“Developing Youth Through Rugby”
# What Children Need to Succeed

## Non-Cognitive Skills

- Persistence
- Self-control
- Curiosity
- Conscientiousness
- Zest
- Social Intelligence/Fluidity
- Gratitude
- Optimism
- Grit
- Self-Confidence

**Source:** How Children Succeed © 2012

## High Impact Attributes

- Self-Awareness
- Positive Identity (Individual and Group)
- Situational Awareness
- Plan B Thinking
- Future Focus (Prioritize-Goal-Set-Plan)
- Discipline
- Social Confidence
- Pro-Social Connections

**Source:** Edgeworx/UNICEF 2012

## Developmental Assets

1. Achievement and Motivation
2. Learning Engagement
3. Homework
4. Bonding to School
5. Reading for Pleasure
6. Caring
7. Equality and Social Justice
8. Integrity
9. Honesty
10. Responsibility
11. Healthy Lifestyle
12. Planning and Decision Making
13. Interpersonal Competence
14. Cultural Competence
15. Resistance Skills
16. Peaceful Conflict Resolution
17. Personal Power
18. Self-Esteem
19. Sense of Purpose
20. Positive View of Personal Future

**Source:** Search Institute 2012

---

“Developing Youth Through Rugby”
Outcomes

Problem Alcohol Use | Violence | School Problems
--- | --- | ---
0-10 Assets | 45% | 62% | 44%
11-20 Assets | 26% | 38% | 23%
21-30 Assets | 11% | 18% | 10%
31-40 Assets | 3% | 6% | 4%

“Developing Youth Through Rugby”
Values

Core values
The central / most important principles and beliefs that drive our behavior.
- Respect
- Integrity
- Commitment

Expressive values
Driving emotion & our reputation (what we encourage).
- Camaraderie
- Fun
- Go forward

Functional values
Most closely associated with behavior outcomes (what we are about)
- Wellness
- Empowerment
- Success

- Play what you see
- Go forward
- Get there
- Switch on
- Try makers not just try scorers

“Developing Youth Through Rugby”
Principles

“Developing Youth Through Rugby”
Teaching games for understanding (TGfU) is understood as problem-based approach to games teaching where the play of a game is taught to teaching students tactical understanding before dealing with the performance of skills.

Thinking Games for Understanding
(Thorpe & Bunker, 1986)
“Games teaching shows at best, a series of highly structured lessons leaning heavily on the teaching of techniques, or at worst lessons which rely on the children themselves to sustain interest in the game”

(Thorpe & Bunker, 1986)
To combine skills and tactics a teacher needs to **understand the developmental needs of the learner.** In other words, what tactical awareness can learners comprehend and what level of skilfulness can they achieve.
What do we mean by ‘game’?
What are some examples?
Why should we do games?
How should you deliver this?
A player’s **concept** of a game and the ways in which it might be played
Based on specific and procedural knowledge. Players don’t need to be simply aware of tactics. They need to be able to deploy them appropriately.
Decision-making in games is strongly influenced by knowledge of one’s own and others’ movement execution capabilities.
Technical skill work still has its place, but never in isolation - always as it would be in the game and mostly as a means to accomplish the tactical problem.
Value and meaning of the game