. SWBAT increase their heart rate as a result of actively participating in the game of ultimate rugby. 												



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Activity/Time	Explanation	Instructional Cues
Warm up Activity 6 minutes	<p>Prior to activity, take "resting" pulse.</p> <p>Pick up & Put Down. In groups of 5 students will jog around a 10 yard by 10 yard grid while continuously passing the ball. On the teacher's double whistle, the ball carrying student will place the ball on the ground. One of the group members will shout "my ball" and then pick up the ball and continue to warm up.</p>	Shout loud
Set-Induction 2 minutes	<p>"In the past week or so we've been focusing on developing our rugby skills. Today we're going to combine the new skills that you've learned with a the concept of "support and continuity".</p> <p>We're going to do this through playing a game that you're familiar with, Ultimate Frisbee. Instead of using a Frisbee you'll use a rugby ball. The rules are the same except that you can run with the ball however you cannot use an overhead (Quarterback) pass. If your flag is pulled you must pass the ball within 3 steps or 3 seconds.</p>	3 seconds or 3 steps No overhead passes
Initial Game 5 minutes	Ultimate Rugby: Running Version 5v5 games (See Game Pack) 25 yards wide 50 yards long.	Must pass to score
Initial Game Modification 5 minutes	<p>"What did you do to support the ball carrier?" "What might make the game harder for the ball carrier?" "How would limiting running with the ball, affect the responsibility of the support players?"</p> <p>Example modification: Play Ultimate Rugby: No running version. A player receiving the ball can only pivot to make a pass. No overhead passing. This increases emphasis on the support runners.</p>	No overhead passing. Max 3 steps



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<p>Tactical Awareness 5 minutes</p>	<p>Questions:</p> <ul style="list-style-type: none"> • Which offensive player/s determine when to pass the ball? The ball carrier or her teammates? • What influences the ball carrier's decision to pass the ball? • When was it most effective to pass the ball? • What strategies enabled the support players to move to open space? • What type of passes were most successful and why? 	<p>50/50</p> <p>an open receiver</p>
<p>Student Decision Making 5 minutes</p>	<p>Repeat game with students testing out various theories and identified strategies.</p> <ul style="list-style-type: none"> • How can teammates of the ball carrier create open spaces for themselves or for other receivers on their team? • What are the main things a support player can do to make help the ball carrier make an effective pass? • Which of these things are most important? • Which are least important? • How can we test these theories 	<p>Crossing patterns</p> <p>Change of direction</p>
<p>Skill Execution 8 minutes</p>	<p>Repeat game with modifications to allow students to test out various their theories and identified strategies.</p> <p>Perhaps a silent game, long passes only, short passes only, etc.</p>	
<p>Developmental Modifications (if appropriate) 6 minutes</p>	<p>e.g. create numerical advantage to challenge supporters / defenders. When on defense, one player must remain in attacking $\frac{1}{2}$ and one player must remain in defending $\frac{1}{2}$ of the field. This gives the attacking team a +1 numerical advantage.</p> <p>Alternatively create a 4 v 4 game with 2 continuous attackers, creating 6 always on the attacking team.</p>	<p>Change Continuous attackers</p>



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<p>Assessment 2 minutes</p> <p>Closure 1 minute</p>	<p>SWBAT explain and demonstrate 3 skills strategies effectively supporting the ball carrier.</p> <ul style="list-style-type: none">- number of successful passes- Rubric- positioning relative to ball carrier <p>How effective was the game of "Ultimate Rugby" in elevating students' heart rates to their target zone?</p> <p>What % of students in target heart rate zone?</p> <p>Was "Ultimate Rugby" an easy or hard game to play?</p> <p>On a turnover, should the team that gained possession react quickly or plan their attack?</p>	
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Support and Continuity - LP2



Teacher: <u>William W. Ellis Jnr.</u>	Date: <u>Spring 2007</u>	Duration (minutes) <u>45 mins</u>
Content	Physical Education Team Sports	Day 9 of 20
Unit focus:	Tag/Flag Rugby	Grade 8th
Standards:	<ol style="list-style-type: none"> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities 2. Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities 3. Participates regularly in physical activity 4. Achieves and maintains a health-enhancing level of physical fitness 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings 6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction 	
Focal Concept:	Support and Continuity	Number of Students: 40
Type and quantity of equipment	Rugby Balls	10
	Flags (2-4 different colors)	40
	Collapsible Cones (30 orange & 10 yellow)	40
	Poly Spots	8
Safety	<p>Inspect teaching area for debris. Create Zig zag or checkerboard grids so that players don't accidentally run into other grids and interfere with that activity.</p>	
Objectives	<ol style="list-style-type: none"> 5. SWBAT successfully pass the rugby ball multiple times to supporting teammates while running in a 10m x 10m grid 6. SWBAT pass the rugby ball successfully to "open" teammates while running in a 10m x 10m grid with one defender. 	

Activity/Time	Explanation	Instructional Cues
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<p>Warm up Activity 6 minutes</p>	<p>"Hot Potato" (See Game Pack)</p> <p>In groups of 4/5 players run around the 10yd by 10 yd grid in any direction. The aim game is to make as many passes as possible in a set time period (30 secs, 45 secs etc.,). The player that receives the ball cannot pass back to the player that passed the ball to them. Repeat 2-3 times. Modification if ball is dropped team starts counting from 0.</p>	<p>Talk</p>
<p>Set-Induction 2 minutes</p>	<p>"In basketball, soccer, and many other sports that you've played, the ability of players to run into positions where they can make themselves "open" is essential. Rugby is no different. Running off the ball and into open positions is a key. How many people have played keep away in basketball or soccer? Today we're going to play a rugby version of this game to demonstrate how we can effectively support our teammates and thus maintain continuity of play and possession."</p>	<p>No forward passes</p>
<p>Initial Game 5 minutes</p>	<p>4 v 1 Keep Away. (10 yd x 10 yd grids) (See Game Pack)</p> <p>In your groups of 5 one player is IT. On the whistle "IT" tries to intercept the ball that's being passed around the grid. Ball carriers cannot move with the ball. The defender "IT" gets a point for each interception, each time the ball hits the ground and each time the possession team runs out of bounds. Ball carrier cannot hold on to the ball for longer than 5 secs.</p>	<p>5 second rule</p>



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<p>Initial Game Modification 5 minutes</p>	<p>How did you support the ball carrier? How did you prevent "IT" from getting the ball? How can we make this game easier / harder?</p> <p>e.g. harder = 3 v 1 keep away</p> <p>Reduce the number of offensive players from 4 to 3. Introduce rule of no overhead passing.</p> <p>Interception or dropped ball results in a turnover. How many total tries scored by both teams?</p>	<p>No overhead passing.</p>
<p>Tactical Awareness 5 minutes</p>	<p>Questions:</p> <ul style="list-style-type: none"> • As defenders, were you more successful in the first game or the second game? • When you individually had possession of the ball, what made your job easier? • What strategies could the attacking team use to distract the defenders and create indecision? <p>Students test out their skills / strategies to become more effective at supporting.</p>	
<p>Student Decision Making 5 minutes</p>	<ul style="list-style-type: none"> • How important are your running lines when trying to get into an open space? • How are you communicating with each other? • What options does the ball carrier have • How can the supporting players guarantee that one of them is in an "open" position? • What can we do to work better as a team when in support? • Which of these things is most important & why? <p>Students discuss their theories and test them in their groups</p>	<p>Running crossing patterns.</p>



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<p>Skill Execution 8 minutes</p>	<p>Incorporate Modified games to focus on identified skills / strategies.</p> <p>e.g. Continuity - Turnover: On receiving a turnover the team that gains possession must re-start with 3 new attackers within 10 seconds or they will turnover the ball back to the other team.</p> <p>Limiting supporting space / options - 3 v 2 keep away.</p> <p>Changing supporting dynamics - Increase the width of the grids. 15 yds x 15 yds. Flag version of Keep Away. 3 v 2 in grids. Players can run with the ball except when their flag is pulled. 3 second or 3 step rule applies as does the returning the flag rule. No spinning to evade having the flag pulled.</p>	<p>Quick re-starts.</p>
<p>Developmental Modifications (if appropriate) 6 minutes</p> <p>Assessment 2 minutes</p>	<p>e.g. 2 games against 2 other groups to test and asses skills and strategies. Other groups can observe - what went well, what went less well? Etc.</p> <ol style="list-style-type: none"> 1. SWBAT pass the rugby ball at least 15 times in 30 seconds to teammates while running in a 10m x 10m grid 2. SWBAT pass the rugby ball to an "open" teammate while running in a 10m x 10m grid with one defender. 3. Demonstrate 3 effective skills for supporting the ball carrier. 4. Demonstrate 2 ways to effectively support the ball carrier while they are running. <ul style="list-style-type: none"> - Rubrics: positioning, running angles - Stats: # successful catches before interception. 	<p>Change Continuous attacker/s</p>
<p>Closure 1 minute</p>	<p>How active do supporting players need to be to be able to get "open" for a pass?</p> <p>Which game was easier to defend in? 4v1 or 3 v 1 Keep Away or the 3 v 2 running Keep Away?</p>	



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Support and Continuity - LP3



Teacher: <u>William W. Ellis Jnr.</u>	Date: <u>Spring 2007</u>	Duration (minutes) <u>45 mins</u>
Content Physical Education Team Sports	Day 10 of 20	
Unit focus: Tag/Flag Rugby	Grade 8 th	
Standards:	<ol style="list-style-type: none"> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities 2. Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities 3. Participates regularly in physical activity 4. Achieves and maintains a health-enhancing level of physical fitness 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings 6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction 	
Focal Concept: Support and Continuity	Number of Students: 40	
Type and quantity of equipment	Rugby Balls	10
	Flags (2-4 different colors)	40
	Collapsible Cones (30 orange & 10 yellow)	40
	Poly Spots	32
Safety	Inspect teaching area for debris. Establish specific directions for 4 v 1 v 1 v 1 v 1 drills. Establish buffer zones (at least 10 yards) between group activity areas.	
Objectives	<ol style="list-style-type: none"> 7. SWBAT successfully pass the ball to an open supporting player on the run without losing possession of the ball against defense. 8. SWBAT explain and demonstrate effective realignment having passed a ball to a supporting player. 9. SWBAT explain and demonstrate 3 effective running lines that can be used to support the ball carrier while on the run. 	



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Activity/Time	Explanation	Instructional Cues
<p>Warm up Activity 6 minutes</p>	<p>"Star Drill" (See Game Pack) Why is peripheral vision important?</p> <p>At one 10m by 10 m grid, 4 students are at each cone. 2 adjacent groups start with a ball at the front of their group. Students run diagonally across grid handing off the ball to the player on the other side. Increase from 2 balls/grid to 4 balls per grid.</p>	<p>Talk</p> <p>Heads up</p>
<p>Set-Induction 2 minutes</p>	<p>"Yesterday we worked on passing the ball to supporting players in a grid. In rugby you can only pass the ball laterally or backwards. There are NO forward passes allowed. Today we're going to play games that incorporate the "no forward pass" rule. How might this affect how we support the ball carrier?"</p>	<p>No forward passes</p>
<p>Initial Game 5 minutes</p>	<p>4 v 1 v 1 v 1 v 1 game (see Game pack "Offensive games").</p> <p>In a 10m wide and 25m long channel 4 defenders are located at the 6m, 12m, 18m and 24m spots (designated by poly spots). Defenders can only move laterally and attempt to pull the flag of the ball carrier. Four attacking players advance down the channel attempting to pass the ball to a supporting player without getting their flag pulled. If their flag is pulled they are out of that drill run through. On reaching the other end possession is switched. Tries are scored if the attacking team is able to advance the ball past the last defender.</p>	<p>Commit the defender to the ball carrier.</p> <p>Pass at the right time.</p>



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<p>Initial Game Modification 5 minutes</p>	<p>As a defender, what made it easy to defend against a team? How could the supporters have made your job harder? As a supporter, what allowed you to speed up when you received a pass? What was the most effective place for you to stand, to receive a pass while running? Why did you sometimes have to slow down to catch the ball? As a ball</p> <p>Aim: Focus on supporting from depth (i.e. diagonally behind the ball carrier)</p> <p>Play modified 4 v 1 v 1 v 1 v 1 game... All players must receive a pass before a try is scored at the end. Thus, passes may have to go in both directions throughout the grid, to ensure everyone receives a pass.</p>	<p>V formation. Depth in support</p>
<p>Tactical Awareness 5 minutes</p>	<p>Questions:</p> <ul style="list-style-type: none"> • In the initial 4 v 1 v 1 v 1 v 1 game what tactics did the teams use to advance the ball? • Did providing a numerical advantage to the offense make it easier to score? If so how? • How did everyone having to receive a pass effect your alignment in support? • Once you passed the ball, what was the most effective thing for you to do to become eligible to receive another pass? <p>Play modified game....defenders can only pick one defender and must stick to them. However, attackers must make 2 passes between defenders. Focus - realignment for effective continuity.</p>	<p>Defense</p>



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<p>Student Decision Making 5 minutes</p>	<ul style="list-style-type: none"> • What supporting strategies can you use to maximize the offense's numerical advantage? • How did your teammates supporting from depth help you as a ball carrier? • As a supporter, what was the most effective pass for you to receive (hard, soft, short, looping, in front of me, behind me, etc)? • How would it affect the game if the defenders were allowed to move forwards, backwards and laterally? • What 3 things would you concentrate on to react effectively to this change in the game? • Rank them in importance 	<p>Out wide</p>
<p>Skill Execution 8 minutes</p>	<p>Defenders can move up and back 3m as well as laterally and may move between defenders.</p> <ul style="list-style-type: none"> • How did the ability of the defenders to move forward and backwards 3 yards change things? • What was harder? • How did you overcome that most effectively? • What are the options for the ball carrier? • What are the 3 most important factors to be a successful supporter? 	<p>Quick re-starts.</p>
<p>Developmental Modifications (if appropriate) 6 minutes</p>	<p>4 v 1 v 1 v 1 v 1 v 1 v 1 (4 offense 6 defense) 4 v 2 v 2 (4 offense, 2 defense). Start with defenders picking spots (attackers) and sticking with them.</p> <p>Players are not able to continue to participate in the drill once their flag has been pulled.</p> <p>Amend to Pass, Defend, Attack or (see Game Pack)</p>	<p>Alternate 1 player on defense after each drill.</p>



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<p>Assessment 2 minutes</p>	<p>How many groups made it to the end without dropping the ball? How many groups made it to the end without having a flag pulled? How many passes were made laterally / backward vs. forwards? Percentage of times each group had players supporting from depth? How many times did each player pass and receive the ball back n 5 minutes? Students demonstrate 3 effective running lines for a supporting player.</p>	
<p>Closure 1 minute</p>	<p>What contributed to the success or failure of a group's ability to score a try? Ideally in relation to the player in possession of the ball, where should the supporting players position themselves? What should you do once you have passed the ball?</p>	



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Support and Continuity - LP4



Teacher: <u>William W. Ellis Jnr.</u>	Date: <u>Spring 2007</u>	Duration (minutes) <u>45 mins</u>
Content Physical Education Team Sports	Day 11 of 20	
Unit focus: Tag/Flag Rugby	Grade 8 th	
Standards:	<ol style="list-style-type: none"> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities 2. Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities 3. Participates regularly in physical activity 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings 6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction 	
Focal Concept: Support and Continuity	Number of Students: 40	
Type and quantity of equipment	Rugby Balls Flags (2-4 different colors) Collapsible Cones (30 orange & 10 yellow) Poly Spots Hula Hoops	16 40 40 8-12 8-12
Safety	<p>Inspect teaching area for debris. Establish specific directions for game fields. Establish buffer zones between group activity areas.</p>	
Objectives	<ol style="list-style-type: none"> 10. SWBAT explain and demonstrate that tactically with a numerical advantage if the ball is passed quickly before, or from the point of flag removal, the numerical advantage to the offense is enhanced (i.e. 5 v 3 -> 4 v 2, -> 3 v1) and thus continuity maintained. 11. SWBAT explain and demonstrate the 3 most effective strategies as a supporter to maintain continuity. 12. SWBAT explain and demonstrate the responsibilities of the attacker and defender during the Tag Transaction and it's affect upon continuity. 13. SWBAT explain and demonstrate how the rule of advantage, allows a team to benefit from a turnover and maintain continuity. 	



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Activity/Time	Explanation	Instructional Cues
<p>Warm up Activity 6 minutes</p>	<p>"Rob the Nest"</p> <p>At one 10yd by 10 yd grid, 4 students are at each cone. 7 Rugby balls are placed in the middle of the grid. One at a time players from each group (corner) run to the center or to other groups to collect 1 ball. Upon retrieving a ball the player places the ball by their cone. Once all the balls are gone from the middle of the grid, players may "rob" a ball from another corner and return it to their corner.</p>	<p>Talk</p> <p>Peripheral vision.</p> <p>Team talk</p>
<p>Set-Induction 2 minutes</p>	<p>"Yesterday we played supporting games that allowed you to practice the skills of running against a series of defenders. Today we're going to play games that incorporate several defenders. This will mean you need to focus even more on the support and continuity skills and strategies you have learnt in previous sessions"</p>	<p>No forward passes</p>
<p>Initial Game 5 minutes</p>	<p>4 v 4 flag rugby games (See Game Pack).</p> <p>Rules dependent upon experience. Encourage lateral pass, and enforce immediate pass upon being tagged (3 steps / 3 seconds) - see rules and glossary "Tag Transaction".</p> <p>How many tries scored by both teams?</p>	<p>Defenders must return flag</p>



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<p>Initial Game Modification 5 minutes</p>	<ul style="list-style-type: none"> • In this initial game was it easy to score? • What strategies enhanced the ability of the team to advance the ball? • How did running forward help your team? • As an attacker, what must you do once you get tagged with the ball? • As a defender, what must you do once you tag the ball carrier? • How could we make this game easier for the attacking team? <p>Offense 2+ vs Defense</p> <p>Provide the offense with a 2+ numerical advantage a 5 v 3 game. (2 defensive players rotate out after each defensive series to the other team).</p> <p>Interception or dropped ball results in an immediate turnover. How many total tries scored by both teams?</p>	<p>No overhead passing. Max 3 steps</p>
<p>Tactical Awareness 5 minutes</p>	<p>Questions:</p> <ul style="list-style-type: none"> • Did providing a numerical advantage to the offense make it easier? • How did this affect the space available for the supporters? • When you get tagged as the ball carrier, does play continue? • So, what does that mean with regard to which direction you should run with the ball? • And how should you support the ball carrier as he/she is running forward? <p>Play game again: e.g. Students play focusing on running forward and supporting close to the ball carrier at depth.</p>	<p>Defense</p>



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<p>Student Decision Making 5 minutes</p>	<ul style="list-style-type: none"> • If you can avoid being tagged, what is the advantage to your team? • If you can pass before you are tagged, what is the advantage to your team? • How does "committing a defender" affect the space available to your supporters? • What is the most effective thing a ball carrier can do if a supporter sees space in front of them? • How should the supporter communicate this space? • Apart from the ball carrier running forward and supporting from depth, what else can we do to create space? • How does passing the ball affect the defensive team? 	<p>Out wide</p>
<p>Skill Execution 8 minutes</p>	<p>Play game with 1+ numerical advantage for offensive team (one defender switches).</p> <p>Emphasize continuity of play "play on" with immediate turnover to non offending team for dropped passes by explaining & playing the "advantage" rule.</p> <p>Forward passes & out of bounds, also result in a turnover, defense must retreat 5 steps (7m on a full size youth flag rugby field). On receiving a turnover the team that gains possession must re-start within 10 seconds or they will turnover the ball to the other team.</p> <p>Defending team must allow pass from tag and should be defending from onside position (see rules).</p>	<p>Quick re-starts.</p>
<p>Developmental Modifications (if appropriate) 6 minutes</p>	<p>Increase the width of the field. 35m x 50m</p> <p>Finish with a return to 5 v 5 game full format. 5 minute game.</p> <p>Competition / Round robin.</p>	<p>Change Continuous attackers</p>



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<p>Assessment 2 minutes</p> <p>Closure 1 minute</p>	<p>What was the difference in the number of total tries scored in the 4 v 4 game vs 5 v 3 game?</p> <p>How many successful passes were made from a tag?</p> <p>How many successful passes were made before a turnover?</p> <p>Demonstrate responsibilities of attacker and defender during the tag transaction?</p> <p>How many tries were scored after an advantage has been awarded?</p> <p>How does communication help your team?</p> <p>What is the best direction to run when you have the ball?</p> <p>Does play stop or continue if you get tagged?</p> <p>What about if you make a mistake?</p> <p>So, as a supporter, what were the most effective supporting strategies in enabling your team to score tries.</p> <p>Provide one positive comment to at least 2 members of your team.</p>	
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