

Penguin Random House

TEACHERS' RESOURCE KIT

The Beginner's Guide to Rugby

Aaron Cruden

How do you pass a rugby ball?

How do you take a drop kick?

How do you tackle someone bigger than you?

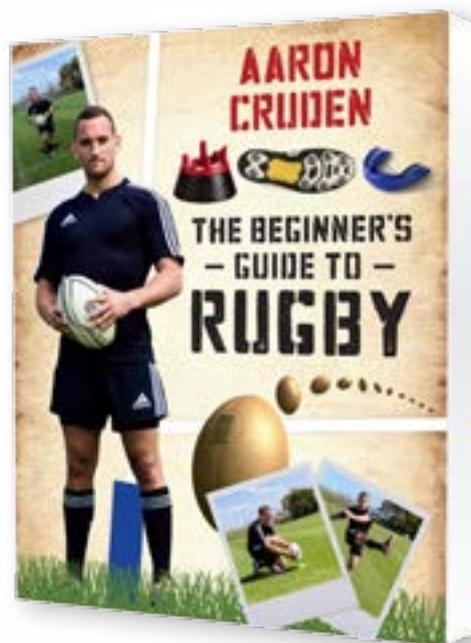
Instructional and highly illustrated, this is a beginner's book of rugby for all ages. It features the basic skills every rugby player should be familiar with, no matter what their position. Along with techniques and drills to learn basic passing, tackling, running, kicking, defensive and attacking play, it also features some of Aaron's advanced moves, like the off-load and flick pass. Aaron also provides some fun facts about rugby, as well as advice on how to play for your school, province or Super Rugby team, and the things you will need to do to become an All Black.

Students can:

- gain understanding and skills to manage and adjust to the processes of growth and maturation
- understand and appreciate, as a result of experience, the contribution of physical activity to personal wellbeing
- meet and manage challenges and risks in positive, health-enhancing ways
- analyse attitudes and values and take actions that contribute to their personal identity and self-worth
- come to understand the nature of relationships
- increase their understanding of personal identity and develop sensitivity to, and respect for, other people
- use interpersonal skills effectively to enhance relationships.



Aaron Cruden is a New Zealand rugby superstar, known for his tactical flair and exciting skill-set. In 2010, he made his debut for the All Blacks in a test match against Ireland. Cruden also plays for the Waikato Chiefs.



SPECIFICATIONS:

Imprint: Random House NZ
Published: 02/04/2015
ISBN: 9781775537908
RRP: \$34.99
Format: Paperback
Extent: 208 pages
Readership: 8–15

RESOURCE KIT CONTAINS:

- Before Reading
- Themes
- Language and Style
- Characters
- Comprehension/
Creative Responses

Price (GST inclusive) and author details are correct at the time of writing but are subject to change without notice. Visit www.randomhouse.co.nz for up-to-date information.

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Before Reading

1. What do the cover pictures indicate about the book's content?
2. When and where might the picture of Aaron be set?
3. What does the title suggest to you?
4. Who do you think the readership of this book is?
5. What do you know about rugby? What would you like to know about rugby? Discuss as a class.
6. If you wrote this book, to whom would you dedicate it and what would the dedication blurb say?

Close Reading

1. What games did Aaron play in his younger days (p. 18)?
2. Who were Aaron's heroes when he was a youngster (p. 19)?
3. What high school did Aaron attend (p. 23)?
4. What skill does Aaron feel he hasn't mastered yet (p. 24)?
5. What used to put Aaron off his game when he was younger (p. 25)?
6. What Latin saying did Aaron follow in the first fifteen (p. 28)?
7. Why does Aaron write GEJO342 on his wrist before every game (p. 32)?
8. Rugby is said to have started from what date and by whom? (p. 44)
9. Who are the reigning Rugby Olympic champions (p. 44)?
10. Which player is usually the smallest on the rugby field (p. 62)?
11. How many rucks are there in a game of professional rugby (p. 72)?
12. What is used to start the opening game of every Rugby World Cup (p. 76)?
13. Who won the inaugural Rugby World Cup and what was the score (p. 76)?
14. What's the first thing to do when trying to catch a high ball (pp. 92–93)?
15. What is the one pass you really need to master (p. 99)?
16. What sorts of activities will prepare you for your positional requirements (p. 133)?
17. What is the second most important rugby skill for a playmaker to learn (p. 139)?
18. What is the key to a successful placekick in Aaron's opinion (p. 152)?
19. What is a good test to see if you are hydrated or not (p. 161)?
20. What did Aaron do on a Sunday when he was a teenager (p. 162)?
21. What are some of the important features of a tackle (pp. 165–167)?
22. What does the term "Cheek to cheek" mean when it comes to tackling (p. 167)?
23. Why is Aaron strongly against young players losing weight in order to make weight restricted teams (p. 179)?
24. What does R.I.C.E.D. stand for (pp. 194–195)?
25. After a close reading of the book, choose your favourite section to write ten comprehension questions about. In pairs, ask and answer the questions you have written.

Language and Style

1. What do you think the genre of this book is? List the aspects that are indicative of this genre.
2. RWC (p. 76) is an example of what figure of speech? Think of ten more examples of this figure of speech, three of which should relate to rugby.
3. A simile is an example of figurative language. Examples of this are 'fingers pointing at the ball, almost like a piano player' (p. 86) Think of more examples you could use to describe rugby actions.
4. Sections of the book contain a glossary. Choose five words that you would add to this book's glossary. Include definitions.
5. Do you like the design and layout of the book? Why or why not? Choose one page to redesign.

Activities and Creative Responses

1. Choose your favourite section of the book and summarise the information from it in poster, powerpoint or pamphlet format. Present it to your class.
 2. Choose information from the book — for example, making a basic pass (pp. 99–102); or the one-handed pass (pp. 112–114); or making a basic kick (pp. 140–141) — and present it in a user friendly, step-by-step cartoon or story board format.
 3. Choose one of the photographs from the book as inspiration for a poem.
 4. Choose one of the 'Did You Know?' facts as inspiration to write, illustrate and bind a story as a children's picture book. Read your book to a younger year level in your school.
 5. Imagine you are a journalist. Find out if there is a famous and/or interesting rugby player or sports person, etc. in your family or local area. Research and interview them, then write an article. Present it in a newspaper format, including photographs.
 6. In groups, imagine you are a television production company attempting to gain financial backing to create a reality show about Aaron Cruden or any other rugby player you like. Write up your proposal. Include information such as your choice of title music and credits, presenter, show name and content, preferred channel and time slot, location, etc. Study any reality shows that are currently on television as references.
 7. Sevens Rugby has become an Olympic sport. Research this sport and find out ten interesting facts about it, including which countries will participate. Present your findings to your class.
 8. Divide into teams and debate the pros and cons of either one of the topics below, or any other you have taken from the book:
 - Play rugby for fun and to be with your mates.
 - If you want to be a professional rugby player just concentrate on that one sport.
 9. Choose your favourite photo from the book and find the source of it from the Image Credits section on page 208. Use an internet search engine, such as Google, to find out any possible information about the photographer. Then write a short biography on the photographer and their work.
 10. Design a board game about rugby. Write interesting rugby facts question cards and/or directions on the board spaces to help the game progress; for example: 'You catch a high ball. Move forward three spaces' or, 'You miss a tackle. Go back five spaces'. Make playing pieces in the shape of some of your favourite rugby players or teams you support. Create a pamphlet explaining the rules and how to play the game.
 11. List what you consider to be the ten most interesting facts from the book.
 12. Review the book for your favourite magazine or website. What do you like about the book? Why? What do you dislike about the book? Why? Consider the design, photographs, information, writing style and quality of print production. Also include your personal opinion of the book and the age group you think it is suitable for. Give it a rating, such as stars or a number out of ten.
 13. Create a new game of rugby. Design a game from your imagination.

Firstly, discuss what makes a good game.

Then decide:

 - How many people will participate in your game?
 - What equipment will you need for your game?
 - How much space will you need?
 - Write down the most important rules of your game.
 - Try out your game. You may need to change some rules to make it better.
 - Give your game a name.
 - Finally, let your classmates have a go at your game.
 - Revisit rules, equipment, space, etc., if needed.
 - Now produce an explanation of how your game works so others can play it at any time. Write it into brochure form.
- Extra for experts:

- Compare your game to what others have come up with.
 - Discuss the good and bad points about your game.
 - Does your game need a referee? Why, or why not?
14. Make a rugby scrapbook with the following activities:
- Write and illustrate a timeline from your birth to now. Include important rugby events, etc.
 - Write about the saddest/proudest moment in your rugby career.
 - Do a magazine "rugby" collage, giving a picture of what rugby is all about.
 - Write out a rugby cooking recipe, including all the ingredients that you need to play a game of rugby.
 - Write an analysis of your rugby skills. What are your good points and weaknesses? How could you improve on your skills?
 - Write out a rugby song that you made up, using the tune of a popular song.
 - Write out a rugby poem.
 - If you were the All Black Captain, what would be the first thing that you would change in the current All Black team?
 - Draw a picture of the new All Black mascot that you have chosen to take the field.
 - Write out a statistical chart about yourself. Include your weight, height, age, playing position, rugby career, etc.
 - Complete a word collage on one page entitled "Things I like about rugby" and on another page, "Things I dislike about rugby".
 - Design a new grandstand for your local park.
 - Write out the commentary that was given when you scored the greatest try in rugby history.
 - Choose a player from the All Black team to be your pen friend. Write a letter to this player telling them all about yourself and ask them questions that you would like answered.
 - You have \$250,000 to spend this year on All Black rugby. Draw up your budget and allocate the money to the things that you feel need it most.
15. Haiku is a form of poetry that the Japanese have written for hundreds of years. It has three lines, with seventeen syllables in total. The first line has five syllables (usually answers the question where?), the second line has seven syllables (usually answers the question what?), and the third line has five syllables (usually answers the question when?). Make up your own rugby haiku relating to something you have seen.
16. There is going to be an All Black test in your town next week. Make up an advertisement to let everyone know that it is on and that they should all be there. Remember to tell them who the game is between, what time it starts, where it is and where to buy the tickets.
17. Find a picture in the book that interests you. List your best words to describe the picture, then write a sentence about the events that happened before, during and after the picture was taken.
18. Rugby is a team sport that involves more than just physical skills. You are often confronted with team values, boundaries for behaviour and an environment for producing positive relationships. Discuss what values are and make a list that the class find applicable to them at school or in a team. Pick a value and make into a poster to display in your class; using words or sentences to explain.
19. Sometimes it can be hard to recall memories of when you were younger. What sporting memories do you have? List them from your first memory to your most recent.
20. Can you name all the coaches that you have had so far? See how many you can recall by making a list that starts from when you were 5 years old.
21. Aaron's family didn't give him anything for every try he scored. Do you get rewards for sporting or academic deeds? Are these good incentives? Explain your answer.
22. In the story, Aaron saw one of the roles of parents in sport was to bring the oranges. What other roles do parents and spectators have when going to children's sporting events? What would you like them to do and how should they behave? Maybe you could make a Code of Conduct or Parental Sporting Guide.

23. Getting up in the middle of the night to watch the rugby wasn't the main reason for Aaron to watch the rugby. Why do you think he was getting up?
24. Moving from a small school to a big school would have been a huge change for Aaron. Have you moved schools before? If so, how did you feel? What changes can you remember?
25. Aaron had to be billeted when he went to a rugby tournament. If you have been billeted before, what were the good things about it and what were some of the bad? How did you overcome some of the bad things?
26. Getting a nickname can be an issue with some individuals especially in a team environment. Who has a nickname in your class? Who likes their nickname and who doesn't? Who gives people these names?
27. Aaron faced a number of challenges in life. Discuss these and name some challenges that you face in life. How do you best handle these?
28. Have you given any thought to what you want to do when you leave school? Aaron thought he might be a builder. Name three occupations that you might consider and explain why.
29. Aaron set some goals in this book. Why are goals important? What goals have you set?
30. Throughout the book Aaron talks about skills. What activities did he do that gave him his rugby skills? What personal attributes did he already have? What skills could he have improved on?
31. The entire book covers, in a very short period, one person's life experiences. What experiences have you had that have made you who you are today?