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Implementation of a new sport - The strategy and difficulties of
introducing rugby as school sport in Finland

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ABSTRACT

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Rugby is played in more than 100 countries all over the world, in almost all European countries and it's popularity is increasing. 92 countries are members of the biggest rugby organisation, the International Rugby Board (IRB) and 39 countries are organised in the European Federation, the Federation International de Rugby Association - Association Européenne Rugby (FIRA-AER). The Rugby World Cup (RWC) is among the worlds four biggest sport events with 3.1 billion spectators following the RWC 1999 in Wales. In Finland the popularity of Rugby is very small. It has been played since the beginning of the 1980's but between 1991 and 1999 there were no Rugby teams in Finland. This study tries to provide the basis for an organised introduction of rugby into Finnish society. The goal of the study was to determine the possibilities for establishment of rugby in Finland.

During this study rugby was taught to 907 children in 13 schools and 2 ice hockey youth teams. It was an introduction into the game contenting of two 90 min. lessons for each class. An ice hockey youth team received a 4 week rugby training program and the other team a 6 weeks program. After the last lessons questionnaires were delivered to survey the interest in rugby both among the teachers and the children. To assure the future of a sport it is vital to get the children to play it. The lack of youth development was one of the reasons of the breakdown of rugby in the early 90's. The Finnish Rugby Federation, the Scandinavian Rugby Union, the European Rugby Federation (FIRA-AER) and the International Rugby Board (IRB) support this study. The main conclusion of this work was, that rugby is poorly known in Finland. However, this study also showed that the Finnish school age children enjoy playing rugby if they are given the chance to do so. One of the reasons for this could be that Finnish children grow up playing ice hockey which is also a contact and team sport. This study showed that if developed sustainably, rugby might have a future in Finland.

Keywords: Rugby, Physical Education, Ball games, Development, Implementation

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1 INTRODUCTION

Rugby is one of the oldest ball games with roots dating back to the mid-ages. Following a legend it was a former pupil of Rugby school who first picked up the ball during a game of football and ran with it. It is not surprising that rugby was first played at schools. Children seem to enjoy the physical aspect of the game. Also the unusual shape of the ball proved to be exciting for most of the children.

Rugby is a full contact sport, played by two teams. It requires fitness, skill, and teamwork. The object of the game is to score tries and kick goals. A player kicking the ball between the opponents' goal posts and above the crossbar scores a goal, and a player grounding the ball in his opponents' in-goal scores a try, and can try to kick for a goal.

Today rugby is divided into Rugby League and Rugby Union. Those two versions of the game separated in the 19th century and are divided by several differences concerning rules of the game and number of players. This study will focus on the game of Rugby Union. There are two main versions of Rugby Union. The most common and most played version is the "traditional" 15-a-side game with 15 players versus 15. The second version, which is becoming more and more popular in recent years, is the 7-a-side variation. Due to its short match time of two times 7 minutes it is mostly played in tournaments. It would most likely be the format of a possible implementation of rugby into the Olympic program, as it is in the Commonwealth Games.

Several differences exist between Rugby and American Football, which tends to be better known in Scandinavia. These include the continuous nature of the game, and that passing the ball to a player closer to the opponents' goal line than the ball carrier is forbidden. The biggest difference and maybe the greatest advantage of rugby over American Football is that no expensive protective equipment is needed. Therefore everybody can afford to play rugby, which makes it also easier for schools to take rugby into the Physical Education curriculum.

1.1 PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

The purpose of this study was to investigate the possibility of rugby in Finland. Is a lack of interest the reason for the low popularity of the game? Does the fact that children are used playing ice

hockey help when introducing rugby?

The main goal of the study was to measure the level of interest in rugby among Finnish school age children and to find out if the pupils would like to play rugby as part of the Finnish Physical Education Curriculum. This information could be used as the basis for a program to develop rugby in Finnish schools. The study also tried to answer questions concerning differences between gender, age groups, regions and schools. Is there bigger interest among boys or girls? Are primary school pupils more interested than those at high school? Do children in smaller or bigger cities like rugby more?

In addition to that it was interesting to see how popular rugby is in Finland. In which age group, region or school is the game best known? Do children know the difference between rugby and American Football? Where from do they know rugby? Another object of study was the Physical Education teacher. Do they know the game? Do they think it would be good to teach rugby at schools? Would they be willing to teach rugby? What aspects of rugby are seen as especially positive? What are the negative ones?

Another source of valuable information are the P.E. teachers. The main focus was on their knowledge of the game and on their opinion about the pros and cons of teaching rugby in Finland. Would they be willing to teach rugby? Would rugby fit to their schools P.E. curriculum?

One of the main goals set by the development plan of the SRU is the re-establishment of rugby in Finland. The IRB also showed interest in the development of rugby in Finland and donated a research grant of 50 000 FIM to support this study. The FRF supported and supervised this study.

1.2 THE FINNISH RUGBY DEVELOPMENT PLAN 2001

This study was part of the Development Plan 2001 by the FRF (appendix 1). The goals for the study are divided into short term and long-term goals. One of the project outcomes wished by the FRF was to create an interest for Rugby among school age children to increase the popularity of Rugby in Finland. Another goal was to develop a program to teach Rugby in schools and to develop a program for the Physical Education teachers' education. This program was implemented into the

teacher education at the University of Jyväskylä.

The long-term goals hoped to be initiated by this study are the implementation of rugby as a part of the sport curriculum in Finland. It is hoped that the study will help to increase the number of rugby Clubs in Finland and that it will support the start of teenage and pre-teenage Rugby in Finland. The establishment of a Rugby Union national competition in Finland mentioned in the development plan has been already achieved.

1.3 RESEARCH PLANNING

The planning phase of the study started in September 2000. The teaching program, which was an important part of the study, was financially expensive. Therefore, without financial support the study would not have been possible. A detailed research and operation plan had to be prepared as a basis for the Trust Grant Application sent to the IRB before the beginning of the study. The main parts of the research plan were the time schedule and the budget (appendix 1).

1.4 LIMITATIONS OF THE STUDY

The limitations can be divided into four types. The first types are deliberately chosen limitations, such as the limited number of schools selected for the study. The number of 13 schools was believed to be the adequate amount.

The second types are financial limitations. From the £7115 applied for this study, only £5000 was awarded. This made it necessary to adapt the research plan according to the limited amount of money available. It was planned to take Tampere as part of study. Due to the financial limitation it had to be taken out of the teaching program. Helsinki and Jyväskylä were chosen for the reason that there was rugby clubs existing in both cities. Jämsänkoski was chosen as substitute for Tampere, because of it's geographical location near Jyväskylä.

The third types of limitations were caused by outer circumstances. Big differences across schools and classes existed and made teaching sometimes difficult. The motivation of pupils differed a lot

between schools but also within different classes or age groups of the same school. Moreover, the size of groups varied much with number of pupils per class ranging from 8 to 31. Different skill levels were obvious not only concerning the motor skills, but also language skills. Most of the lessons were held in English. When teaching to primary school children the lessons were held in Finnish, usually with the help of the P.E. teachers. At one of the schools communication became a real problem when teaching to classes where some students neither spoke Finnish nor English. The teaching also took place in different environments: Indoor in sport halls of different dimensions and outdoors on gravel or grass fields. Unfortunately not every school has a grass field available. To insure the comparability of the study it was necessary that every class received identical lessons. One of the lessons was to be held indoors, the second outdoors. This was not possible at all schools. Therefore from the 907 children taking part in the study, only 525 questionnaires are valid. Also the limited amount of rugby literature available for the study caused some difficulties. Some information could not be collected through literature and several interviews were necessary.

The fourth and smallest difficulty to deal with was prejudice about rugby. People expect rugby to be a violent and dangerous sport. Those prejudices were even stronger amongst teachers than amongst children.

1.5 SIGNIFICANCE OF THE STUDY

The FRF wanted this study been done for several reasons. The study provides the bases for the rugby school development project planned by the FRF for 2002. It also gave the chance to apply for a research grant from the IRB. In fact, the money awarded for this project was the only financial recourse the FRF had during 2001. This study will be distributed to the FRF, the SRU, the FIRA-AER and the IRB. Its outcomes might have an impact of future decisions from these administrative bodies concerning possible support for Finnish rugby development.

This study is the first research work about rugby in Finland. There is almost no literature available about the subject in Finland and there is no literature about rugby in the Finnish language. In fact, rugby is widely unknown amongst the Finnish population. It is often mistaken for American Football.

The study provided the first information about the possibilities of teaching rugby in Finland, about the interest in rugby amongst school age children, gender differences, and differences between different age groups. Also the information about the teachers' opinions concerning rugby was unique and valuable for the future development of the game in Finland.

The future of rugby in Finland will depend to a great extent on the involvement of school age children in the game. The other Nordic countries also realized the importance of youth development work and Norway, Denmark, and Sweden are starting school rugby projects.

2 BACKGROUNDS AND HISTORY OF RUGBY

The fact that rugby is not very popular in Finland made it difficult to get literature about the game. Several books had to be ordered just for this study. Much of the information collected for this study was gained through personal interviews. Concerning Finnish rugby history for example, only newspaper articles could be found. Two founding members of rugby in Finland were interviewed to get additional information.

2.1 A HISTORY OF RUGBY

Writing a complete history of rugby was not the intention for this study, but to give an overview of the development of the game. The emphasis was to underline the importance of school rugby throughout the history of the sport. The first part deals with the start of the game, with its roots and early stages of development. How did the game grow from a school game to a serious sport, filling whole nations with enthusiasm? Part two looks at spreading of the game from England to the rest of the world. How did countries like South Africa, New Zealand, and Australia adopt and bring it to perfection. Also a short insight into the most important international rugby competition is given.

2.1.1 IN THE 19TH CENTURY

When looking at the history of rugby there is no name more dominant than William Webb Ellis. It is said that in 1823 at the School of Rugby in the English midlands, he was the first one to catch the ball and run with it. The game of rugby and the legend Webb Ellis was born.

But games with similar goals and rules as rugby have a long history. We know of a game called "harpastum", created by a Roman centurion, which Smith has described as "a sort of organised mêlée in which two sets of players endeavoured to catch a ball and be the first to carry it over goal-lines" (Smith 1999, 14). But it seems that the game was stolen from the Greek, as harpastum is derived from a Greek word meaning "to snatch". It was encouraged by Roman commanders as a way of keeping their men fit and primed for fighting. In Victorian England there were also games played of a violent and anarchic nature, with some characteristics of rugby. Different variations of 'folk football' involving a combination of kicking and handling existed. In some variations, village would play against village, and one could kick as well as carry the ball. The number of players was unlimited and the goals were miles apart. It is said that it was more battle than sport. A game called 'cnapan', played in ancient Wales, had also similarities with rugby but appears to have been much more violent. (Smith 1999, 12-15.)

In the beginning of the 19th century pupils played their own variations of what today is known as rugby. They adapted the traditional forms of folk football into games they could play within the confines of their schools. The Rugby School was one of those middle class schools in which pupils were allowed to play these games. It was believed that it allowed the boys to let off steam and to make men of them. The Victorian author Sir Montague wrote "No school but Rugby played the old style of game where every player was allowed to pick up the ball and run with it, and every adversary could stop him by collaring, hacking and charging or any other means he pleased". But the violence was so bad that one pupil at Rugby School died as a result of his injuries. (Smith 1999, 16-19.)

To what extent William Webb Ellis took part in the development of rugby is unclear. We don't know if it is true that he took the ball in his hands but it is a fact that there were other pupils of the Rugby School who contributed much more to the development and administration of rugby than Webb Ellis. He did not play rugby after his time at Rugby School and strangely enough, he is first mentioned as the pioneer of the game in 1876, four years after his death. "The beauty of Webb Ellis

as a historical tool for the élitist controllers of rugby was that, while it is nearly impossible to prove that he invented rugby in its modern form, it is absolutely impossible to prove that he didn't. Webb Ellis served his purpose well." (Smith 1999, 19-21.)

In the beginning Rugby was purely a middle class affair. The working class had no time and no motivation after 12 hours of working to participate in sports. Also the middle class wanted to keep the game for themselves. In the late 1830s a former pupil of Rugby School founded the first rugby club at Kings College in Cambridge (Smith 1999, 25). In those times, every school was playing to different rules.

In 1848 the Cambridge rules were published. It consisted of four main rules: 1. A player may be hacked on the front of the leg below the knee while running with the ball on the first bound. 2. A player may run with the ball in his hands if he makes a fair catch or catches the ball on the first bound. 3. Tripping the ball shall not be allowed except when running with the ball. 4. A player may be held while running with the ball (Smith 1999, 26). Another set of rules published in 1863 by the Blackheath Football Club in London, introduced the priceless direction: "Though it is lawful to hold a player in a scrummage, this does not include attempts to throttle or strangle, which are totally opposed to the principles of the game." (Smith 1999, 27).

In the third quarter of the 19th century the working class started to have more leisure time but showed little interest in rugby at first. On the other hand, rugby was a great source of amusement to them, giving them the chance to watch solicitors, doctors, bankers and the like falling over in the mud and losing their front teeth (Smith 1999, 28). Interest in the game spread as there were games town pitting against town and country against country. When cup competitions started it boosted the interest in rugby. In 1891 e.g. 23,000 spectators watched the Roses match between Yorkshire and Lancashire. Because of their hard work in mines or factories the working class players had the advantage of physical strength and will to win. (Smith 1999, 21-29.)

2.1.2 IN THE 20TH CENTURY

At the end of the 19th century rugby started to spread from Britain to the rest of the world. The first recorded game of rugby in New Zealand was played in 1870 and in South Africa in 1862. (Smith

1999, 102 - 110). In South Africa, like before in England, the game was first played in schools. The man usually credited with introducing rugby to the Cape is Canon George Ogilvy, an old boy of Winchester College and Wadham College, Oxford, who introduced a version of the game to the Diocesan college in Cape Town when he became headmaster there in 1861 (Smith 1999, 110).

When Rugby was first introduced into the middle and aristocratic classes of Paris in the early 1880's, it was a game where physical contact was not encouraged. Physical strength was not admired in French society at this time, so the game more closely resembled a traditional French pursuit called "la barrette", where a player had only to brush lightly against the man with the ball and yell "touché!" to stop play (Smith 1999, 186).

The introduction of rugby into Australia had been very colonial, traditional and middle class. The University of Sydney is usually credited with forming the first rugby club. Again, the spreading of rugby was strongly supported by a former pupil of the Rugby school.

Today, New Zealand, South Africa, France, and last but not least Australia, which have adopted the game of rugby from England very successfully, are the strongest rugby nations.

Rugby has been part of the Olympic program four times between 1900 and 1924 but with only two to three countries taking part. France, Australia, and two times the United States of America won the gold medals. (Jukola 1947, 578 – 583.) There are plans to include rugby again into the Olympic program and the 7-a-side version of the game was part of the 2000 Sydney Summer Olympics as demonstration sport.

Today rugby is played in more than 100 countries and membership of the International Rugby Board currently encompasses 92 national Unions. The historical membership has expanded enormously in recent times and encompasses all regions, races and people of the world.

The IRB's Rugby World Cup (RWC) is one of the world's top four sporting competitions, on a list headed by the Olympics and the World Cup of Soccer, and was first staged in New Zealand and Australia in 1987.

Subsequent tournaments were held in the United Kingdom and France, in 1991, and in South Africa, in 1995 and in Wales in 1999. In the first two RWC's 16 teams contested the final rounds after qualifying matches involving the other entire IRB member Unions over a two-year period.

In 1995 and 1999 the RWC was expanded to an entry of 20 teams, in 1999 133 qualifying matches took place worldwide from an original entry of 65 Unions. Winners of the Cup are, New Zealand (1987), Australia (1991), South Africa (1995) and Australia (1999).

The RWC 1999 Final was played at the new Millennium Stadium, Cardiff, on November 6 to conclude a 41-game, 18-venue tournament in Wales, England, Scotland, Ireland and France. The semi-finals were staged in London with the quarterfinals in Cardiff, Paris, Edinburgh and Dublin. The 1999 tournament attracted over 1.7 million spectators with a worldwide television audience of over 3.1 billion. The gross commercial revenue to RWC was approximately £70 million, not including gate money received by the venue Unions. (www.irb.org) This shows the great significance of rugby in the today's world of sport. The 2003 Rugby World Cup will be hosted by Australia with support from New Zealand.

2.2 THE HISTORY OF RUGBY IN FINLAND

The only written information about the history of rugby in Finland can be found in newspaper articles. To collect more detailed information about the issue two separate interviews were undertaken. One interview was with a founding member of the Trojola rugby club and the second person interviewed was a founding member of the Helsinki Rugby Seura. The following information is the result of these interviews.

The first organised rugby beyond a ball being thrown around in the park was in the early 1980's. A Frenchman by the name of Michel Pousse, who was teaching at the French School in Helsinki, began teaching rugby to pupils of the school. This newly formed club (Helsingin Rugby Seura) attracted players from outside the school, both Finns and foreigners, who had played previously as well as novices to the game. At the same time, independently of the Helsinki club and entirely by coincidence, Markku Siira, Jyrki Ristiluoma, and Timo Everi started a rugby team in Lahti called the Hounddogs. From the spring of 1980 matches were being played regularly between Helsinki and

Lahti. Matches were also played against Swedish club teams, both home and away. Other one-off fixtures were arranged against visiting naval teams, and in the spring of 1982 Helsinki and Lahti players combined for a rugby tour in the south of France. The Finnish National Team played against Switzerland losing 24-0.

1984 Sami v. Wehrt, Olli Linnossuo, Jari Pulkkinen, and Juha Heikkilä formed a team in Toijala started with help of the Lahti team. In addition to regular friendly domestic fixtures, a Finnish Championship tournament was played in the 7's format. A federation was formed, but the development of rugby did not continue on any large scale, mainly due to the fact that the burden of organisation was heavily dependent on a few key people at the respective clubs.

1984 the Nordic 7-a-side championship was played in Helsinki, with four Finnish teams participating: Helsinki, Lahti, Toijala1, and Toijala2. In the same year the Stockholm U-21 team visited Finland and a game in Pajulahti was played against combined Helsinki-Lahti-Toijala.

In 1986 a former Toijala player started a rugby team in Kouvola. Tours to England, Wales and Sweden were organised and games against visiting French and Swedish teams as well as against navy ships were played. At this time Helsinki and Lahti didn't have teams anymore.

In the late 1980's a few individuals (Jyrki Ristiluoma, Janne Lumme, Olli Linnossuo) and a few new foreigners with rugby background from the former clubs joined together in Helsinki. This sole Finnish team trained regularly and played a great deal of rugby against teams from Leningrad, Tihvin (Russia), Riga (Latvia) and Siauliai (Lithuania) and visiting naval sides. The Midnight Sun Sevens Tournament was held in Rovaniemi 1990.

Finland took part in Nordic Championships with Sweden, Denmark and Norway in 1987, -89, -90 and -91. 1990 the tournament was played in Toijala. The biggest international success for Finland was the win of the bronze medal in 1991 with a victory over Norway.

1991 contacts with former Soviet Union Clubs were broken and thus organising games became more difficult. Also, organising members grew up and got themselves jobs and no one stepped in to continue the organisational work. (Olli Linnossuo, 2002) After this, no organised rugby was played in Finland for several years. The reason for this disbanding was that the people largely responsible for

organising rugby were students. These students graduated and subsequently had less time to concentrate on rugby matters. (Janne Lumme, 2002) Another reason is that there was no youth rugby development work done.

Rugby was rekindled in 1999. This started off as a few interested individuals throwing a ball around in a park in Helsinki. Interest grew quickly, and a club was formed. Regular training sessions were held and the first fixtures were held in the autumn of 1999. 2002 saw regular training and fixtures against Estonian, Swedish and visiting naval teams as well as against a second Finnish club that was formed in Jyväskylä. The first tournament (The Baltic Cup) to be played in Finland for some time took place in Helsinki in September. The fixtures calendar was very similar for Helsinki and Jyväskylä in 2001, but a lot of interest was being generated, and new emerging clubs began to grow. In September 2001 the first international game for ten years was played against Norway in Oslo and Finland lost 45 – 5.

The Finnish Rugby Federation was also re-established in 1999. The Federation has pinpointed junior development as a key issue, and started a development project with the aid of the International Rugby Board (IRB). Development continued also on other fronts, and a level 1 FIRA/IRB coaching course was held in Helsinki in May 2001. The national team was reformed, and played its first match since 1991.

2.3 AMERICAN FOOTBALL

The development of American football in Finland has similarities to the development of rugby. Both sports had no roots in this country and were developed with the help of foreigners living and working in Finland.

The only written information about the history of American Football in Finland, similar to the history of rugby in Finland, can be found in newspaper articles. In order to get more information about the development of American Football in Finland, Eino Leisimo, one of the founding members of the Jyväskylä American football club was interviewed.

In Finland American football is much more popular than rugby. It started in late 70`s, with some exchange students in the Helsinki area starting a team called the Mormons. Also members of the American embassy were involved and helped to develop the game in Finland. The first games were played in 1979. The first cities to start American Football teams were Helsinki (3 teams), then Espoo, Turku, and Vantaa followed.

The first Finnish American Football league was played in 1981 with 8 teams. Then it started to grow. The First division was founded in 1984. In the early 90`s there were about 2000 registered players organized in about 30 teams, which played in three divisions and juniors leagues. Today there are about 20 teams and 1000 players. The economic situation and some mismanagement in the union decreased participation in the game. But in the past three years the game has grown in popularity again.

The first national team was gathered in 1983. Finland came second in the first European Championship tournament in Italy. In 1985 Finland won the gold medal in Milan. In 1987 Finland won bronze in Helsinki. 1989 Finland came second in Hamburg; in 1991 the Finnish team won silver in Helsinki and in 1993 gold in Italy. Since 1993 Finland won all the European tournaments but lost to Germany last year in Hamburg. The tournament is played every second year.

2.4 THE SCHOOL DEVELOPMENT INITIATIVE OF THE WELSH RUGBY UNION

Wales is one of the leading rugby nations in the world. The game has a long and very successful history in this small country. Today, rugby is the number one sport with more than 50 000 registered players. But even in a rugby country like Wales, in modern times with many new leisure time activities, it proves to be more and more difficult to recruit children to play the game. For this reason, the Dragons Rugby Trust was founded.

2.4.1 THE DRAGONS TRUST

The Dragons Rugby Trust was founded by the Welsh Rugby Union in 1992, and then known as the Cardiff Arms Park Trust. It benefits from the great support of the Union and seeks to play a complementary role up to and including U21 level, to all the activities and policies of the Union's

General Committee and the Rugby Directorate. It now has an established and important place in Welsh rugby life. (Dragons Trust Annual Report 2001 – 2002)

The achievements of the Dragons Rugby Trust have been considerable. The main ones are listed in the following section, but perhaps its greatest achievement is an intangible one. It is the feeling of enthusiasm, and the sense of belonging it has given to many young people in Wales who enjoy playing and watching rugby. It is succeeding in its primary role, which is to develop and support the Game of Rugby Union in Wales for players up to the age of 21. This is not an elitist approach, but a grassroots program, in which excellence is the by-product of participation. (Dragons Trust Annual Report 2001 – 2002)

It is the Trust's conviction that young people can best achieve success through the principles of team work, sporting behavior, fairness, skill, leadership, fitness and fun. Müller asks if at all, the breakthrough of rugby can be achieved through school sport (Müller 1980, 7). The fact that, as a result of the School Development Initiative of the Welsh Rugby Union, 6000 more youngsters aged 8 – 19 started playing rugby in Wales seems to prove this.

2.4.2 THE SCHOOLS DEVELOPMENT INITIATIVE

The most important instrument used to achieve the goal of increased participation in rugby in Wales is the Schools Development Initiative.

Its aims are to increase participation in rugby, to focus on player development, and to develop links between schools and clubs. Another big task of the school development initiative is to deliver coach education courses and to promote the education package and rugby pathway schemes. Finally it should be possible to introduce and develop competitive structures in Welsh youth rugby.

The strategy to achieve these goals includes participation initiatives, player development pathways, competitive structures and development of school club links. (Thelwell and Parry 2000, 16)

34 regional development officers working in 22 regions of Wales carry out the work. Every school taking part in the School Development Initiative has to sign a contractual agreement, which makes sure that the work of the development officer is continued. The agreement offers the schools a bag of equipment to assist in the delivery of the Dragons Trust Education Package. The long-term future

of the program relies on schools committing themselves to the agreement. (Thelwell and Parry 2000, 16 – 19)

Every development officer teaches rugby to 40-50 schools over a period of 4-6 weeks. After that a preliminary coaching award is awarded to both the teachers and the pupils. The agreement signed before the start of the lessons makes sure that rugby is taught for at least 10 weeks at every school involved in the program. (Dragons Trust Annual Report 2001 – 2002)

A similar system could be used to develop rugby in Finland in 2002. It is planned to have one development officer who would be responsible for 40-50 schools in Finland (appendix 4). In the short-term period the program would concentrate on the major cities, but the long-term strategy would also include smaller cities and villages. The goal is to make the game of rugby popular and available all over Finland.

3 RUGBY AT SCHOOL

Rugby is a game with many positive aspects. “Besides technical skills the game demands a great amount of speed, strength, endurance, flexibility, handling skills and reactions, the players need courage and the will to overcome ones fears on one side, persistence and self-control on the other. The variable game events and the complicated rules demand a high level of concentration from the players (Müller 1980, 7).“ Also Berends and Saak see in rugby a game, which, because of its great physical aspects, demands controlled physical effort and persistence (Berends and Saak 2001, 5). Already 50 years ago Jukola said that rugby is a team sport, which is difficult to learn, and which offers many technical and tactical opportunities (Jukola 1947, 583).

A big advantage of rugby is that it is a team sport in which every player has its own position with specific demands. When looking at a rugby team, there are big differences in the appearance of the players. In a game of rugby, tall players are needed as well as small ones, strong as well as quick ones. In contrast to other team sports such as football or basketball, where one or two outstanding players can make a difference, rugby demands a team of similar ability to be successful.

Rugby has similarities with other team games such as football, hockey, or basketball, which are: A game is played between 2 teams with the same number of players within a field and a playing object (e.g. ball) is used. Two goals are the targets to score points while obtaining the rules for handling the playing object (playing with the hand or foot and so on. (Berends and Saak 2001, 7)

Berends and Saak point out that when introducing rugby it is important to point out the rugby specific differences. The rugby “egg“ doesn’t allow dribbling which is characteristic for many other ball games. Therefore it is logical that carrying the ball is allowed. Because there are no dribbling or step rules the ball is never “free“. Defensive patterns are therefore never only concentrated on intercepting passes (like for example in handball or basketball). The ball can only be won if the ball carrier is held and is not able to run on.

3.1 TOUCH RUGBY

If rugby is played indoors it is wise to play with touch rugby rules. There are many variations of touch rugby existing. Possession of the ball changes to the other team after a defined number of touches (most common are three to six touches depending on the field size and skill level of the teams). Or: The ball has to be passed immediately after a defender touches an attacker who is carrying the ball. If the ball isn’t passed within a defined number of seconds it has to be handed over to the defending team Or: After being touched the ball carrier can continue running until getting touched a second time. Or: After being touched the player is not allowed to score until he has passed away and regained the ball.

There is also variation of rules within the different kinds of touch rugby. Those are that after being touched the touched player restarts the game with a short kick to himself. The touched player restarts the game by rolling the ball back through his legs. With or without the scrum and line out

According to Berends and Saak touch rugby has two significant disadvantages:

The first is that game elements, typical for rugby like loose scrummages with the emphasis of team work can not be taught, when holding the opponent is not allowed. Secondly, the important basic idea of going forward in rugby can only be achieved, when the ball carrier tries to carry the ball in a consistent movement forward towards the opponents try line. But touch rugby rules makes

inexperienced players run sideways or backwards, which is tactically bad and makes it easy for the defending team to keep the opposites away from the try zone.

3.2 FULL CONTACT RUGBY

Children develop differently in the areas of confidence and emotional capability. Teaching children to tackle at a young age does not automatically develop confidence (and overcome fear of being hurt) or the skills required for the play later in life. (Welsh Rugby Union 2001, 11). But the physical aspect of rugby is part of the game and as Müller (Müller 1980, 7) says rugby is a hard but not brutal sport. That is why boys and girls are allowed to play together in youth rugby.

When teaching rugby it must not be forgotten that some children might be afraid. According to Schwenkmezger there is first of all fear for something new and unknown (Schwenkmezger 1982, 64). But also the fact that rugby is a contact sport demands that “the players are kept alert at all times and younger players should not approach contact situations too quickly: slowly and with control is the rule“. (Biddle, Corless, de Looy and Thomas 1999, 30). As Harrison and Blakemore say, “affective strategies are used to focus attention, maintain concentration, establish and maintain motivation, manage anxiety, develop self-esteem and learn ethical and social behaviour. The primary purpose of teaching in the affective domain is to help students learn how to deal with their emotions and attitudes toward physical education and toward others“. (Harrison and Blakemore 1992, 178)

4 RUGBY IN FINLAND TODAY

At the moment there are three rugby clubs registered in Finland: The Helsinki Rugby Club, the Jyväskylä Rugby Club and the Espoo Rugby Club. There are about 150 rugby players in Finland playing in teams in Helsinki, Jyväskylä, Espoo, Otaniemi, Vaasa, Tampere, and Iisalmi.

In the 2001 there were 15 rugby games played including Finnish teams with Helsinki, Jyväskylä, Iisalmi, Tallin and Stockholm taking part. In addition to that there were a group of six Finnish U17 (three from Helsinki and three from Jyväskylä) players taking part in a stage in Enköping, Sweden,

together with young players from Sweden and Latvia. The same stage with Sweden, the Netherlands and Finland will take place in Jyväskylä the 24th – 28th of July.

The 2002 season will see the first Finnish championship league, which will include teams from Helsinki, Espoo, Jyväskylä, Tampere and Vaasa. Clubs have also either been formed or are possibly emerging in Espoo (2nd club in Espoo) Hyvinkää, Salo, Iisalmi and Oulu.

4.1 RUGBY AND THE FINNISH CULTURE

When speaking about rugby and its place in Finnish culture, we have to face the fact that the game is almost unknown in Finland. It also has a relatively short and interrupted history with a total breakdown in the beginning of the 1990's.

One of the reasons for the low popularity of rugby in Finland could be the long and cold winters. Traditionally the sports in which Finland is strong in international competitions are winter sports. Rugby, unlike Football, American Football or Finnish Baseball, has to be played on natural grass fields. This fact restricts the rugby season to the months between June and September. One alternative could be to play on artificial grass fields. However, only on modern and soft artificial surfaces rugby can be played.

Another alternative could be to play rugby in the snow. Several snow rugby games and tournaments have been already played in Finland, Russia and Canada and its popularity is increasing. There are even plans to organise the first Snow Rugby World Championships in Finland in 2003. This plan is currently approved by the IRB.

Another reason might be the strong position of Finnish baseball, the increasing popularity of football and also the abundance of individual-, adventure- and fun sports, which attract more and more people. It seems that team sports are losing more and more popularity, not only in Finland. In modern times of individualisation people want the freedom to decide themselves, when, where and in which sport to participate, instead of committing time to a team.

But there are also positive links between rugby and the Finnish culture. Finnish children grow up with ice hockey. They play it during and after school and it is largely covered by Finnish television. It is the number one sport in Finland. This is a great advantage when introducing rugby in Finland because both games are contact and team sports.

5 METHODS AND PROCEDURES

This study had to deal with three different research subjects. It was necessary to separate school children, ice hockey youth players and teachers. The data from the school children's questionnaires and from the ice hockey youth players were collected and analysed as quantitative data, the teachers' data as qualitative.

5.1 GENERAL DESIGN

The main focus of the study was to measure the acceptance of rugby as part of the Finnish Physical Education curriculum among Finnish school age children. For that purpose, two introductory rugby lessons were taught. The lesson format and teaching methods were always the same so that the results were comparable (appendix 1). The teaching units were designed in accordance to the "IRB Play the Game" coaching manual and the Dragons Rugby Trust coaching award course material. The first lesson was taught indoors and the second lesson outdoors. After the second lesson questionnaires were delivered, both to the teacher (appendix 2) and to the pupils (appendix 3).

In addition to that, rugby was taught to two different youth teams of the JYP ice hockey club in Jyväskylä as part of their season preparation. The youth teams selected for the rugby-training program were the junior team born in 1988 and the juniors born in 1986. The practice period with the '88 juniors was six weeks and with the '86 juniors eight weeks. After the last lesson questionnaires were delivered to the young players and their coaches.

5.2 SCHOOL SAMPLES AND RESPONDENTS

Descriptive studies describe a population of objects according to pre-defined features. Studies on human population use this research type in describing the composition of human population. Since a population can't be dealt with as a whole, samples need to be selected and drawn. These samples are drawn either by a simple coincidence sample, or a representative-percentage distribution of the sample, or by focusing one part of the population and taking all data from there (one city, one region, or all women between 20 and 25 years etc.), or by combinations of these. (Bortz and Döring 1995, 234-245.)

To get sufficient information about differences between different age groups and genders boys and girls aged 8 to 18 were chosen as field of study. The schools in Jyväskylä selected for the study were chosen randomly. Following a request of the Finnish Rugby Federation the schools in Helsinki were located near the residence of the Helsinki Rugby Club to help to establish links between local rugby clubs and schools.

Table 1 List of study subjects

	Boys	Girls	Jyväskylä	Helsinki	Jämsänkoski	total
no. of pupils	339	169	218	275	15	508
% of total	66,73	33,27	42,91	54,13	2,96	100

The questionnaires were delivered, filled in and collected right after the second lesson. This was to make sure that as many questionnaires as possible were returned. From the total of 515 questionnaires delivered to the pupils 508 were returned. This means a return rate of 98.6%. 3,4% did not fill in the questionnaire completely and 1.4% did not return the questionnaires. From the 20 questionnaires delivered to the P.E. teachers 16 were returned, which equals a return rate of 80%.

5.3 STUDY PROCEDURE

The first step was to contact the Finish Rugby Federation to find out if there was interest and the possibly of funding for this project. In co-operation with the FRF a Trust Grant Application was prepared and send to the IRB (appendix 3). It included a description of the planned research work, a time schedule and a detailed budget. Fortunately the IRB awarded £5 000 made the teaching program possible, which was an essential part of the study.

The next step was to contact schools in Jyväskylä, Helsinki and Jämsänkoski. Soon it was clear that the best way to get in contact with the sport teachers was to visit the schools personally. The responses from the sport teachers were very positive and all of them were willing to give me the chance to teach at least one of their classes.

After arranging a time schedule a teaching plan for teaching rugby to beginners in two lessons was developed. The format of two lessons per group was chosen after speaking to several school officials and P.E. teachers. Two lessons was the amount that all teachers agreed to.

The procedure with the ice hockey junior teams was different. A list was prepared in which every coach had the chance to register if he was interested in rugby as part of the summer training. This list was given to the JYP ice hockey clubs youth coordinator, who distributed them among the junior coaches. As a result of this procedure the coaches of two rugby junior teams from a first league club agreed to rugby practice for a longer period of time (6-8 weeks). At the end of the training program, questionnaires were delivered to the junior ice hockey players and their coaches.

5.4 INSTRUMENTS USED

When conducting a field study with an unknown research object it is necessary to give an introduction first before starting the survey. In this study, the research object was the game of rugby and it had to be introduced first before questionnaires were delivered. When teaching a new sport to children it is important to know the principles of learning and teaching. Also the special demands of teaching a contact sport must be considered.

5.4.1 PRINCIPLES OF LEARNING

Learning is a persistent change in behaviour as a result of practice of experience. According to Woodruff, learning is dependent upon the capacity of the learner, the degree of motivation, and the nature of the task. (Woodruff 1991, 241.)

Learning occurs in three domains or areas known as the cognitive (knowledge), psychomotor (motor skills), and affective (attitudes, values, and appreciations). Influence in one domain will almost invariably affect the other two. Therefore, all three areas should be considered when planning learning outcomes. In order to achieve the goals of P.E., the various domains must be integrated into every aspect of instruction and lesson planning. The learner then becomes the focus of the teaching-learning process as shown in Figure 1.

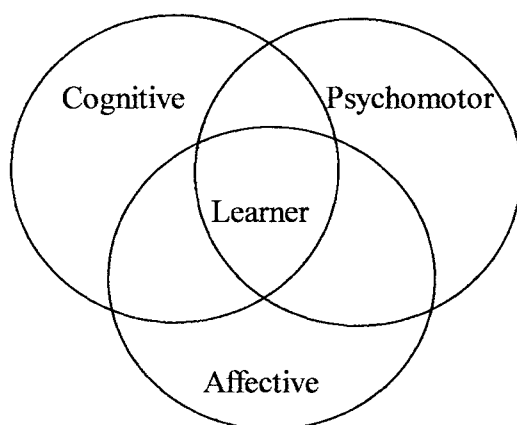


Figure 1 Integration of the cognitive, psychomotor, and affective domains (Harrison and Blakemore 1992, 72)

5.4.2 TEACHING MODEL

It is important to keep the above-mentioned learning principles in mind when choosing the appropriate teaching model for teaching rugby to beginners. The capacity of the learners and the degree of motivation differs remarkably across different school and classes, but also within the same group. Therefore, the intensity of the lesson and the increase of the difficulty level of drills have to be adopted according to the skill and motivation level of the "weakest" pupils.

To choose the right teaching method it is important to understand the educational system. The education system in which teachers of physical education operate is three-sided. The system can be envisioned as an equilateral triangle as shown in figure 2. Its apexes represent: (1) the teacher, (2) the subject, and (3) the environment. The triangle would be incomplete without any one of the sides. Any two sides are dependent on the third to form a perfect and complete triangular shape. Any of the sides could be interchanged. (Harrison and Blakemore 1992, 1)

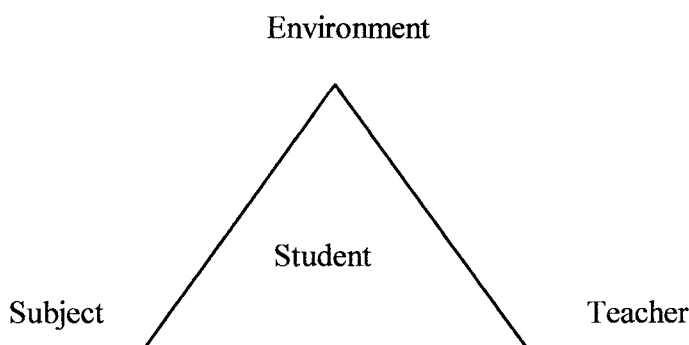


Figure 2 The educational system (Harrison and Blakemore 1992, 1)

Teaching rugby to beginners has its obstacles in the fact that the learner is confronted with an unknown sport, is dealing with an unknown and oval shaped playing object, and has little or no knowledge about the rules of the game.

These obstacles can be met by the following measures: Using different game forms to introduce the new sport in an entertaining way, providing positive feedback. Starting with simple skill practices and increasing the difficulty helps to achieve a quick familiarisation with the unknown playing object. If there is little or know knowledge about the rules of the game, it is recommendable to give an introduction of only the basic rules at the beginning.

Especially demanding for beginners is the rule of rugby that players are not allowed to throw the ball forward. It proved to be helpful especially for primary school children to introduce the game without that rule and to include the forward pass rule only when they are able to perform the basic technical and tactical skills. When helping players to learn a technique, it is helpful to follow the simple stages of this model.

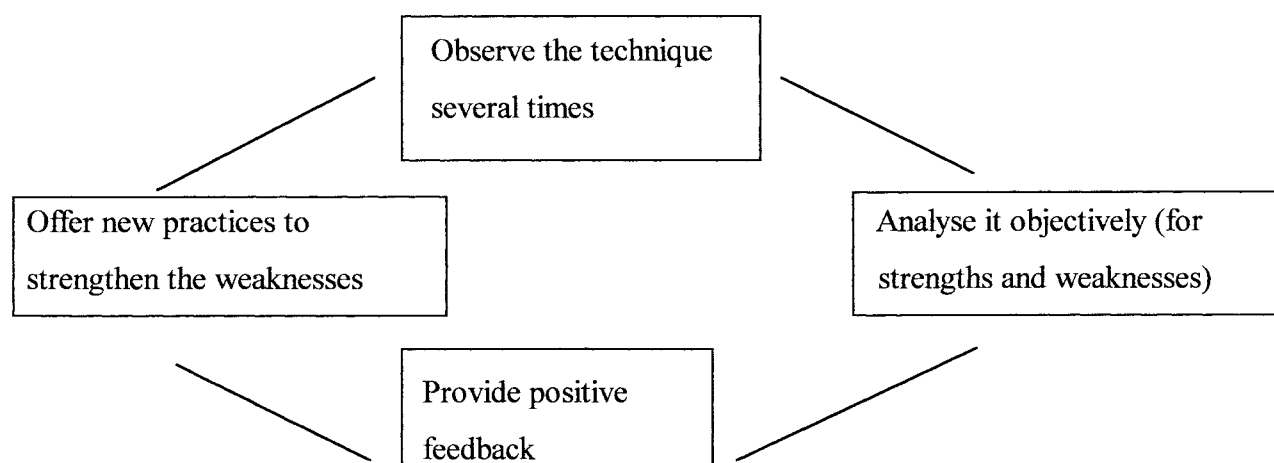


Figure 3 Rugby teaching model (Welsh Dragon Trust 2001)

Coaching basic rugby skills requires a frequent repetition of the coaching points. The method of presentation should be kept simple in order to support the cognitive learning process. Positive feedback should be offered rather than constructive criticism. A successful rugby session requires prior planning, session organisation, group control and evaluation. This will allow you and your players a maximum benefit from your session. (Welsh Rugby Union 2001, 1-3)

5.4.3 TEACHING RUGBY

According to the coaching manuals of the Welsh Dragons Rugby Trust, there are five principles of planning a session:

Safety

Safety is a very important issue when teaching contact sport such as rugby. To assure the safety of the players, proper warm up at the start and cool down at the end of the lesson is essential. It is also necessary to organise the area carefully. Techniques should be taught safely and practices should be built progressively. When practising contact skills it is safer to match players for physical size.

Motivation

The right balance between drills, conditioned games and simulated game situations creates motivation among the students and variety helps to maintain interest. It is better to use praise rather than criticism and it is recommended to help players to set goals for the session. Competition and

group work should be used appropriately.

Learning

Developing technical knowledge helps to observe and analyse performance and game like practices should be introduced as soon as possible. Conditioned games to ensure the repetition of skills and all practice sessions should fit into a large scheme of work which caters for future needs.

Organisation

The lessons should be planned thoroughly and equipment should be checked and ready. Organisation should be simple in terms of group size and transitions from one practice to the next should be easy to ensure the session runs smoothly.

Timing

Starting on time and making the first lesson fun makes it more likely that all the players want to be there. Plan the time allocation within the session and ensure that every player has equal time in practice. Finish on time and make sure everything is tidied away and the children know the arrangements for the next session. (Welsh Rugby Union 2001, 5-7 However, Graham points out that there just isn't enough time to do all that we would like to do for children. (Graham 1992, 25)

5.4.4 TEACHING STYLE

The selection of the teaching style depends on thoughtful evaluation of the learning situation, including the students, the subject matter content to be taught, the teacher, the learning environment and time. (Harrison and Blakemore 1992, 262)

To adapt to the conditions of this research the teaching style had to be adapted to the following conditions. Lessons took place in different schools with different social background and with boys and girls between 8-18 years. The teaching style had to be chosen according to group size, age, and skill and motivation level. The introduction of a new and relatively unknown sport with a widely unknown playing object (rugby ball) was a big challenge to most of the groups. The fact, that a new teacher, unknown to the children, was giving the lesson had also been taken into consideration. With almost every lesson taking place in a different school with different learning environment the teaching style had to allow adaptations to the changing environments. For every class the short

teaching time of two lessons was available which demanded a teaching style with which the limited time available could be used most effectively.

Given the unknown subject, teacher, learning environment and the limited amount of teaching time, the command teaching style was used. In the command teaching style, the teacher makes all of the decisions on what, where, when, and how to teach, and on how to evaluate learning and provide feedback. The teacher should tell the class that, “the purpose of this style is to learn and to do the task accurately and within a short period of time“. (Harrison and Blakemore 1992, 266)

5.4.5 DATA COLLECTION

Different methods are for very different reasons more or less popular. On the one hand it could be decided to use a standardised interview because it's comparatively cheap. On the other hand this method could be used because it's the only way to get valid and representative data. Non-standardised methods could be chosen because technical and statistical know-how to analyse the data is not available, or because in a process of exploration a research question requires a cross-check of used indicators (Schnell/Hill/Esser 1993, 327). The nature of this study required a combined method of data collection. The data collected through the children questionnaires was quantitative and standardised interviews were used. For the P.E. teachers the method of qualitative data collection was used.

To analyse differences, if any, among subgroups within the research subjects in their relative ratings of the interest and enjoyment in rugby, the following measures were performed: (a) two separate One-way Analysis of Variance, first one tested whether the means different among people who participate in sports in their free time, people who like P.E. at school and among participants in different kinds of physical activities. The second one tested, whether difference in the means existed across different age groups. In this study age was collapsed into three categories, the first one from 8 to 11 years, the second from 12 to 15 years and the third from 16 to 18 years. The third one was to find out about possible differences between different cities. (b) Student's t-test was conducted to see if there was difference in the desirability of each dimension between boys and girls.

To measure differences in the perceived enjoyment of different variables between different groups, a five-point scale was used. The scale was ranging from 1 = not at all to 5 = very much. The same

system was used in the teachers' questionnaires.

5.4.6 VALIDATION OF INSTRUMENTS

All the variables in the above mentioned questionnaires were drawn from management and sport literature and were appropriate for the study. Measurement validity is the degree of fit between a construct and indicators of it. (Neuman 1994, 130) The instruments used in this study had been previously validated by the researchers who developed them. Thus, the statements related to the personal data of the research subjects had been earlier evaluated of conveying a distinct meaning of effectiveness construct.

The items related to the enjoyment in sports have been found to fit with enjoyment of rugby. Finally the 11 items of the teacher questionnaires, after interviewing some of the teachers, had been evaluated as accurate.

Moreover, three experts, including two University professors and a P.E. teacher, scrutinized the questionnaires. They were asked, whether the items were clear and cogent. Based on the comments of these experts, those items judged to be ambiguous or weak were suitably modified.

The teaching sessions were planed according to the latest literature available in the field of rugby junior training. The literature used for planning the lessons included the "IRB Play the Game" coaching manual and the Welsh Dragons Rugby Trust "Preliminary Coaching Award" and "Level 1 coaching Award" course material. In addition to that two experts including one University Professor and one Welsh Rugby Union Development Officer checked the session plans. An IRB level 1 rugby coach carried out the teaching (K.Flörchinger).

6 RESULTS

The results of this study can be divided into three major groups. The first group are the results of the school children questionnaires, the second part are the results of the ice hockey youth team, and the third are the results from the teachers' questionnaires

6.1 POPULARITY OF RUGBY IN FINLAND

Being one of the most popular sports in the world, Rugby is very much unknown among Finnish school age children. As figure 4 shows only 61 % did know the game before the introductory lesson with only 47 % of the girls who knew the game. 91 % of the children knowing the game saw it on television but only 39 % stated to have ever seen a game of rugby.

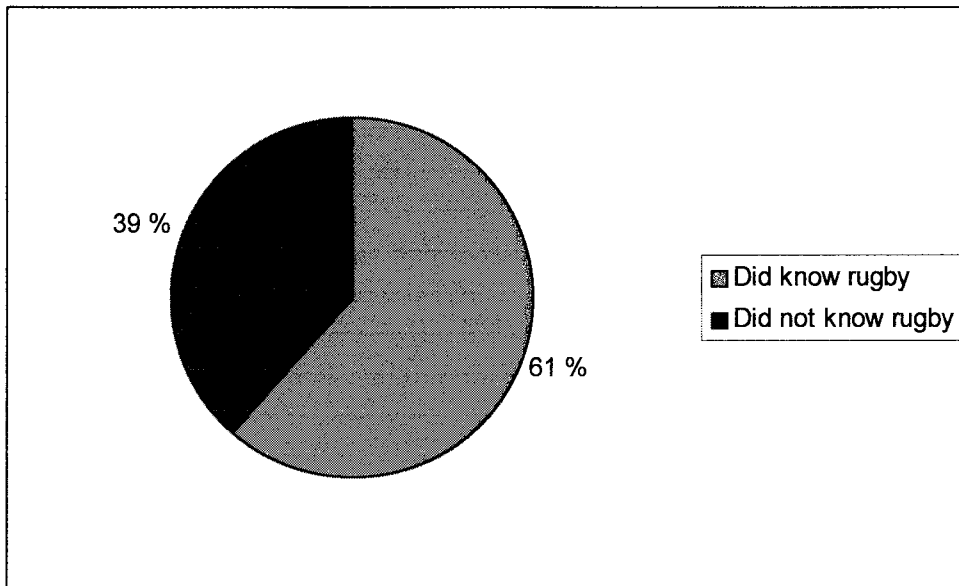


Figure 4 Did you know rugby before?

Even among the P.E. teachers' rugby is relatively unknown. Only 56% of the teachers knew rugby before the introductory lessons.

6.2 INTEREST IN RUGBY

The first significant finding was that there was great interest among the school official. All schools contacted for the study agreed to have rugby taught at their schools. Most of them also showed interest to have rugby as part of their schools sport curriculum.

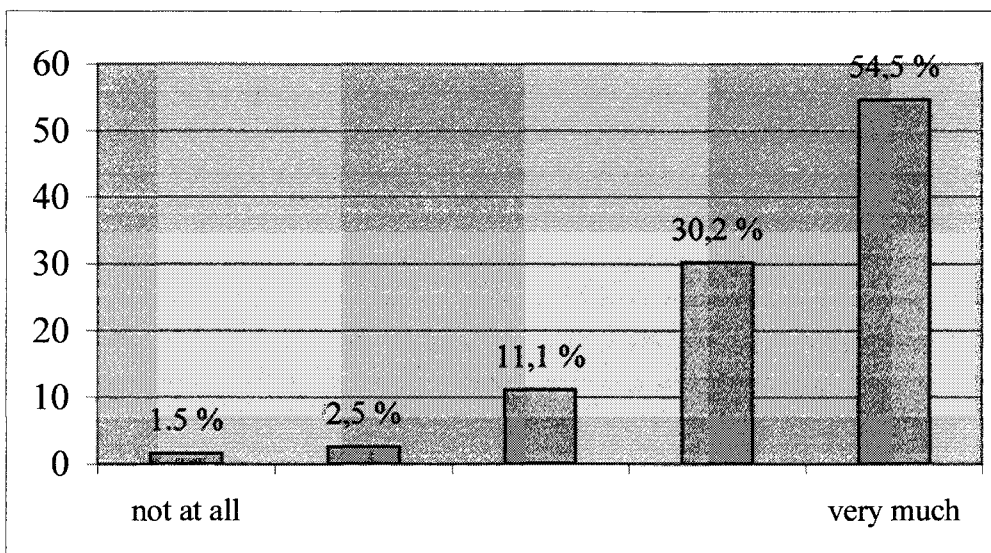
The interest in the game was very high. Before the lessons the children were usually very excited about trying out something new. Many of them were very interested in the new and unknown playing

object and I was asked many times if they were allowed to take a ball before the start of the lesson. When looking at the results in the following, this subjective teaching impression is proved by the collected data.

6.3 RESULTS FROM THE CHILDRENS QUESTIONNAIRES

During the lessons it was obvious that the children enjoyed the new game. They were very motivated and many of them asked for a continuation of the rugby lessons. This subjective teaching experience is reflected in the results shown in table 2.

Table 2 How the children liked rugby



When looking on what aspects of rugby the children liked most, we see that there are no major differences in the level of enjoyment between the five key elements of rugby, which are running, kicking, passing, catching and contact (Figure 5). More children liked to play outdoors than indoors.

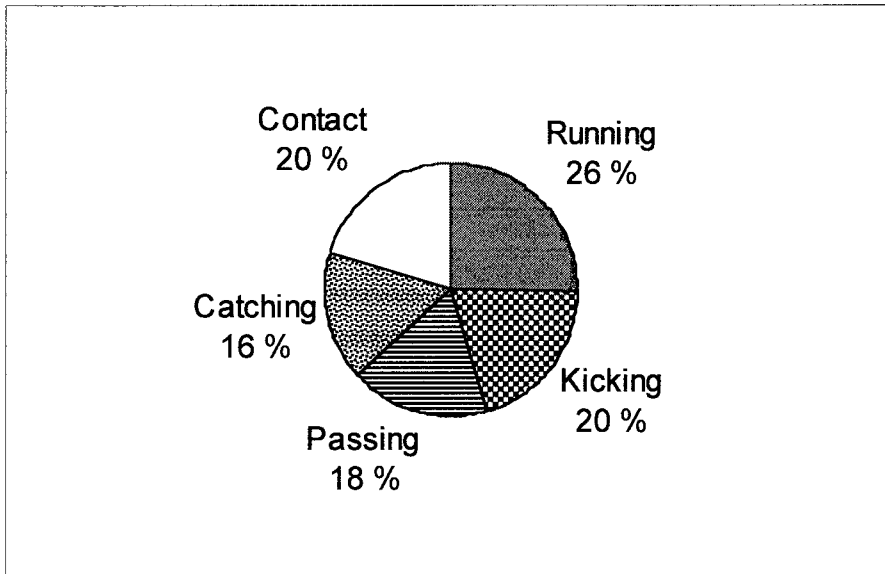


Figure 5 What did the children like most?

6.3.1 GENDER DIFFERENCES

There is a significant difference in the knowledge of rugby between genders. While 68 % of the questioned boys knew rugby, only 47 % of the girls did (figure 6 and 7). Between different cities, age groups and schools, no major difference in knowledge of the game existed.

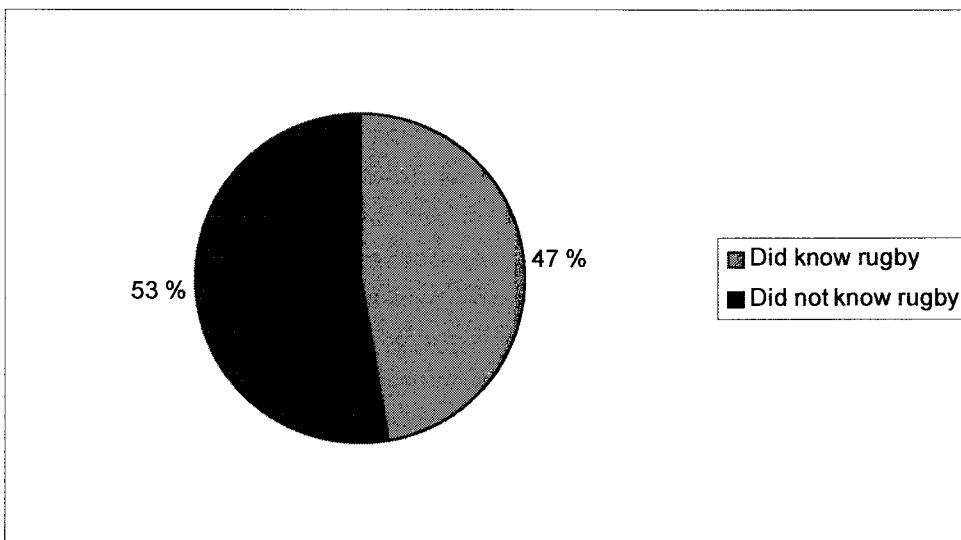


Figure 6 Did you know rugby before (girls)?

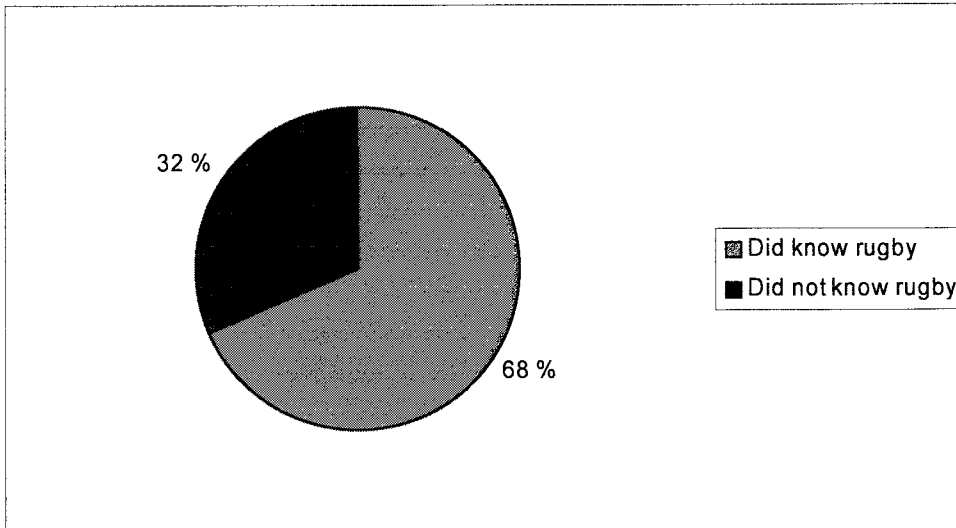
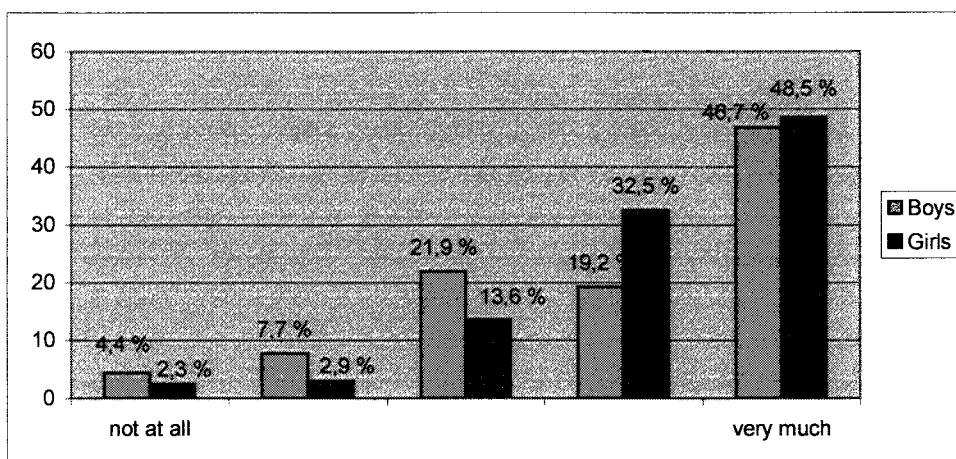


Figure 7 Did you know rugby before (boys)?

When teaching rugby at different schools and to different age groups in different cities, one thing was obvious: Girls liked the game even more than the boys did. This can also be seen in table 3 where is shown, that the interest in playing rugby in the future is high amongst boys, but even higher amongst the girls. More than 80% of the girls would like to play rugby at school in the future, while only about 65% of the boys would like to.

Table 3 Gender differences in reference to the will to play rugby in the future.

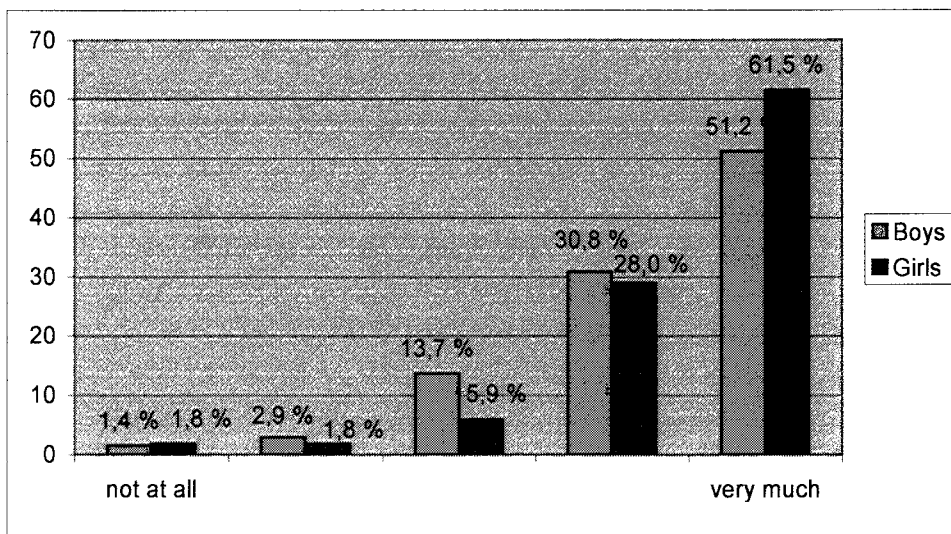


The biggest difference between boys and girls was that the difference between rugby and American Football was much better known among boys than among girls. Only 32 % of the girls knew the

difference before the rugby lessons, while 72 % of the boys did.

Even clearer is the gender difference in the perceived enjoyment in rugby as shown in table 4 with less than 4% of the girls saying they didn't like playing rugby. Almost 90% of the girls enjoyed the rugby lesson "much" or "very much". Significant was the high amount of boys (13,7 %) that were not sure if they liked rugby or not while only 5,9 % of girls were undecided.

Table 4 Gender differences with reference to enjoyment of rugby



When looking at different skills and gender differences it is obvious that boys and girls have different preferences. For boys the physical contact in rugby and running are the most enjoyed aspects (figure 8).

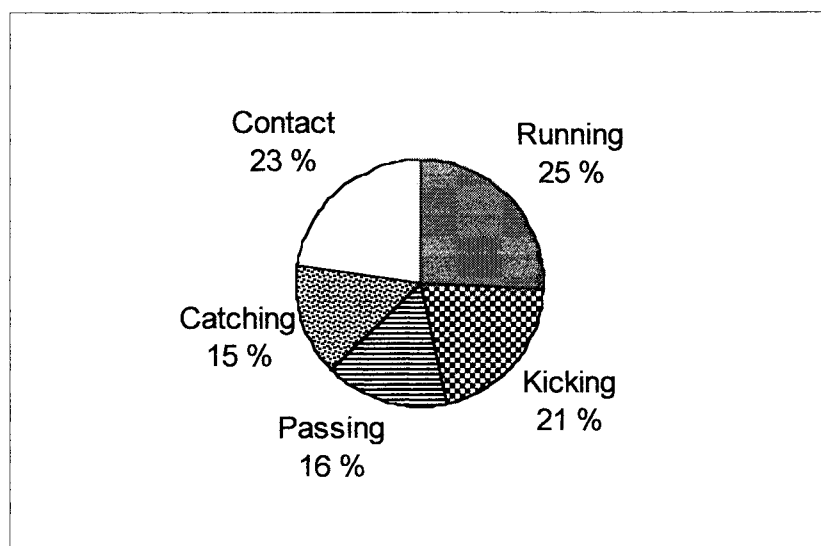


Figure 8 Boys' preferences in rugby

As showed in figure 9, girls are more interested in ball handling skills and less interested in the physical side of the game.

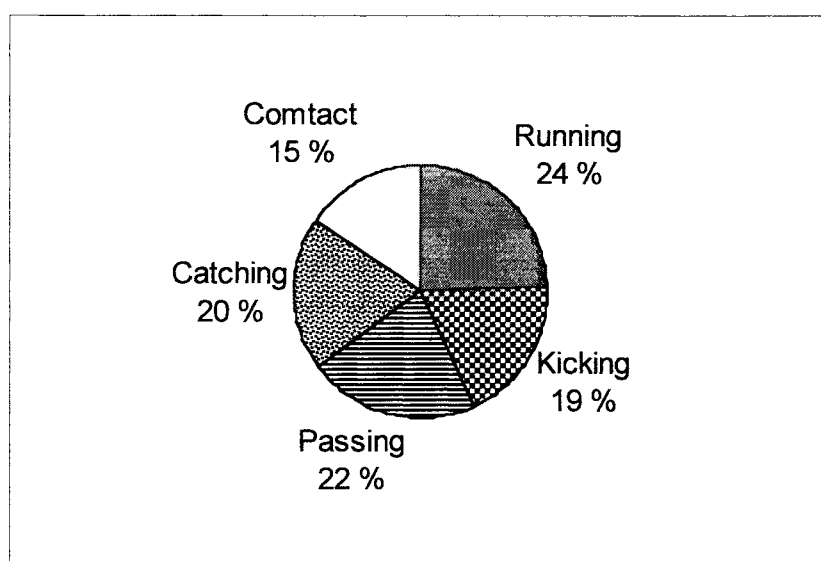
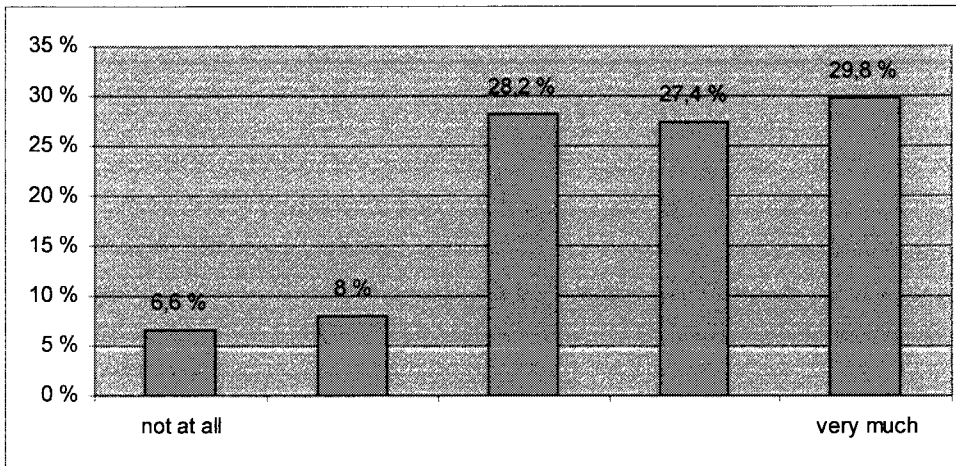


Figure 9 Girls' preferences in rugby

The will to play rugby is greater than the interest in watching the game (table 5). However, there is a great interest in watching rugby amongst Finnish children.

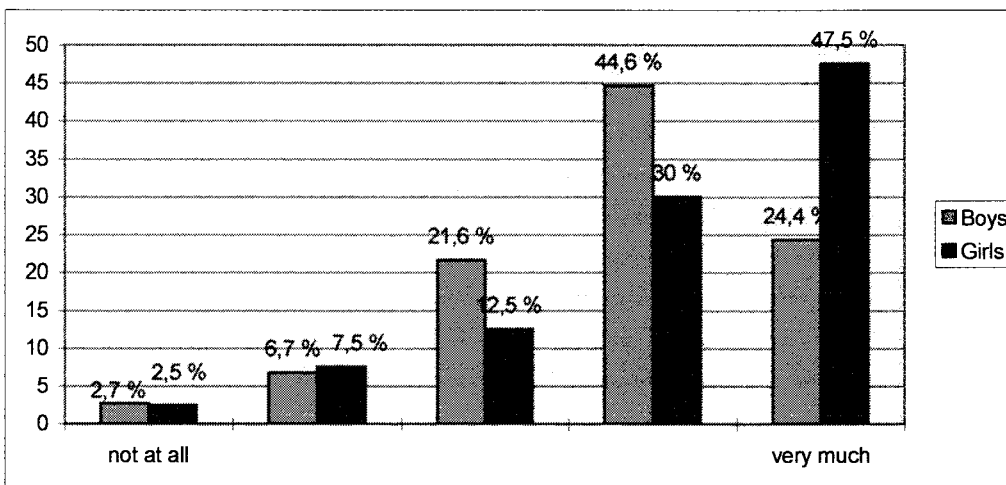
Table 5 Would you like to watch a rugby match?



6.3.2 DIFFERENCES BETWEEN SPORTY AND "UNSPORTY" CHILDREN

It was significant, that many children who don't like physical education liked to play rugby as shown in table 6. Nine out of eleven teachers confirmed this impression. But the study showed that children which are not participating in sports in their free time don't like the contact aspect in rugby. Only 38% of those physical "inactive" children quoted to have liked contact while 44% of the children active in sports liked it.

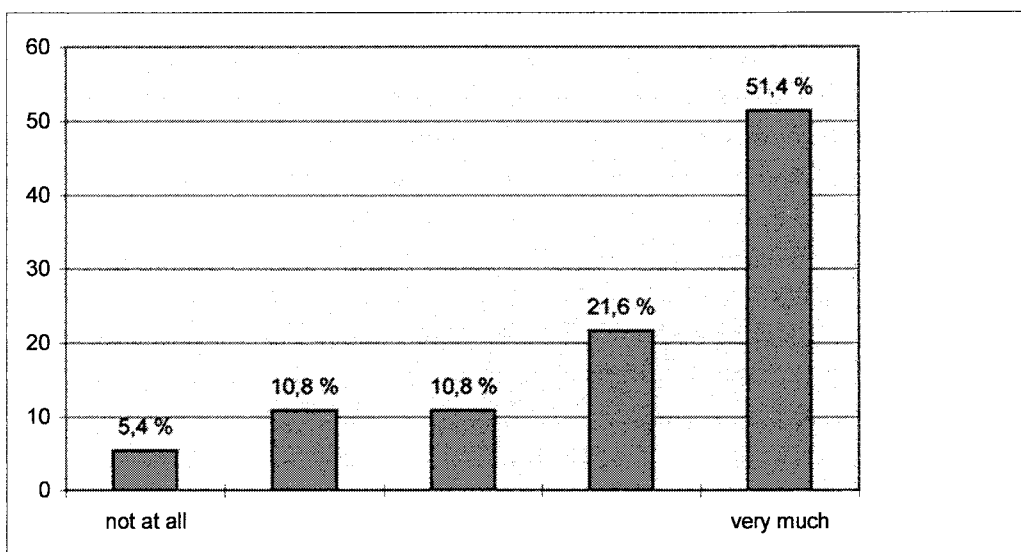
Table 6 Enjoyment in rugby amongst children who don't like P.E.



Even bigger is the difference between those children, which like Physical Education at school, and those who don't. Only about 30% of the ones who like P.E. liked to have physical contact with other players while 47% of those who like P.E. liked also the physical aspect in rugby.

When looking at children with excess weight, similar results can be seen. As shown in table 7 also they enjoyed playing rugby very much.

Table 7 Perceived enjoyment in rugby amongst children with excess weight.

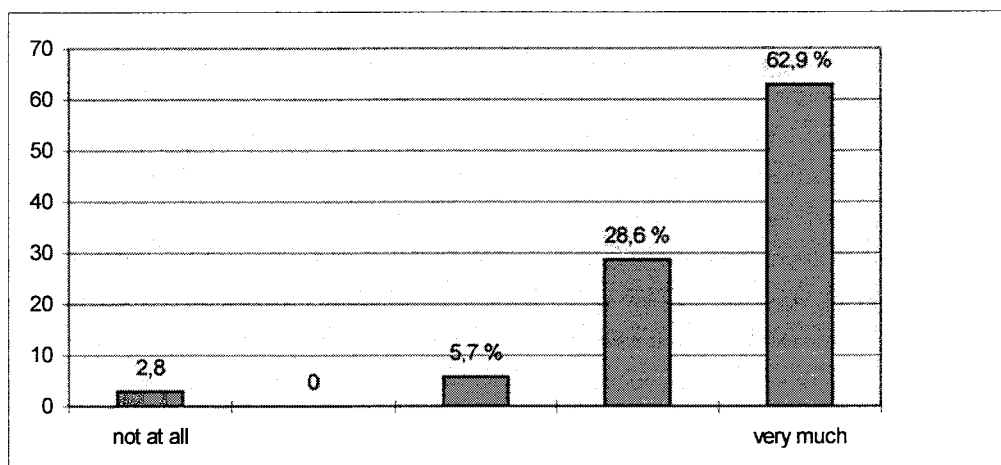


The difference between rugby and American football was better known among those children that participate in sports in their free time. 64 % of those children knew the difference, while only 33 % of those not participating in any sports knew that American football and rugby are not the same.

6.4 RESULTS FROM THE ICE HOCKEY YOUTH TEAM QUESTIONNAIRES

There was a big difference in the motivation and motor skills level between the two ice hockey youth teams and the "normal" P.E. classes. Both ice hockey teams were highly motivated and their learning capacity was much higher. They also seemed to enjoy playing rugby as shown in table 8.

Table 8 Ice hockey youths' perceived enjoyment in rugby



As shown in figure 10 the ice hockey kids enjoyed different skills than the pupils in the P.E. lessons. While passing and catching are rated very low, most of them stated to have liked the contact part of the sport (32 %). This could not only be seen in the result of the questionnaires, but in the quest for tackling practises in every lesson. Also running was enjoyed by many of the subjects (35 %). Kicking was rated exactly like in the results of the schoolboys' questionnaires (19 %). Due to the fact, that all the lessons took place outside, there are no results about if they liked the lesson better indoor or outdoor.

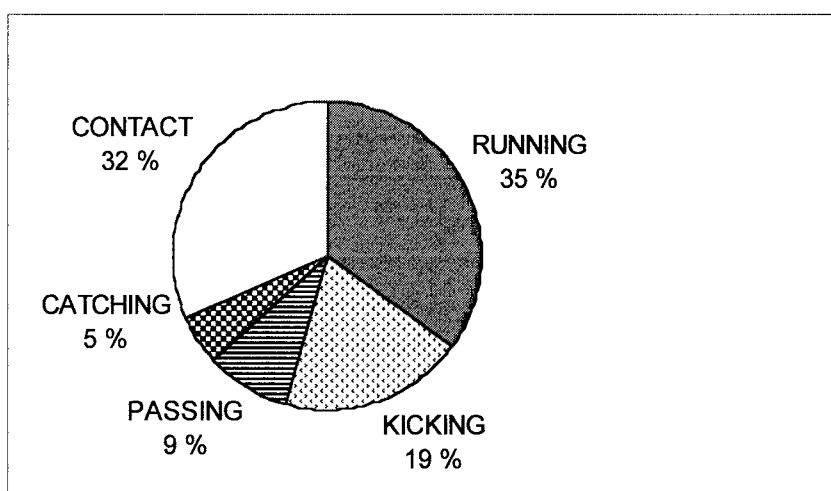


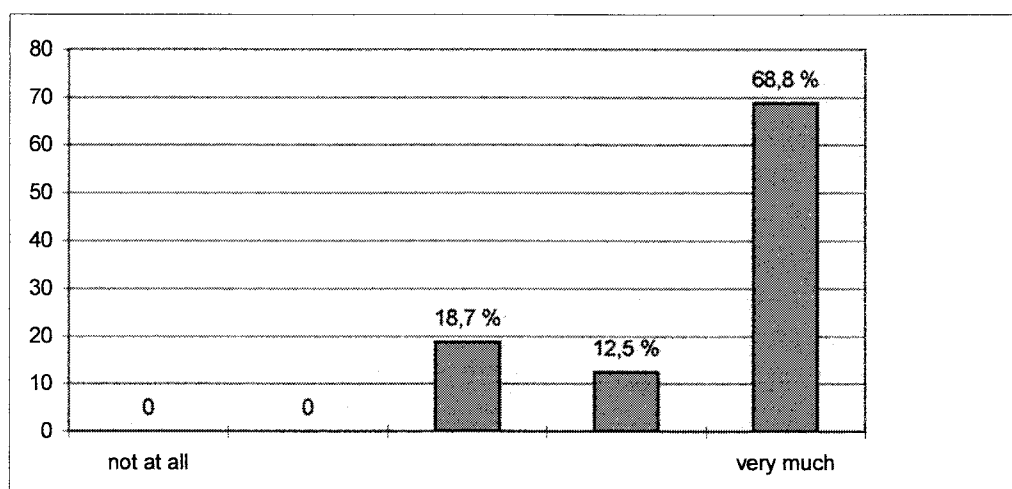
Figure 10 Ice hockey youths' preferences in rugby

Among the ice hockey youth coaches, rugby was assessed to be very positive. Their opinion was that they would like their children to play rugby in summer rather than football. According to the coaches, rugby training is a very good season preparation for ice hockey players. Due to the great success and the great acceptance of the rugby-training program, the summer training will be repeated in the summer of 2002.

6.5 RESULTS FROM THE TEACHER QUESTIONNAIRES

As mentioned before, rugby was relatively unknown among P.E. teachers. One teacher even wondered if I had forgotten to bring the sticks, thinking that rugby is a kind of hockey game. But despite or because of this low popularity most of the teachers proved to be very interested in the new game (table 9).

Table 9 "Would it be good to teach rugby at schools?"

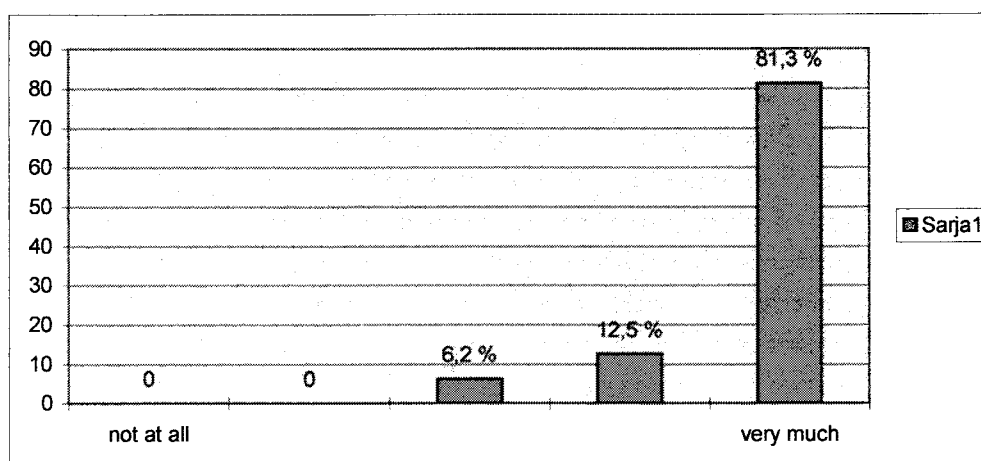


Three out of 16 were not sure if it would be good to teach rugby at schools. One teacher stated, that it might be dangerous to teach rugby, depending on the teacher. When asking about the best aspect in teaching rugby was, 100% of the teachers mentioned teamwork, followed by technical and tactical skills with 56% each. When asking about why to teach rugby at schools most of the teachers mentioned that the children are very motivated when learning a new game. The second most answer was that the physical aspect would be good for the children. The fact that the girls liked it too was

the most positive aspect.

Only one teacher said he would not be willing to teach rugby and for only one teacher rugby would not fit into his/her schools P.E. curriculum. Also the teachers rated the perceived enjoyment of the children very positively. With the one exception all of them had the impression that their classes liked the lessons much or very much (table 10). Fourteen out of sixteen teachers had the impression, that children, who are usually not very active during Physical Education, have been more active than usual in the rugby lessons.

Table 10 "Did you have the impression, that the children liked the lesson?"



One of the teachers had already been teaching rugby in the school in Finland for 13 years. He was taught rugby in his school as youth. This was the only school in Finland in which rugby was taught before this study. Seven out of 16 teachers stated that their class had played American football before.

7 CONCLUSION

Rugby is one of the most played team-ball games worldwide. Its biggest event, the RWC hosted by Wales in 1999 attracted 3.1 billion television spectators, making it the world's fourth biggest sporting event. There is great interest from the FRF and international rugby organisations, such as

SRU, FIRA-AER, and IRB, to increase the popularity of rugby in Finland. With only about 150 rugby players, Finland is amongst the “smallest” rugby countries in Europe.

The game of rugby, as it is known today, was first played at schools in Great Britain. It then spread from there to the rest of the world and again schools were among the first to adopt the game. To establish the game in Finland it seems therefore logical to implement the game at schools. To have rugby as part of the P.E. curriculum would assure that every Finnish child would play rugby at least once in its life.

The big advantage of rugby is that almost no equipment is needed. The players don't need any protective gear and even when a school has no rugby ball available, rugby can be played. At this point, rugby is poorly known among Finnish school age children. To increase the popularity of the game would be the first step towards an increased participation. A common point of view towards rugby is that it is a violent and dangerous sport. Giving Finnish children the chance to play rugby at schools would help to remove prejudices against rugby.

This study shows that the great majority of Finnish school age children enjoyed playing rugby. It was interesting to see that there were no major differences in the perceived enjoyment throughout age groups. The enjoyment was even greater among girls than among boys.

When approaching the schools with the request to introduce rugby at their school, the reaction of school officials and P.E. teachers was very positive. All schools contacted for the study agreed to have rugby taught during their P.E. lessons. An important finding of the study was the P.E. teachers' positive assessment of rugby. They especially judged the teamwork aspect of rugby as very valuable for the children. For the implementation of rugby at Finnish schools, the commitment of the P.E. teachers will be essential. Therefore it was good to see that, with one exception, all teachers stated to be willing to teach rugby at their school.

The Welsh Rugby Union managed to recruit 6000 new junior players through the school development project carried out by the Dragons Rugby Trust. According to the development plan 2002 of the FRF, Finland plans to implement a school project. This study showed that in Finland there is the potential to achieve a similar success.

When teaching rugby to Finnish children it seems to be best to allow a certain amount of physical contact. Especially when teaching to primary school children, the touch rugby version of the game proved to be difficult to teach and the children almost always wanted to play the full contact version.

A very positive aspect of the study was that during the teaching of more than 900 children not a single injury occurred. This shows that if introduced and taught properly, rugby is by no means a dangerous sport. In truth quite the opposite is true. It can help to teach the children consideration, caution and care towards others.

The fact that one of the teachers taking part in the study had taught rugby at his school for 13 years, because he was taught rugby at his school 30 years ago, shows that teaching rugby at school can have a positive effect on the future development of the game. Almost all European countries have school rugby development programs. Sweden, Denmark, and Norway are starting similar projects at the moment.

The long and cold Finnish winters bring a big disadvantage for the development of rugby in Finland. There are only a few months where rugby can be played on natural grass fields. One alternative could be to play on artificial grass fields. However, only on modern and soft artificial surfaces can rugby be played. Another alternative could be to play rugby in the snow. Several snow rugby games have already been played in Finland, Canada, and Russia and its popularity is increasing. There are even plans to organise the first Snow Rugby World Championships in Finland in 2003. This plan is currently approved by the IRB.

A good link for the future development of rugby in Finland could be the ice hockey clubs. This study shows that children who play ice hockey liked to play rugby very much. Moreover, as ice hockey is only played in winter, those children could play rugby in the summer months. This would be even supported by the ice hockey youth coaches.

After Webb Ellis, according to the legend, "with fine disregard for the rules of football as played in his time, first took the ball in his arms and ran with it, thus originating the distinctive feature of the rugby game", it fascinates more and more people around the world. This study showed that Finnish children, when given the chance, also enjoy this great sport.

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Interview with Olli Linnosuo (Founding member of the Tojala Rugby Club) in December 2001..

Interview with Janne Lumme (Founding member of the Helsinki Rugby Football Club) in January 2002.

Interview with Eino Leisimo (Founding member of the Jyväskylä Jaguaarit American football club) in February 2002

9 APPENDIXES

Appendix 1. Finnish School Rugby Development Plan

PROJECT PLAN

Finnish School Rugby Development

Version	Date	Author	Status
A	13.10.00	Klaus Flörchinger	Project
Manager			

The purpose of this document is to communicate the essential aspects of the project work to the federation and other funding bodies. The project plan acts as a contract between the project team and funding organization and provides guidelines and basis for operative project management during the project.

Definitions:

Context

The project will be carried out in selected schools of Helsinki and Jyväskylä, Finland during 2000-2001.

The project manager will be Klaus Flörchinger

Mission and Objectives

The purpose of the project is to find a strategy how to reach as many schools as possible all over Finland and how to get from rugby school sport to club level.

The objectives are:

- Enhance the establishment of Rugby in Finland
- Write the first Masters Thesis about Rugby in Finland (title: The implementation and administration of a new sport: An investigation into the strategies and difficulties of introducing Rugby in Finnish schools)
- Develop a general program for teaching Rugby in schools
- Implement the program into Finnish schools

Benefits provided by the project are the development of rugby in Finnish schools and increasing the pool of experienced players at a later date.

Work scope

Project outcomes

Short term goals:

- creating an interest for Rugby among school age children
- increasing the popularity of Rugby in Finland

- to develop a program to teach Rugby in the schools
- to develop a program for the Physical Education students how to teach Rugby at school
- to implement this program into the teacher education at the University of Jyväskylä (the only Sport and Health Faculty in Finland)

Long term goals:

- to implement Rugby as a part of the sport curriculum in Finland
- to increase the number of Rugby Clubs in Finland
- to start teenage and pre-teenage Rugby in Finland
- to establish a Rugby Union national competition in Finland

Project work plan

Milestone-related tasks to be done in the project are shown in the table below.

Research schedule

	September 00				October 00				November 00				December 00				January 01				February 01				March 01				April 01					
week:	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
General research planning																																		
Contact with Helsinki and the IRB																																		
Application for IRB trust grant																																		
Detailed research plan																																		
Operation plan																																		
Questionnaires																																		
Contact school officials																																		
Visits to schools in Jyväskylä																																		
Visits to schools in Helsinki																																		
Visits to schools in Tampere																																		
Teaching at schools:																																		
in Jyväskylä																																		
in Helsinki																																		
in Tampere																																		
Delivering questionnaires:																																		
in Jyväskylä																																		
in Helsinki																																		
in Tampere																																		
Collecting data from the questionnaires																																		
Analyzing the results of the questionnaires																																		
Research report --> starting May 2001																																		

Codes and regulations

The relevant IRB codes and regulations will be strictly observed.

Organisation

Project organization

The development project is to be coordinated by the Finnish Rugby Federation chairman Mr. Peter Eagling. The project manager will be Klaus Flörchinger.

Realization plan

Methodology:

Teaching Rugby to school age children: 15 to 20 schools in three different cities. Approximate amount of pupils: 750 - 1000

deliver questionnaires

collecting and analyzing the data of the questionnaires

Reviews

The Finnish Rugby Federation will review the project progress.

The project manager will submit a monthly progress report, including financial information.

Resources and budget

Project budget

Equipment:

45 Rugby balls (3 / school)	450 £
6 tackling wedges (2 / school)	405 £
Coaching materials	<u>100 £</u>
	955 £

Travel:

4 x Jyväskylä –Helsinki – Jyväskylä (2400 km, 20 cents/km)	480 £
3 x Jyväskylä – Tampere – Jyväskylä (900 km, 20 cents/km)	180 £
1 x Jyväskylä – Sweden – Jyväskylä	<u>300 £</u>
	960 £

Accommodation:

7 weeks in hotels (200 £ / week)	1400 £
Travel expenses (20 £ / day)	<u>1000 £</u>
	2400 £

Administrative costs:

Telephone	100 £
Laptop	<u>700 £</u>
	800 £

Research expenses	5 115 £
Research grant	2 000 £
Total	7115 £

Project steering & communication

Steering

The Finnish Rugby Federation will carry out project steering.

Copies of all monthly reports will be sent to the IRB funding coordinated if that is required.

Performance measurement

Project work performance will be measured by feedback from the schools. The project manager is to formulate a questionnaire and to have all schools complete after training.

Critical success

Critical success will be measured by the continuation of rugby being played at the schools. The Finnish Rugby Federation will contact all participating schools in 2002.

Documentation

Monthly progress report

Schools questionnaire

Appendix 2

A RUGBY GUIDE by the Finnish Rugby Federation

Introduction

'Rugby is a full contact sport, played by two teams and requires fitness, skill, and teamwork.' The object of the game is to score tries and [kick] goals. A player kicking the ball between the opponents' goal posts and above the crossbar scores a player grounding the ball in his opponents' in-goal scores a try, and a goal.

Versions

The full version of the game is played with teams of fifteen for two halves, most often 40-minutes each. The full team of fifteen is divided into 8 forwards and 7 backs. Regardless of position, a player is expected to do what is required, that is to say approach to play is flexible. Players do however 'specialise': forwards seeking to secure possession and backs using that possession to score points.

Other common versions are 'Seven-a-Side' and 'Touch Rugby'. In Seven-a-Side, the number of players is limited to 3 forwards and 4 backs; other rules are much the same. (The number of players is flexible, but subject to agreement.) In Touch Rugby a player must stop and pass the ball if he is touched. Possession changes to the other side, after six stoppages or after the ball are dropped.

Rules of the Game

Rugby features almost continuous play. Stoppages occur only when a player is injured, when points are scored, or when the ball crosses the boundaries of the field, or when there is a restart of play resulting from a rules violation. (The rules as described in the following text are abridged or summarised.)

Start of play

At the start of play teams take a position in the respective halves. The team receiving the ball must be behind and stay behind the 10m line until the ball is kicked towards them.

Open Play

During play the team shall move the ball to a position on the field that will allow them to score points. They may do this by running with the ball, passing or kicking.

The ball may be moved from one player to another in any direction except forward. If the ball is passed to a player of his own team, who is in a forward position it is a forward pass. If the player loses control of the ball, which goes forward touching the ground or another player it is a knock-on. Both are infringements and play resumes with a scrum. If the ball strikes a player's leg (from the knee to the toe) it is considered a kick and play continues.

A player is tackled when he is held and the ball touches the ground, or when he is carrying the ball and 'bought to the ground' by his opponent(s). This has happened if he is held and:

- Has one or both knees on the ground
- Is sitting on the ground
- Is on top of another player who is on the ground.

A tackled player must pass or release the ball at once. When he is 'bought to the ground' he and the tackler must attempt to get away from the ball immediately. Any player on the ground after a tackle must get to his feet before he can take any further part in play.

Dead Ball

The ball is out of play or 'dead' when:

- It has gone out of the playing area (over the goal line or the side-line),
- The referee blows his whistle for an infringement, or
- A conversion kick after a try is being taken.

Line-out or Throw in

If the ball touches the ground, person or object on or over the sideline, the ball is considered out (of play). (The sideline itself is out.) A Lineout also known as a Throw-in restarts play.

The throw-in is awarded to team, which did not cause the stoppage in play. This may be by running or kicking the ball over the sideline. If the ball is kicked directly into over the sideline from a penalty kick, the kicking team throws the ball in. (This is because it was the infringement by the other team that penalty kick was awarded.)

A Lineout is formed by at least two players from each team, lining up in single parallel lines at right angles to the sideline.

The team throwing the ball in determines the maximum number of players from each team who are to line up - the opposition can have fewer, but not more. There must be a gap of 1m between the two lines of players.

The lineout starts 5m from the sideline where the ball is being thrown in, and it can extend to a position up to 15 m from the sideline. Any player of either team who is further than 15m away from the sideline, when the lineout begins is not in the lineout.

A player must not use any player of his team as a support to enable him to jump for the ball, or lift any player of his team, or bind with any player of his team, before the ball has been thrown in.

The player taking the throw in must not step into the field of play. He must throw the ball in straight down the middle, without undue delay, and it must travel at least 5m before touching the ground or a player.

If the throw in is taken incorrectly, the opposition can either take a second throw, or take a scrum 15m from the sideline.

Scrum

Play is restarted after certain infringements with a scrum. In most cases the scrum is formed where the infringement occurred. A scrum is formed by players of each team closing up, for the ball to be put on the ground between them. A maximum of eight players from each team take part in the scrum, three of which shall be in the front row. All eight players must remain bound in the scrum until it ends.

Before the front row close together, at the mark indicated by the referee, the ball must be in the scrum half's hands, ready to be put in.

The front row must crouch; so that when they close together each players' shoulders are level with their hips. The referee shall call 'Engage', after which the front rows may come together when ready.

The front rows must interlock so that no player's head is next to the head of a teammate. The player whose feet are the 'hindmost' feet must bind with at least one arm onto the second row.

The player putting in the ball must:

- Stand 1m from the scrum in line with that point between the two front rows.
- Put the ball in with both hands, from a level midway between his knee and ankle, in a single forward movement.
- Pitch the ball on the ground immediately beyond the nearest player.

Until the ball has left the hands of the player putting it in, no player in either front row may raise either foot from the ground or advance it beyond the line of the feet of his front row. The feet of the nearest players must be far enough back to leave the tunnel clear. When the ball has left the scrum half's hands and is fairly in the scrum it may be played.

While the ball is in the scrum a player in the front row must not:

- Raise both feet off the ground at the same time.
- Intentionally adopt any position or take any action, by twisting or lowering the body or by pulling on an opponent's clothing, which is likely to cause the scrum to collapse.
- Intentionally lift an opponent off his feet or force him upwards.
- Intentionally kick the ball out of the same tunnel into which it was put.

Ruck and Maul

One or more players from each team in contact and on their feet, closing round the ball while it is on the ground between them, form a ruck. When the ball in a ruck becomes unplayable, a scrum is formed. In most cases the team moving forward before the stoppage will put the ball in.

A maul is formed by one or more players from each team (at least three in total) on their feet and in physical contact, closing round a player who is carrying the ball. The maul ends when the ball is on the ground, the ball or a player carrying it emerges from the maul, or when a scrum is ordered.

Scoring

A team can score in 3 ways:

A try: 5 points - 'This is when an onside player applies downward pressure to the ball in his opponents' in-goal area. The ball must not be bounced.'

A conversion: 2 points - This occurs after a player has scored a try, the team is given a chance 'convert' the 5 points to 7. It does this by kicking the ball through the goal posts, between the uprights and above the crossbar.

A Goal: 3 points - This is when a player kicks the ball through the goal (between the uprights and above the crossbar. He may do this during play, or directly from a penalty kick.

Officials

In all matches a referee and two touch (sideline) judges must be appointed or agreed upon by the two captains. During the match the referee is the final judge of fact and law - all players must accept his decision without question. (Touch judges aid the referee, but the decision is his.)

Advantage Law

The referee should not whistle for an infringement during play, if a stoppage would deprive the non-offending team of any advantage; play should be allowed to continue.

Offences – Offside

A player is offside when his team has possession of the ball, if he is front of an imaginary line through where the ball was last played (kicked or passed) and parallel to the goal line. He will be penalised if he:

Plays the ball or obstructs an opponent.

Fails to retire to an on-side position.

The referee will award a penalty kick to the opponents at the place where the offence occurred, or a scrum at the place where the ball was last played before it occurred.

For all players not in the scrum, ruck or maul, the offside line is an imaginary line drawn through the hindmost foot of the last player in the scrum, ruck or maul. Players (not in the scrum) must retire behind this. A player who joins the ruck or maul from his opponent's side is offside. An exception to this is the scrum half, whose offside line for the scrum is through the ball.

The penalty in these cases is a penalty kick awarded (subject to the advantage law) to the non-offending team at the place of the infringement.

At a lineout a player (except the player throwing the ball in, his immediate opponent and a player to receive the ball, usually the scrum half) is offside if he is not participating in the lineout, yet is less than 10m from it.

Offences – Obstruction

Obstruction occurs when a player 'shields' a member of his own team, who is carrying the ball from an opponent. It is illegal and will result in a penalty kick.

Offences - Misconduct and Dangerous Play

Players must not participate in foul play, which includes:

Hack, trip or strike an opponent

Tackle early, late or in a dangerous manner

Charge or obstruct an opponent who has just kicked the ball

Hold, push, charge, obstruct or grasp an opponent not in possession of the ball, except in a scrum, ruck or maul

Cause a scrum, ruck or maul to collapse

Commit any form of misconduct.

Appendix 3

Children questionnaire

My name is Klaus Flörchinger and I am studying Sport Management at the University of Jyväskylä at the Department of Social Science of Sport. Under the supervision of Professor Kimmo Suomi and Pekka Lumela I am working on my thesis with the title: "Implementation of a new sport: Teaching Rugby to school age children". The International Rugby Board (IRB) and the Scandinavian Rugby Union (SRU) are supporting the research work. I would appreciate it if you would be so kind and fill the following questionnaire. Thank you for your help.

1. Sex:

male ☐ female ☐

2. Age: _____

3. Height: _____

4. Weight: _____

5. Are you participating in sports in your free time?

Yes ☐No ☐

6. If your answer was yes, what sports?

7. How do you like physical education at school?

Not at all 1 2 3 4 5 very much

☐ ☐ ☐ ☐ ☐

8. How did you like the Rugby lesson?

Not at all 1 2 3 4 5 very much

☐ ☐ ☐ ☐ ☐

9. What did you like most?

Running ☐ Kicking ☐ Passing ☐ Catching ☐

Contact ☐ Indoor ☐ Outdoor ☐ Others ☐

10. Would you like to play Rugby at school in the future?

Not at all 1 2 3 4 5 very much
 ☐ ☐ ☐ ☐ ☐

11. Did you know Rugby before?

Yes ☐ No ☐

12. If your answer was yes, how did you know about Rugby?

Television ☐ Newspaper ☐ Books ☐ Internet ☐
Others _____

13. Did you ever watch a Rugby game?

Yes ☐ No ☐

14. Would you like to watch a Rugby game?

Not at all 1 2 3 4 5 very much
 ☐ ☐ ☐ ☐ ☐

15. Did you know the difference between Rugby and American Football?

Yes ☐ No ☐

Thank you!

Appendix 4

Teacher questionnaire

My name is Klaus Flörchinger and I am studying Sport Management at the University of Jyväskylä at the Department of Social Science of Sport. Under the supervision of Professor Kimmo Suomi and Pekka Lumela I am working on my thesis with the title: "Implementation of a new sport: Teaching Rugby to school age children". The International Rugby Board (IRB) and the Scandinavian Rugby Union (SRU) are supporting the research work. I would appreciate it if you would be so kind and fill the following questionnaire. Thank you for your help.

Did you have former contact with Rugby? Yes ☐ No ☐

If your answer was yes, how? Television ☐ Newspapers ☐

Books ☐ Internet ☐ Others _____

3. Did you class play something similar to Rugby before (e.g. American Football).

Yes ☐ No ☐

4. Do you think it would be a good idea to teach Rugby at schools?

not good	1	2	3	4	5	very good
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5. What do you think is good in teaching Rugby?

Technical skills ☐

Tactical skills ☐

Teamwork ☐

Others _____

6. Why do you think that teaching Rugby would be good / not good?

7. Would you be willing to teach Rugby?

Yes ☐

No ☐

8. Do you think teaching Rugby would "fit" to your schools sport curriculum?

Yes ☐

No ☐

9. Did you have the impression that the children liked the Rugby lesson?

not at all	1	2	3	4	5	very much
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

10. Did you have the impression that the children which are normally not very active during Physical Education where more active?

Yes ☐

No ☐

Thank you!

Appendix 5

Lesson plan of the 1st lesson

Time	Performance goals	Achievement strategy	Organisation, equipment and <i>comments</i>
10 min	warm up and introduction of the new playing object	playing football with the rugby ball	two teams, 1 rugby ball, football goals normal football rules
5 min	stretching and ball handling	rolling a rugby ball through the legs, handing the ball through the legs 8 shaped, handing the ball around the body	individually, 1 ball/player legs straight when possible
5 min	running with the rugby ball, putting down and picking up	running in a grid, on the signal putting down the ball and picking up somebody else's ball	whole group, 1 ball/player two hands on the ball, legs shoulder wide when putting down the ball
5 min	passing and catching while running	running in a grid and passing the ball	pairs, 1 ball/pair how many passes without dropping the ball in 1 minute?
5 min	passing and catching under pressure, introduction of the touch rule	3 vs. 1, one player in the middle trying to get the ball either by interception or by touching the player in possession of the ball	groups of 4, 1 ball/group middle player should move towards the player with the ball to create pressure
10 min	using the skills in a game situation	goal ball: forward passes and running with the ball allowed. Touch rugby rules	Two teams, 1 ball use rugby passes, no passes over head height
5 min	drinking break		
10 min	introduction of the forward pass rule	channel work, passing the ball in pairs, no forward passes; increasing the difficulty by	pairs, 1 ball/pair show hands as a target for the passer, look to the receiver when

10 min	introduction of defenders	coming back the same channel channel work 2 vs. 1, passing the ball in pairs while beating a stationary defender holding a tackling shield	you pass pairs, 1 ball/pair, 1 defender/channel receiver should come from depth
5 min	beating a defender	channel work 2 vs. 1, defender tries to intercept or touch the ball carrier	pairs, 1 ball/pair, 1 defender/channel two hand touch, only pass when necessary
20 min	using the skills in a game situation	touch rugby	two teams, max. 5 players per team move forward with the ball

Appendix 6

Lesson plan of the 2nd lesson

Time	Performance goals	Achievement strategy	Organisation, equipment and <i>comments</i>
10 min	warm up and repetition of skills	trying to pass the ball within the own team ten times without interception	two teams, 1 rugby ball players are allowed to run with the ball, use rugby passes
5 min	stretching		
10 min	introduction of kicking the ball and catching a high ball	kicking the ball to a team mate, use different kinds of kicks: grubber kick, punt kick, drop kick, place kick	pairs, 1 ball/pair try to kick near the receiver, eyes on the ball
5 min	kicking, catching and passing while running	channel work; running, kicking and passing to the partner	pairs, 1 ball/pair no forward passes, timing is important
10 min	kicking long distances in a game situation	driving the other team back with long kicks	two teams, one rugby ball everybody in the team should kick the ball
5 min	drinking break		
5 min	getting used to falling down	players lying on their stomachs, one catcher tries to catch one runner; if the runner lies down next to one player, he becomes the new catcher, the catcher turns into the runner	whole group
5 min	introduction of the tackling from the side	tackling from the side, both players on their knees	pairs head behind the tackled player, push with the shoulder and pull with the arms, come in low and use the energy from the legs

5 min	introducing the tackling from behind	tackling from behind, both players on their knees;	pairs player to be tackled may try to escape
5 min	introducing the tackling from front	tackling from front, tackling players on their knees; player to be tackled walk past the tackler and gets tackled	pairs first walking very slowly, increasing the speed
20 min	introduction of scrum and line out		

Appendix 7

Timetable of rugby lessons

Target Group	Age	Number of children
February:		
NormaalikouluJyväskylä	13/14 years	23 boys
Jyp Ice Hockey Club	14/15 years	18 boys
Puistokoulu Jyväskylä	9/10 years	21 (14 girls, 7 boys)
Diskos Ice Hockey Club	12/13 years	23 (5 girls, 18 boys)
Lyseo Lukeo Jyväskylä	18/19 years	16 girls
Total February: 101 (35 girls, 6boys)		
March:		
Jyväskylän lyseo lukio	17/18 years	22 (8 girls, 14 boys)
Discos Ice Hockey club	12/13 years	23 (5 girls, 18 boys)
Cygnaeuksenkoulu	12/13 years	17 (10 girls, 7 boys)
University of Jyväskylä	20-30 years	8 (1 woman, 7 men)
Total March: 70 (24 girls, 46 boys)		
April:		
Jyväskylän lyseo lukio	17/18 years	16 (7 girls, 9 boys)
NormaalikouluJyväskylä	14/15 years	7 boys
NormaalikouluJyväskylä	14/15 years	11 boys
Puistokoulu Jyväskylä	10/11 years	23 boys
Puistokoulu Jyväskylä	12/13 years	9 boys
Voionmaa Koulu	15/16 years	19 boys
Total April: 85 (7 girls, 78 boys)		
May/June:		
Voionmaa Koulu	14/16 years	92 girls
Jämsänkosken Koulu	17/18 years	15 girls
JYP Ice Hockey Club	12/13 years	31 boys
JYP Ice Hockey Club	14/15 years	27 boys
Normaalikoulu	17/18 years	8 (2 girls, 6 boys)
Total May: 173 (109 girls, 64 boys)		

September

Myllypuron Alaaste	10/11 years	25 (14 girls, 11 boys)
Mylypuron Yläaste	12/13 years	31 boys
	13/14 years	9 girls
	14/15 years	11 girls
	15/16 years	33 (14 girls, 19 boys)
Itäkeskuksen Alaaste	10/11 years	19 boys
	11/12 years	22 boys
Itäkeskuksen Yläaste	13/14 years	18 boys
	14/15 years	34 boys
	15/16 years	19 boys
	16/17 years	15 boys
Itäkeskuksen Lukio	17/18 years	20 boys

Total September: 256 (48 girls, 208 boys)

October

Myllypuron Alaaste	9/10 years	15 girls, 8 boys
Mylypuron Yläaste	13/14 years	18 boys
Kallahden Koulu	11/12 years	18 boys
	12/13 years	18 girls, 5 boys
	13/14 years	24 boys
Puiston Koulu	12/13 years	14 boys
	13/14 years	12 boys
Voionmaa Koulu	14/15 years	32 girls
	15/16 years	13 girls
Normaali Koulu	12/13 years	7 girls, 5 boys
	14/15 years	15 boys
Jyväskylän Lyseo Lukio	18/19 years	10 girls, 8 boys

Total October: 222 (95 girls, 127 boys)

Total: 907 (318 girls, 589 boys)