

Rugby World Cup 2023

Learning Resource Pack



THIS IS OUR GAME

DYMA RYGBI CYMREIG

Contents

Croeso ----- Page 3

RWC Facts ----- Page 4

Our Fixtures ----- Page 5

Posters & Masks ----- Page 11

Colouring & Bunting ----- Page 15

Pool C Teams Info ----- Page 26

Progression Step 1 ----- Page 32

Progression Step 2 ----- Page 85

Progression Step 3 ----- Page 122

Progression Step 4 ----- Page 147

Croeso!

Shwmae and welcome to the WRU RWC 2023 education activity pack!

Learners across Wales will be excited to see Wales perform at this year's men's Rugby World Cup in France. Therefore, the WRU has collated several fun and engaging activities that support a range of Areas of Learning Experience (AOLE) to encourage and enhance learning in the classroom.

The activities have been organised in line with Progression Steps 1, 2, 3 and 4. However, there is flexibility within each activity to be adapted for each Learner on their learning journey.

The activities have been created to support the Curriculum for Wales (CfW), providing the opportunity to develop the four purposes in terms of the content provided and the possible experiences to follow. The activities also provide opportunities for both Learners and teachers to develop their ideas further.

The WRU encourages schools to publish and promote their work using their specific school's social media account, so that players, coaches and staff can view the excitement, support and the amazing work created in schools across Wales for this year's Rugby World Cup tournament.

Use [@WelshRugbyUnion](#)
[#ViveLeCymru](#) [#AllezLesRouge](#)
[@WRU_Community](#) and [#WRUHub](#)
for the best chance of work to be seen!



C'mon Cymru!

Rugby World Cup Facts

What is the Rugby World Cup?

The Rugby World Cup is a men's **rugby union tournament** contested every four years. The winners are awarded the **Webb Ellis Cup**, named after William Webb Ellis, who according to a popular legend, invented rugby by picking up the ball during a football game.



When did the Tournament start?

The tournament was **first held in 1987** and was co-hosted by New Zealand and Australia.



RWC Fun Fact!

The **same whistle** is blown for the **opening game** of every Rugby World Cup tournament. It was first used in **1905** by a **Welsh referee** during a game between England and New Zealand.

RWC 2023

Pool C Fixtures



Wales v Fiji



10th September, 8:00pm (9:00pm local)

Stade de Bordeaux, Bordeaux



Wales v Portugal



16th September, 4:45pm (5:45pm local)

Stade de Nice, Nice.



Wales v Australia



24th September, 8:00pm (9:00pm local)

OL Stadium, Lyon.



Wales v Georgia



7th October, 2:00pm (3:00pm local)

Stade de la Beaujoire, Nantes.

Printable Posters

CYMRU

CAERDYDD

TWICKENHAM

PARIS

VERSAILLES

LE GRAND TOUR

NANTES

BORDEAUX

LYON

NICE

**Our
Rugby
World Cup
Journey 2023**





C'YMON
CYMRU



#ALLEZLESROUGES



CYMRU

2023



#ALLEZLESROUGES

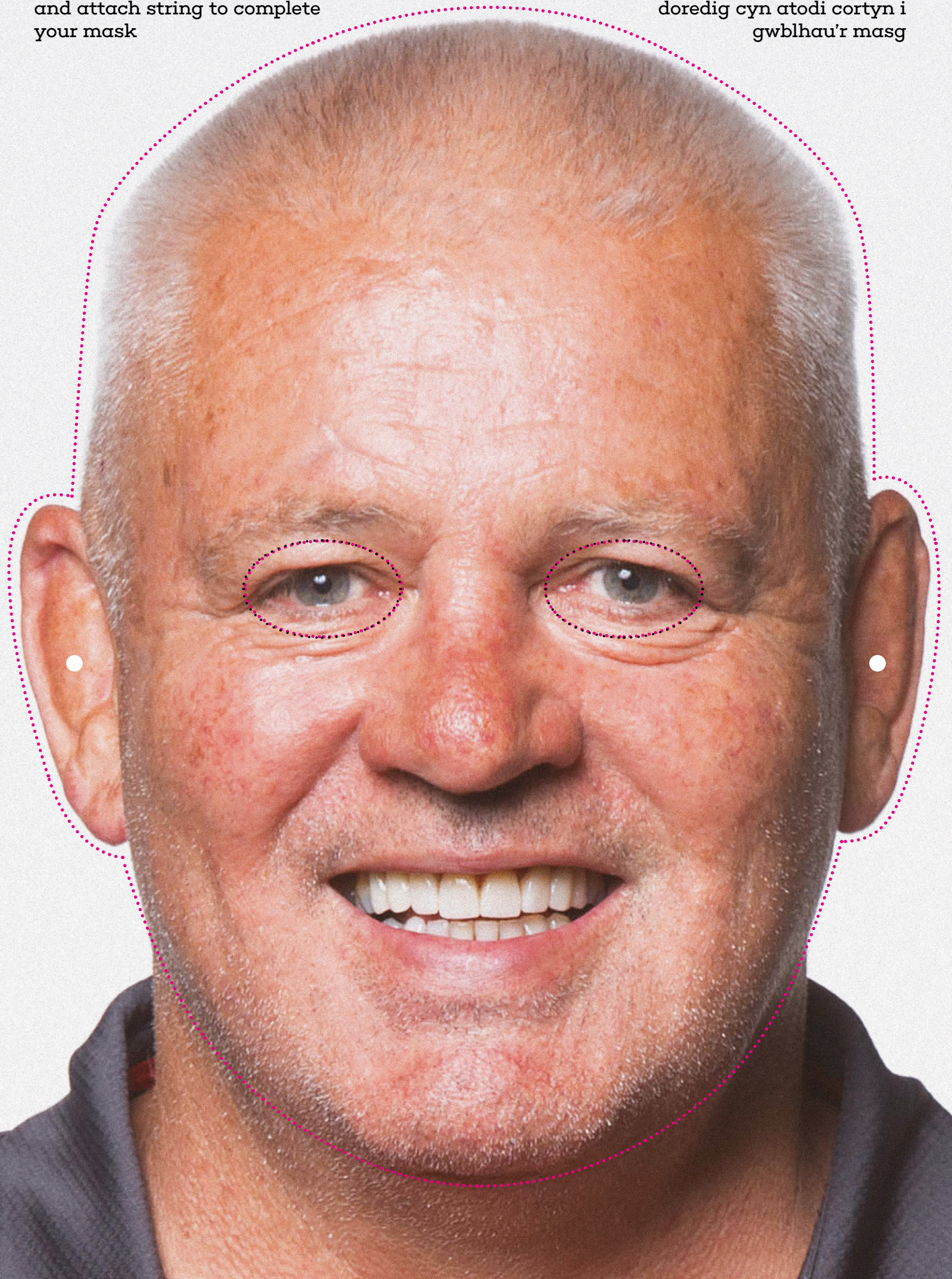


#ALLEZLESROUGES

Coach and Captain Masks

Cut around the dotted lines
and attach string to complete
your mask

Torrwch o amgylch y llinell
doredig cyn atodi cortyn i
gwblhau'r masg



Cut around the dotted lines
and attach string to complete
your mask

Torrwch o amgylch y llinell
doredig cyn atodi cortyn i
gwblhau'r masg



Cut around the dotted lines
and attach string to complete
your mask

Torrwch o amgylch y llinell
doredig cyn atodi cortyn i
gwblhau'r masg

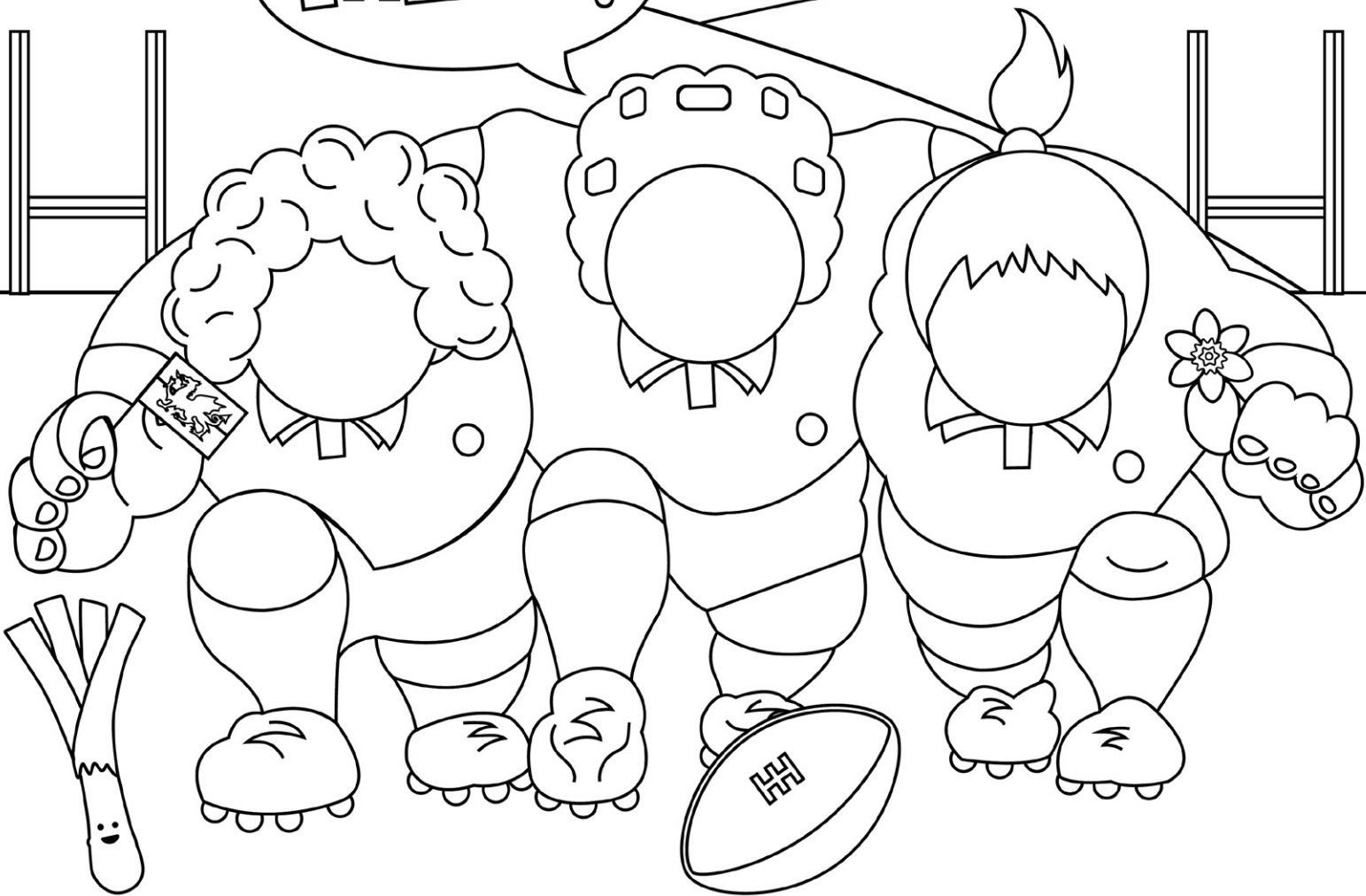


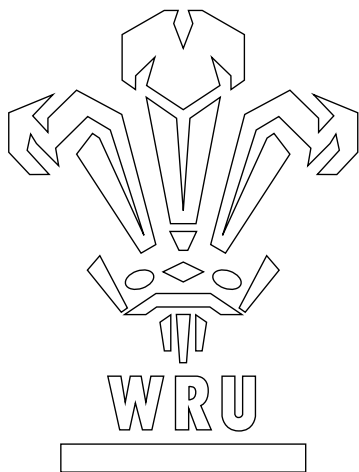
**Colouring
Sheets and
Bunting**

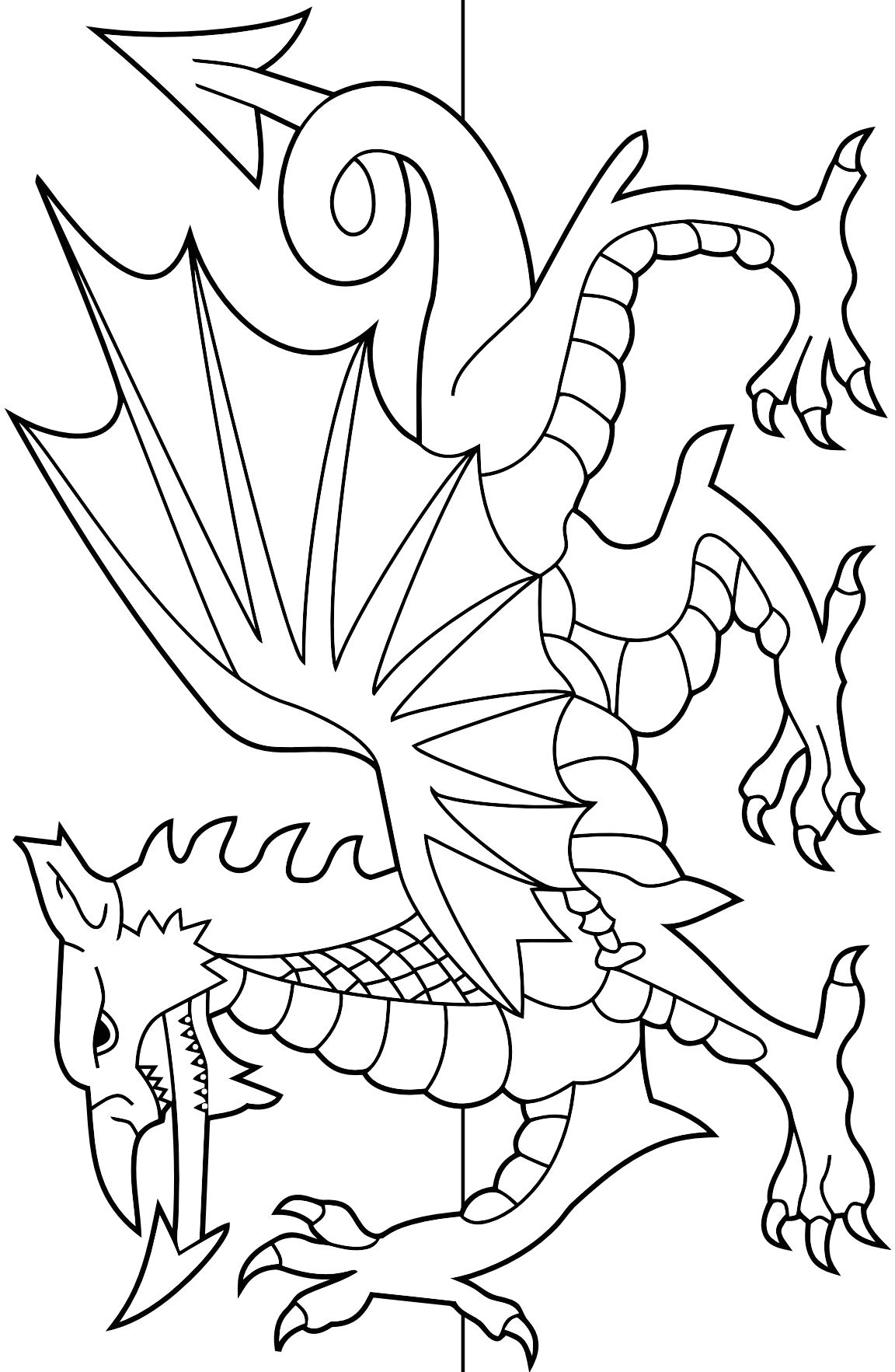
POB LWC CYMRU!

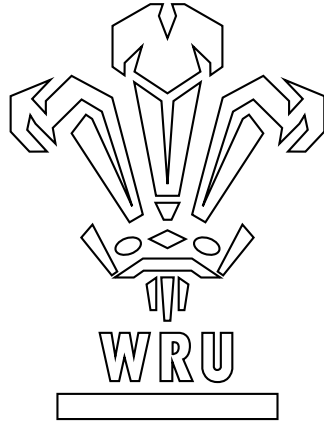


YMLAEN!









CYMMON
CYMRU

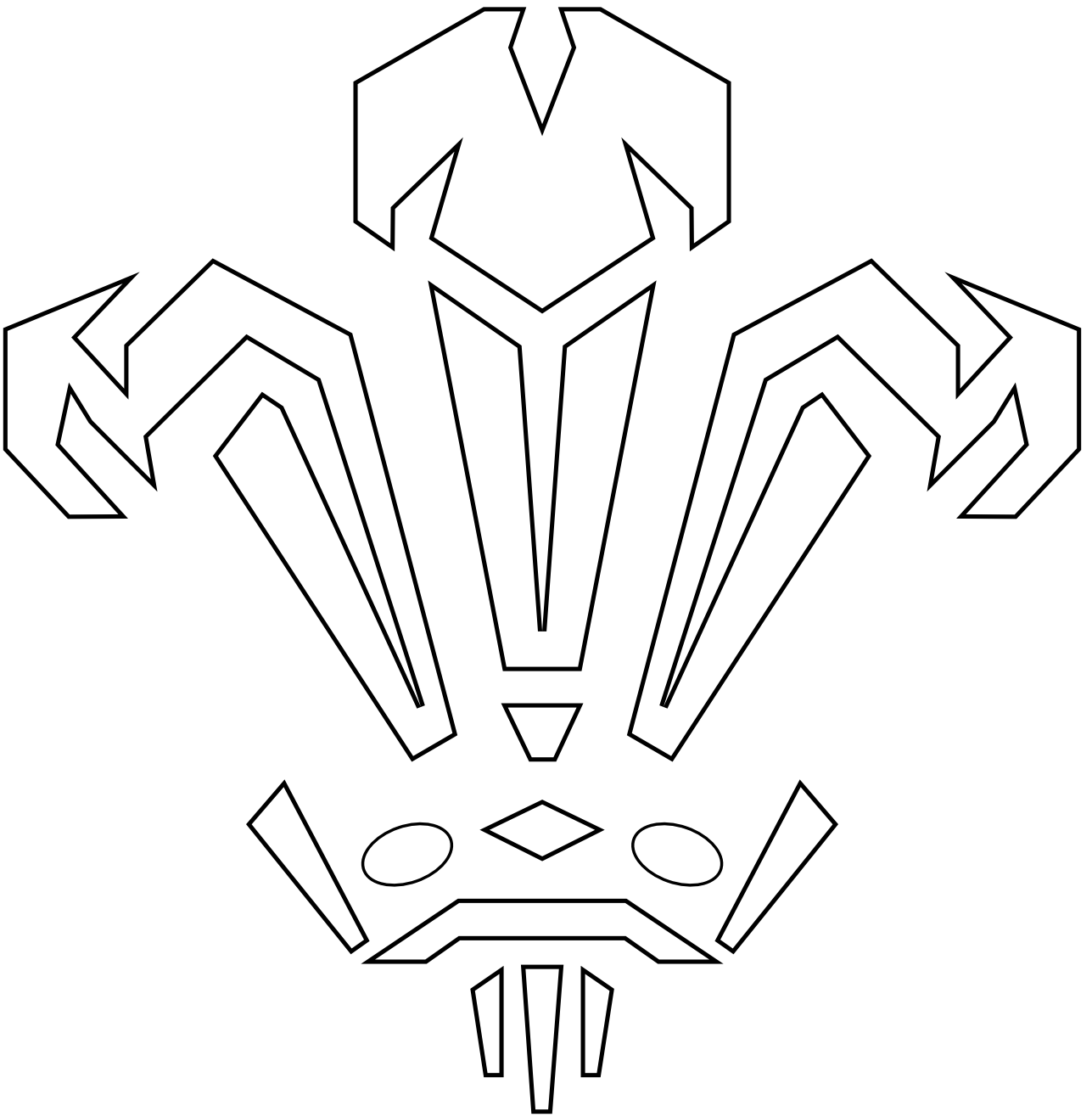
#VIVELECYMRU



POB

LW C

CYMRU!



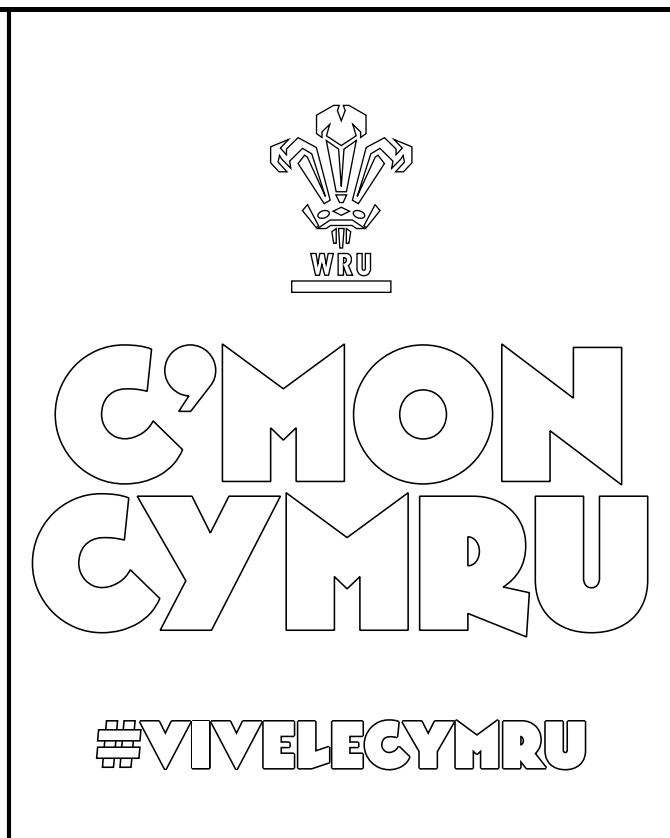
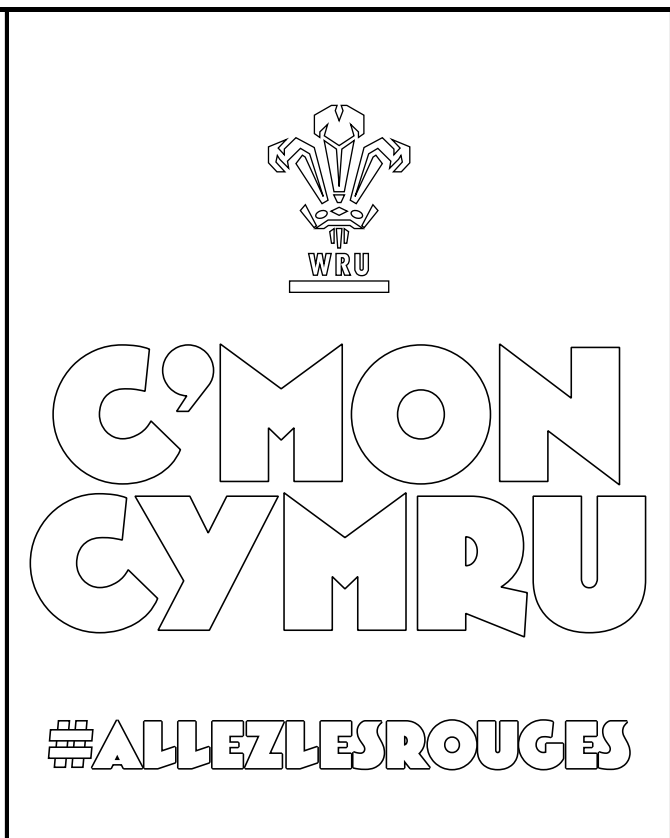
WRU

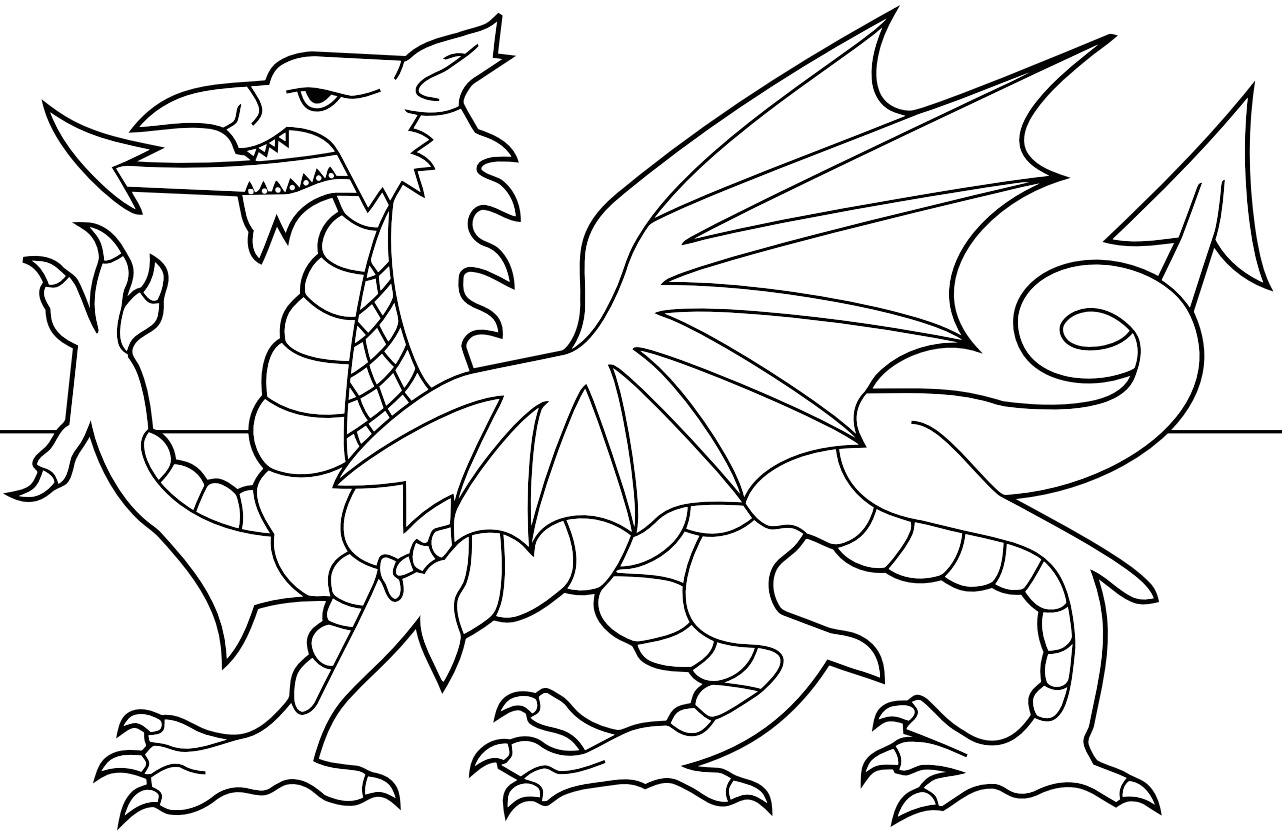
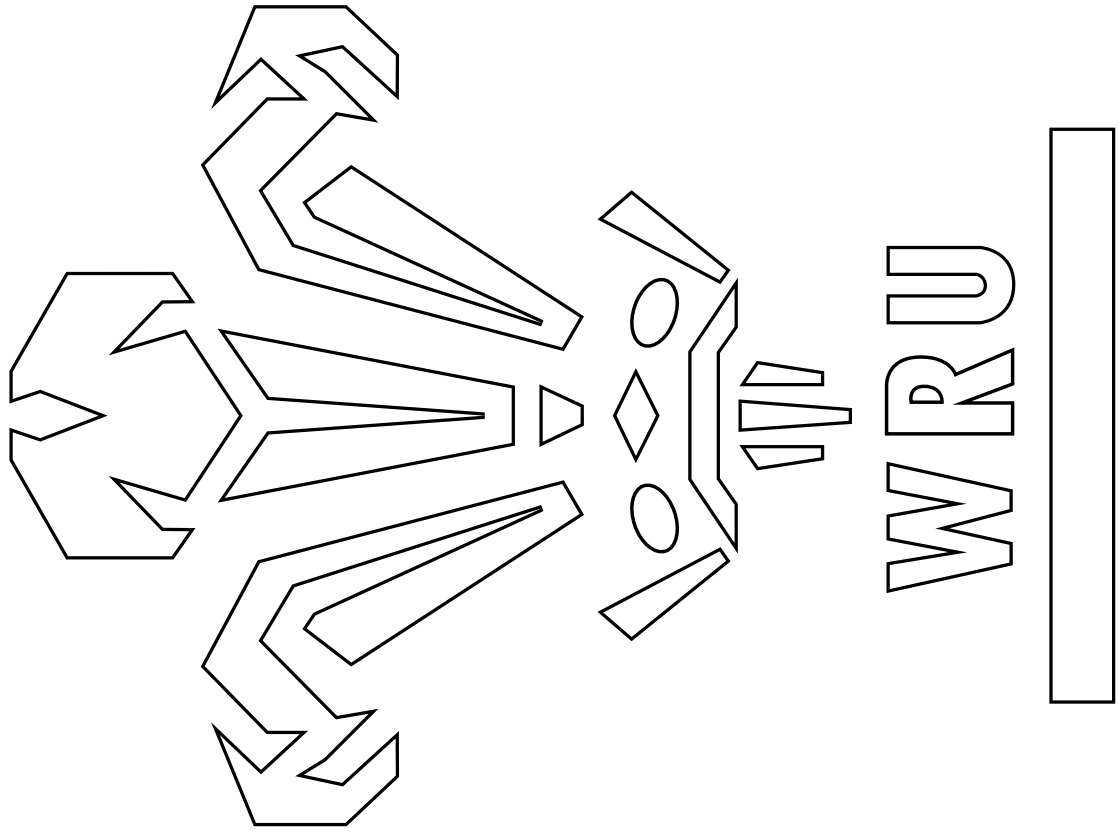


Bunting



Print and colour in the bunting designs on the next page. Then cut these out and stick along a piece of ribbon or string! Display around the room.





P O B

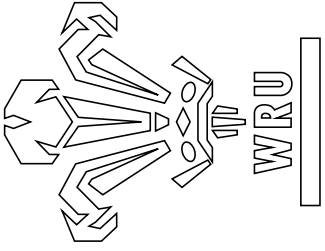
L W C

C Y M R U !

P O B

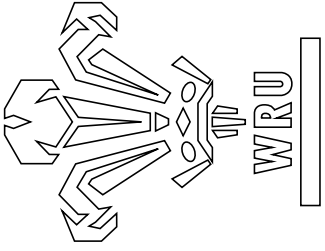
L W C

C Y M R U !



AMORU
CYMRU

#ALLEZLESROUGES



AMORU
CYMRU

#VIVELECYMRU

Pool C
Country
Facts

Cymru

Wales

Population:
3.1 million people

Anthem:
Hen Wlad
fy Nhadau

National Flower:
The Daffodil



Rugby Stadium:



Flag:



Fiji

Fiji

Population:
924,610 people

Anthem:
Meda Dau Doka /
God Bless Fiji

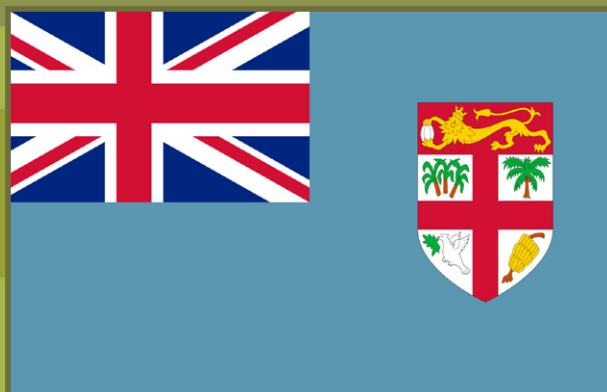
National Flower:
The Tagimoucia



Rugby Stadium:



Flag:



Portiwwgal

Portugal

Population:

10.3 million people

Anthem:

A Portuguesa

National Flower:

Lavender



**PORTUGAL
RUGBY**

Rugby Stadium:



Flag:



Australia

Australia

Population:
26 million people

Anthem:
Advance
Australia Fair

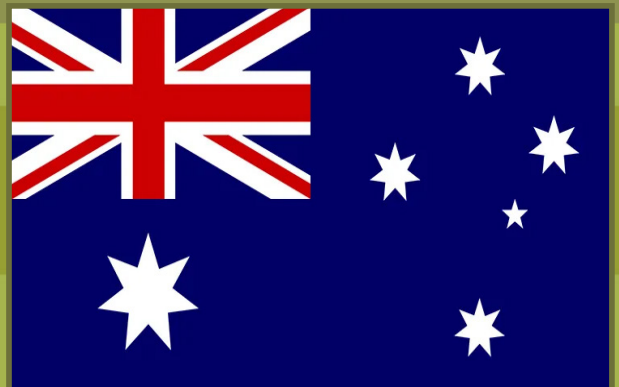
National Flower:
The Golden Wattle



Rugby Stadium:



Flag:



Georgia

Georgia

Population:
3.7 million people

Anthem:
Tavisupleba

National Flower:
Cherokee Rose



Rugby Stadium:



Flag:



**Progression
Step One
Activities**

Sing for Cymru



Show your support for Wales in the RWC by singing and sharing your videos to the Welsh team via the schools social media channels. Tag **@WelshRugbyUnion** and use **#PobLwcCymru #ViveLeCymru**

Calon Lan

Nid wy'n gofyn bywyd moethus,
Aur y byd na'i berlau mân:
Gofyn wyf am galon hapus,
Calon onest, calon lân.

Calon lân yn llawn daioni,
Tecach yw na'r lili dlos:
Dim ond calon lân all ganu
Canu'r dydd a chanu'r nos.

Hymns & Arias

And we were singing
hymns and arias,
'Land of my Fathers',
'Ar hyd y nos'.

Yma o Hyd

Dwyt ti'm yn cofio Mäcsen
Does neb yn ei nabod o
Mae mil a chwe chant o
flynyddoedd
Yn amser rhy hir i'r cof

Ry'n ni yma o hyd
Ry'n ni yma o hyd
Er gwaetha pawb a phopeth
Er gwaetha pawb a phopeth
Er gwaetha pawb a phopeth
Ry'n ni yma o hyd



Progression Step 1: Postcard from the RWC



What Matters: Learners understand that expressing ourselves through language is key to communication.

Description of Learning: Learners begin to understand that writing can be for different purposes and audiences. Learners begin to share ideas and feelings and express what they like and dislike.

Area of Learning Experience: Language, Literacy & Communication. Humanities.

Equipment: "RWC Postcard" PDF, 'Postcard Images' PDF, RWC jerseys, RWC country artifacts, RWC Countries Foods.

Task Instructions

Teacher can introduce this concept within a role play or emergent writing area to encourage learners to share their views, opinions and ideas with their peers.

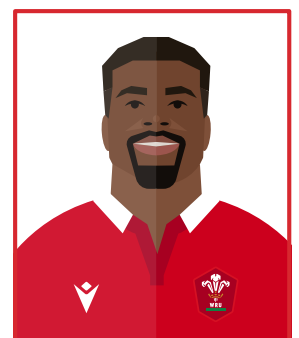
To introduce the activity, Teacher can explain to learners that the RWC team captains from Wales RWC group (Australia, Georgia, Fiji and Portugal) would like to send a postcard home from the RWC. **Here, teachers can also include Welsh terminology linked to places/weather/feelings etc.**

Using artifacts from France and other RWC countries, teacher can guide learners to explore the range of foods, activities, visitor attractions, locations, music, dance etc that the players have experienced. **Here, teacher could encourage learners to experience foods from France and other RWC countries and share their feelings about them.**

Using the 'RWC Postcard' PDF, learners can discuss the different images and what they represent, such as weather, feelings, places visited, food eaten etc and share their responses with their peers.

Ideas for further challenge:

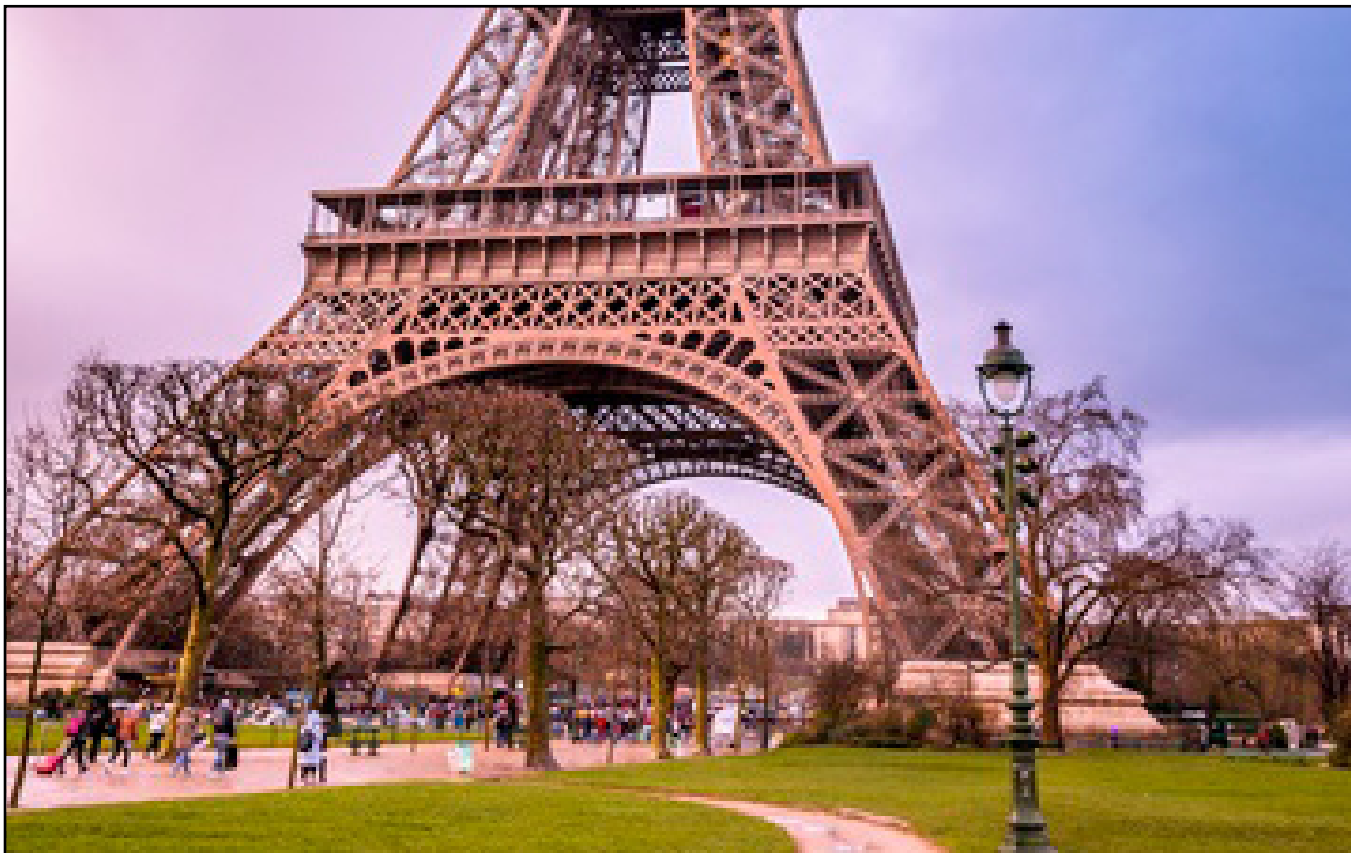
- Learners can complete their own postcard from the RWC using the 'Postcard Images' PDF.
- Learners can complete a role play of the different experiences of each RWC team.



RWC Postcard PDF

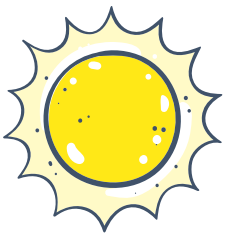


Write a postcard about your time in France for the RWC.

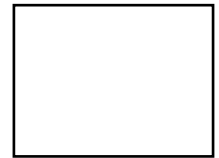


RWC Postcard PDF

Write a postcard about your time in France for the RWC.



Baguette and herbal oil



**Georgia Rugby,
Tbilisi, Georgia.**

RWC Postcard PDF

Write a postcard about your time in France for the RWC.



A stylized icon of a large domed building, possibly a cathedral or church, with multiple domes and a central spire.

A stylized icon of a blue cloud with a yellow lightning bolt and several blue raindrops falling from it.

A stylized icon of a map with red location pins and a path connecting them.

A stylized icon of a framed portrait of a woman with dark hair, wearing a blue top.

A stylized icon of a yellow smiley face with a neutral expression.

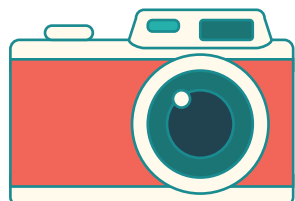
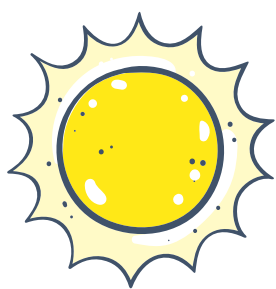
A blank rectangular box, likely for a postage stamp.

**Fiji Rugby,
Suva, Fiji.**

RWC Postcard PDF



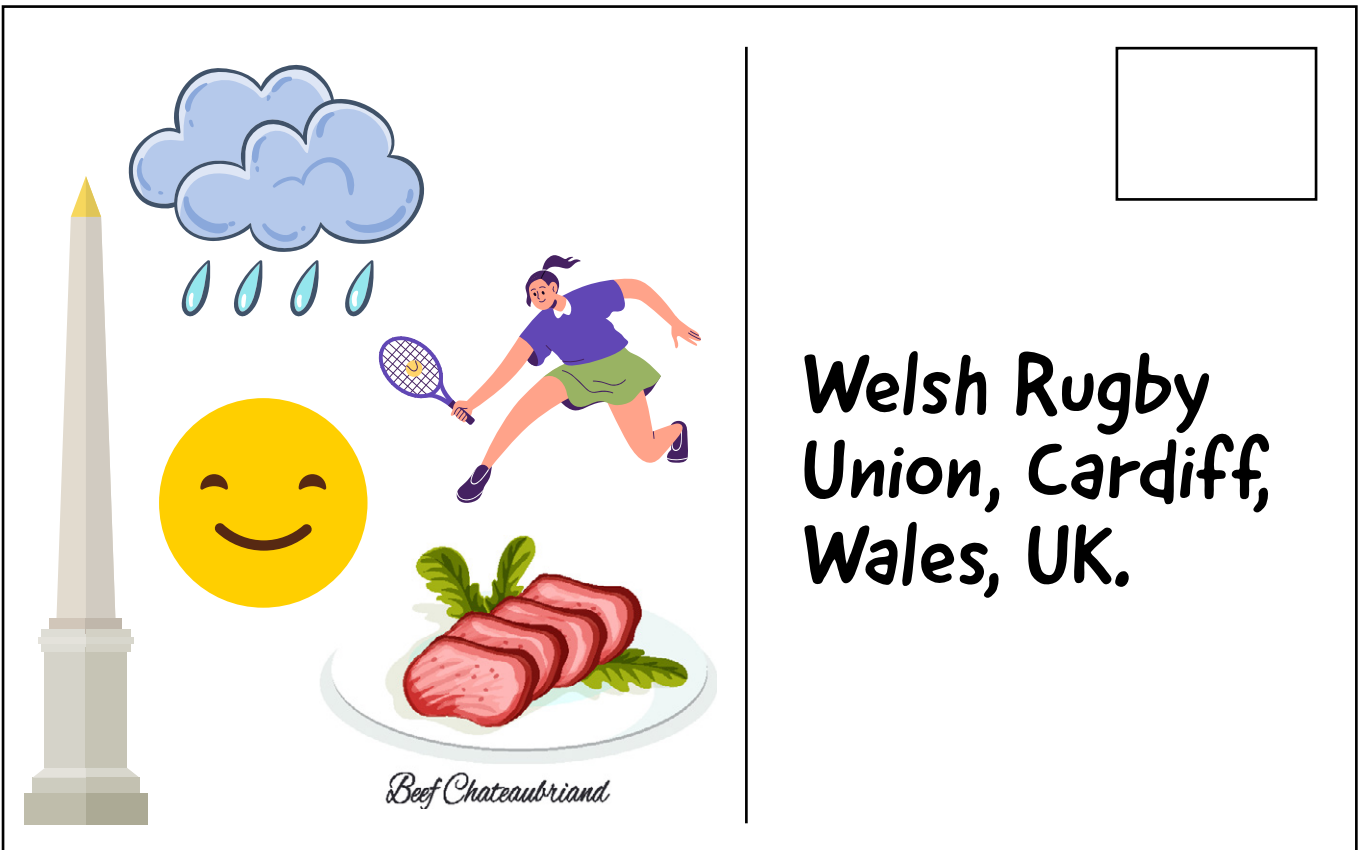
Write a postcard about your time in France for the RWC.



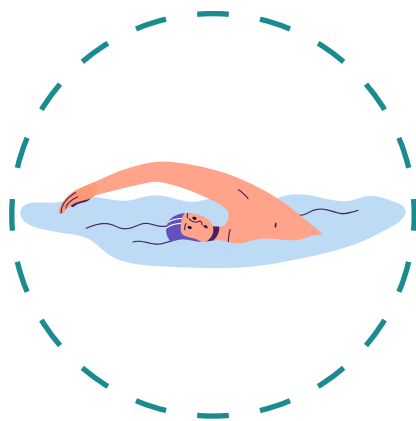
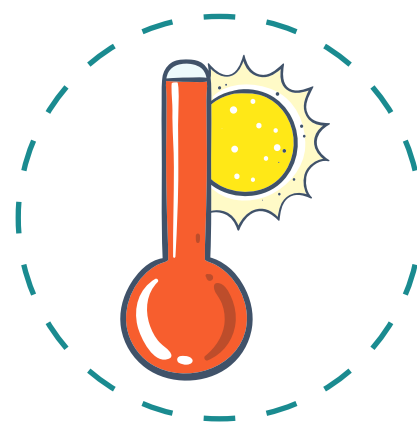
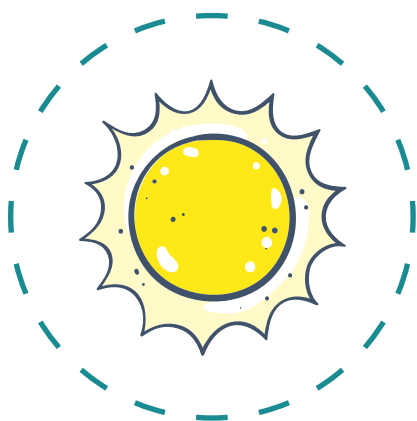
**Rugby Australia,
Sydney,
Australia.**

RWC Postcard PDF

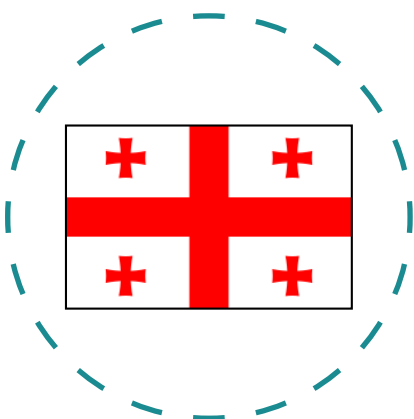
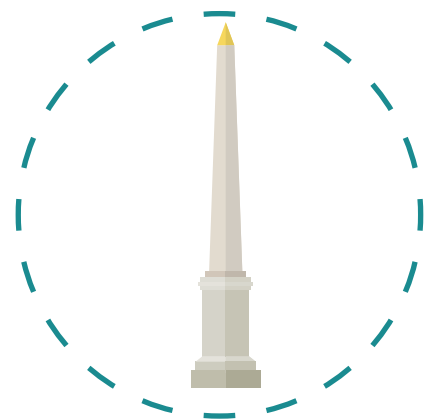
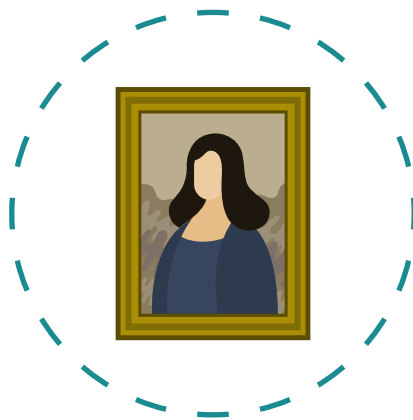
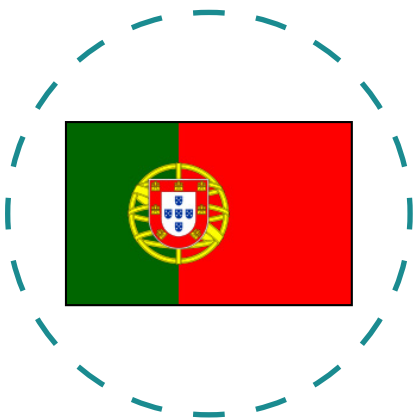
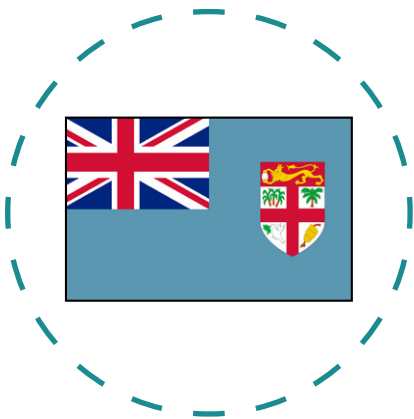
Write a postcard about your time in France for the RWC.



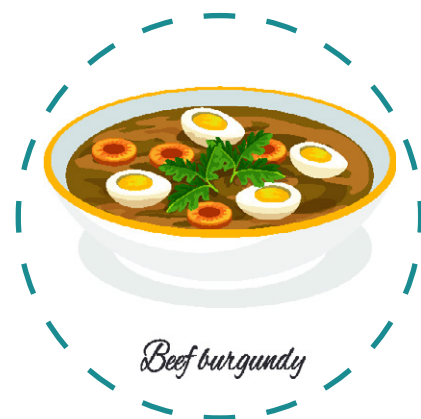
Postcard Images PDF



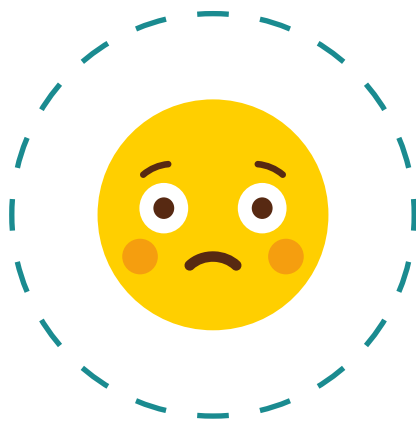
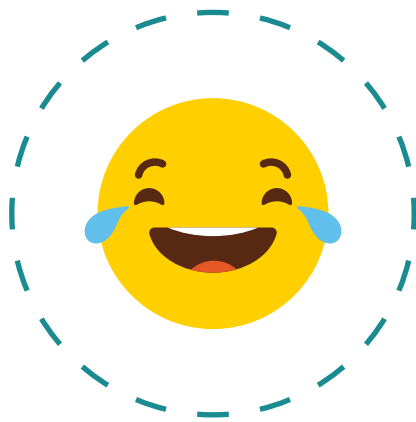
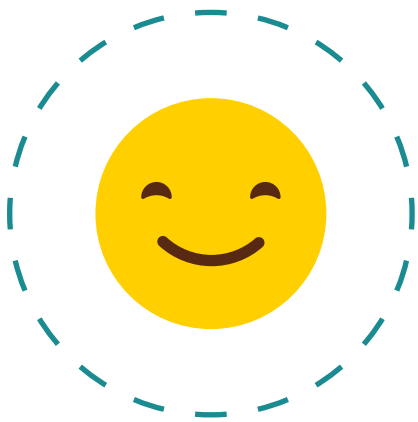
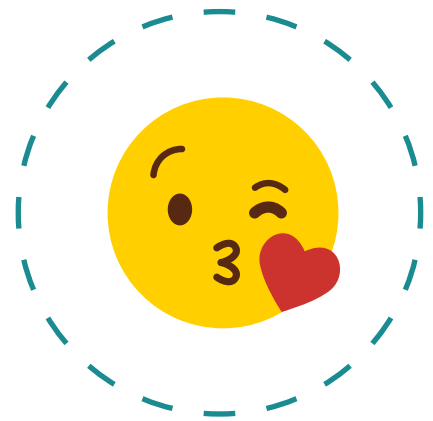
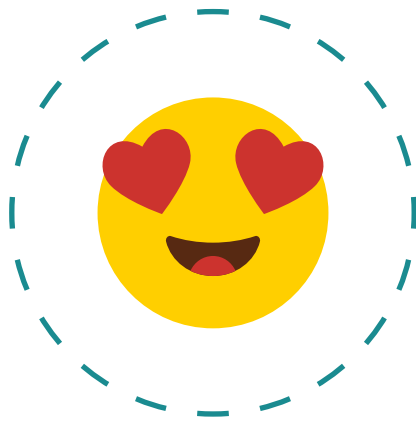
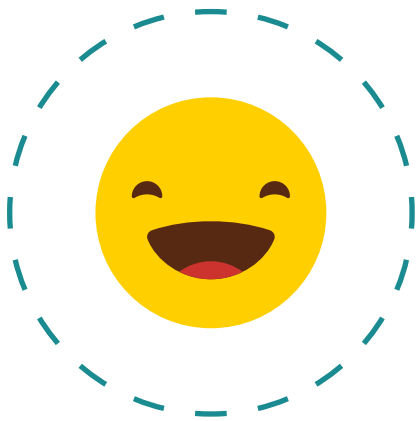
Postcard Images PDF



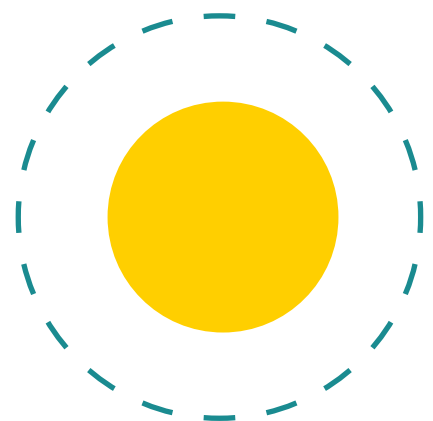
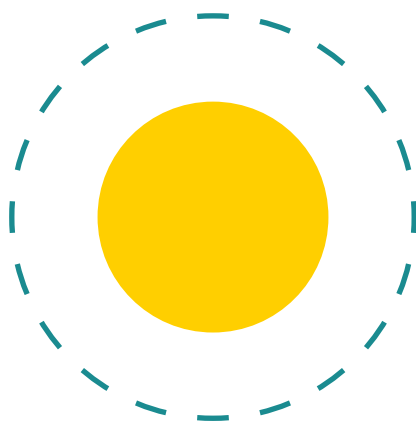
Postcard Images PDF



Postcard Images PDF



Draw your own emojis to show how you feel!



Postcard Images PDF



Progression Step 1: Materials of the World



What Matters: Learners develop methods to become curious, searching for answers to understand and predict phenomena. Learners explore matter and the way it behaves to define our universe and shape our lives.

Description of Learning: Learners can explore the properties of materials and choose different materials for a particular use and explore the environment, make observations and communicate ideas.

Area of Learning Experience: Science & Technology, Mathematics & Numeracy.

Equipment: Materials PDF, Nature/Not Nature PDF.

Task Instructions

To introduce the activity, Teacher to share a range of materials (found in nature, not found in nature). **Here, teachers can also include Welsh terminology linked to each material.**

Learners share each material within their table groups. Learners can handle and explore each material, describing its property to their peers. Teacher promotes for each Learner to:

- Describe what the material looks like? (Dull, shiny)
- What does the material feel like? (Hard, soft, rough, smooth, bendy, heavy, light etc)
- What does the material do?
- What can the material be used for?

Learners can then record their findings using the 'Materials' PDF or orally relaying answers to their peers/teachers. Print 'Materials' PDF.

Learners can explore their school environment/locality and make observations about what they discover. Learners can tally the natural/non-natural materials they can find in the school environment and communicate their findings using a suitable digital format. Print Nature/Not Nature Tally PDF.

Ideas for further challenge:

- Learners can explore materials from RWC countries and repeat activity.
- Learners can describe uses of materials found around the world for a particular purpose i.e. plastic for a bag, glass for a window, wood for a table etc.
- Learners can make a model using reclaimed materials.

Materials PDF

Sort materials into Natural or Non Natural.



NATURAL	NON NATURAL
Total:	Total:

Materials PDF

What are the objects made of? Describe them.



MATERIAL	WHAT DOES IT LOOK LIKE?	WHAT IS IT USED FOR?

Materials of the World

Cut and stick the below objects!



Materials of the World

Cut and stick the below objects!



Materials of the World

Cut and stick the below objects!



Materials PDF

Cut and stick the below describing words!



HARD

SOFT

BENDY

COLD

WARM

ROUGH

SMOOTH

SHINY

DULL

HEAVY

LIGHT

WET

DRY

Write your own describing words here!

Recycled Materials Support Display

With schools back for the next academic year and the Rugby World Cup 2023 about to kick off, we are asking Primary school classes to 'Create a display to show your support for Wales in the Rugby World Cup using recycled materials' The winning class will win a Signed RWC Wales Jersey for your school, plus every child in the winning class will receive 1 free ticket to watch Wales v Barbarians this November when they return from the RWC.

Entries to be submitted by email to:- marketing@wru.wales with school and class listed. Also where possible posted on social platforms using social media tagging: [@welshrugbyunion](https://twitter.com/welshrugbyunion) and [@wru_community](https://twitter.com/wru_community) with the hashtag [#ViveLeCymru](https://twitter.com/ViveLeCymru) <https://www.wru.wales/rugbyworldcup2023/show-your-support/>

CREATE A DISPLAY TO SUPPORT WALES IN THE RUGBY WORLD CUP USING RECYCLED MATERIALS

and win a signed Wales RWC jersey & tickets
to Wales v Barbarians this November.



Terms & Conditions Apply

Progression Step 1: Rugby Numbers



What Matters: Learners develop their understanding of the number system and how it is used to represent and compare relationships between numbers and quantities. Learners demonstrate how Literature fires imagination and inspires creativity.

Description of Learning: Learners explore counting a sequence of numbers in different ways, reciting forwards and backwards, and starting at different points. Learners can join in with familiar songs, rhymes, stories and poems.

Area of Learning Experience: Mathematics & Numeracy, Language, Literacy & Communication.

Equipment: '10 Red Rugby Balls' PDF, 'Rugby Symbols' PDF, 'Rugby Symbols Sorting' PDF.

Task Instructions

To introduce the activity, Teacher can share the '10 Red Rugby Balls' PDF using an interactive whiteboard for the learners to sing/recite. **Here, teachers can also include Welsh terminology linked to colours/numbers.**

Teacher can introduce counting activities using different rugby symbols, relevant to the ability of the learners (up to 3, 5, 10, 20) using the 'Rugby Symbols' PDF to aid. Print 'Rugby Symbols' PDF.

Teacher can explain what sorting is. Learners can explore different ways to sort the rugby objects using the 'Rugby Symbols Sorting' PDF, describing the reasons behind their groupings. Print 'Rugby Symbols Sorting' PDF.

Teacher can highlight to learners that there are lots of ways to sort objects. For example: **Shape, Pattern, Colour.**

Learners can then revisit their counting skills by counting the number of objects that have been sorted into each group i.e. 5 rugby balls, 3 flags etc.

Ideas for further challenge:

- Use symbols from alternative RWC countries.
- Chalk shapes of rugby jerseys on playground/or using a tough tray. Children place numbers in each jersey to order.
- Learners to sort/group objects to a set criterion (specific colour, shape etc).

Rugby Symbols PDF





Count the symbols and write the total for each row!

	3
	
	
	
	
	
	
	

Rugby Symbols PDF



Count the symbols and write the total for each row!

Ten Welsh Rugby Balls PDF

Song Lyrics & Counting



TEN Welsh rugby balls sitting on the wall,
TEN Welsh rugby balls, sitting on the
wall and if **ONE** Welsh rugby ball should
accidentally fall, there'll be **NINE** Welsh
rugby balls, sitting on the wall.



NINE Welsh rugby balls sitting on the wall,
NINE Welsh rugby balls, sitting on the
wall and if **ONE** Welsh rugby ball should
accidentally fall, there'll be **EIGHT** Welsh
rugby balls, sitting on the wall.



**EIGHT.. SEVEN.. SIX.. FIVE.. FOUR..
THREE.. TWO..**

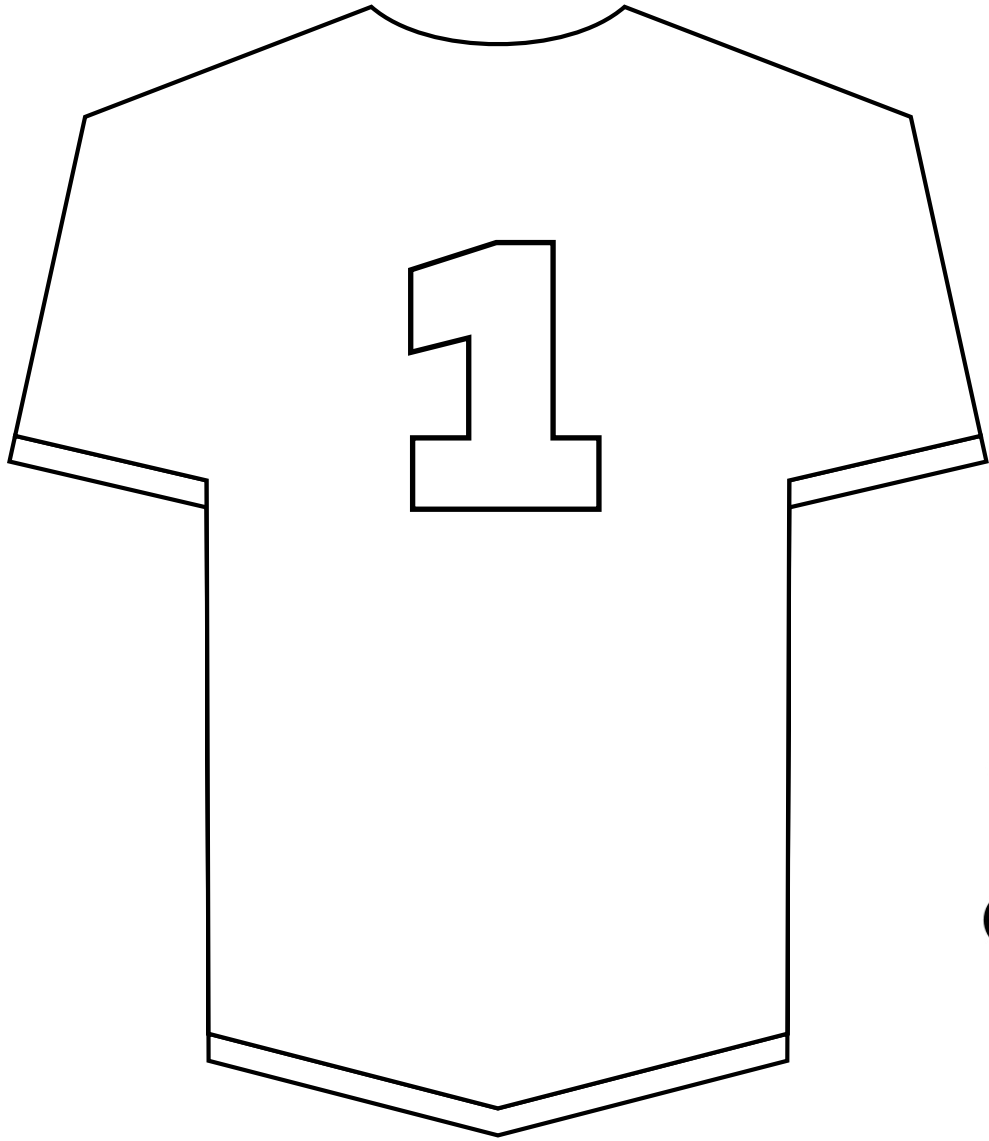


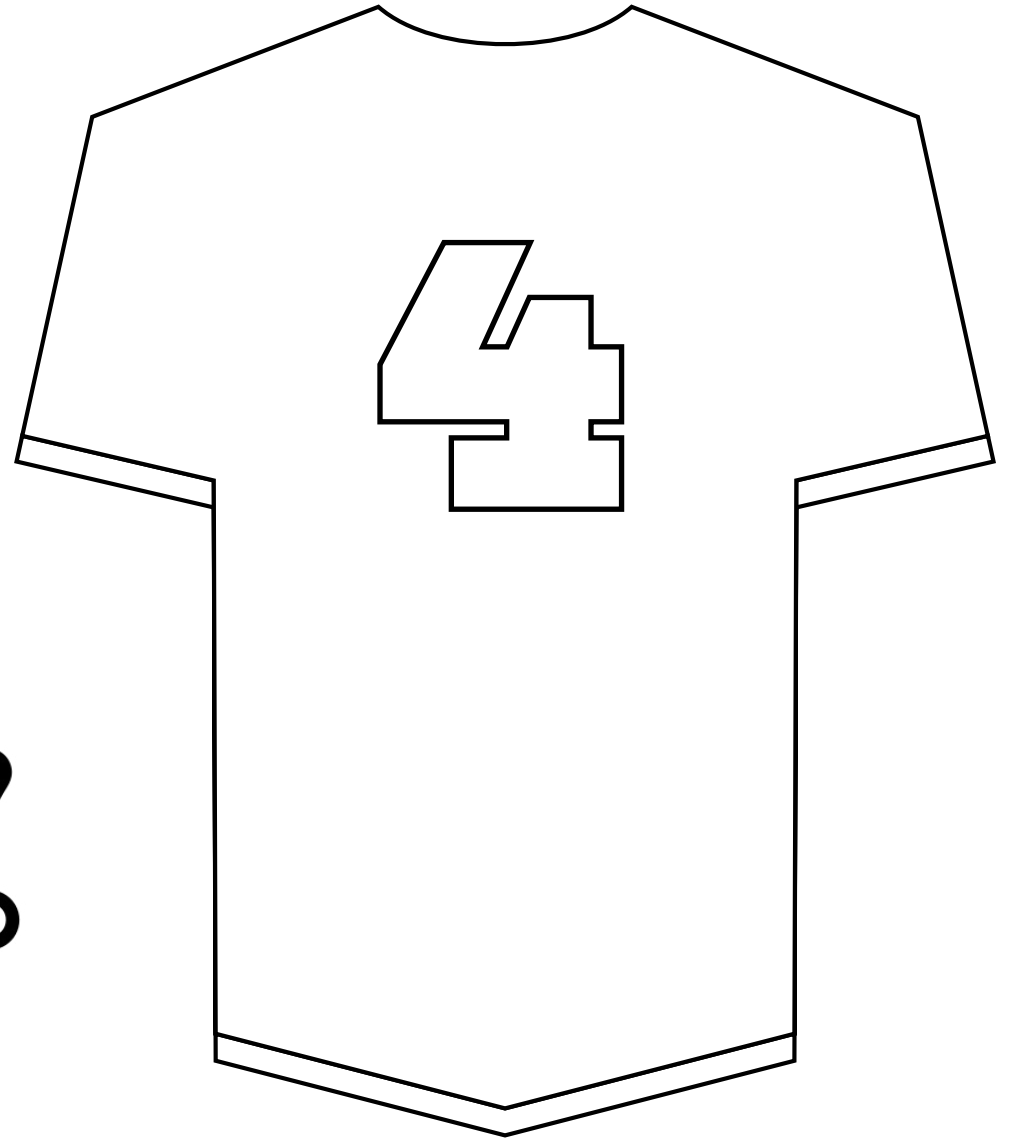
ONE Welsh rugby ball sitting on the wall,
ONE Welsh rugby ball, sitting on the
wall and if **ONE** Welsh rugby ball should
accidentally fall, there'll be **NO** Welsh
rugby balls, sitting on the wall.

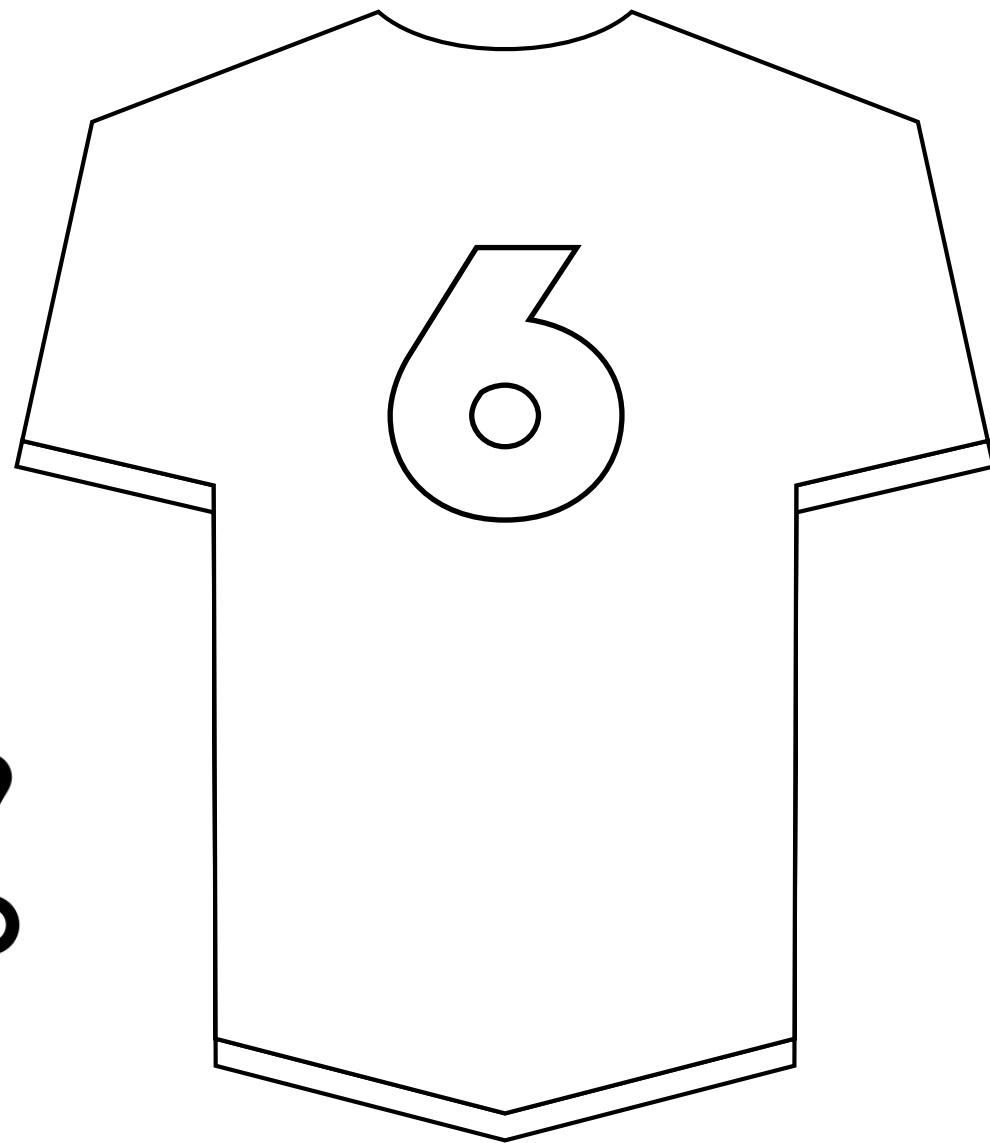
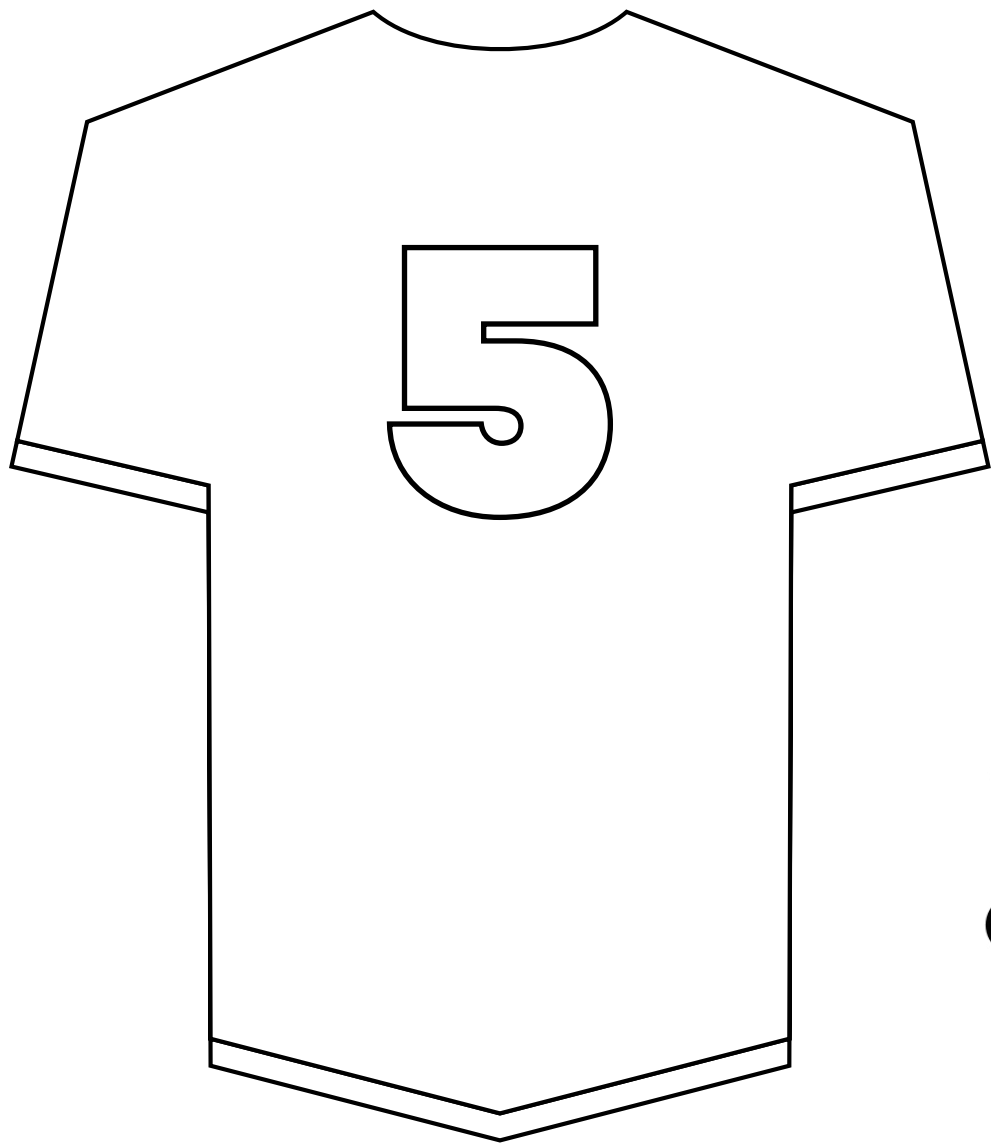
Ten Welsh Rugby Balls

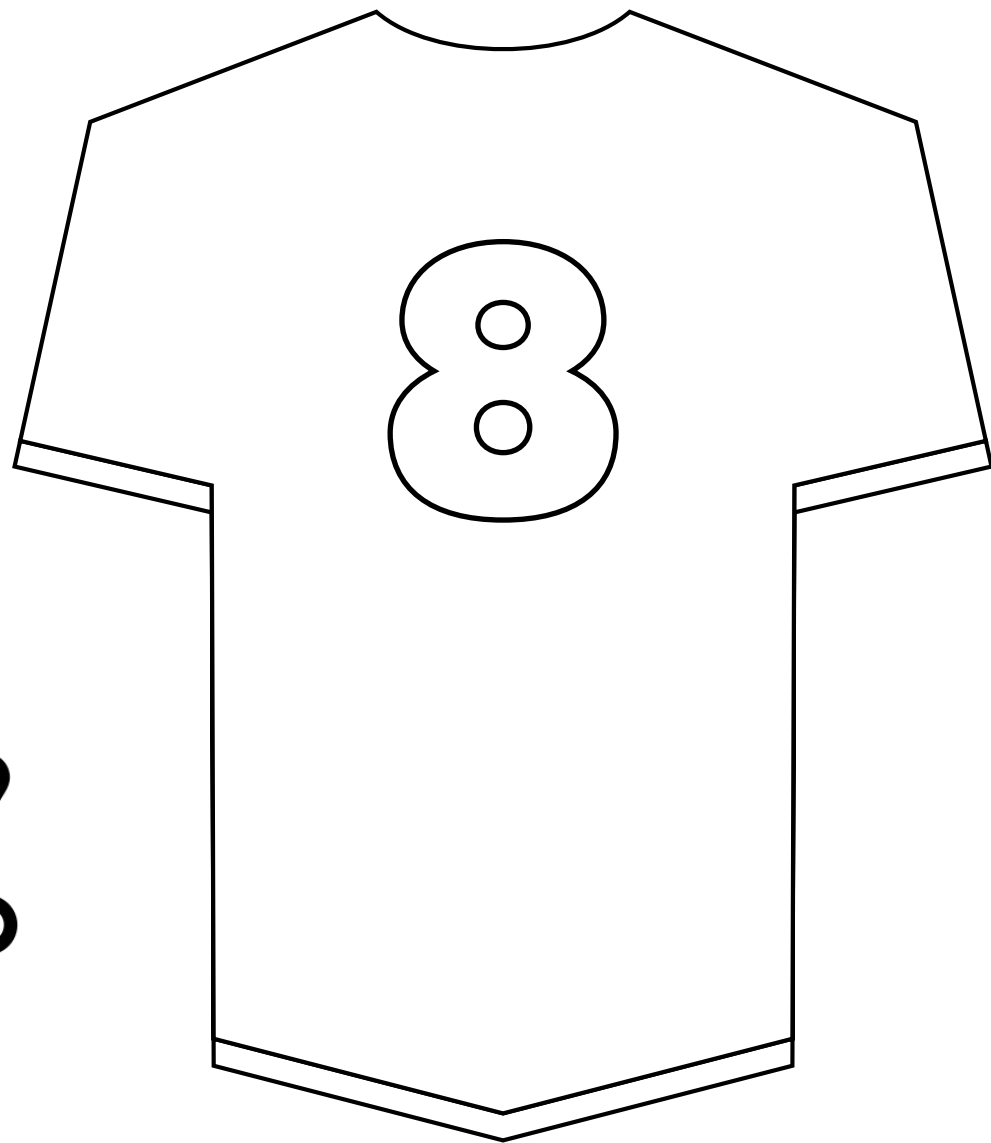
TEN Welsh rugby balls sitting on the wall,
TEN Welsh rugby balls sitting on the wall
and if **ONE** Welsh rugby ball should accidentally
fall, there'll be **NINE** Welsh rugby balls,
sitting on the wall.

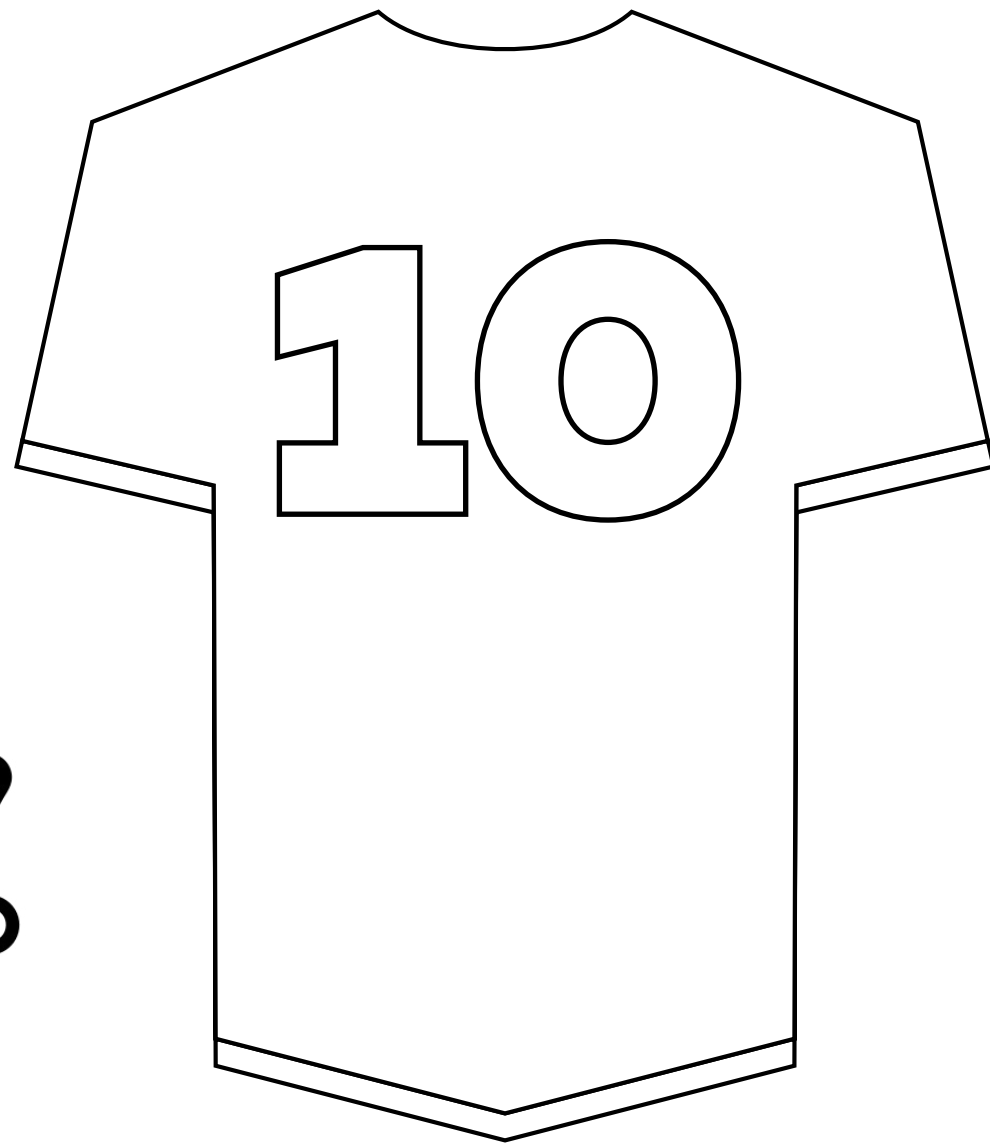
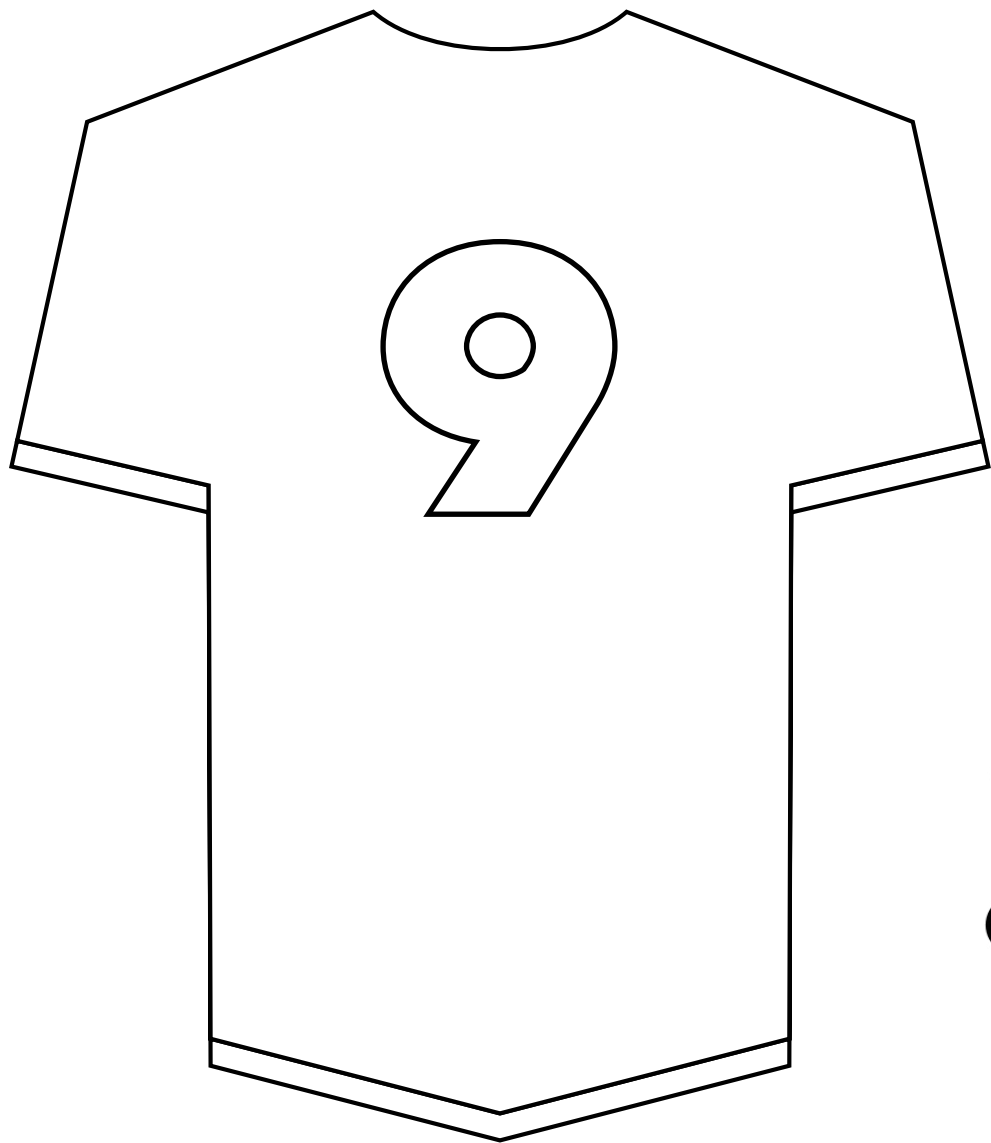


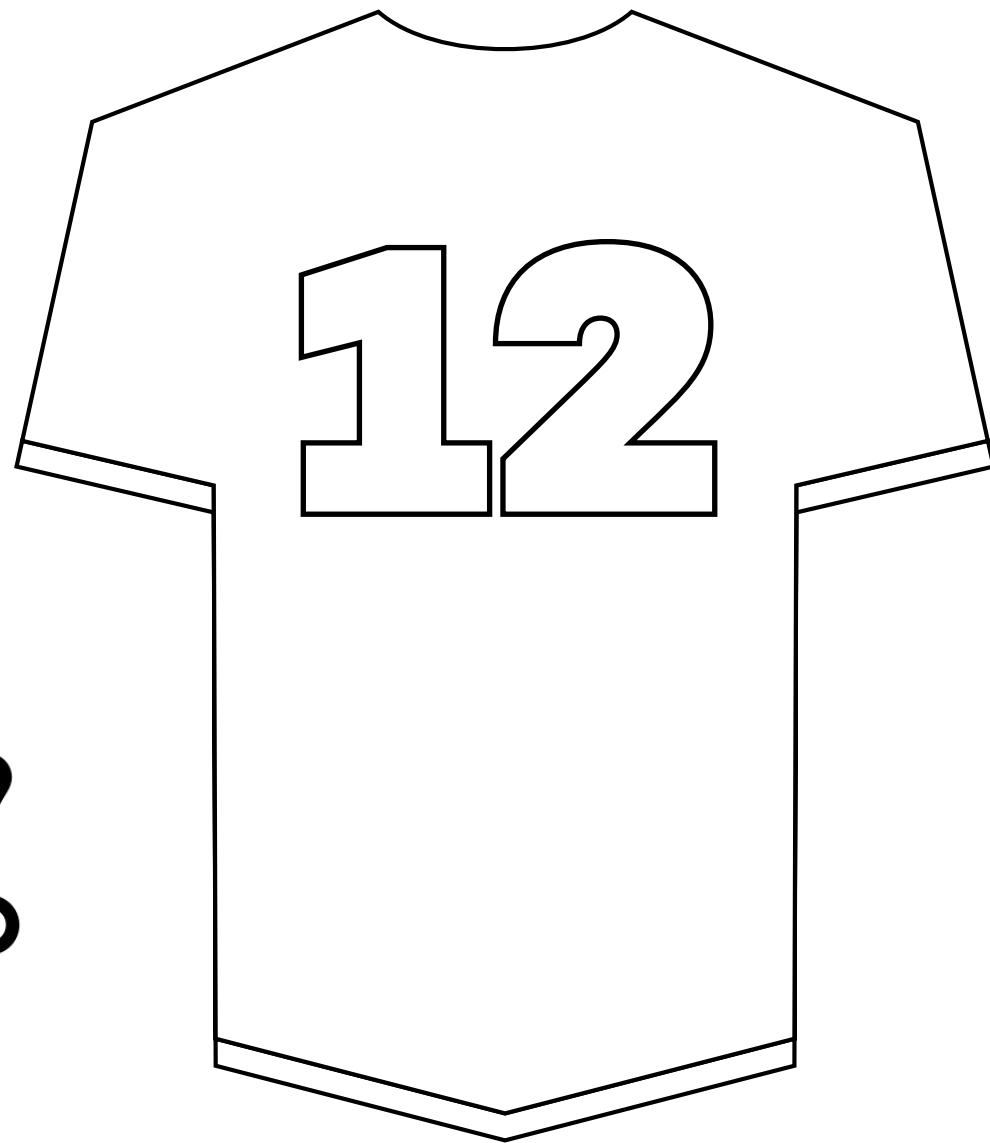
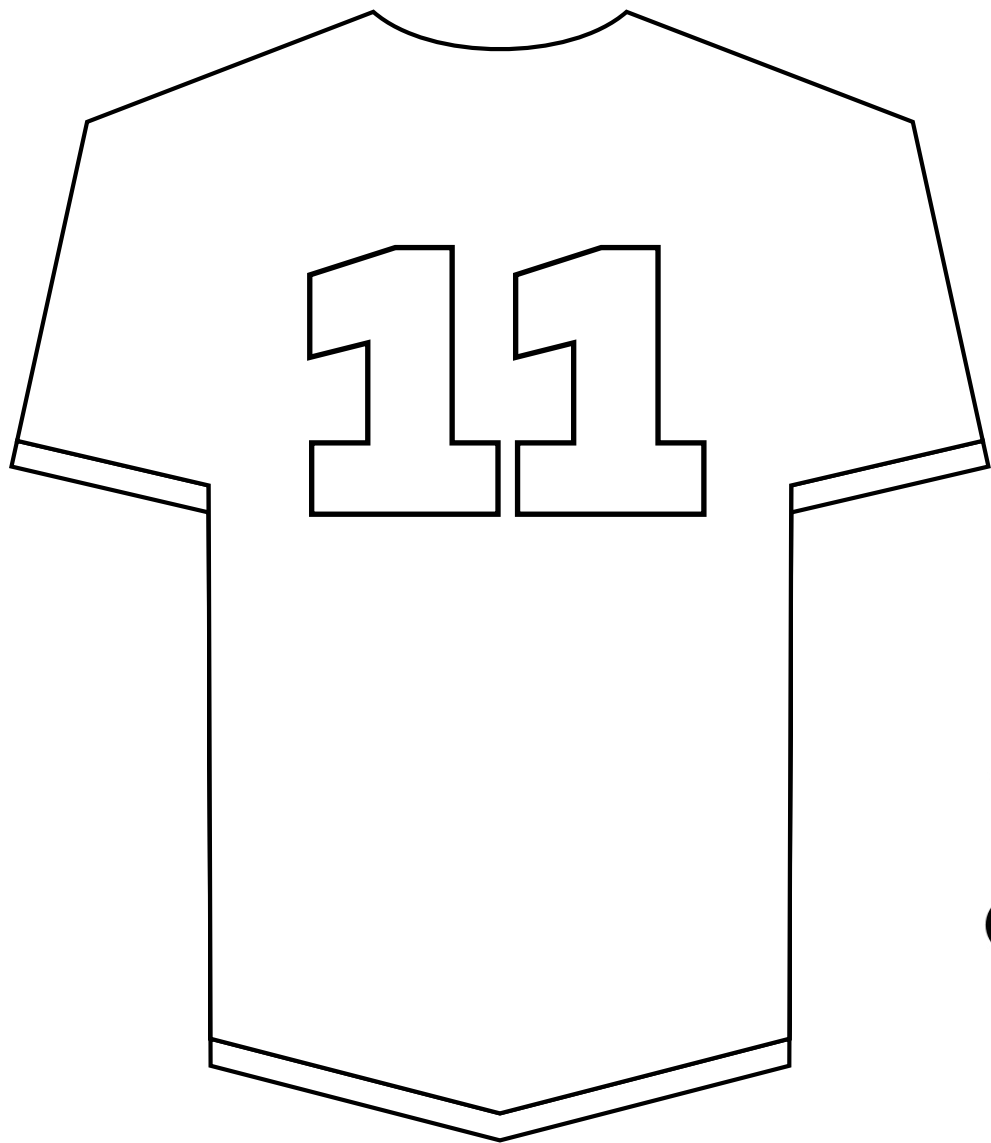


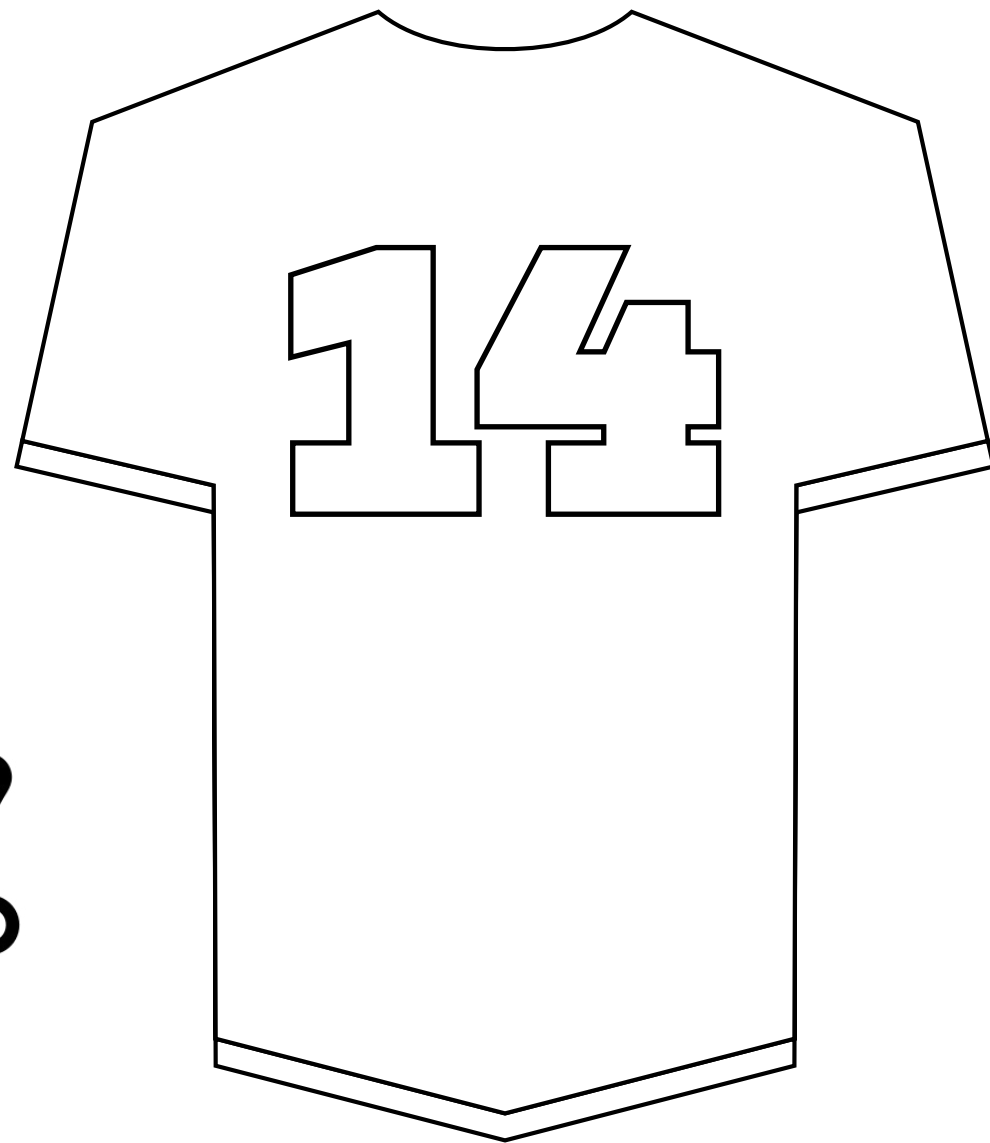
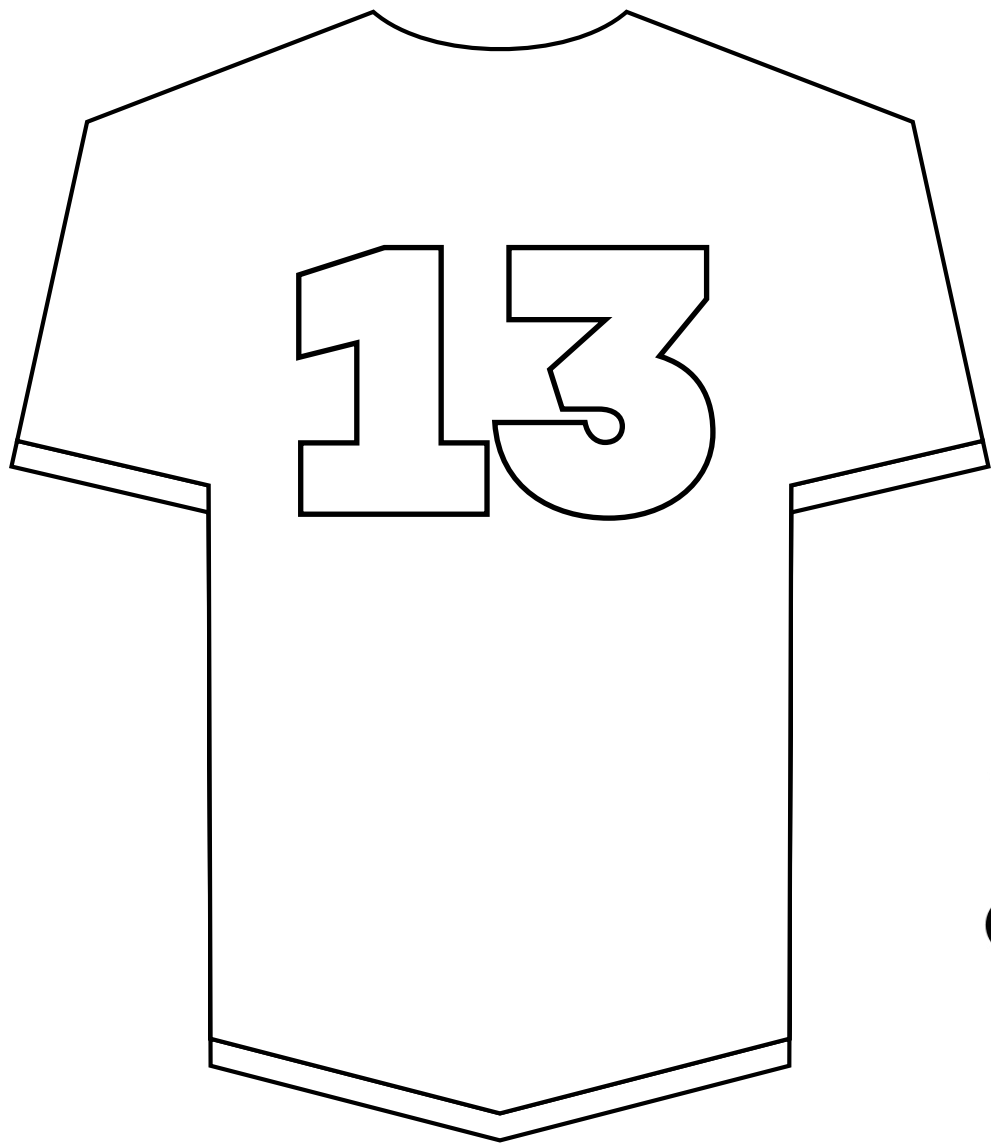


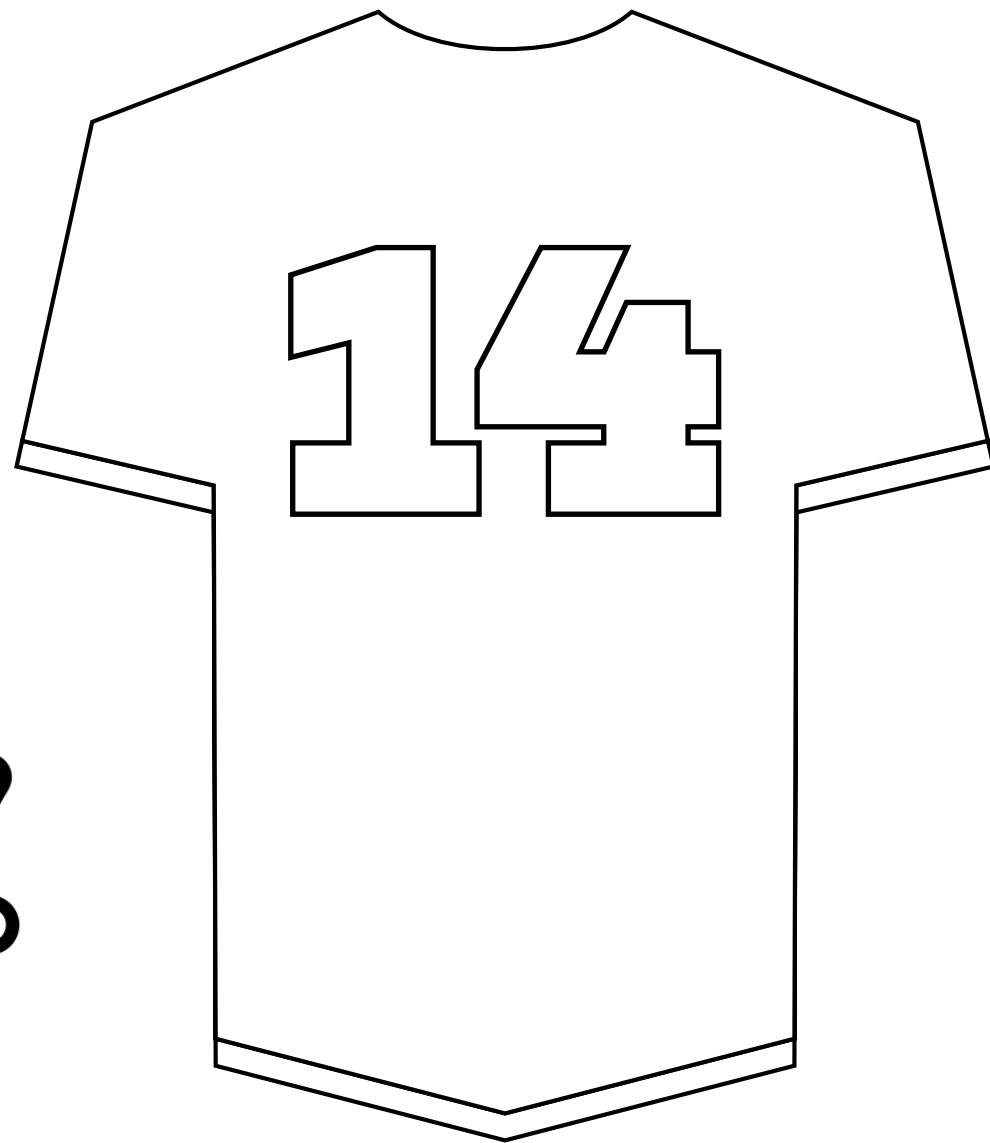
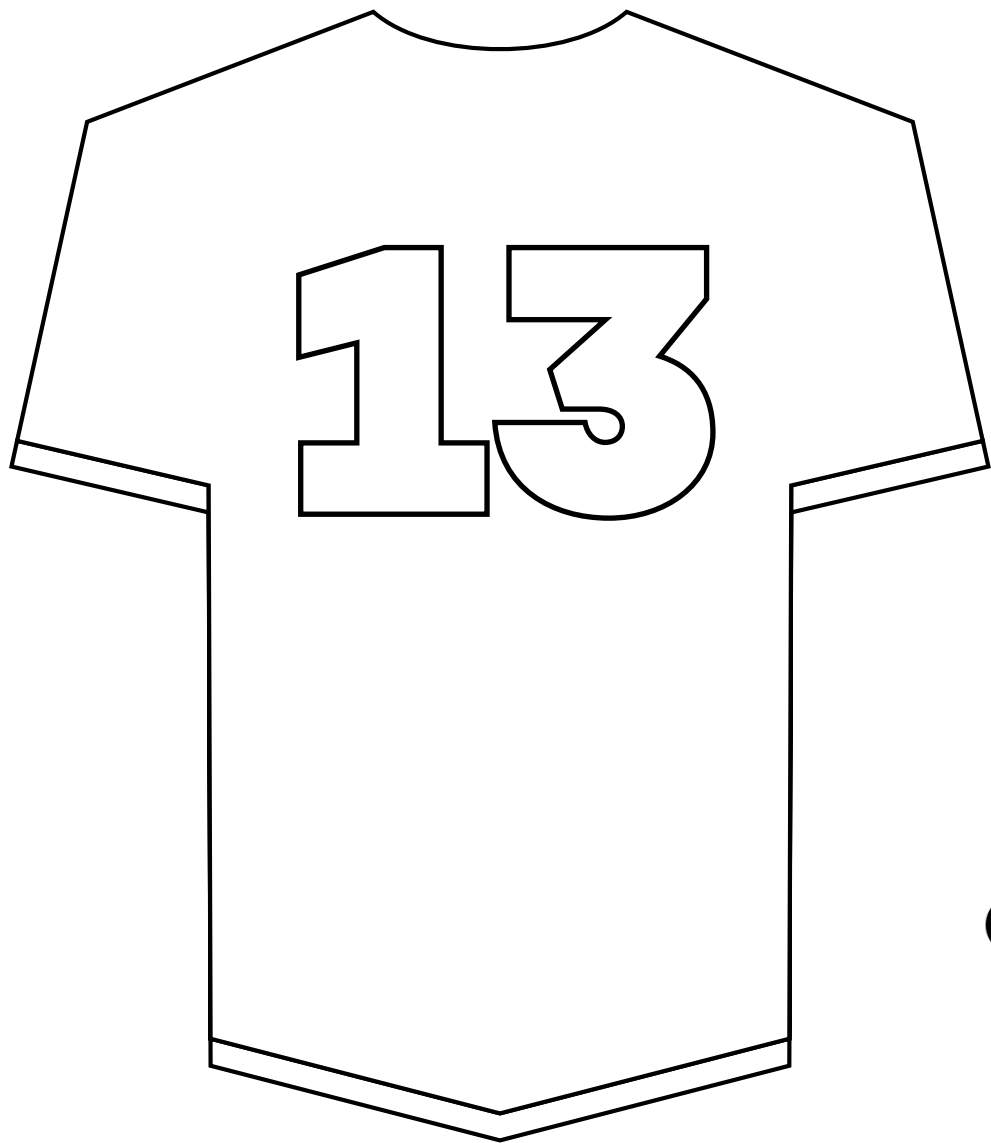


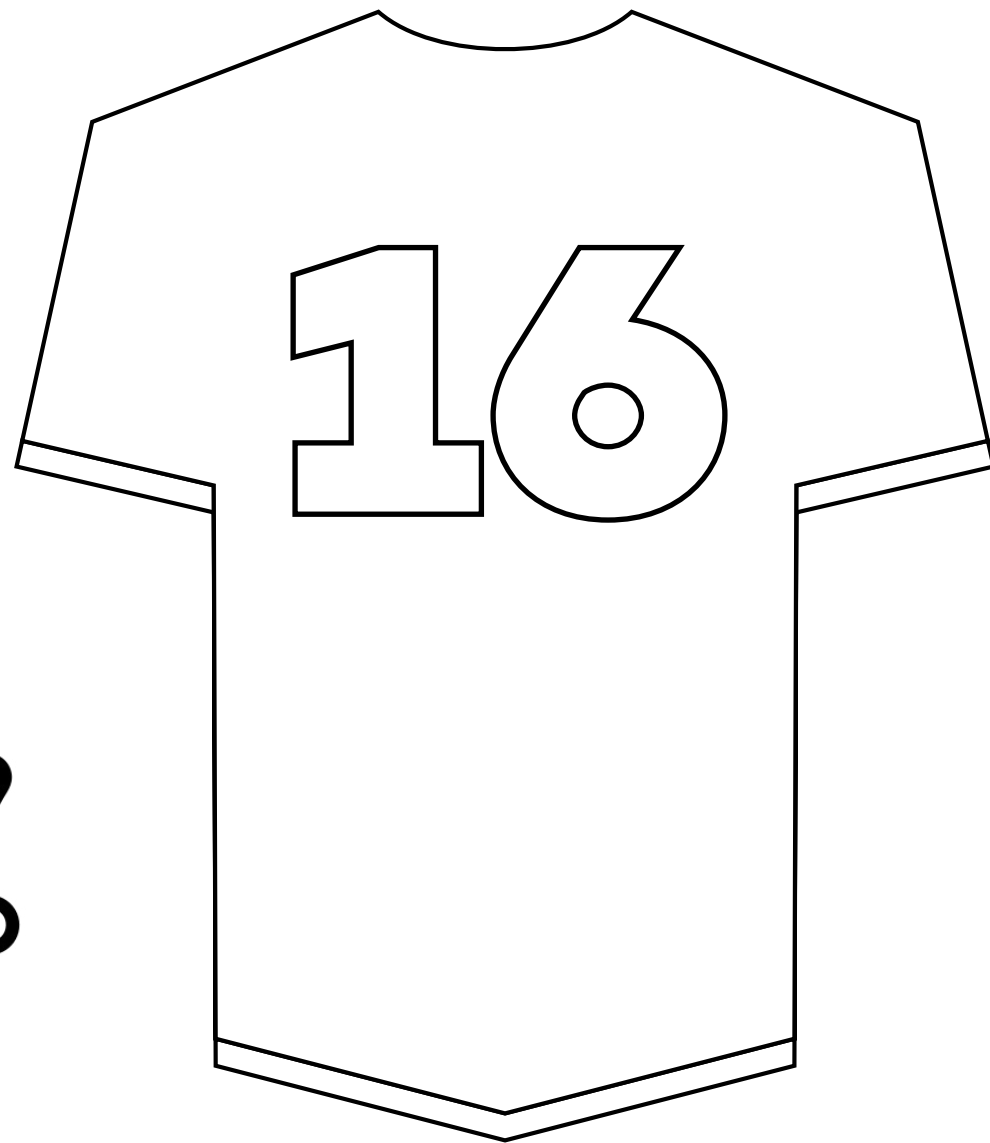
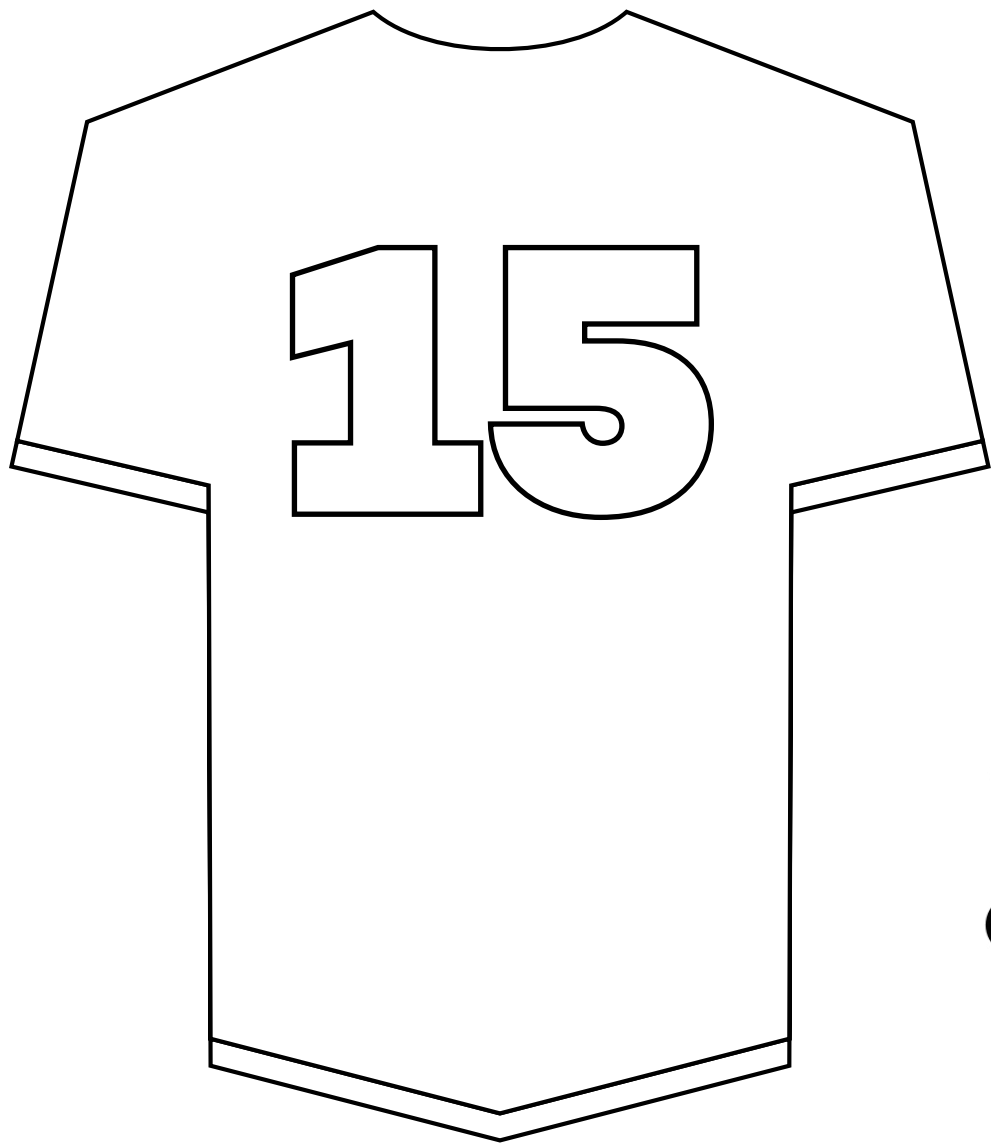


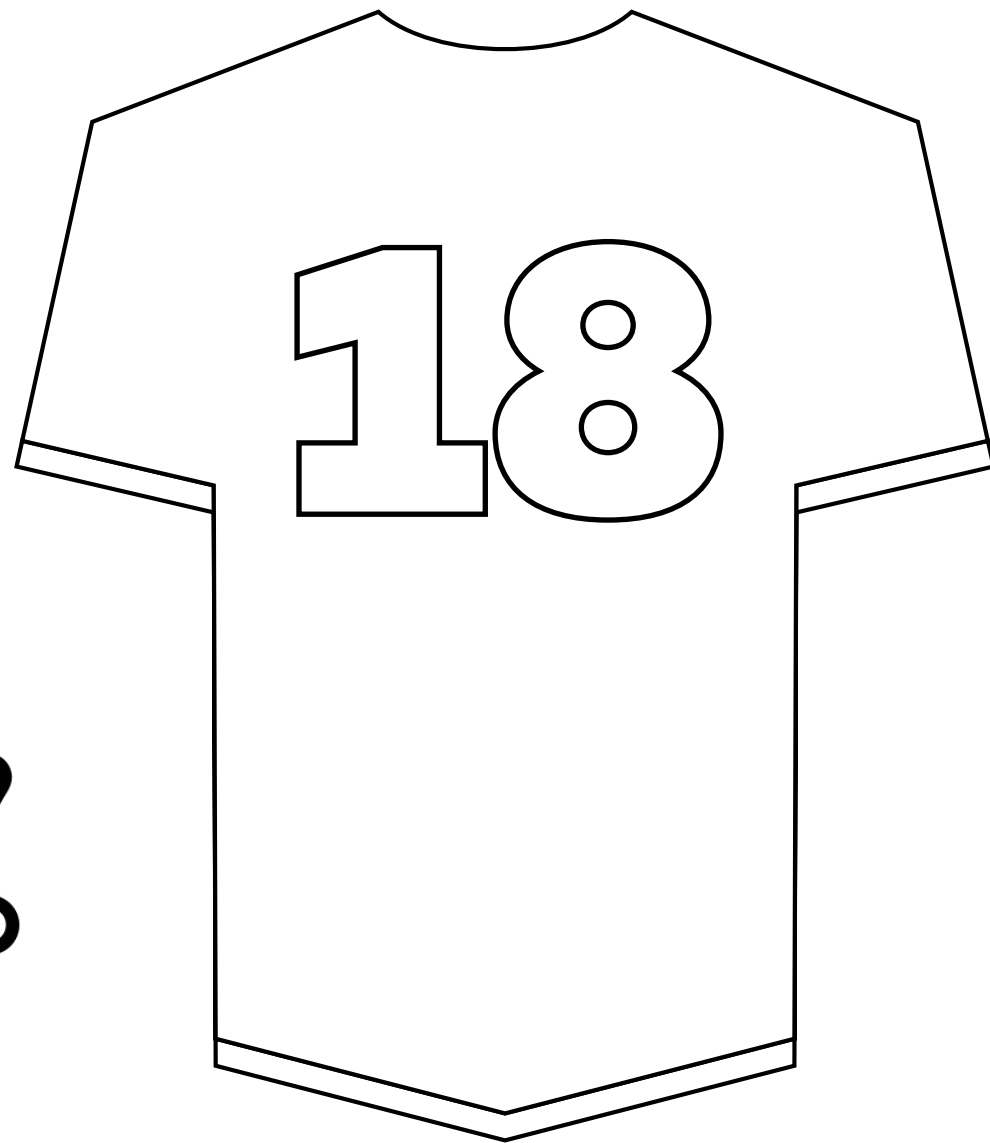
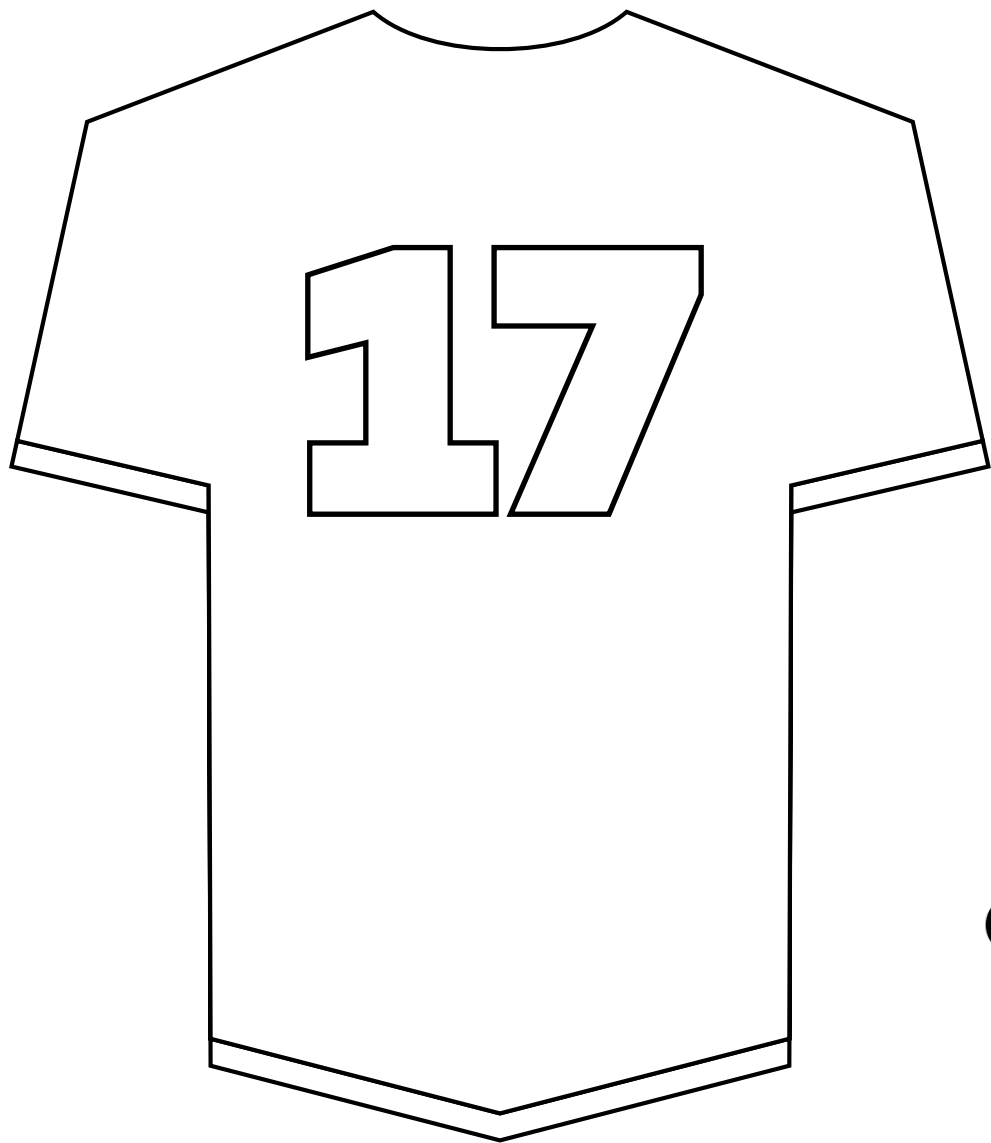


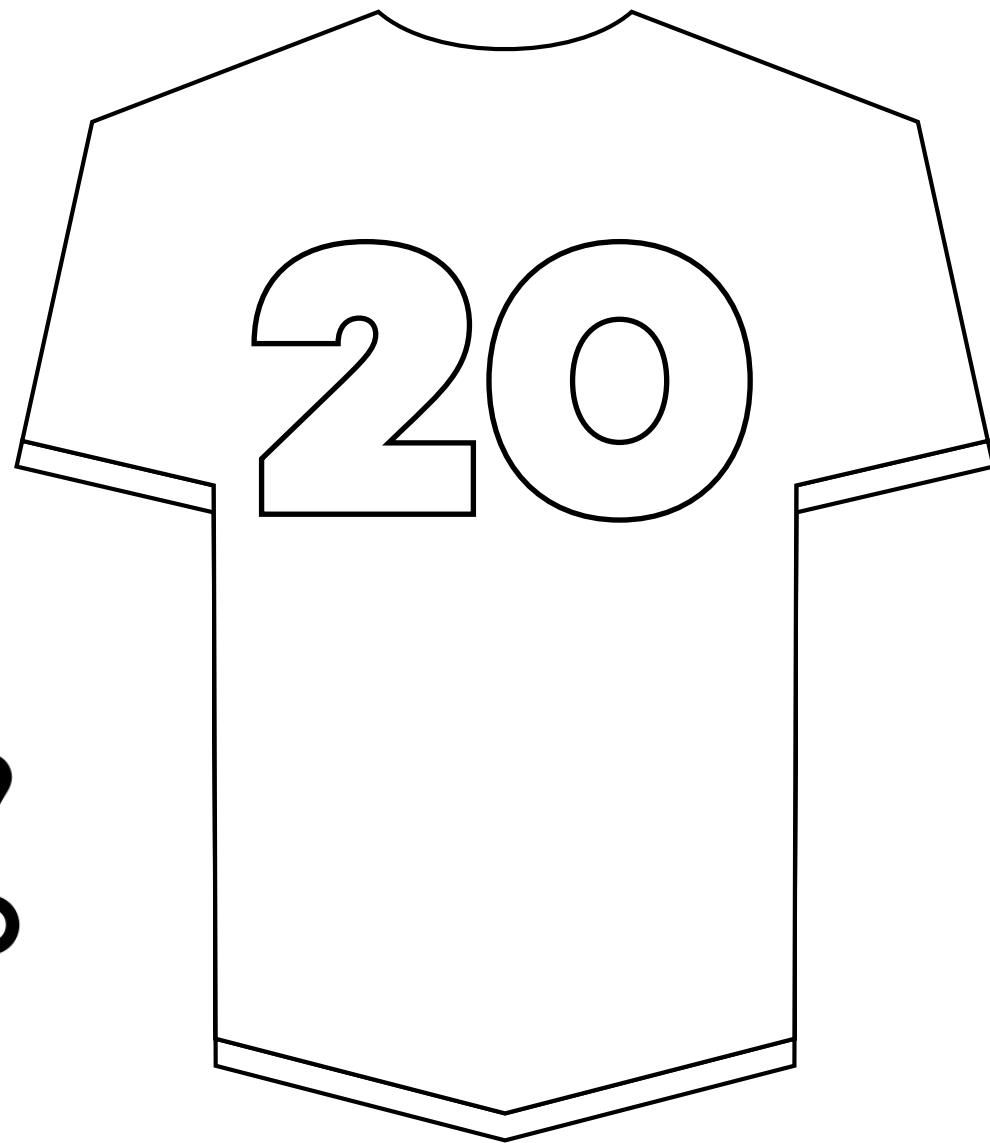
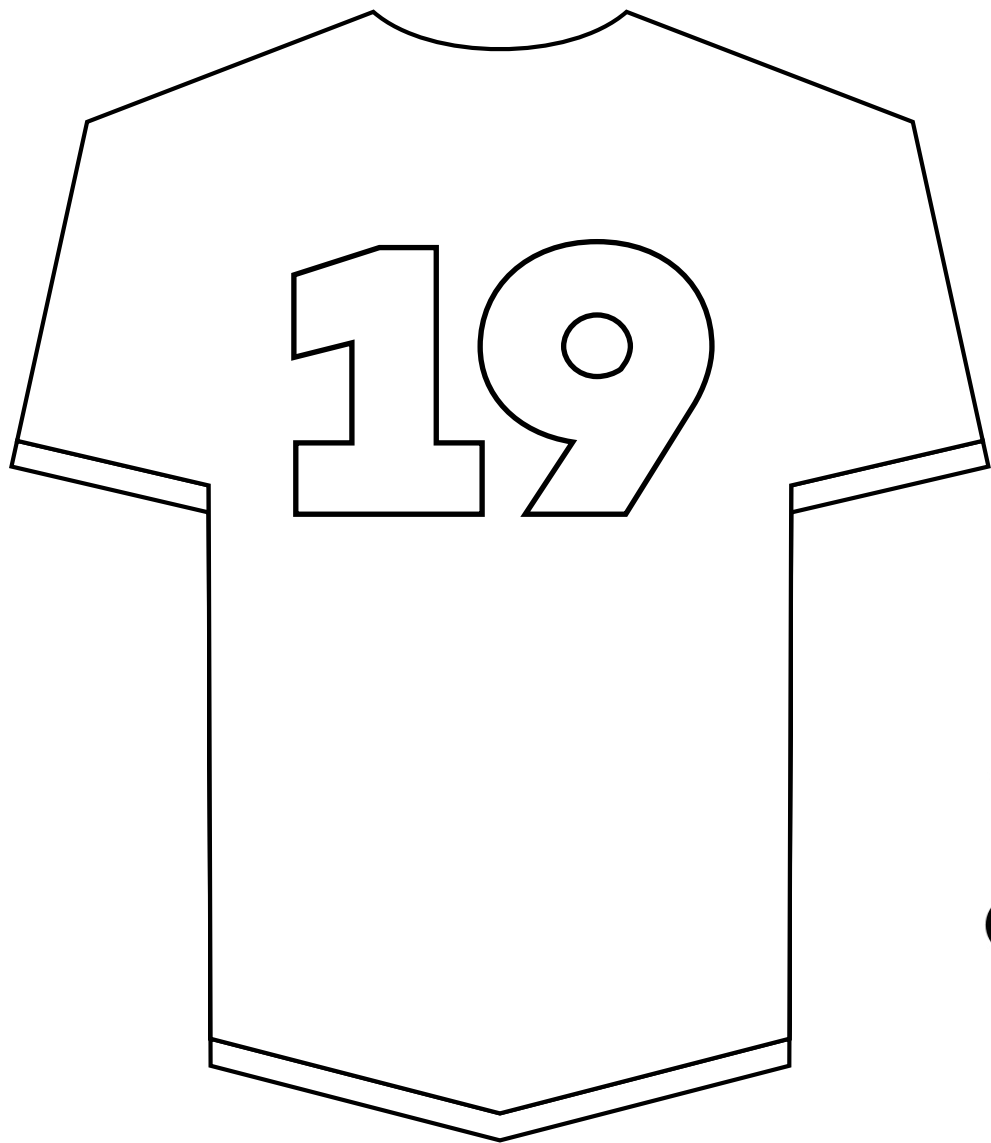




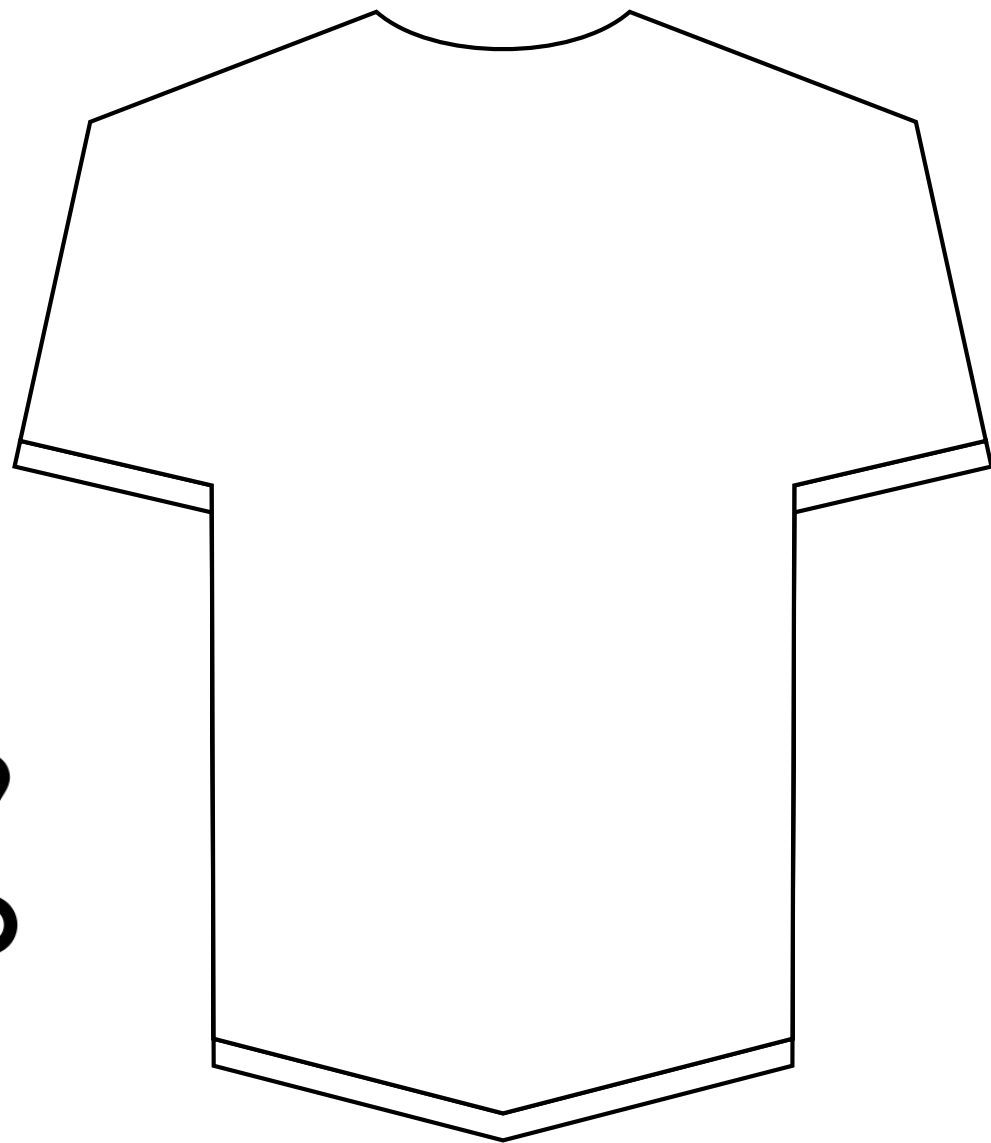


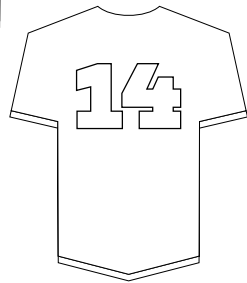
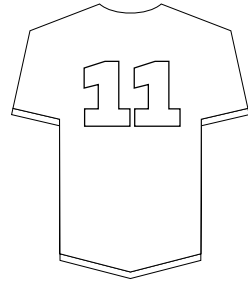
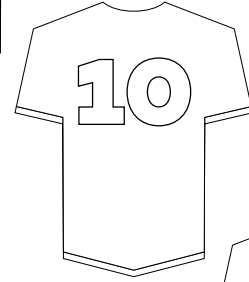
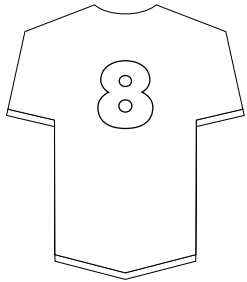
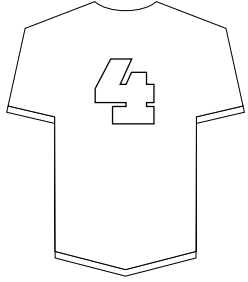
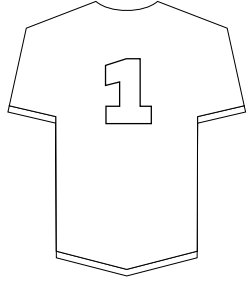


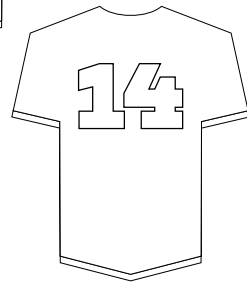
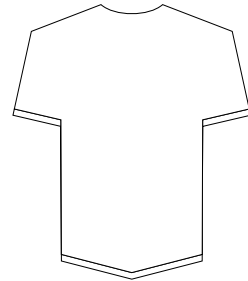
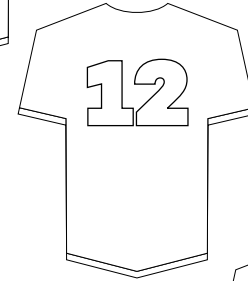
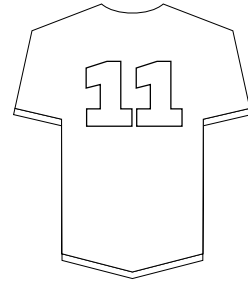
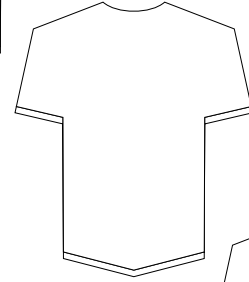
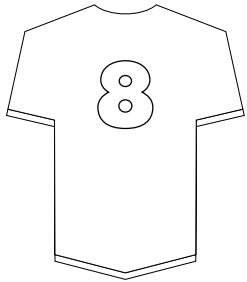
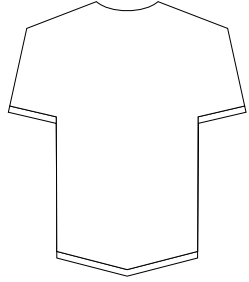
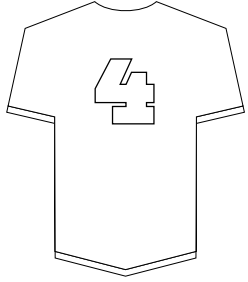
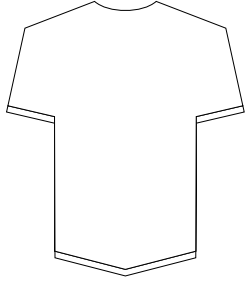
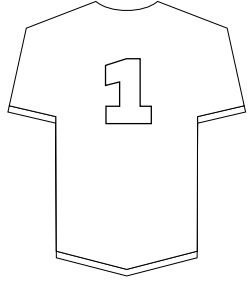


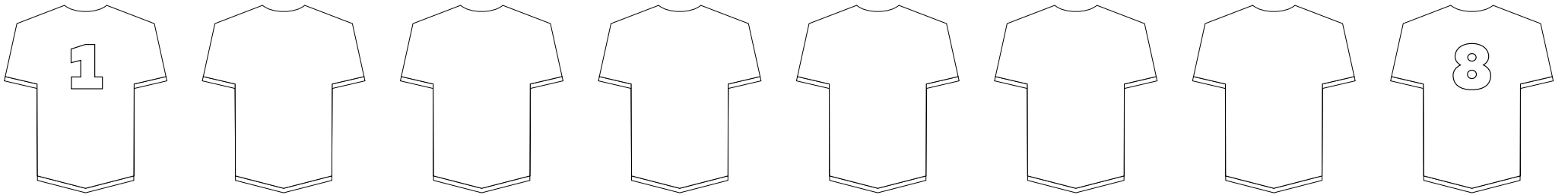
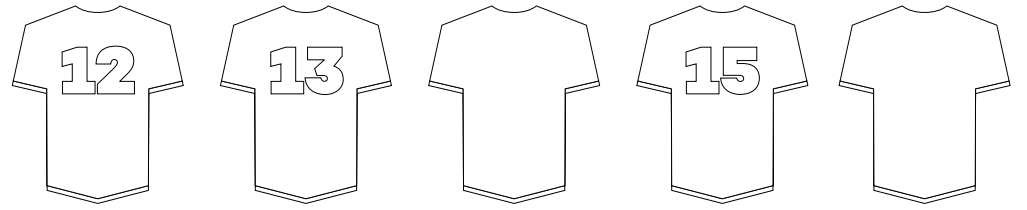
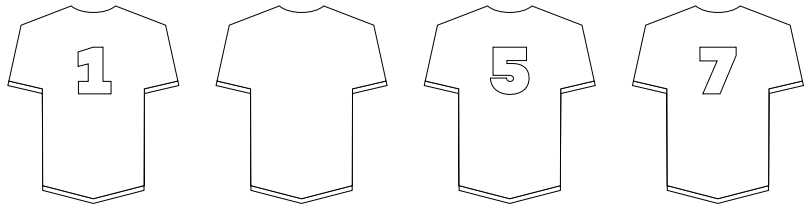
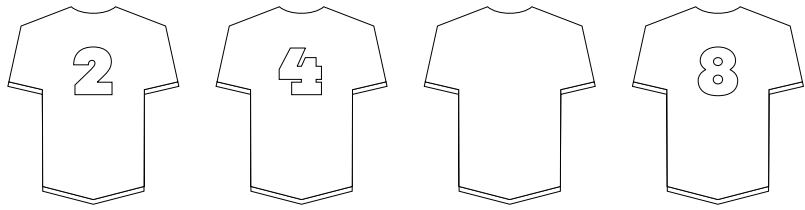
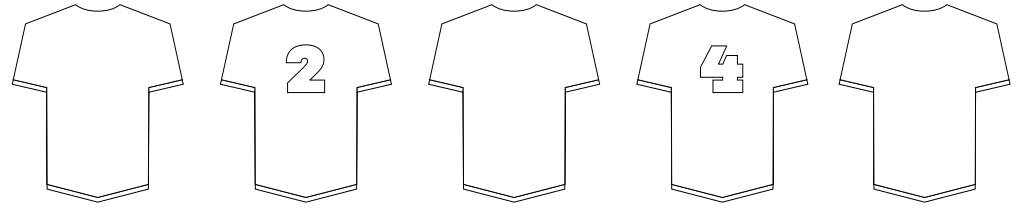
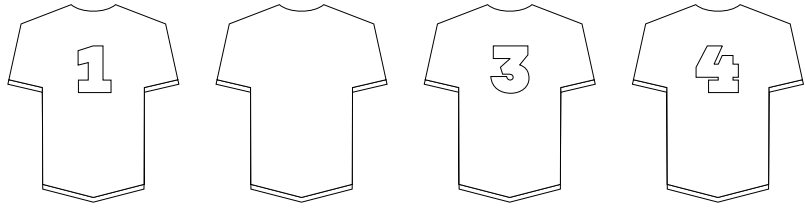








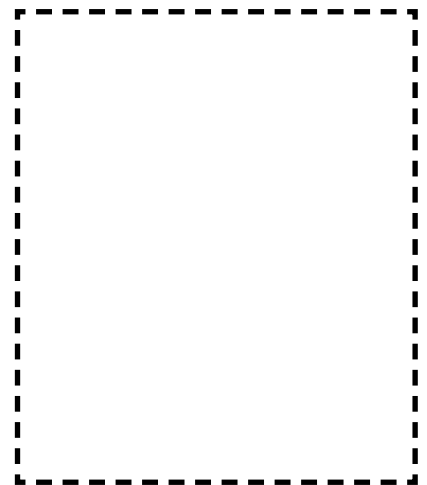
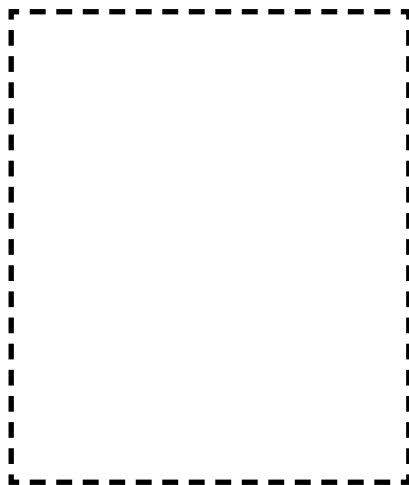
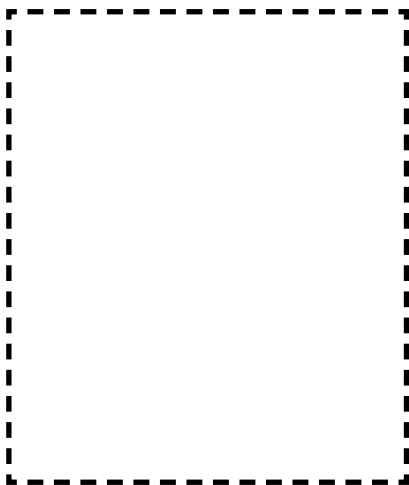
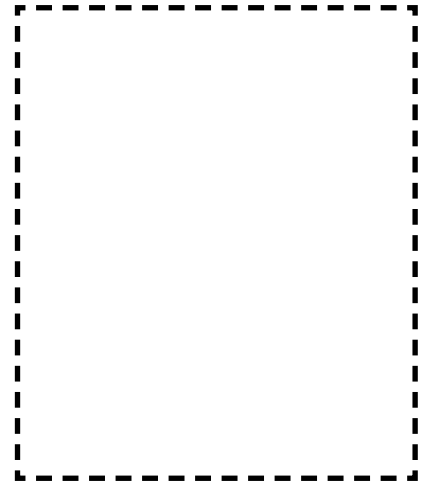
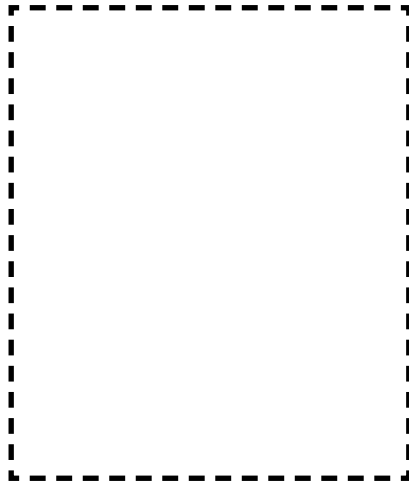
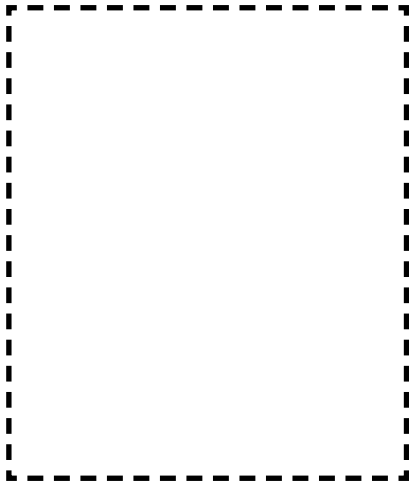
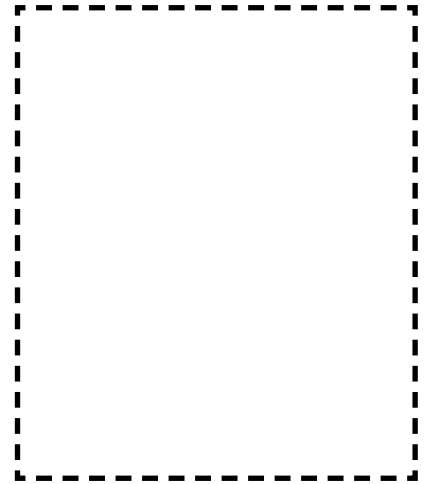
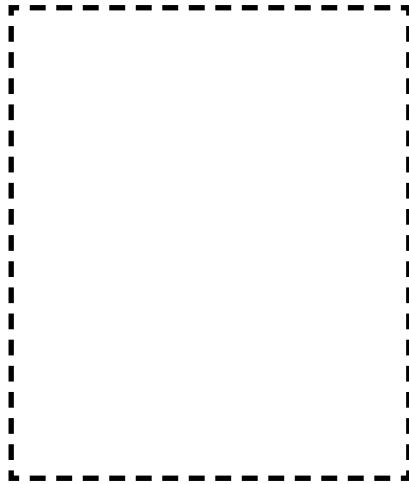
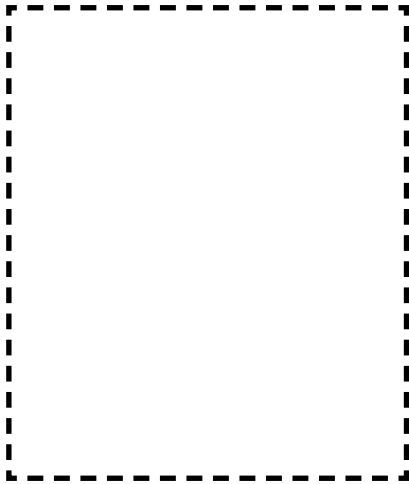




Create cut outs



Draw your own symbols or icons, cut out and sort.



Progression Step 1: Who am I? Where am I from?



What Matters: Learners develop an understanding that human societies are complex and diverse, and shaped by human actions and beliefs. Learners develop creativity skills and knowledge, drawing on the senses, inspiration and imagination. Learners share that languages connect us and that expressing ourselves through languages is key to communication.

Description of Learning: Learners can show an awareness of 'who I am' and that they are similar and different to others. Learners begin to design their own creative work. Learners begin to be aware of a link between language(s) and culture and developing a sense of belonging and can share ideas and feelings, expressing what they like and dislike.

Area of Learning Experience: Humanities, Expressive Arts, Language, Literacy and Communication.

Equipment: Welsh symbols PDF, Wales map PDF, Who am I? PDF, Logo design PDF, Welsh costumes, Welsh foods, Rugby Jersey, Rugby Ball, Welsh flag.

Task Instructions

Teacher can introduce the activity and ask learners what it means to belong to their school community, local community area and a local rugby team etc. Learners can compare what clubs learners within their class belong to in the local area orally. Teacher to share the Welsh symbols PDF and map of Wales PDF alongside other images / artifacts to refer to being Welsh and living in Wales. Learners share each symbol / Welsh artifact within a circle group. Learners can complete the Who am I? PDF to describe their thoughts / feelings about being Welsh / living in Wales. **Here, teachers can also include Welsh terminology to symbols, foods and any other relevant terms.**

Teacher promotes for each Learner to:

- Express their feelings about each symbol/artefact. What do they like/dislike and why?
- Share what they know/would like to know about each symbol/artefact.
- Describe what it means to be Welsh/live in Wales.
- Describe the feeling of representing Wales at the RWC.

To encourage a further sense of belonging, teachers can emphasise that learners will have to work together, like a rugby team, to create their new school rugby team logo. Print logo design PDF. Teachers can distinguish a set criterion with the learners for the logo design such as specific colour(s) to use, the numbers of colours to be used, symbols to include etc. **Here, teachers can also add Welsh words to colours and shapes.**

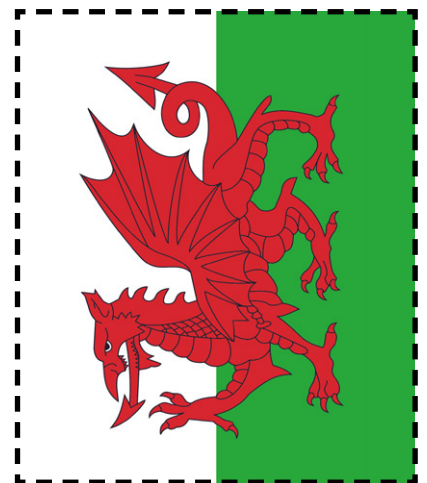
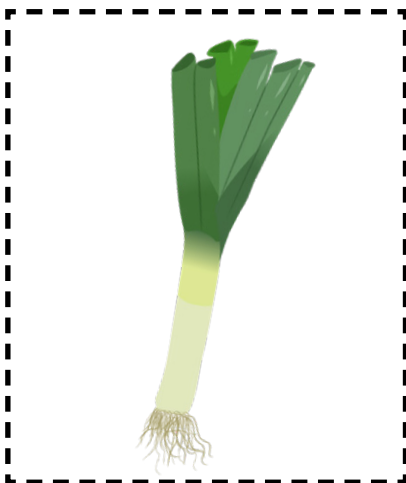
Teachers assign individuals and/or groups of learners a logo template and ask them to design a new logo for their school rugby team. Here, learners could also explore local rugby teams logos and discuss their history. A visit to a local rugby club could add value to highlight its history and role in the local community. Once the learners or groups of learners have finished their logo designs, they may wish to present their ideas to the class to develop their oracy/presentation skills or display them on a class working wall.

Ideas for further challenge:

- Learners can peer assess each other's design, identify elements they like and one element to improve.
- Learners can explore other RWC countries and repeat activity.
- Learners can produce emergent writing to what they have learnt from peers.
My friend is called _____ and he/she liked/disliked _____.

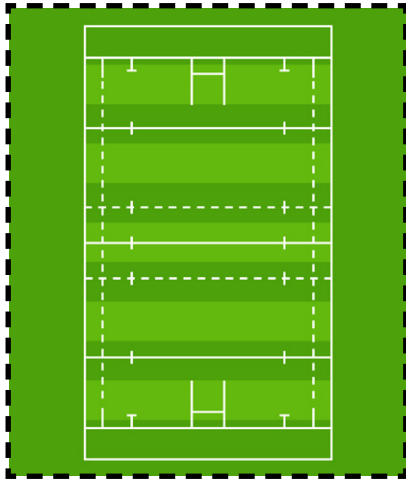
Welsh Symbols PDF

Welsh Imagery and Icons



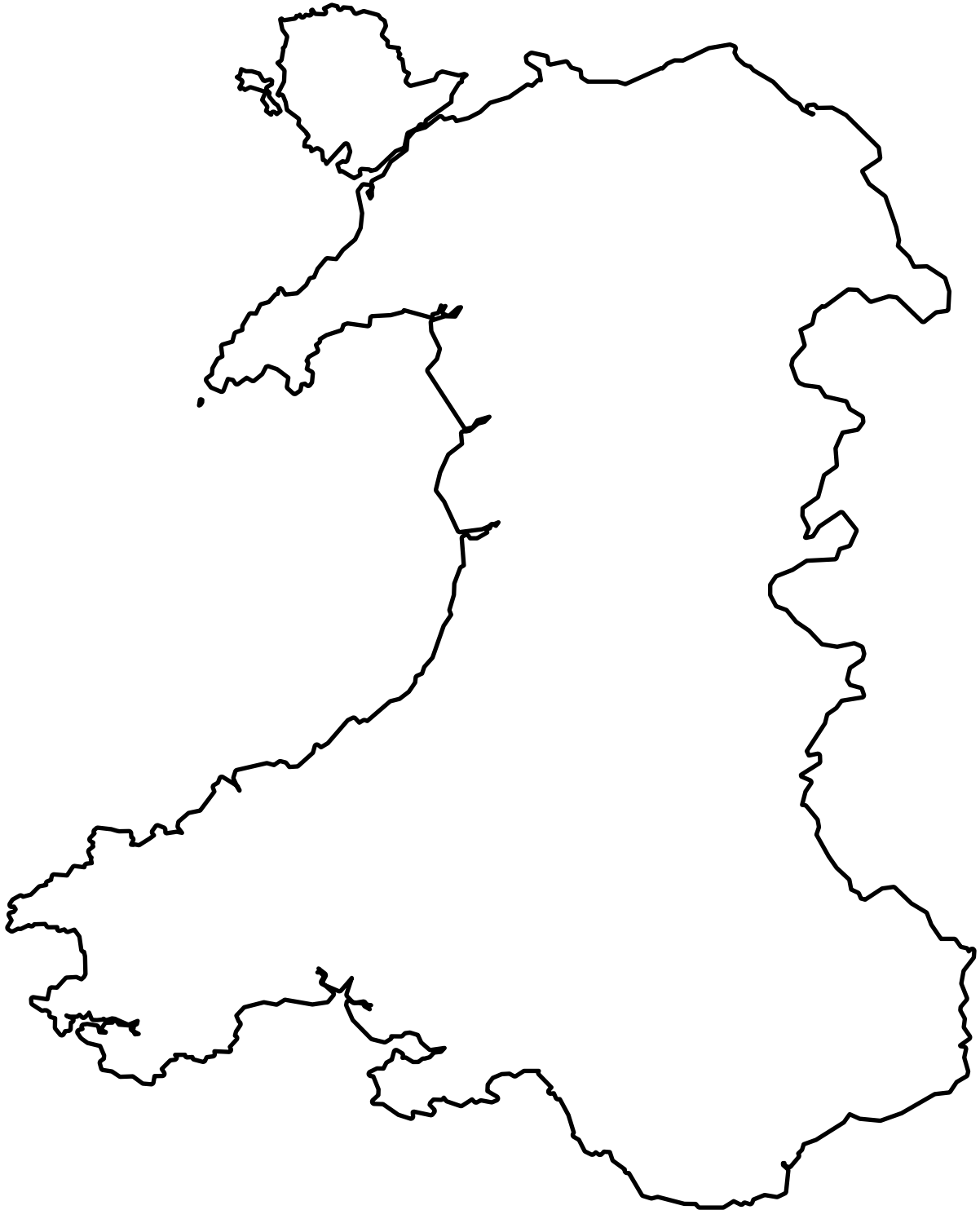
Welsh Symbols PDF

Welsh Imagery and Icons



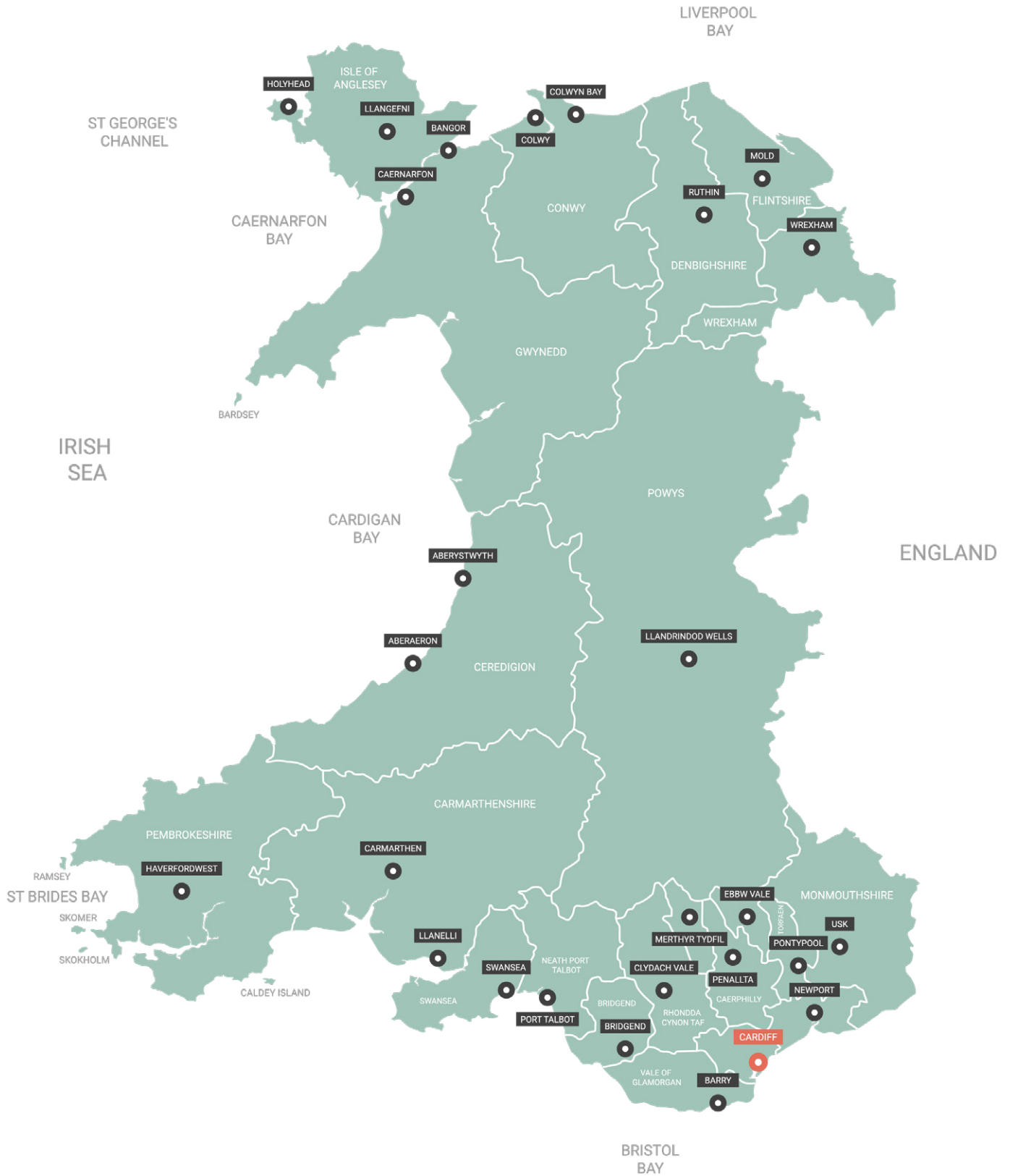
Wales Map PDF

Where am I from?



Wales Map PDF

Where am I from?



Who am I? PDF

What makes me me?



MUSIC &
SONGS

LANGUAGES

MY FAMILY

THINGS
I LIKE

MY FRIENDS

SPORTS

HOBBIES

WHERE
I LIVE

WHAT I'M
GOOD AT

WHAT I
LOOK
LIKE

WHAT I WANT
TO DO WHEN
I'M OLDER

WHERE
I WAS BORN



Who am I? PDF

What makes me me?



MUSIC &
SONGS

LANGUAGES

MY FRIENDS

SPORTS

MY FAMILY

WHERE
I LIVE

THINGS
I LIKE

HOBBIES

WHAT I'M
GOOD AT

WHAT I
LOOK LIKE

WHAT I WANT
TO DO WHEN
I'M OLDER

WHERE
I WAS BORN



Who am I?

What makes me me?



Who am I?

What makes me me?



Logo Design PDF

Design a new school rugby team logo.



Progression
Step Two
Activities

Progression Step 2: Postcard from the RWC



What Matters: Learners understand that expressing ourselves through language is key to communication.

Description of Learning: Learners begin to understand that writing can be for different purposes and audiences. Learners begin to share ideas and feelings and express what they like and dislike.

Area of Learning Experience: Language, Literacy & Communication, Humanities.

Equipment: 'RWC Postcard' PDF, 'RWC Map' PDF, 'Postcard Images' PDF, RWC jerseys, RWC country artifacts, RWC Countries Foods.

Task Instructions

To introduce the activity, Teacher can explain to learners that the Wales team captain would like children to send a postcard home to Wales from the RWC on behalf of the players. **Here, teachers can also include Welsh terminology linked to places/weather/feelings etc.**

Using the 'RWC Map' PDF, artifacts from France other RWC countries, teacher can guide learners to explore the range of foods, activities, visitor attractions, locations, music, dance etc that the Wales team players could experience in the locations they will visit during the RWC. Here, teacher could encourage learners to experience foods from France and other RWC countries and share their feelings about these also.

Using the 'RWC Postcard' PDF, and the "Postcard Images' PDF, learners can share their experiences, feelings and opinions. Teacher could use the following questions to prompt further enquiry.

- Where are you?
- Who have you travelled with?
- What have you done so far?
- Where have you visited?
- What food(s) have you eaten?
- What has been your favourite activity to do?
- What are you missing?
- What is the weather like?
- What are you look forward to?

Ideas for further challenge:

- Learners can complete a postcard for another RWC country.
- Learners could complete a role play activity to explain their postcard in more detail.
- Learners could complete their postcard using a range of tenses (past, present and future).




RWC Postcard PDF

Sort materials into Natural or Non Natural.



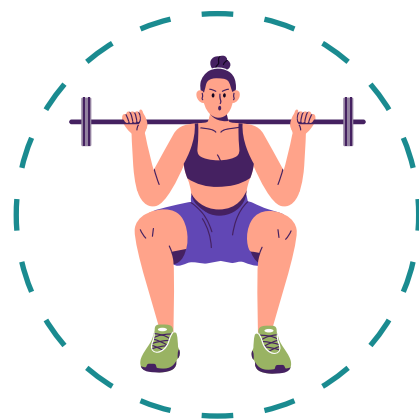
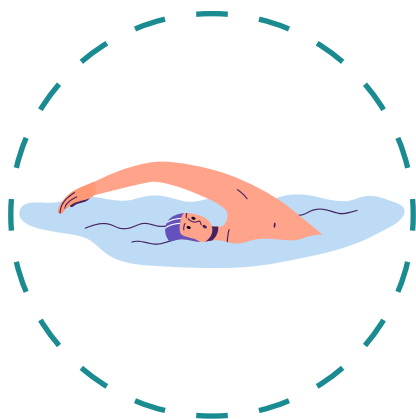
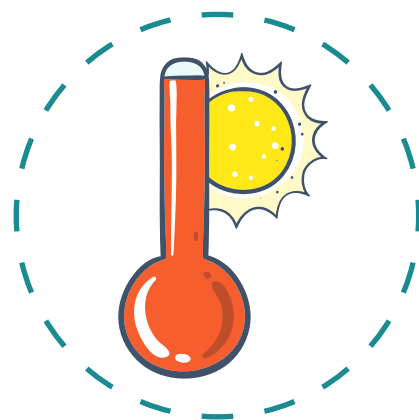
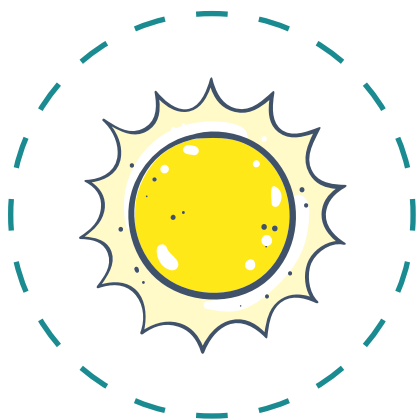
FRONT



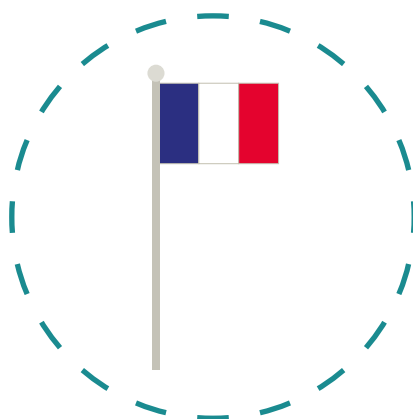
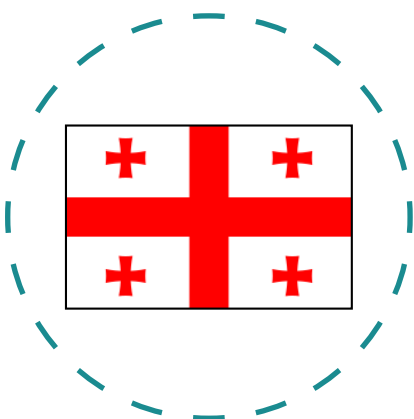
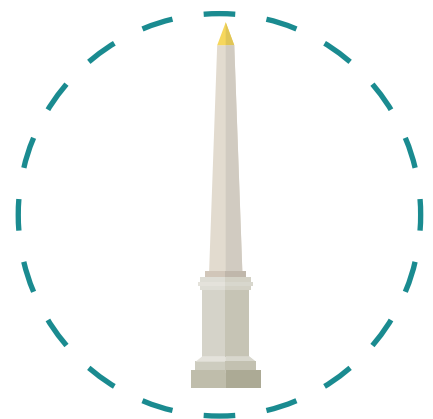
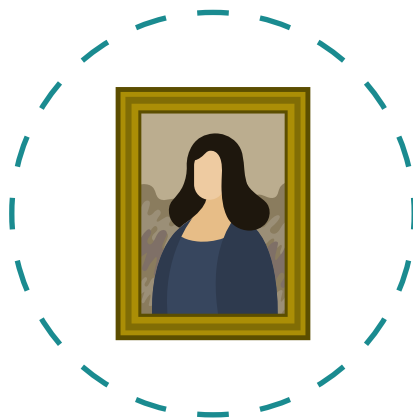
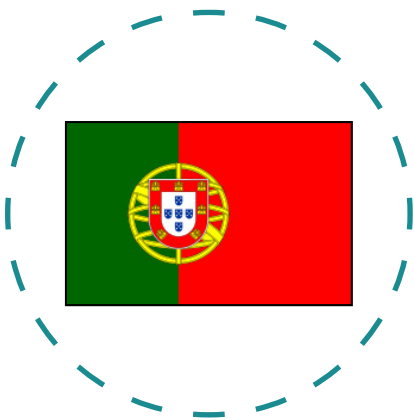
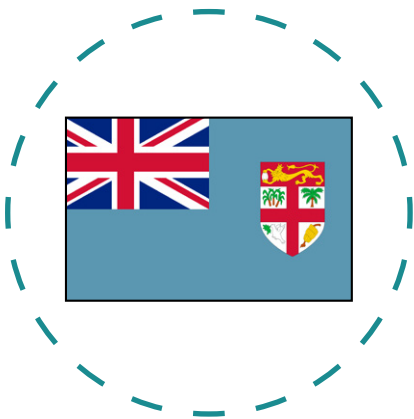
	

BACK

Postcard Images PDF



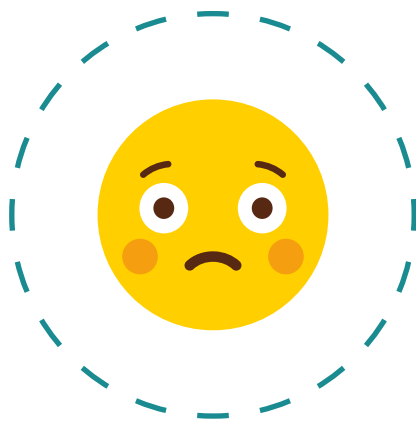
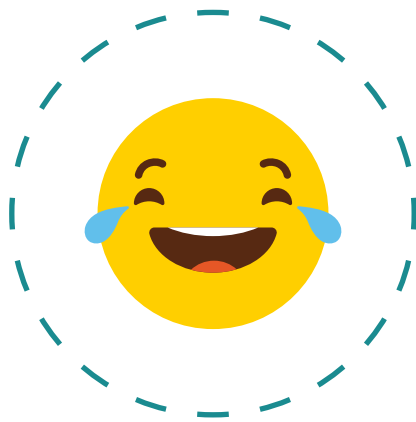
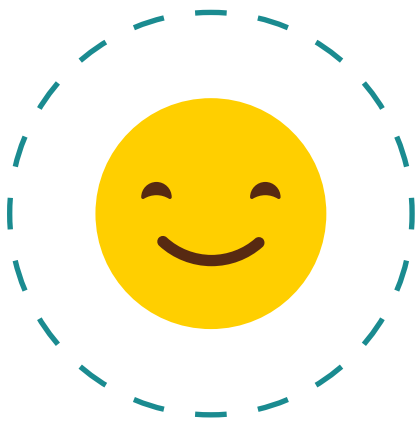
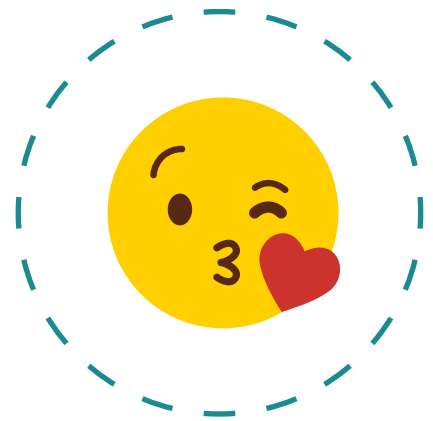
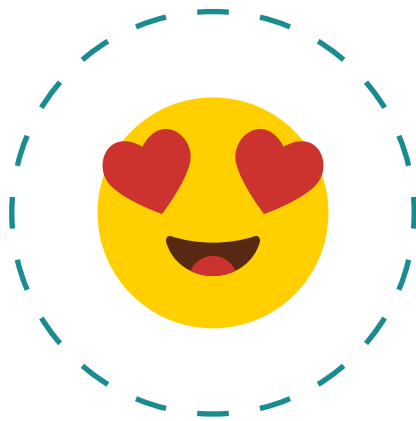
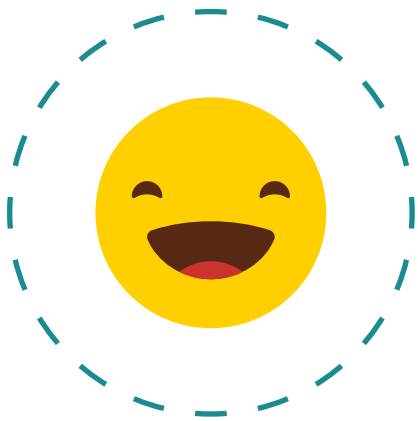
Postcard Images PDF



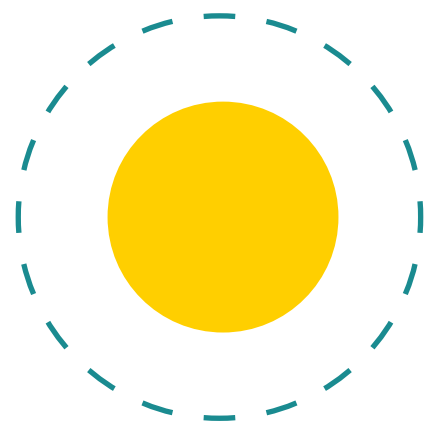
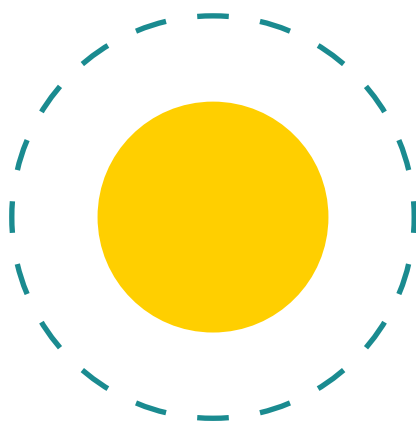
Postcard Images PDF



Postcard Images PDF



Draw your own emojis to show how you feel!



Postcard Images PDF



CYMRU

CAERDYDD

TWICKENHAM

PARIS

VERSAILLES

LE GRAND TOUR

NANTES

BORDEAUX

LYON

NICE

**Our
Rugby
World Cup
Journey 2023**



Progression Step 2: Rugby Languages



What Matters: Learners start to recognise that languages connect us.

Description of Learning: Learners recognise that there is a relationship between languages, culture and their own sense of Welsh identity. Learners develop an understanding that people use different languages.

Area of Learning Experience: Language, Literacy & Communication, Humanities.

Equipment: 'Alphabet' PDF, 'Rugby Greetings' PDF, 'Rugby Player Identity Silhouette' PDF.

Task Instructions

Teacher can introduce to task by sharing video clips of countries competing in the RWC 2023, explaining 20 teams from across the World will compete, all having their own language, alphabet, identity, culture, heritage etc (<https://www.rugbyworldcup.com/2023/video/779562/rugby-world-cup-2023-this-is-our-year>). Here, Teachers may wish to share promotional videos/tourism videos from countries competing in the RWC to provide further information to learners (Wales Tourism Clip <https://youtu.be/VNL4M0lVT3g>). Also, Teachers could encourage a school visit to a local rugby club, to research its identity, history, purpose etc.

Using the 'Rugby Player Identity Silhouette' PDF, Learners can share ideas and draw within the silhouette images to represent the following: **Like and dislikes, Personal characteristics, Hobbies, Interests, Language & Family.**

Learners can produce a good luck message for Wales and/or another team of their choice using the countries alphabet in both written format and orally. Learners can then share their silhouettes with peers and discuss their similarities/differences. Here, Teachers can revisit the RWC countries for learners to compare their identity, culture, heritage, language etc to another country. Teacher introduces learners to the Welsh alphabet. Learners can then compare the Welsh alphabet to the English alphabet. Print 'Alphabet' PDF.

Teachers can question:

- **How is the alphabet similar?**
- **How is the alphabet different?**
- **What sounds/letters do you recognise and why?**
- **How are the words sounded/pronounced?**

Learners explore another country from Wales's RWC group (Australia, Fiji, Portugal, Georgia) or another RWC of their choice and research the country's alphabet, using suitable digital formats, sharing comparisons to the Welsh and English version with their peers.

Learners practise pronunciations of letters / words such as "please" / "thankyou" / "good luck" / "good morning" / "good afternoon" / "how are you" in Welsh and their chosen country. Print 'Rugby Greetings' PDF.

Ideas for further challenge:

- Learners compare their identity to other RWC countries, to note similarities and differences.
- Learners produce a range of good luck messages/greetings in different languages.
- Learners share their video messages to the Welsh team via the schools social media channels. Tag @WelshRugbyUnion and use #PobLwcCymru #ViveLeCymru

Global Alphabet PDF

Learn the English, Welsh and French alphabets.



English

A B C D E
F G H I J K
L M N O P
Q R S T U
V W X Y Z

Welsh

A B C Ch D
Dd E F Ff G
Ng H I J L
Ll M N O Ph
R Rh S T Th
U W Y

French

A^{AH} B^{BAY} C^{SAY} D^{DAY} E^{UH}
F^{EFF} G^{ZHEH} H^{AHSH} I^{EE} J^{ZHEE}
K^{KA} L^{ELL} M^{EM} N^{EN}
O^{OH} P^{PAY} Q^{KOO} R^{AIR}
S^{ESS} T^{TAY} U^{OOH} V^{VAY}
W<sup>DOO-
BLEH-
VAY</sup> X^{EES} Y<sup>EE-
GREK</sup> Z^{ZED}

Global Phrases PDF

Learn English, Welsh and French.



HELLO

SHWMAE

BONJOUR

HOW ARE YOU?

SUT WYT TI?

CA VA?

GOODBYE

HWYL FAWR

AU REVOIR

THANK YOU

DIOLCH

MERCI

PLEASE

OS GWELWCH
YN DDA

S'IL VOUS PLAÎT

WELL DONE

DA IAWN

BIEN JOUÉ

Pob Lwc Message PDF



Write a Good Luck message in the shirt below to the Welsh Team to show your support for them in the RWC..



Who am I?

What makes me me?



Who am I?

What makes me me?



Progression Step 2: Materials of the World



What Matters: Learners develop methods to become curious, searching for answers to understand and predict phenomena. Learners explore matter and the way it behaves to define our universe and shape our lives.

Description of Learning: Learners can ask questions and use their experience to suggest simple methods of inquiry. Learners can explore and describe the properties of materials and justify their uses.

Area of Learning Experience: Science and Technology, Language, Literacy and Communication. Humanities.

Equipment: 'Grouping Materials' PDF, 'Materials Properties' PDF, 'Materials Use' PDF.

Task Instructions

To introduce the activity, Teacher to share a range of materials (found in nature, not found in nature). Learners, through sorting activities identify and group materials as natural and not natural using the 'Grouping Materials' PDF.

Learners are promoted to recognise objects as made from the same materials for example, wood, ice, fabrics, plastic, paper, ceramics, metals, stones and rocks. **Here, teachers can also include Welsh terminology linked to each material.**

Learners share each material within their table groups. Learners can handle and explore each material, identifying and describing its property to their peers such as:

- Strong,
- Weak,
- Flexible (bendy),
- Waterproof,
- Thermal conductors or insulators,
- Electrical conductors or insulators,
- Transparent/Opaque
- Shiny

Learners can then record their findings using the 'Materials Properties' PDF or orally relaying answers to their peers/teachers. Print 'Materials Properties' PDF.

Teacher can ask learners to link a chosen materials property to its use and share their views with their peers/working groups, using the 'Materials Use' PDF. Here, the Teacher can make a link to the materials used by the 3 little pigs used to build their houses.

Some examples could include:

- What material for a coat hanger.
- What material for clothing (Dora the Explorer could be used as a prompt/aid).
- Glass in a window.
- Plastic to make a garden shed.

Finally, learners begin to suggest alternative materials used for a particular function and start to explain their reasons. An example here could be the use of bricks for a house and not straw narrated in the 3 little pigs.

Ideas for further challenge:

- Learners can explore materials from RWC countries and repeat activity.
- Learners can describe uses of materials found around the world for a particular purpose i.e. plastic for a bag, glass for a window, wood for a table etc.
- Learners can make a model using reclaimed materials.

<https://www.wru.wales/rugbyworldcup2023/show-your-support/>

CREATE A DISPLAY TO SUPPORT WALES IN THE RUGBY WORLD CUP USING RECYCLED MATERIALS

and win a signed Wales RWC jersey & tickets to Wales v Barbarians this November.



Terms & Conditions Apply

Grouping Materials PDF

Natural or Non Natural



MATERIAL	NATURAL	NON NATURAL

Materials Properties PDF

Materials of the World



MATERIAL	WHAT DOES IT LOOK LIKE?	HOW DOES IT FEEL?

Materials Use PDF

Materials of the World



MATERIAL	WHAT DOES IT DO?	WHAT IS IT USED FOR?

Progression Step 2: Rugby Symmetry



What Matters: Learners develop an understanding that Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.

Description of Learning: Learners explore reflective symmetry in a range of contexts and can discuss it as a property of shapes and images.

Area of Learning Experience: Mathematics & Numeracy,

Equipment: 'Wales RWC Jersey' PDF, 'Rugby Jersey Symmetry' PDF, 'Rugby Symmetry Sorting' PDF, 'Rugby Symmetry' PDF.

Task Instructions

To introduce the task, Teacher can explain what symmetry is, sharing an example using the Wales RWC jersey to stimulate ideas using an interactive whiteboard to aid. Share 'Wales RWC jerseys' PDF.

Teacher to discuss with the class:

- What does symmetric mean?
- How is a shape symmetric?
- What is a line of symmetry?
- What does a line of symmetry do?

Learners can explore what symmetry is by completing the 'Rugby Symmetry Sorting' activity by sorting the objects into symmetric or not symmetrical images. Print 'Rugby Symmetry Sorting' PDF.

- To reinforce learners understanding of symmetry, learners can choose:
- To draw/paint images using the 'Rugby Symmetry' PDF. Print 'Rugby Symmetry' PDF.
- To paint on one side of the 'Rugby Jersey' PDF, then fold the paper in half to show the symmetrical image printed on both sides. Learners can add further designs here for further challenge.
- Varying craft materials (lollypop sticks, pencils, pom poms etc) and a ruler as line of symmetry (Learners to recreate the same image either side of the ruler).

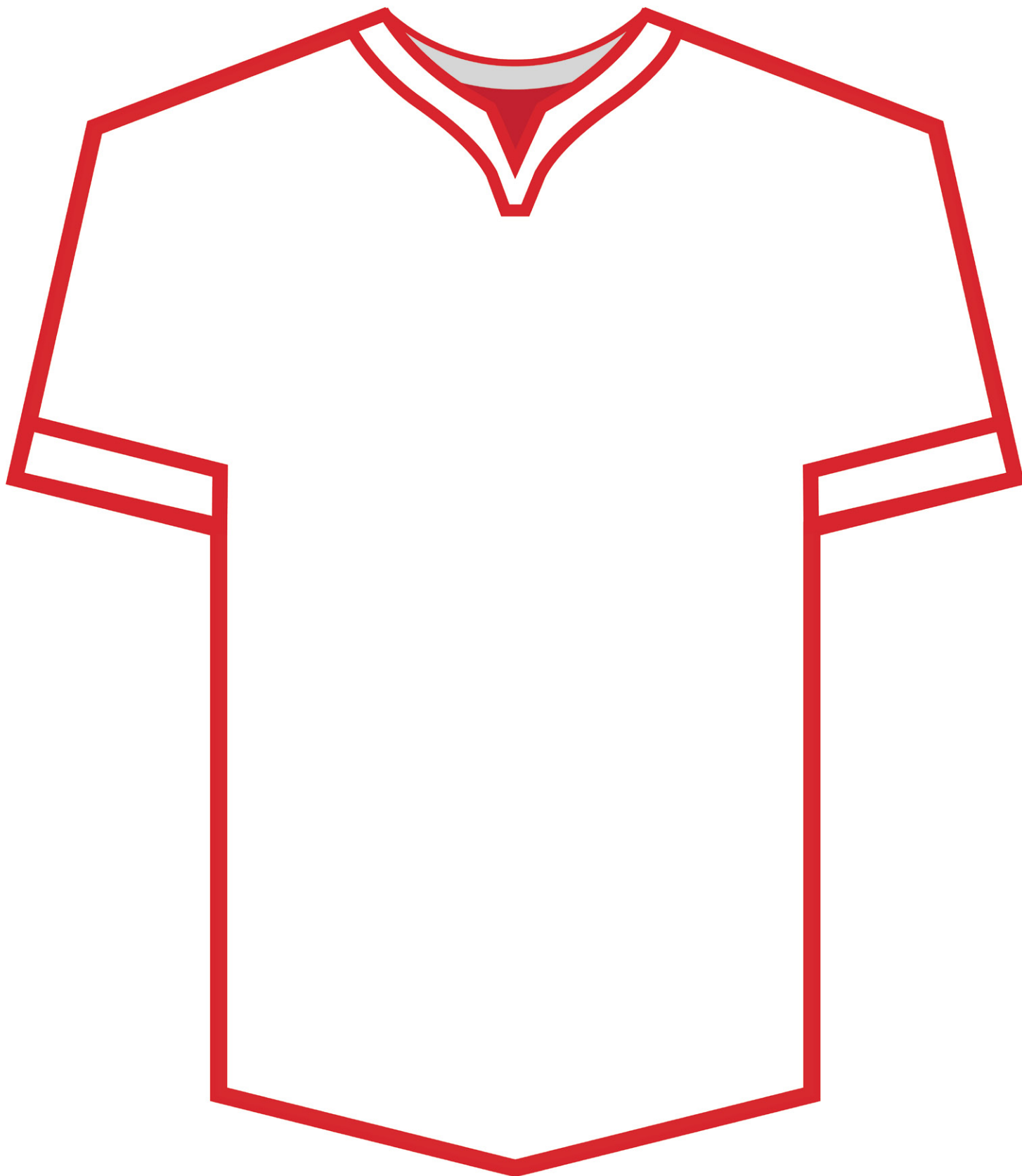
Ideas for further challenge:

- Learners develop more complex designs within the symmetry painting activity.
- Learners to explore different forms of symmetry.



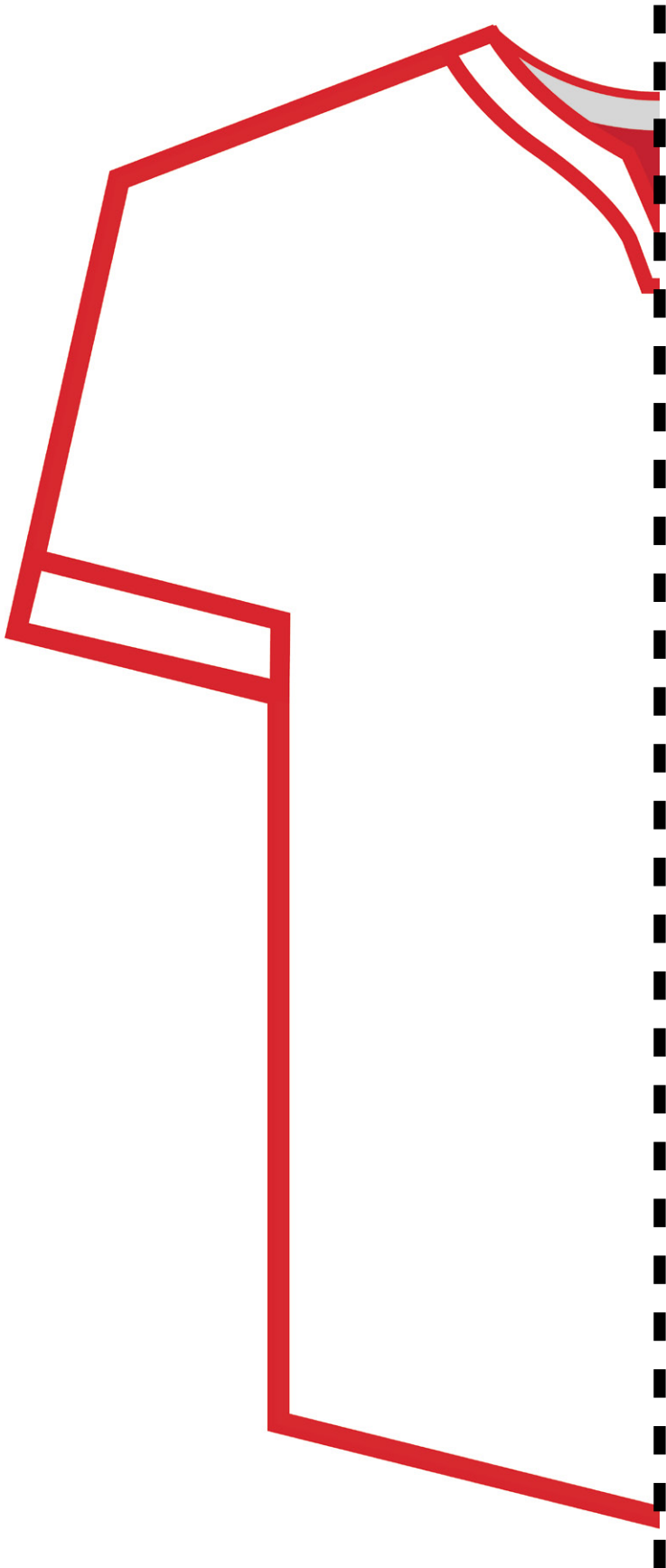
Wales RWC Jersey PDF

How is this jersey symmetrical?



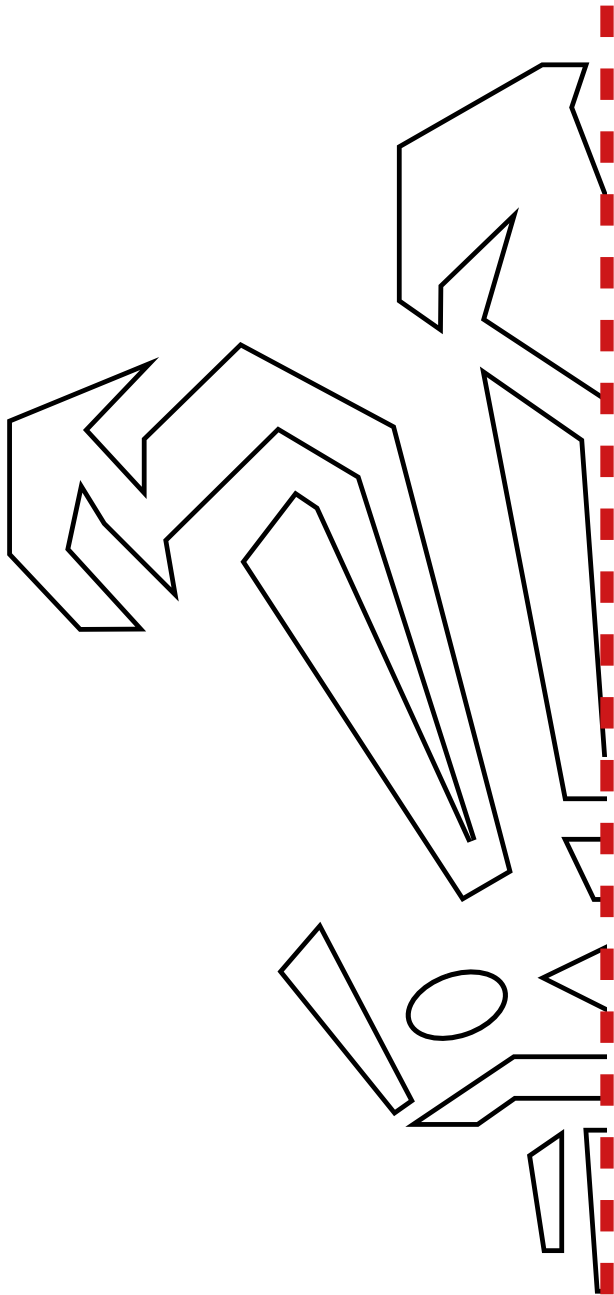
Rugby Jersey Symmetry PDF

Design a new jersey for the Welsh Rugby teams.



Three Feathers Symmetry

Make the Three Feathers symmetrical.

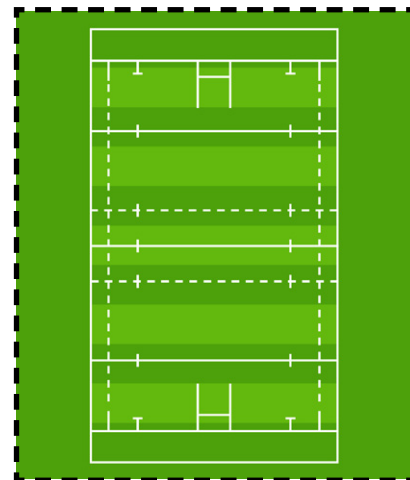


WRU



Rugby Symmetry Sorting PDF

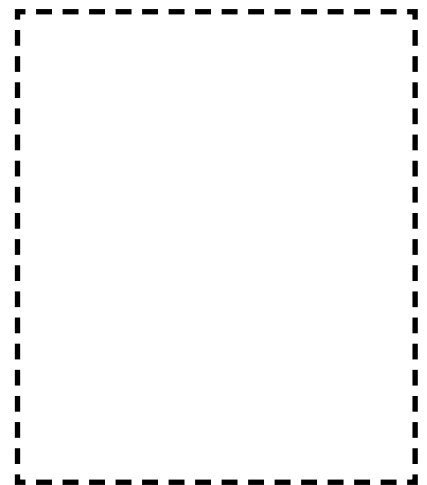
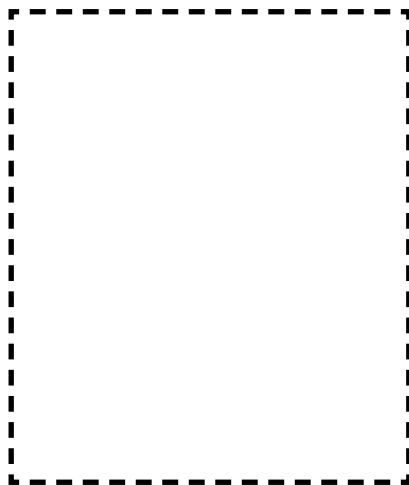
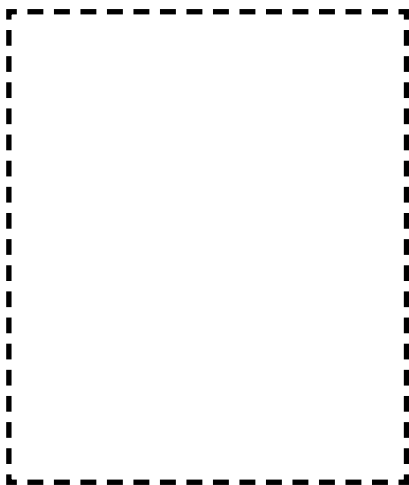
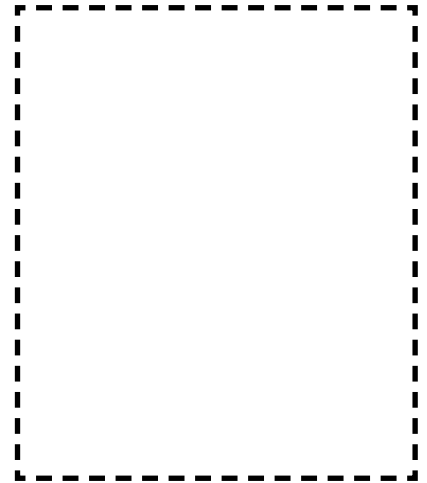
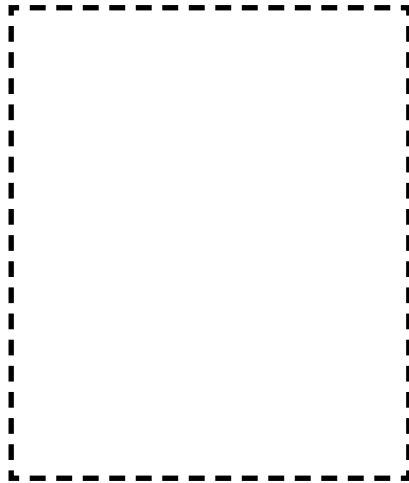
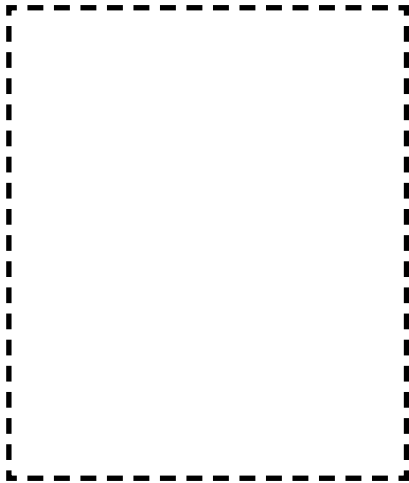
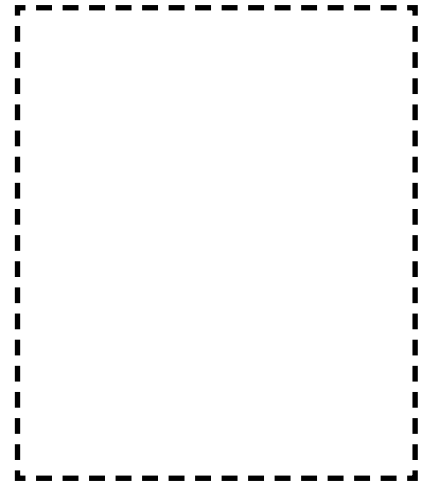
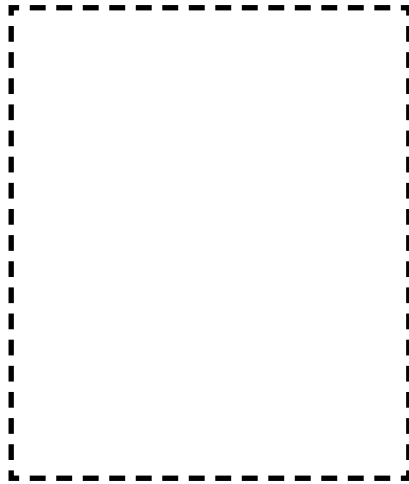
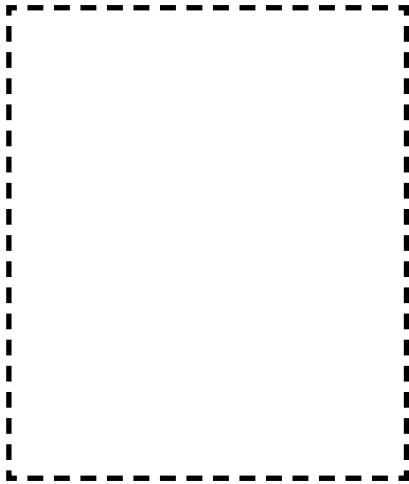
Welsh Rugby Symbols and Icons



Create cut outs



Draw your own symbols or icons, cut out and sort.



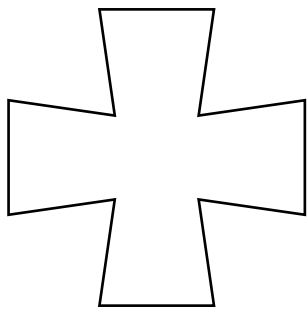
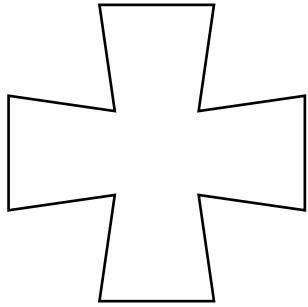
Rugby Symmetry Sorting PDF

Sort the symbols into the correct categories.

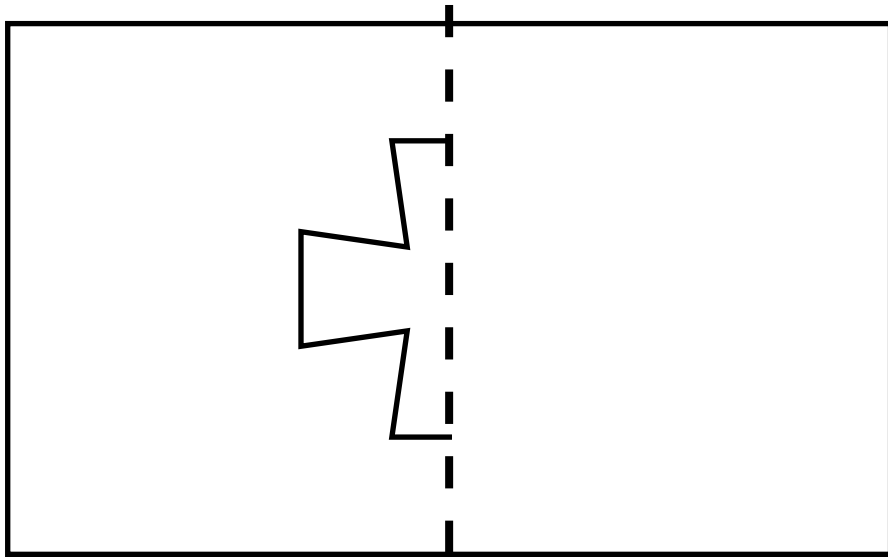


SYMMETRICAL	NON SYMMETRICAL

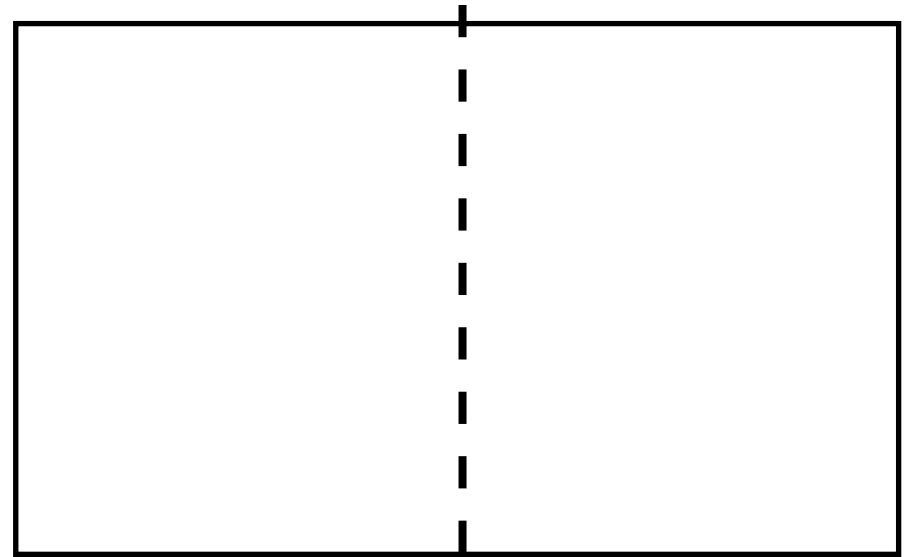
Symmetry Paint one side, fold in half, peel and reveal your symmetrical artwork.



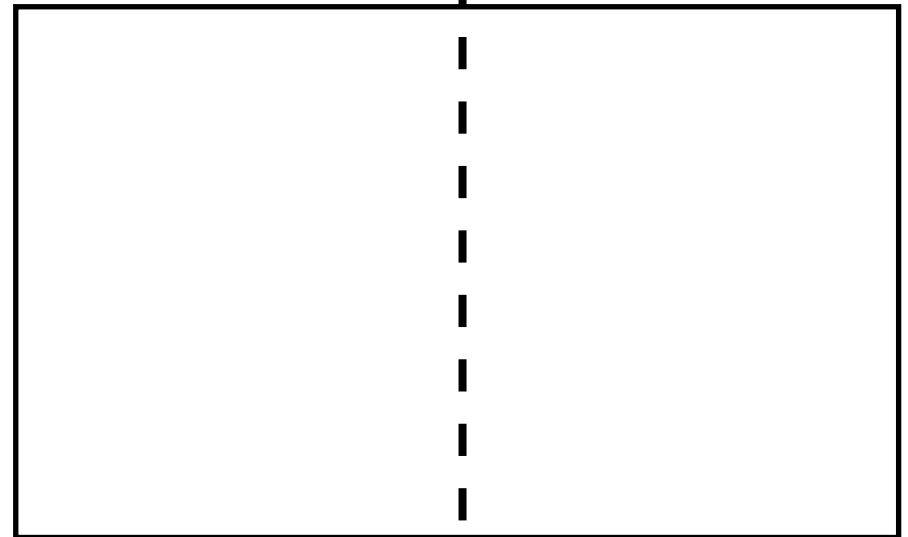
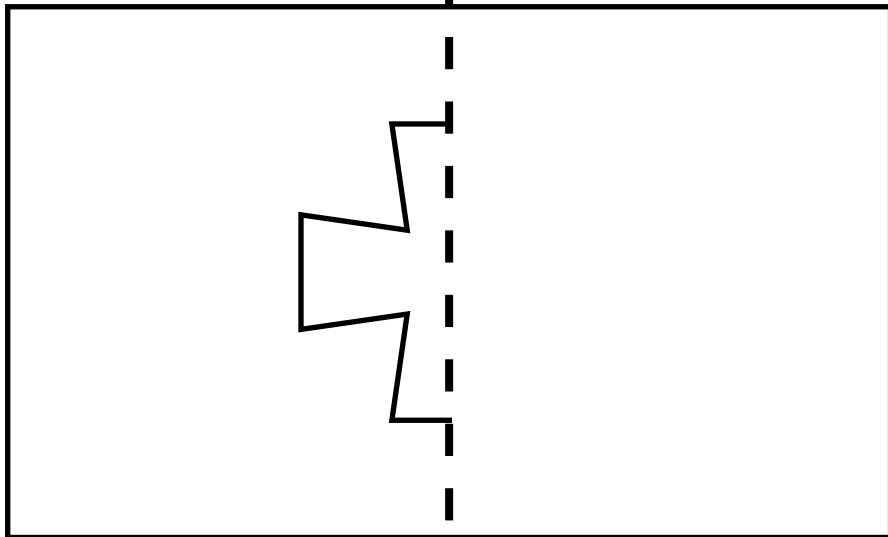
Symmetry Paint one side, fold in half, peel and reveal your symmetrical artwork.



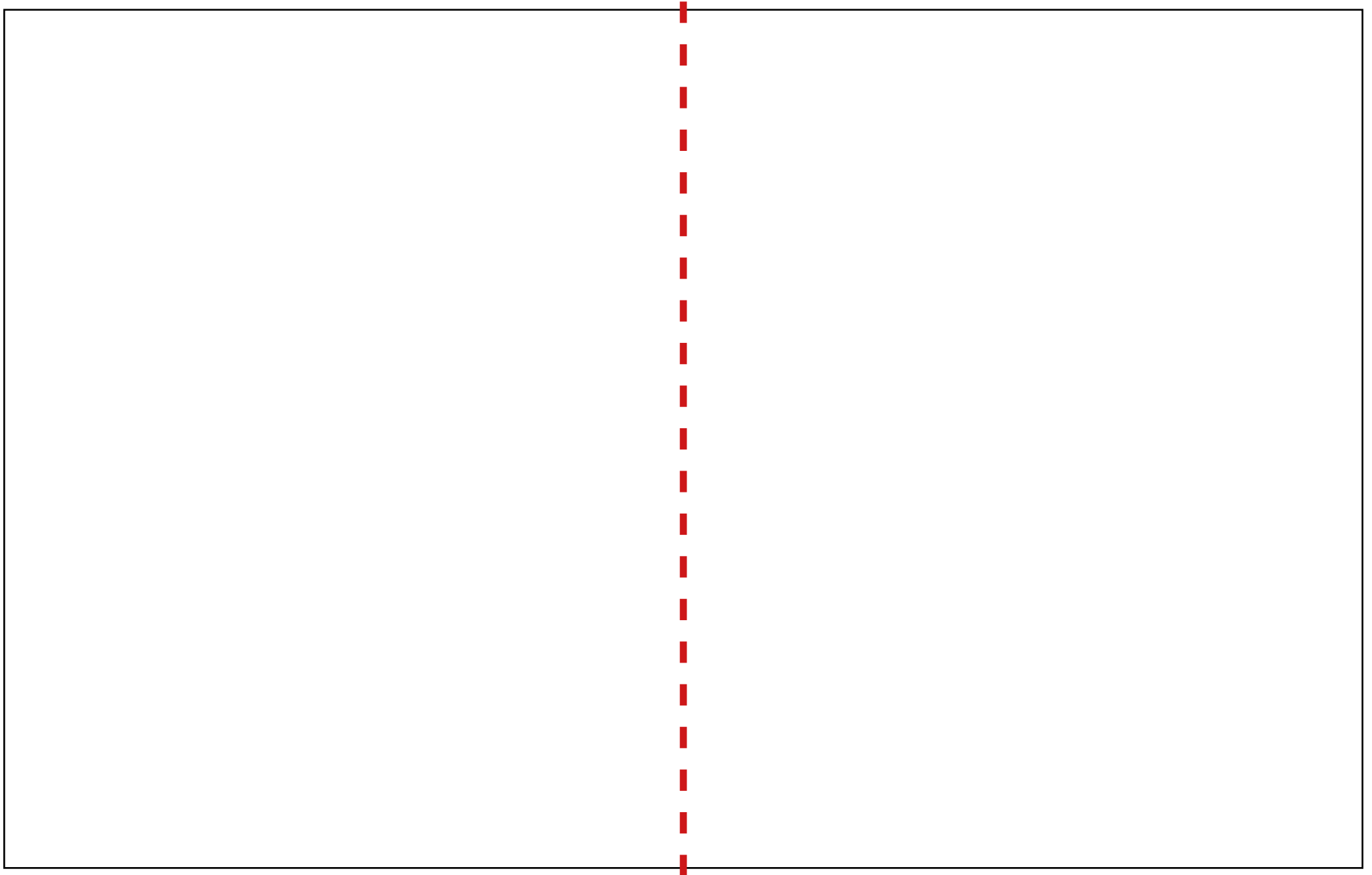
Symmetrical Shapes
on the Georgian Flag



Create your own Symmetrical
Shapes for use on a flag.



Symmetry Paint one side, fold in half, peel and reveal your symmetrical artwork.



Progression Step 2: Acrostic Poem



What Matters: Learners can display how literature fires imagination and inspires creativity.

Description of Learning: Learners can listen to and remember poetry, drama and prose and use their imagination to respond to and adapt literature to create their own work.

Area of Learning Experience: Language, Literacy and Communication.

Equipment: Seran a Sbarc a Cwpan Y Byd book/video, pen/pencil, recording equipment.

Task Instructions

Teacher introduces the task by informing learners that the Welsh team wish to read some poetry when they relax after matches. The players favourite and most motivating form of poetry is acrostic, so they would like learners to produce some pieces for them to read. **Here, teachers may wish to incorporate Welsh terms linked to poetry, literature etc.**

Teacher introduces Seran a Sbarc a Cwpan Y Byd book and reads to learners, encouraging learner participation throughout. Teacher may also wish to share the accompanying video and activities (<https://www.gov.wales/cymraeg-education/schools/welsh-language-charter>).

Teacher shares the idea of an acrostic poem, its structure and purpose – ‘a poem or other word composition in which the first letter of each new line spells out a word, message or the alphabet’ and provides suitable examples to aid learners using an interactive whiteboard.

Teacher encourages learners to write a motivational acrostic poem for the Wales players at the RWC 2023.

Learners complete their own acrostic poems using the ‘Acrostic Poem’ PDF. When complete, learners may present their poems to their peers to develop their Oracy skills.

Ideas for further challenge:

- Learners create a working wall of their poems in their classroom.
- Learners compose a rhyme/song/rap linked to their poem. Share your creations on social media by using #ViveLeCymru, #PobLwcCymru and by tagging the @WelshRugbyUnion
- Learners complete an acrostic poem for another RWC country of their choice.



Acrostic Poem

Create an acrostic poem about Wales.



W

A

L

E

S



Acrostic Poem

Create an acrostic poem about Wales.



C

Y

M

R

U



Acrostic Poem

Create an acrostic poem about Wales.



F

R

A

N

C

E

Acrostic Poem

Create an acrostic poem about Wales.



F

F

R

A

I

N

C

Rap / Song Sheet PDF

Create a rap or song to support Wales at the RWC.



<https://www.wru.wales/2023/09/welsh-artist-gwcci-lead-wales-into-the-fray-with-their-latest-single-ir-gad/>



Notes and ideas:

Rap / Song Title: _____



written by: _____

**Progression
Step Three
Activities**

Progression Step 3: World Climates



What Matters: Learners develop and understanding that our natural world is diverse and dynamic, influenced by processes and human action.

Description of Learning: Learners can locate and give simple explanations for the distinctive features of places, spaces and landforms in my locality and in Wales, as well as in the wider world. Pupils can describe spatial patterns of places, environments and landforms in my locality and in Wales, as well as in the wider world.

Area of Learning Experience: Humanities, Language, Literacy and Communication, Mathematics and Numeracy, Health and Well Being.

Equipment: 'Wales Climate' PDF, 'RWC Climate Zones' PDF, 'RWC Climate Graphs' PDF.

Task Instructions

Teacher introduces the task by explaining to learners they need to enhance the Wales coaching team's understanding about the climate in Wales and other countries competing at the Rugby World Cup. Teacher asks learners – What is the difference between weather and climate?

Weather – This is the day-to-day changes in the atmosphere.

Climate – This is the average atmospheric condition found in a set area.

Learners to describe the climate of Wales using the 'Wales Climate' PDF. **Here, teacher may wish to add Welsh terminology to climatic terms, seasons of the year and months of the year.** Teacher may wish to utilise the following questions to prompt enquiry and gain responses from learners:

1. Which month has the most rainfall?
2. Which part of Wales is the wettest?
3. Which month has the least rainfall?
4. Which part of Wales is the driest?
5. Which month has the hottest temperature?
6. Which month has the coldest temperature?
7. Which part(s) of Wales are the warmest?
8. Which part(s) of Wales are the coldest?
9. Which season is the warmest?
10. Which season is the coldest?
11. Which season has the most rainfall?
12. Which season has the least rainfall?
13. Why has the climate in Wales changed over time?

Following this, learners can draw a climate graph (teacher to provide relevant data) for their school location, to describe their local climate. Learners can then analyse the climate in different RWC group countries using the 'RWC Climate Graphs' PDF. Teacher can pose the question - **Why are there variations in climate between Wales and the RWC group team?**

Teacher introduces the concept of a climate zone and directs pupils to locate the climate zone of different RWC Teams, using suitable digital platforms. Learners can describe the climate zone of a country from Wales's RWC group (Australia, Fiji, Portugal, Georgia) or another country of their choice using the 'RWC Climate Zones' PDF.

Ideas for further challenge

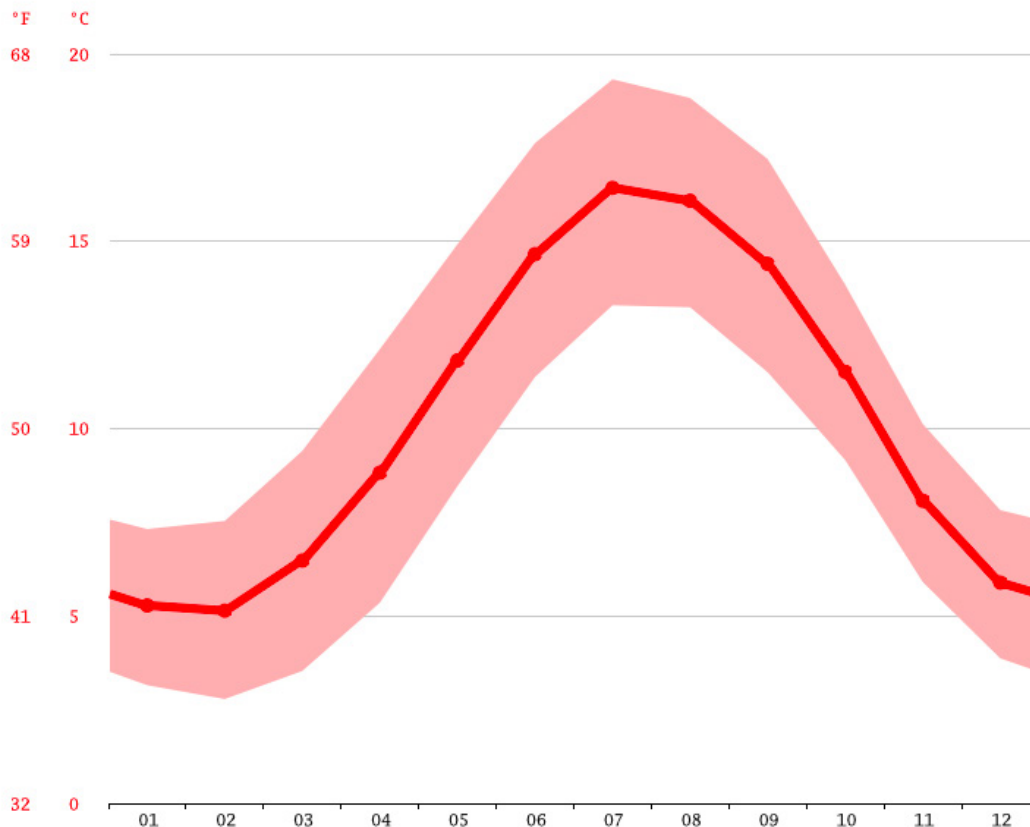


- Learners can compare their local climate to other villages, towns, cities from across the RWC countries.
- Learners can explore how climate influences playing performance, linking to a rugby players nutrition and water intake pre, during and post matches.

Wales Climate PDF

Data and graphs for Weather & Climate from

<https://en.climate-data.org/europe/united-kingdom/wales/cardiff-5419/>

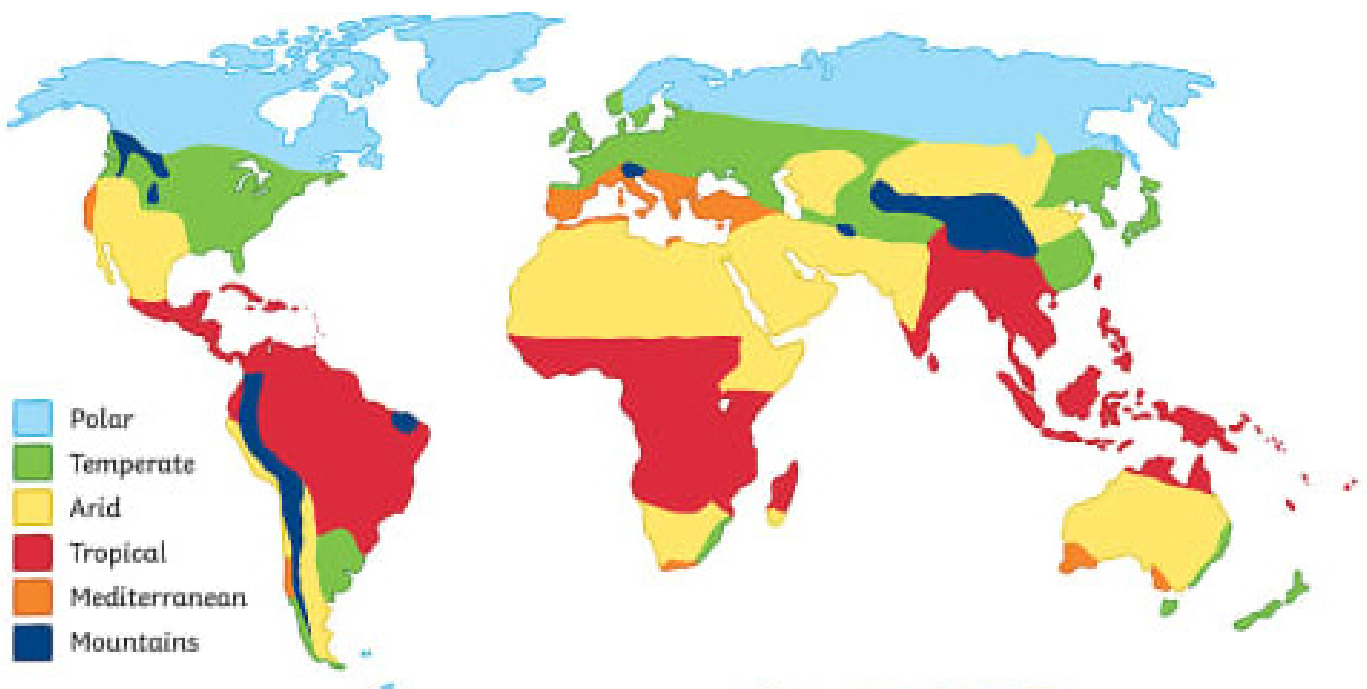
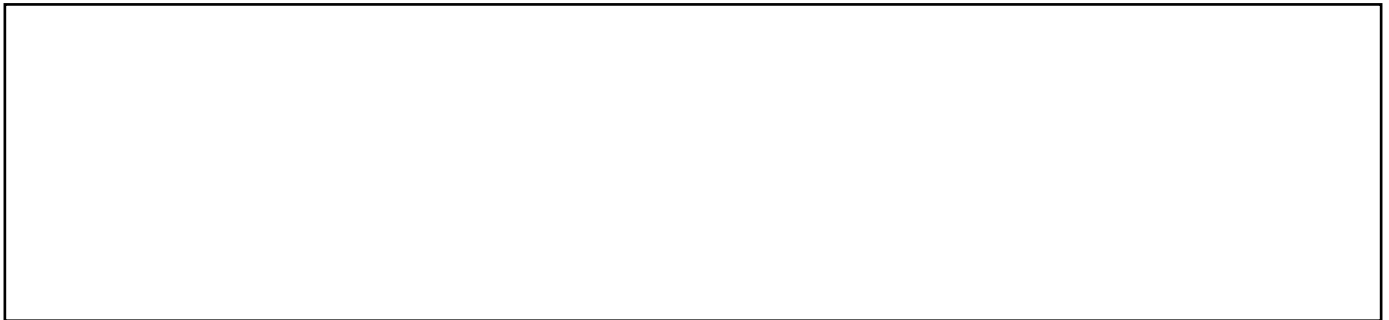


RWC Climate Zones PDF



Data and graphs for Weather & Climate.

Pupils can review the above images and describe the climate for Cardiff.



A climate zone is an area that has its own distinct climate. They also have their own type of vegetation and wildlife. The surface of planet Earth can be divided according to the climate type that is found in each zone. These include:

- Temperate - Mild temperatures and moderate rainfall.
- Tropical - Warm temperatures and lots of rain.
- Arid - Hot temperatures and little rain.
- Mountainous - Cold temperatures and precipitation often falling as snow.
- Polar - Very cold temperatures and precipitation falls as snow.
- Mediterranean - Dry summers and mild, wet winters.

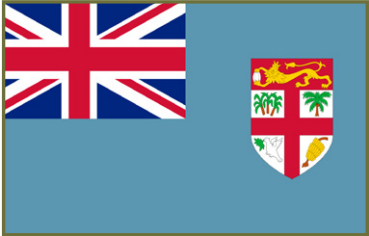
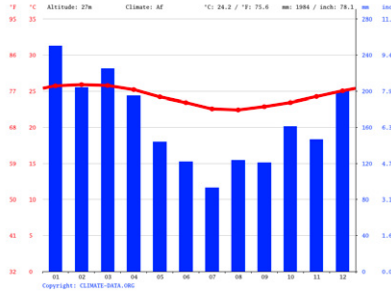

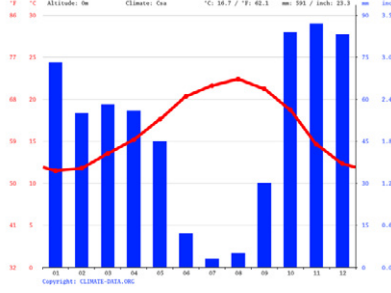

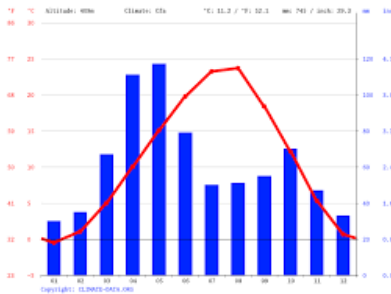

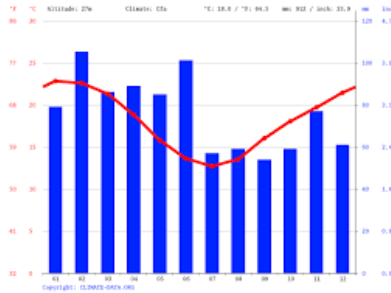
Locate the different RWC countries using the map above and compare the climate zone they are to Wales.

Discuss with you peers how the climate zone a country is in could affect a rugby player. Think about what food and drink they would need to consume before, during and after a match.

RWC Climate Graphs PDF

Data and graphs for Weather & Climate from



<p>Fiji Suva</p> 		<p>Notes:</p>
<p>Portiwgal Lisbon</p> 		<p>Notes:</p>
<p>Awstralia Sydney</p> 		<p>Notes:</p>
<p>Georgia Tblisi</p> 		<p>Notes:</p>

Progression Step 3: Sustainable Jersey Design



What Matters: Learners explore matter and the way it behaves to define our universe and shape our lives.

Description of Learning: Learners can recognise that changes in material affect their properties and uses under different conditions and can recognise that our planet provides natural materials and can explain why they may have been processed to make them useful.

Area of Learning Experience: Science and Technology, Language, Literacy and Communication.

Equipment: Rugby jerseys, 'Materials Research' PDF, dye(s), range of materials (cotton, wool, leather, linen coir etc), 'Dye Investigation' PDF, 'Sustainable Jersey Design' PDF.

Task Instructions

Teacher to introduce the task by explaining to the learners that the WRU wants to develop a new, environmentally friendly rugby jersey, using natural materials to create and colour it. Here, teachers could organise learners into pairs/small groups and share examples of different rugby jerseys to highlight the differing materials used in their construction.

Learners can explore the different jerseys and their materials, discussing with their peers the type of material used and the possible reason(s) for its use. Learners could discuss the most/least popular material used and the most/least popular colour(s) used and the possible reasoning for this (i.e., cotton is easily sourced, and strong, blue dye doesn't fade quickly). **Here, teachers can add Welsh terminology to different materials, colours and places from the jerseys used.**

Following this, learners can complete the 'Materials Research' PDF (using suitable digital software), to promote further enquiry and discussion and to aid with their rugby jersey design. Learners can research the following:

- The origin of different materials.
- How each material is sourced.
- The use of each material.
- What crops/insects from around the world contain dyes that produce bright colours that are long lasting.

Investigation

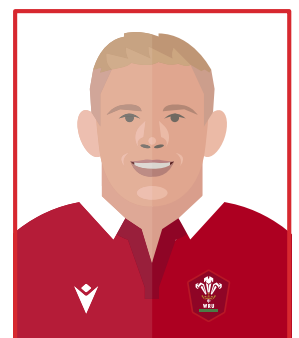
Teacher introduces the dye investigation and the purpose of the investigation in constructing a natural and environmentally friendly rugby jersey for the WRU. Teacher can pose the question to learners - Does adding the same dye to each fibre bring about the same colour or intensity of colour?

Learners investigate the outcome of adding a range of natural dyes they have extracted to different clothing fibres (natural and artificial) such as cotton, wool, leather, linen, coir etc and record their findings using the 'Dye Investigation' PDF.

Learners can conclude, from their initial research and completed investigation, the most suitable material(s) and natural dye(s) to use for their jersey construction. Learners may wish to share their outcomes using suitable digital methods such as a green screen, PowerPoint etc.

Ideas for further challenge:

- Learners can design their new, natural and environmentally friendly jersey.
- Learners can explore further materials and natural dyes from around the World and their usage.
- Learners can investigate how water temperature, times washed or how detergents affect the colour of the jersey.



Materials Research PDF



Material Name	Where is it found?	How is it sourced?	What is it's use?

Insects & Crops from around the World

	Dye colour(s) they produce
INSECT	
CROP	

Research Findings

--






Hypothesis

Method

Equipment

Dye Investigation PDF



Materials	Dye Added	What happened?
 <p>Cotton</p>		
 <p>Wool</p>		
 <p>Leather</p>		
 <p>Linen</p>		
 <p>Coir</p>		

Conclusion



What materials are most suitable to make a sustainable rugby jersey? Why?

What natural dyes are best to use to make a sustainable rugby jersey? Why?

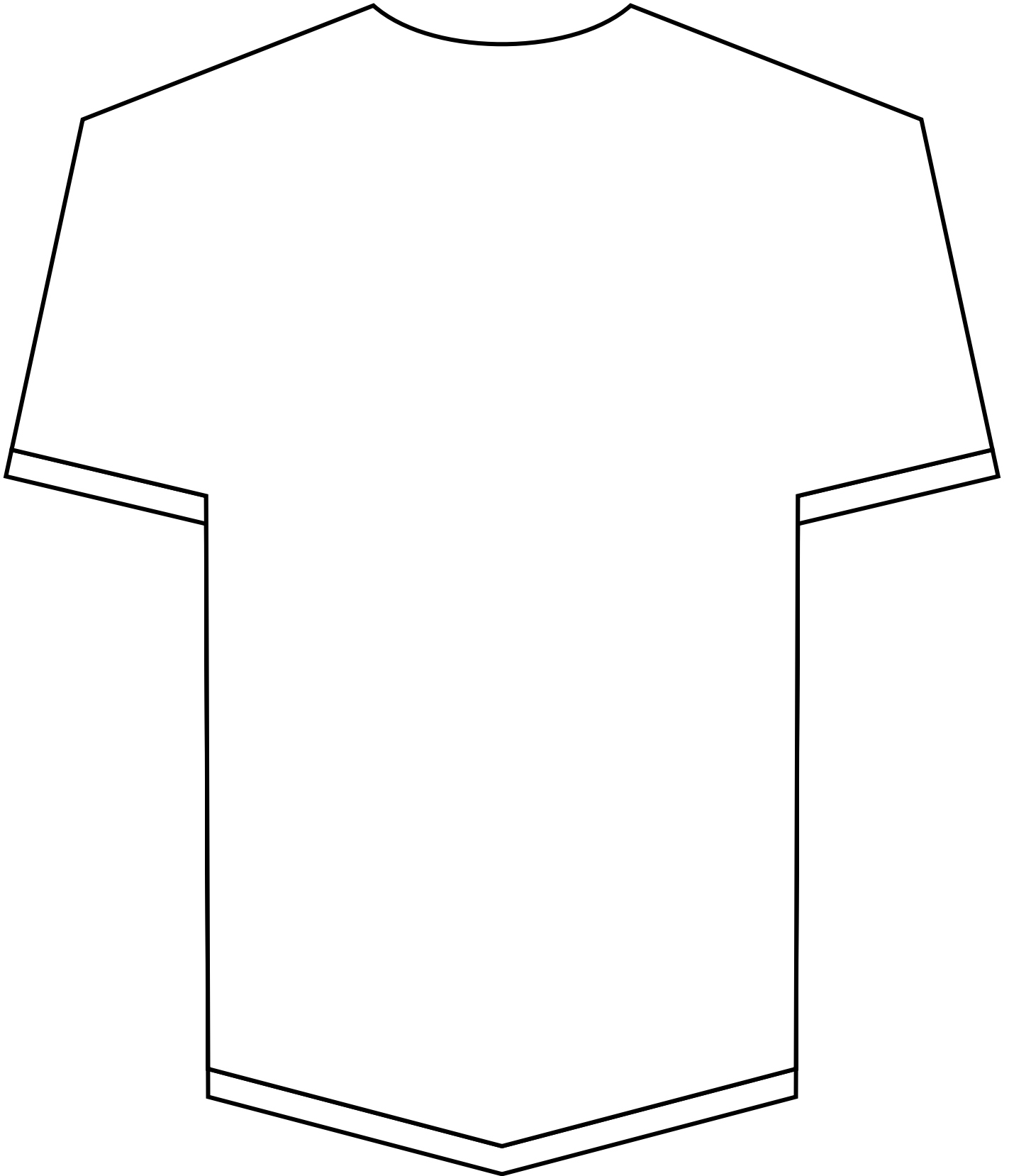
Why is it important to use natural materials?

What are the benefits of making a sustainable rugby jersey?

Sustainable Jersey Design PDF



Design your sustainable jersey for Wales and describe the choices you have made.



Progression Step 3: Try Time Report



What Matters: Expressing ourselves through languages is key to communication.

Description of Learning: Learners can interact with others, talking and writing about their thoughts, feelings and opinions showing empathy and respect. Learners can use familiar idiomatic language and appropriate register in their communication.

Area of Learning Experience: Language, Literacy and Communication.

Equipment: 'Top Try Blog' PDF, Digital Software, Recording Software

Task Instructions

Teacher to introduce the task by explaining to learners that the WRU Communications Department wants writers to create a blog to share their views of the best try scored by Wales at the Rugby World Cup.

Teacher can share the 'Top 10 Welsh Tries Rugby World Cup' video as a stimulus (<https://youtu.be/Op6MkLE9Cd8>).

Learners choose their favourite RWC try and complete the following checklist:

WORLD CUP LOCATION	
DATE	
OPPOSITION	
TRY SCORER	

Learners aim to include the following skills when writing to describe/narrate their blog of their favoured Welsh try from the Rugby World Cup. **Here, teachers may wish to add Welsh terminology to different teams, colours, rugby terminology (cais – try etc).**

- Use correct spelling, punctuation and grammar.
- Identify the key points using informal language.
- Include attention grabbing Information.
- Include relevant and topical Information.

Using the 'Top Try Blog PDF' learners create their blog to share with their peers. Learners can also complete their blog using suitable digital formats by downloading the 'Top Try' PDF on a computer, laptop or iPad to aid their digital competency skills.

Ideas for further challenge:

- Learners can share their blog with their peers, developing their Oracy skills and digital skills using relevant digital platforms such as a green screen or iPad. Tag @WelshRugbyUnion and use #PobLwcCymru #ViveLeCymru
- Learners can peer assess each other's work using the following success criteria to aid:
 - To be able to interact with others, talking and writing about their thoughts, feelings and opinions showing empathy and respect.
 - To be able to write in a manner for their audience to interpret and understand.
 - To be able to use their imagination and experiment with language to create their own literature.





RugbyBlog.com

Headline:

By: _____

__ / __ / __

Blog:

WORLD CUP LOCATION:

DATE:

TEAM:

OPPOSITION:

TRY SCORER:

PHOTO or
ILLUSTRATION HERE

PHOTO or
ILLUSTRATION HERE

Progression Step 3: Player Profiles



What Matters: Learners understand that statistics represent data, probability models chance, and both support informed inferences and decisions.

Description of Learning: Learners can find and use the mean of a simple set of data to explain how the statistics do, or do not, support an argument. Learners can recognise how anomalies affect the mean. Learners can represent information by creating a variety of appropriate charts of increasing complexity, including tally charts, frequency tables, bar graphs and line graphs.

Area of Learning Experience: Mathematics and Numeracy, Language, Literacy and Communication.

Equipment: Rugby Averages PDF, 'RWC Performance' PDF, 'Wales Player Profiles' PDF.

Task Instructions

Teacher introduces the task by outlining that the Welsh coaching team need support to identify the best performing players in the Wales squad and the star players from the teams they are competing against at the Rugby World Cup (right).

Teacher can introduce the differing forms of averages (mean, median, mode and range) using the 'Rugby Averages' PDF. Teacher may wish to use the link (www.rugbyworldcup.com/2023/teams) to the RWC teams to aid delivery. **Here, teacher could include Welsh terminology of differing countries competing at the World Cup.**



Learners can use the "RWC Performance" PDF to calculate the mean performance data from previous Rugby World Cup appearances, for Wales and represent the data using the most suitable tabular/graphical form. Here, teacher may also encourage learners to use suitable digital software to display their data.

Using the 'Wales Player Profiles' PDF, Teacher directs learners to compare player performance data to highlight the best performing Welsh players at the RWC.

Ideas for further challenge:

- Learners can generate a set of Top Trump cards using the player profiles PDF and play with their peers.
- Learners can display their data using differing graphical forms and using relevant digital packages.
- Learners can create a voice over of a Dream Team they have created, explaining the reasons for their choices.

Rugby Averages PDF



There are different types of average, called the mean, median, mode and range. Mean, median, mode and range calculate the averages of data sets using different methods. These are different types of averages, so there are different methods used to work out each different type.

Mean is the average of all of the numbers. For example, the number of tries scored in first 3 matches at the Rugby World Cup was:

- 4 in match 1,
- 3 in match 2
- 5 in match 3.

So, to calculate the mean we add all the values ($4+3+5 = 12$) and divide the sum by the total number of values (3 in total) which equals 4. Calculate the mean tries scored.

Median is the middle number, when in order. For example, the number of tries scored in first 3 matches at the Rugby World Cup was:

- 3 in match 1,
- 4 in match 2
- 5 in match 3.

To calculate the median we look at the middle number when the numbers are in order. So, when we arrange the numbers in order; 3, 4 and 5, 4 is the middle number. Calculate the median tries scored.

Mode is the most common number. For example, the number of tries scored in first 6 matches at the Rugby World Cup was:

- 3 in match 1,
- 4 in match 2,
- 5 in match 3,
- 3 in match 4,
- 2 in match 5
- 3 in match 6.

So, to calculate the mode we look for the most common number from 3, 4, 5, 3, 3 and 3. 3 is the most common number. Calculate the mode tries scored

Range is the largest number minus the smallest number. For example, the number of tries scored in first 6 matches at the Rugby World Cup was:

- 3 in match 1,
- 4 in match 2
- 5 in match 3,
- 3 in match 4,
- 2 in match 5
- 3 in match 6.

So, to calculate the range complete the subtraction $5 - 3 = 2$, so 2 is the range. Calculate the range of tries scored.

Wales Player Profiles PDF

<https://www.wru.wales/rugbyworldcup2023/squad/>



Name:

Age:	Height:
Weight:	Caps:

Name:

Age:	Height:
Weight:	Caps:

Name:

Age:	Height:
Weight:	Caps:

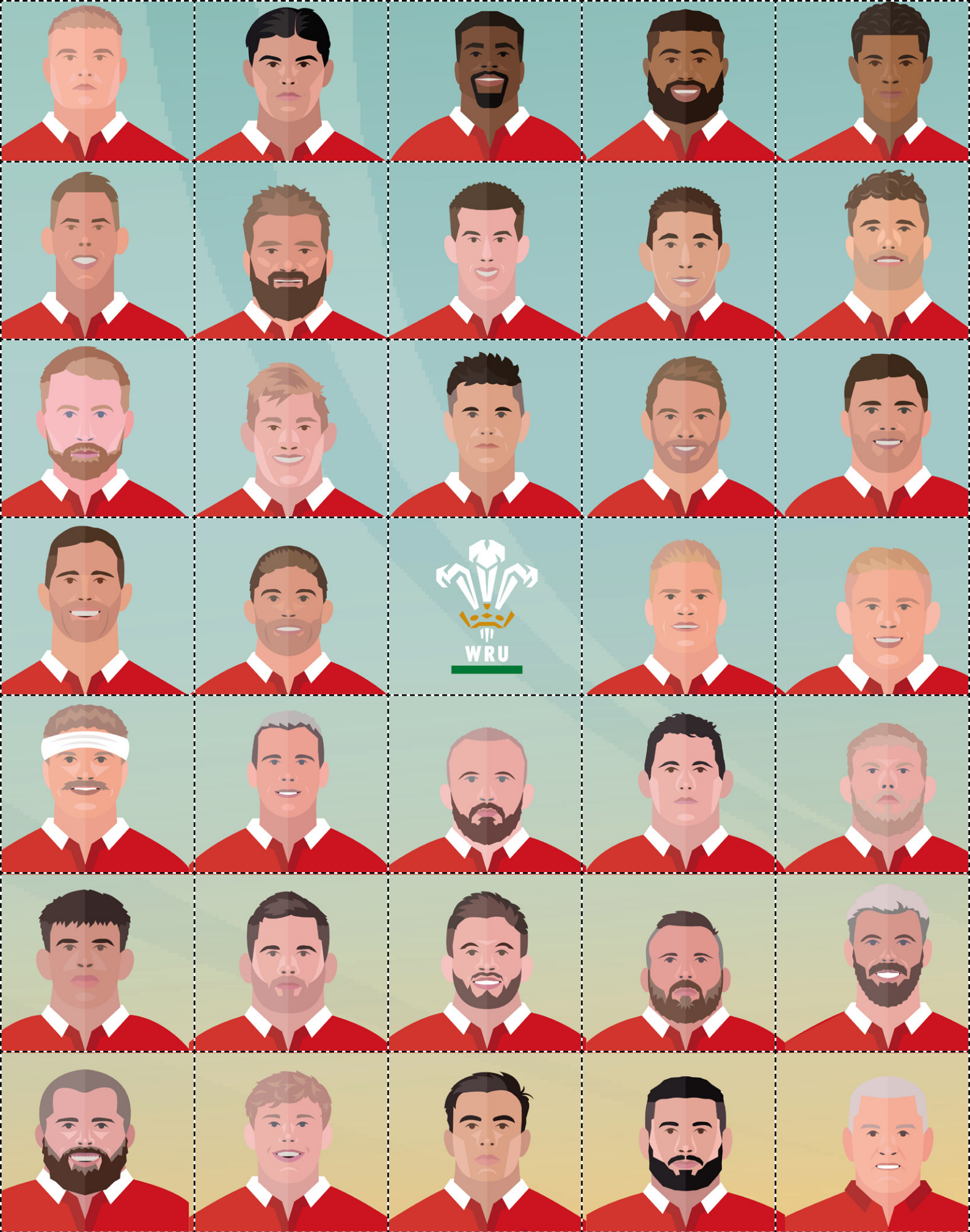
Name:

Age:	Height:
Weight:	Caps:

Wales Player Profiles PDF



NAME	AGE	BORN	CLUB	CAPS	GS	RWC	LIONS
Josh Adams	28	Swansea	Cardiff Rugby	50	1	2019 (7)	2021 (1)
Gareth Anscombe	30	Auckland	Suntory Sungoliath	35	1	2015 (2)	0
Adam Beard	27	Swansea	Ospreys	47	1	2019 (4)	2021 (1)
Taine Basham	23	Abergavenny	Dragons RFC	13	0	0	0
Dan Biggar	33	Swansea	Toulon	109	1	2015 (4) 2019 (6)	2017 2021 (3)
Sam Costelow	22	Llantrisant	Scarlets	4	0	0	0
Gareth Davies	33	Carmarthen	Scarlets	69	1	2015 (5) 2019 (7)	2017 2021
Elliot Dee	29	Newport	Dragons	43	1	2019 (7)	0
Corey Domachowski	26	Church Village	Cardiff Rugby	26	2	0	0
Rio Dyer	23	Newport	Dragons RFC	9	0	0	0
Ryan Elias	28	Carmarthen	Scarlets	34	1	2019 (1)	0
Taulupe Faletau	32	Nuku'alofa	Cardiff Rugby	100	1	2011 (7) 2015 (4)	2013 (1) 2017 (3) 2021 (1)
Tomas Francis	31	York	Provence	72	1	2015 (5) 2019 (5)	2017
Mason Grady	21	Cardiff	Cardiff Rugby	4	0	0	0
Leigh Halfpenny	34	Swansea	Unattached	100	2	2011 (6) 2019 (3)	2009 2013 (3) 2017 (1)
Dafydd Jenkins	20	Bridgend	Exeter Chiefs	7	0	0	0
Dewi Lake	24	Bridgend	Ospreys	9	0	0	0
Dillon Lewis	27	Church Village	Harlequins	51	1	2019 (7)	0
Dan Lydiate	35	Salford	Dragons RFC	71	1	2011 (5) 2015 (4)	2013 (3)
Jac Morgan	23	Swansea	Ospreys	11	0	0	0
George North	31	Kings Lynn	Ospreys	114	2	2011 (7) 2015 (4) 2019 (5)	2013 (3) 2017
Louis Rees-Zammit	22	Penarth	Gloucester	27	0	0	2021
Tommy Reffell	24	Bridgend	Leicester Tigers	10	0	0	0
Will Rowlands	31	Hammersmith	Dragons RFC	25	0	0	0
Nicky Smith	29	Swansea	Ospreys	44	1	2019 (4)	0
Gareth Thomas	30	Newcastle Emlyn	Ospreys	22	0	0	0
Henry Thomas	31	Kingston-on-Thames	Montpellier	2/7 (Eng)	0	0	0
Nick Tompkins	28	Sidcup	Saracens	28	0	0	0
Christ Tshiunza	21	Kinshasa	Exeter Chiefs	7	0	0	0
Aaron Wainwright	28	Cardiff	Dragons RFC	39	1	2019 (6)	0
Johnny Williams	26	Weston-super-Mare	Scarlets	6	0	0	0
Liam Williams	32	Swansea	Kubota Spears	85	1	2015 (3) 2019 (4)	2017 (3) 2021 (2)
Tomos Williams	28	Treorchy	Cardiff Rugby	48	1	2019 (7)	0



#ALLEZLESROUGES

Wales' RWC Performances PDF



1987 – New Zealand & Australia

25 May	Wales v Ireland	won	13	6	Wellington	
29 May	Wales v Tonga	won	29	16	Palmerston North	
03 June	Wales v Canada	won	40	9	Invercargill	
08 June	Wales v England	won	16	3	Brisbane	QF
14 June	Wales v New Zealand	lost	6	49	Brisbane	SF
18 June	Wales v Australia	won	22	21	Rotorua	Bronze

1991 – UK / France

06 October	Wales v Samoa	lost	13	16	Cardiff
09 October	Wales v Argentina	won	16	7	Cardiff
12 October	Wales v Australia	lost	3	38	Cardiff

1995 – South Africa

27 May	Wales v Japan	won	57	10	Bloemfontein
31 May	Wales v New Zealand	lost	9	34	Johannesburg
04 June	Wales v Ireland	lost	23	24	Johannesburg

1999 – Wales

01 October	Wales v Argentina	won	23	18	Millennium Stadium
09 October	Wales v Japan	won	64	15	Millennium Stadium
14 October	Wales v Samoa	lost	31	38	Millennium Stadium
23 October	Wales v Australia	lost	9	24	Millennium Stadium

2003 – Australia

12 October	Wales v Canada	won	41	10	Melbourne	
19 October	Wales v Tonga	won	27	20	Canberra	
25 October	Wales v Italy	won	27	15	Canberra	
02 November	Wales v New Zealand	lost	37	53	Sydney	
9 November	Wales v England	lost	17	28	Brisbane	QF

2007 – France

09 September	Wales v Canada	won	42	17	Nantes
15 September	Wales v Australia	lost	20	32	Millennium Stadium
20 September	Wales v Japan	won	72	18	Millennium Stadium
29 September	Wales v Fiji	lost	34	38	Nantes

2011 – New Zealand

11 September	Wales v South Africa	lost	16	17	Wellington	
18 September	Wales v Samoa	won	17	10	Hamilton	
26 September	Wales v Namibia	won	81	7	New Plymouth	
02 October	Wales v Fiji	won	66	0	Hamilton	
08 October	Wales v Ireland	won	22	10	Wellington	QF
15 October	Wales v France	lost	8	9	Auckland	SF
21 October	Wales v Australia	lost	18	21	Auckland	Bronze

2015 – England

20 September	Wales v Uruguay	won	54	9	Millennium Stadium	
26 September	Wales v England	won	28	25	Twickenham	
01 October	Wales v Fiji	won	23	13	Millennium Stadium	
10 October	Wales v Australia	lost	6	15	Twickenham	
17 October	Wales v South Africa	lost	19	23	Twickenham	QF

2019 – Japan

23 September	Wales v Georgia	won	43	14	City of Toyota Stadium, Toyota	
29 September	Wales v Australia	won	29	25	Tokyo Stadium, Chofu	
09 October	Wales v Fiji	won	29	17	Oita Stadium, Oita	
13 October	Wales v Uruguay	won	35	13	Kumamoto Stadium, Kumamoto	
20 October	Wales v France	won	20	19	Oita Stadium, Oita	QF
27 October	Wales v South Africa	lost	16	19	International Stadium, Yokohama	SF
01 November	Wales v New Zealand	lost	17	40	Tokyo Stadium, Chofu	Bronze

Wales' RWC Performances PDF



TEAM

Biggest Win	74 (W 81 – 7)	Namibia 26/09/2011
Points in Match	81 (W 81 – 7)	Namibia 26/09/2011
Tries in Match	12 (W 81 – 7)	Namibia 26/09/2011
Conversions in Match	9 (W 81 – 7)	Namibia 26/09/2011
	9 (W 66 – 0)	Fiji 02/10/2011
Penalties in Match	7 (W 28 – 25)	England 26/09/2015
Drop Goals in Match	2 (W 13 – 6)	Ireland 25/05/1987
	2 (W 29 – 25)	Australia 29/09/2019
Points Against	53	New Zealand (02/11/2003)
Tries Against	8	New Zealand 1987, 2003
Loss Margin	43	New Zealand 1987 (14/06/1987)

INDIVIDUAL

Most Appearances	21 (2r)	Alun Wyn Jones (2007, 11, 15, 19)
Most Points	98	Neil Jenkins (1995, 99)
Most Points in a Game	23	Dan Biggar (v England 26/09/2015)
Most Tries	10	Shane Williams (2003, 07, 11)
Most Tries in a Game	4	Ieuan Evans (v Canada 03/06/1987)
Most Conversions	27	Stephen Jones (1999, 2003, 07, 11)
Most Conversions in a Game	8	Neil Jenkins (v Japan 09/10/1999)
Most Penalties	19	Neil Jenkins (1995, 99)
Most Penalties in a Game	7	Dan Biggar (v England 26/09/2015)
Most Drop Goals	3	Jonathan Davies (1987)
Most Drop Goals in a Game	2	Jonathan Davies (v Ireland 25/05/1987)

WELSH WORLD CUP HAT-TRICKS

- 4 Ieuan Evans v Canada (40 –9) Invercargill (03/06/1987)
- 3 Glen Webbe v Tonga (29–16) Palmerston North (29/05/1987)
- 3 Gareth Thomas v Japan (57–10) Bloemfontein (27/05/1995)
- 3 Scott Williams v Namibia (81–7) New Plymouth (26/09/2011)
- 3 Cory Allen v Uruguay (54–9) Cardiff (20/09/2015)
- 3 Josh Adams v Fiji (29–17) Ōita (9/10/2019)

Wales Scoring Records PDF



POINTS (1238)

98 Neil Jenkins	20 Jonathan JVR Davies	Liam Williams	Kevin Morgan
97 Dan Biggar	George North	Lloyd Williams	Ross Moriarty
95 Stephen Jones	Sonny Parker	Tomos Williams	Hadleigh Parkes
50 Shane Williams	Penalty Tries	9 Jonathan Davies	Alix Popham
46 James Hook	Mark Taylor	8 Gareth Roberts	Nicky Smith
43 Rhys Priestland	Scott Williams	5 Scott Baldwin	Jonathan Thomas
37 Paul Thorburn	15 Cory Allen	Allan Bateman	T Rhys Thomas
35 Josh Adams	Gareth Cooper	Aled Brew	Aaron Wainwright
Gareth Davies	Alun Wyn Jones	Lloyd Burns	Sam Warburton
Gareth Thomas	Mark Jones	Lee Byrne	4 Paul Arnold
30 Ieuan Evans	Mike Phillips	Scott Gibbs	Bleddyn Bowen
Iestyn Harris	12 John Devereux	Shane Howarth	Arthur Emyr
28 Martyn Williams	Adrian Hadley	Rob Howley	Robert Jones
25 Colin Charvis	Glen Webbe	Jon Humphreys	Paul Moriarty
Leigh Halfpenny	10 Hallam Amos	Dafydd James	Allan Phillips
24 Rhys Patchell	Taulupe Faletau	Gethin Jenkins	Ceri Sweeney
21 Mark Ring	Jamie Roberts	Dafydd Jones	3 Adrian Davies
	Hemi Taylor	Samson Lee	Mike Rayer
	Justin Tipuric	David Llewellyn	
		Andy Moore	

TRIES (149)

10 Shane Williams	Adrian Hadley	1 Paul Arnold	Stephen Jones
7 Josh Adams	Alun Wyn Jones	Scott Baldwin	Samson Lee
Gareth Davies	Mark Jones	Allan Bateman	David Llewellyn
Ieuan Evans	Glen Webbe	Bleddyn Bowen	Andy Moore
Gareth Thomas	2 Hallam Amos	Aled Brew	Kevin Morgan
5 Colin Charvis	Taulupe Faletau	Lloyd Burns	Paul Moriarty
Martyn Williams	Leigh Halfpenny	Lee Byrne	Ross Moriarty
4 Jonathan JVR Davies	Mike Phillips	Arthur Emyr	Hadleigh Parkes
George North	Gareth Roberts	Scott Gibbs	Alan Phillips
Sonny Parker	Jamie Roberts	James Hook	Mike Phillips
Mark Taylor	Hemi Taylor	Shane Howarth	Alix Popham
Scott Williams	Justin Tipuric	Rob Howley	Mark Ring
Penalty Tries	Liam Williams	Jon Humphreys	Nicky Smith
3 Cory Allen	Lloyd Williams	Dafydd James	Jonathan Thomas
Gareth Cooper	Tomos Williams	Gethin Jenkins	T Rhys Thomas
John Devereux		Dafydd Jones	Aaron Wainwright
		Robert Jones	Sam Warburton

CONS (113)

27 Stephen Jones
19 Neil Jenkins
14 Dan Biggar
17 Rhys Priestland
11 Paul Thorburn
9 Iestyn Harris
6 Leigh Halfpenny
4 James Hook
3 Rhys Patchell
2 Ceri Sweeney
1 Mark Ring
1 Penalty Try

PENS (87)

21 Dan Biggar
19 Neil Jenkins
12 Stephen Jones
11 James Hook
5 Rhys Patchell
Mark Ring
Paul Thorburn
4 Iestyn Harris
3 Rhys Priestland
1 Leigh Halfpenny
Mike Rayer

DROP GOALS (9)

3 Jonathan Davies
2 Dan Biggar
1 Neil Jenkins
Adrian Davies
Rhys Patchell
Martyn Williams

Wales Scoring Records PDF



POINTS (1238)

98 Neil Jenkins	20 Jonathan JVR Davies	Liam Williams	Kevin Morgan
97 Dan Biggar	George North	Lloyd Williams	Ross Moriarty
95 Stephen Jones	Sonny Parker	Tomos Williams	Hadleigh Parkes
50 Shane Williams	Penalty Tries	9 Jonathan Davies	Alix Popham
46 James Hook	Mark Taylor	8 Gareth Roberts	Nicky Smith
43 Rhys Priestland	Scott Williams	5 Scott Baldwin	Jonathan Thomas
37 Paul Thorburn	15 Cory Allen	Allan Bateman	T Rhys Thomas
35 Josh Adams	Gareth Cooper	Aled Brew	Aaron Wainwright
Gareth Davies	Alun Wyn Jones	Lloyd Burns	Sam Warburton
Gareth Thomas	Mark Jones	Lee Byrne	4 Paul Arnold
30 Ieuan Evans	Mike Phillips	Scott Gibbs	Bleddyn Bowen
Iestyn Harris	12 John Devereux	Shane Howarth	Arthur Emyr
28 Martyn Williams	Adrian Hadley	Rob Howley	Robert Jones
25 Colin Charvis	Glen Webbe	Jon Humphreys	Paul Moriarty
Leigh Halfpenny	10 Hallam Amos	Dafydd James	Allan Phillips
24 Rhys Patchell	Taulupe Faletau	Gethin Jenkins	Ceri Sweeney
21 Mark Ring	Jamie Roberts	Dafydd Jones	3 Adrian Davies
	Hemi Taylor	Samson Lee	Mike Rayer
	Justin Tipuric	David Llewellyn	
		Andy Moore	

TRIES (149)

10 Shane Williams	Adrian Hadley	1 Paul Arnold	Stephen Jones
7 Josh Adams	Alun Wyn Jones	Scott Baldwin	Samson Lee
Gareth Davies	Mark Jones	Allan Bateman	David Llewellyn
Ieuan Evans	Glen Webbe	Bleddyn Bowen	Andy Moore
Gareth Thomas	2 Hallam Amos	Aled Brew	Kevin Morgan
5 Colin Charvis	Taulupe Faletau	Lloyd Burns	Paul Moriarty
Martyn Williams	Leigh Halfpenny	Lee Byrne	Ross Moriarty
4 Jonathan JVR Davies	Mike Phillips	Arthur Emyr	Hadleigh Parkes
George North	Gareth Roberts	Scott Gibbs	Alan Phillips
Sonny Parker	Jamie Roberts	James Hook	Mike Phillips
Mark Taylor	Hemi Taylor	Shane Howarth	Alix Popham
Scott Williams	Justin Tipuric	Rob Howley	Mark Ring
Penalty Tries	Liam Williams	Jon Humphreys	Nicky Smith
3 Cory Allen	Lloyd Williams	Dafydd James	Jonathan Thomas
Gareth Cooper	Tomos Williams	Gethin Jenkins	T Rhys Thomas
John Devereux		Dafydd Jones	Aaron Wainwright
		Robert Jones	Sam Warburton

CONS (113)

27 Stephen Jones
19 Neil Jenkins
14 Dan Biggar
17 Rhys Priestland
11 Paul Thorburn
9 Iestyn Harris
6 Leigh Halfpenny
4 James Hook
3 Rhys Patchell
2 Ceri Sweeney
1 Mark Ring
1 Penalty Try

PENS (87)

21 Dan Biggar
19 Neil Jenkins
12 Stephen Jones
11 James Hook
5 Rhys Patchell
Mark Ring
Paul Thorburn
4 Iestyn Harris
3 Rhys Priestland
1 Leigh Halfpenny
Mike Rayer

DROP GOALS (9)

3 Jonathan Davies
2 Dan Biggar
1 Neil Jenkins
Adrian Davies
Rhys Patchell
Martyn Williams

RWC FINALS RECORDS 1987–2019

TEAM – MOST POINTS IN MATCH

Pts	Country	Versus	Score	Date	Tries
145	New Zealand	Japan	145–17	04/06/1995	21
142	Australia	Namibia	142–0	24/10/2003	22
111	England	Uruguay	111–13	02/11/2003	17
108	New Zealand	Portugal	108–13	15/09/2007	16
101	New Zealand	Italy	101–3	14/10/1999	14
101	England	Tonga	101–10	15/10/1999	13

GREATEST WINNING MARGINS

Pts	Country	Versus	Score	Date
142	Australia	Namibia	142–0	24/10/2003
128	New Zealand	Japan	145–17	04/06/1995
98	New Zealand	Italy	101–3	14/10/1999
98	England	Uruguay	111–13	02/11/2003
95	New Zealand	Portugal	108–13	15/09/2007

TEAM – MOST TRIES IN MATCH

Tries	Country	Versus	Score	Date
22	Australia	Namibia	142–0	24/10/2003
21	New Zealand	Japan	145–17	04/06/1995
17	England	Uruguay	111–13	02/11/2003
16	New Zealand	Portugal	108–13	15/09/2007
14	New Zealand	Italy	101–3	14/10/1999

INDIVIDUAL – MOST TOURNAMENT POINTS (100+)

Pts	Name	Country	App	Tries	Con	Pen	DG	Year
277	Jonny Wilkinson	England	19	1	28	58	14	99/03/07/11
227	Gavin Hastings	Scotland	13	9	39	36	0	87/91/95
195	Michael Lynagh	Australia	15	4	36	33	2	87/91/95
191	Dan Carter	New Zealand	16	3	58	17	3	03/07/11/15
170	Grant Fox	New Zealand	10	0	37	31	1	87/91
162	Handre Pollard	South Africa	13	0	18	39	3	15/19
140	Chris Paterson	Scotland	15	4	18	27	1	99/03/07/11
136	Frederic Michalak	France	16	2	24	25	1	03/07/11/15
135	Gonzalo Quesada	Argentina	8	0	12	35	2	99/03
125	Felipe Contepomi	Argentina	17	4	15	25	0	99/03/07/11
125	Nicky Little	Fiji	14	0	22	26	1	99/03/07/11
124	Thierry Lacroix	France	9	4	7	30	0	91/95
120	Gareth Rees	Canada	13	0	15	25	5	87/91/95/99
111	Percy Montgomery	South Africa	12	2	22	17	2	99/03/07
101	Owen Farrell	England	10	0	19	20	1	15/19

INDIVIDUAL – LEADING POINTS SCORERS BY TOURNAMENT

Points	Name	Country	App	Tries	Con	Pen	DG	Year
126	Grant Fox	New Zealand	6	0	30	21	1	1987
68	Ralph Keyes	Ireland	4	0	7	16	2	1991
112	Thierry Lacroix	France	6	4	7	26	0	1995
102	Gonzalo Quesada	Argentina	5	0	3	31	1	1999
113	Jonny Wilkinson	England	6	0	10	23	8	2003
105	Percy Montgomery	South Africa	7	2	2	17	0	2007
62	Morne Steyn	South Africa	5	2	14	7	1	2011
97	Nicolas Sanchez	Argentina	6	1	13	20	2	2015
69	Handré Pollard	South Africa	6	0	9	16	1	2019

MOST POINTS IN MATCH

45	Simon Culhane	New Zealand v Japan 1995
----	---------------	--------------------------

INDIVIDUAL – MOST TRIES BY TOURNAMENT

6	Craig Green	New Zealand	1987
	John Kirwan	New Zealand	1987
6	David Campese	Australia	1991
6	Marc Ellis	New Zealand	1995
	Jonah Lomu	New Zealand	1995
8	Jonah Lomu	New Zealand	1999
7	Doug Howlett	New Zealand	1999
	Mils Muliana	New Zealand	2003
8	Bryan Habana	South Africa	2007
6	Chris Ashton	England	2011
	Vincent Clerc	France	2011
8	Julian Savea	New Zealand	2015
7	Josh Adams	Wales	2019

MOST TOURNAMENT TRIES (10+)

15	Jonah Lomu	New Zealand	1995-99
	Bryan Habana	South Africa	2007-15
14	Drew Mitchell	Australia	2007-15
13	Doug Howlett	New Zealand	2003-07
12	Adam Ashley-Cooper	Australia	2007-19
11	Chris Latham	Australia	1999-07
	Rory Underwood	England	1987-95
	Vincent Clerc	France	2007-11
	Joe Rokocoko	New Zealand	2003-07
10	David Campese	Australia	1987-95
	Brian Lima	Samoa	1991-07
	Shane Williams	Wales	2003-2011

MOST TRIES IN MATCH

6	Marc Ellis	New Zealand v Japan, 1995
---	------------	---------------------------

**Progression
Step Four
Activities**

Progression Step 4: Impacts of Events



What Matters: Learners understand that human societies are complex and diverse, and shaped by human actions and beliefs. Learners become further informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.

Description of Learning: Learners can explain and analyse the causes of a range of events and changes in the past and present and appreciate how causes can often be interconnected and differ in importance. Learners display an understanding of their own and others' environmental, economic and social responsibilities in creating a sustainable future.

Area of Learning Experience: Humanities, Language, Literacy and Communication.

Equipment: 'Wales Matches' PDF, 'Impacts of Events' PDF.

Task Instructions

Teacher introduces the task by stating to learners that the Rugby World Cup organisers need further information on the impacts (positive/negative) of hosting a global event. Learners can begin to link examples of impacts of local events (such as fayres, fetes, carnivals etc) to prompt enquiry.

Teacher introduces pupils to the differing impacts of tourism:

- Economic
- Environmental
- Social

Teacher shares the 'Wales Matches' PDF with learners to display the differing locations Wales will play matches. Teacher may wish to direct learners to research each of the locations and fact find key information relating to each venue (population, transport links, attractions, sporting teams etc) **Here, teacher may wish to include Welsh terminology for locations, attractions, transport links etc.**

Using the 'Impacts' PDF, learners can investigate and explain the positive and negative impacts of hosting the Rugby World Cup on:

- The French economy
- The French environment
- The French society

Learners may wish to also explore which of these impacts may be seen in the short term and thereafter in the long term. Learners may wish to discuss the following:

Economic –

- Does the community receive more money?
- Does the local community have new facilities?
- Do local people have jobs from the event?
- Do local people keep the jobs when the event ends?
- Does the event cost a lot of money to run? If so, could the money be better spent on other things?

Social –

- Do local people learn about other countries/cultures/traditions?
- Do local people meet new people?
- Is there conflict with tourists and local people?

Environmental –

- What happens to local communities with more people visiting?
- Is there an increase in air, noise and litter pollution?
- Is there more traffic congestion?
- What happens to "green" spaces?
- Is there an impact on climate change? If so, how?

Ideas for further challenge:

- Learners produce an infographic explaining the positive and negative impacts of hosting a sporting event.
- Learner's investigate factors that could mitigate the negative tourism impacts.



Wales Matches PDF

How will the Rugby World Cup impact the country of France.



05.08.23 Caerdydd. CG: 17.30

CYMRU v **LLOEGR**



12.08.23 Llundain. CG: 17.30

LLOEGR v **CYMRU**



19.08.23 Caerdydd. CG: 15.15

CYMRU v **DE AFFRICA**



03.09.23 Cymru - Versailles

LE GRAND DEPART



10.09.23 Bordeaux. CG: 20.00

CYMRU v **FFIJI**



16.09.23 Nice CG: 16.45

CYMRU v **PORTIWGAL**



24.09.23 Lyon CG: 20.00

CYMRU v **AWSTRALIA**



07.10.23 Nantes. CG: 20.00

CYMRU v **GEORGIA**



 28.10.23 Paris

Y ROWND DERFYNOL!

CYMRU

CAERDYDD

TWICKENHAM

PARIS

VERSAILLES

LE GRAND TOUR

NANTES

BORDEAUX

LYON

NICE

**Our
Rugby
World Cup
Journey 2023**



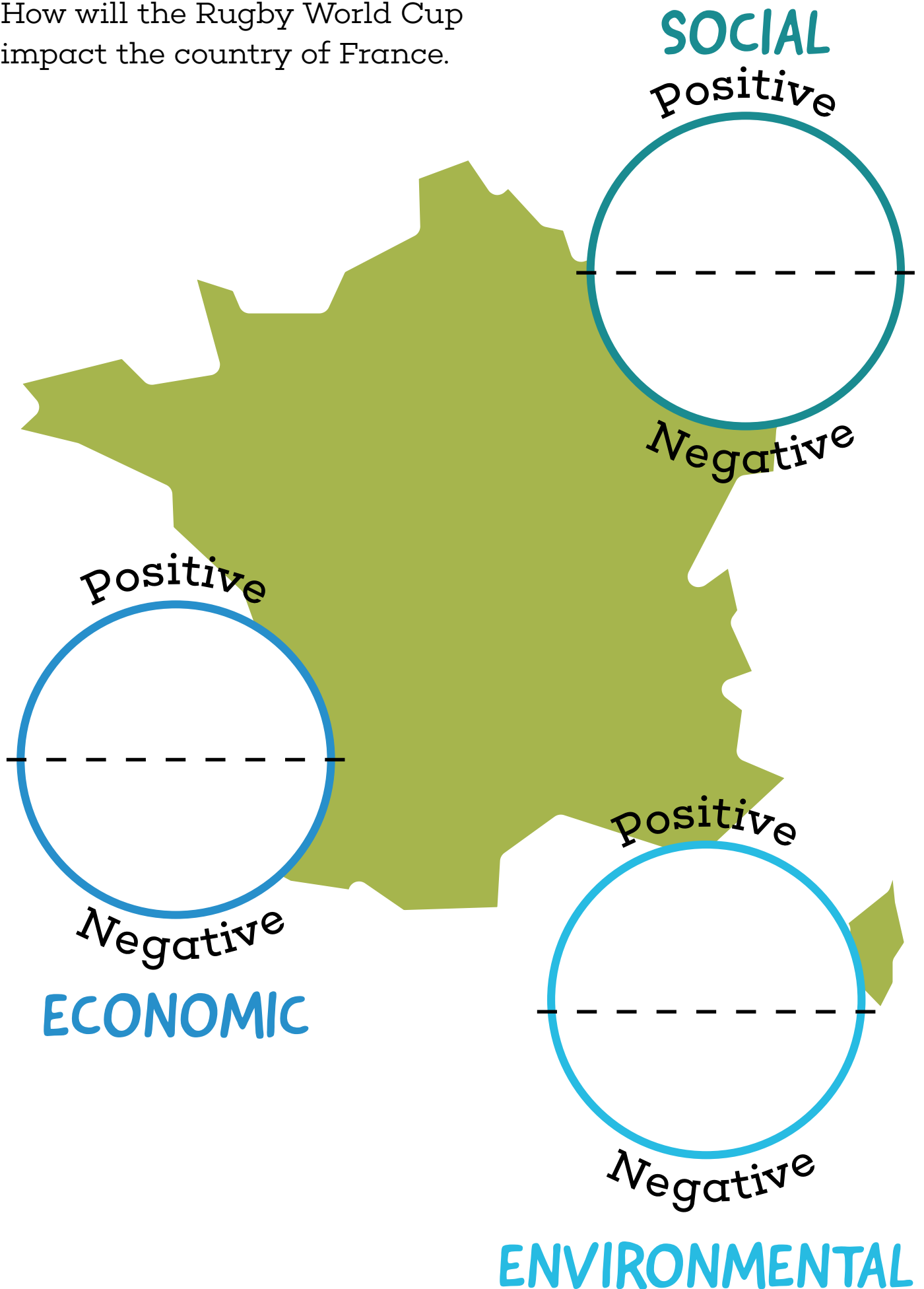
Impacts of Events PDF

How will the Rugby World Cup impact the country of France.



Impacts of Events PDF

How will the Rugby World Cup impact the country of France.



Climate Change PDF



CLIMATE CRISIS!

An increase in the amount of carbon dioxide (CO₂) in the atmosphere is changing Earth's climate and it's affecting every part of our world.



30%

Experts have calculated that if Earth's temperature rises by just 1.5°C, up to 30% of species may be at risk of extinction. If temperatures increase by 2°C most ecosystems will struggle.



BOO TO TOO MUCH CO₂

This increase in CO₂ has been caused partly by **deforestation** (clearing rainforests to create space for food and fuel), and by the burning of **fossil fuels** (the coal and natural gases that power our world).

2020

Scotland is harnessing its windy weather and stormy seas to generate clean energy. They're on track to generate all of their electricity from **renewable energy** (like these wind turbines) by 2020.

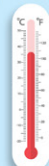
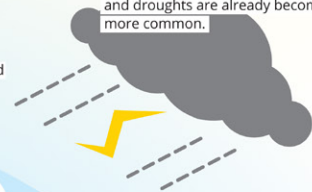


NICE ICE

Warmer temperatures mean that **sea ice is melting**. Polar bears need sea ice to hunt and to get onto land to have cubs. It's also home to minute algae – a vital food for marine life. Melting ice means rising sea levels, which causes land to flood.

WILD WEATHER

Climate change means more extreme **weather events**. Forest fires, floods and droughts are already becoming more common.



ACID OCEANS

Sea water usually absorbs CO₂, but increased CO₂ levels in the atmosphere (combined with higher water temperatures) are making oceans more **acidic** so they can't do their job.

REEFS AT RISK

Warm, polluted, acidic seas **kill coral reefs**, which are an important home to over 2 million species.



1 IN 6

One in six species are at **risk of extinction** due to climate change.



WE NEED NATURE!

Nature can protect us from intense weather. Forests help drain water and reefs act as **flood barriers** – but we need to look after nature so it can look after us!



WANT TO HELP TACKLE CLIMATE CHANGE?

Visit the WWF website for more engaging classroom resources and activities.
www.wwf.org.uk/schoolsandclimate

#FORYOURWORLD

Illustrations: Pugh/istock, Getty, Neil to stock

Progression Step 4: Under Pressure – Rugby Ball Investigation



What Matters: Learners explore forces and energy to provide a foundation for understanding our universe.

Description of Learning: Learners can explain and calculate how multiple forces acting on an object will affect its motion. Learners can research, devise and use suitable methods of inquiry to investigate their scientific questions and can use their findings to draw valid conclusions.

Area of Learning Experience: Science and Technology, Language, Literacy and Communication.

Equipment: 'Ball Bounce' PDF

Task Instructions

Teacher to introduce the task by explaining that the Wales coaching team needs to decide as to which forwards are selected to plays against the teams at the RWC.

- The coaches are aware that the opposing teams in their group always have the tactic of kicking the ball high, often seen bouncing around on the pitch.
- The coaches wish to select a heavy, powerful pack but have concerns regarding their speed and effectiveness around the pitch, being heavier they could possibly be slower.
- As the forwards may be slower, the coaches want the ball to bounce higher, giving the players more time to get to the ball.
- Investigate how the pressure of the ball is linked, if there is a link, to how high it bounces.

Here, teachers can add Welsh terminology linked to Scientific terminology relevant to Progression Step 4.

WHY DO BALLS BOUNCE?

When a rugby ball is kicked, gravity pulls the ball toward the ground. The force of the ball hitting the hard ground puts an equal force back onto the ball, meaning it bounces back up (which of Newtons laws is this?). This happens because rugby balls are constructed out of an elastic material which allows them to be squashed or stretched and then return to their original shape. Therefore, how will the height in which the ball bounces differ in relation to the pressure inside the ball?

INVESTIGATION

Teacher introduces the ball pressure investigation and the purpose of the investigation in identifying how long a ball bounces, to allow players to get to the ball. Teacher can pose the question to pupils – Will the pressure of the ball being kicked influence the height of the ball bouncing to give more time for players to get to the ball?

Learners investigate the outcome of the height a ball bounces (from a set height) at differing pressures (PSi), recording their findings using the 'Ball Bounce' PDF.

Learners can conclude, from their initial research and completed investigation, the optimum pressure for a rugby match ball. Learners may wish to share their outcomes using suitable digital methods, providing relevant information to the Wales team coaches.

Ideas for further challenge:

- Learners may wish to complete the investigation with different sporting balls. What would influence the pressure of the gas in the balls (temperature) and can they explain this.
- Learners could investigate other things other than pressure that will influence the height of bounce (eg. length of the grass, soil conditions: wet or dry, the surface: grass, astroturff, 5G etc)



Hypothesis

Method

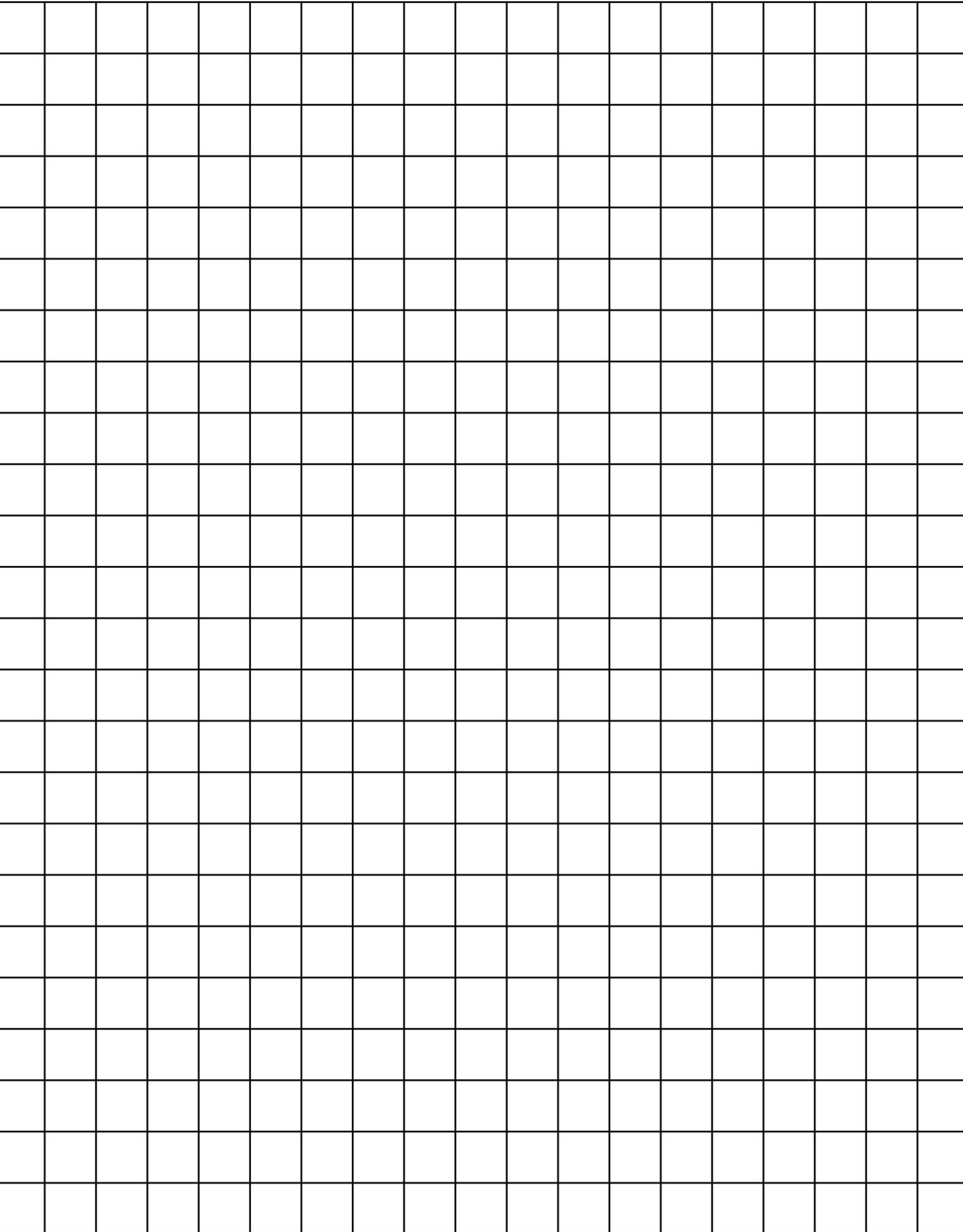
Apparatus

Results

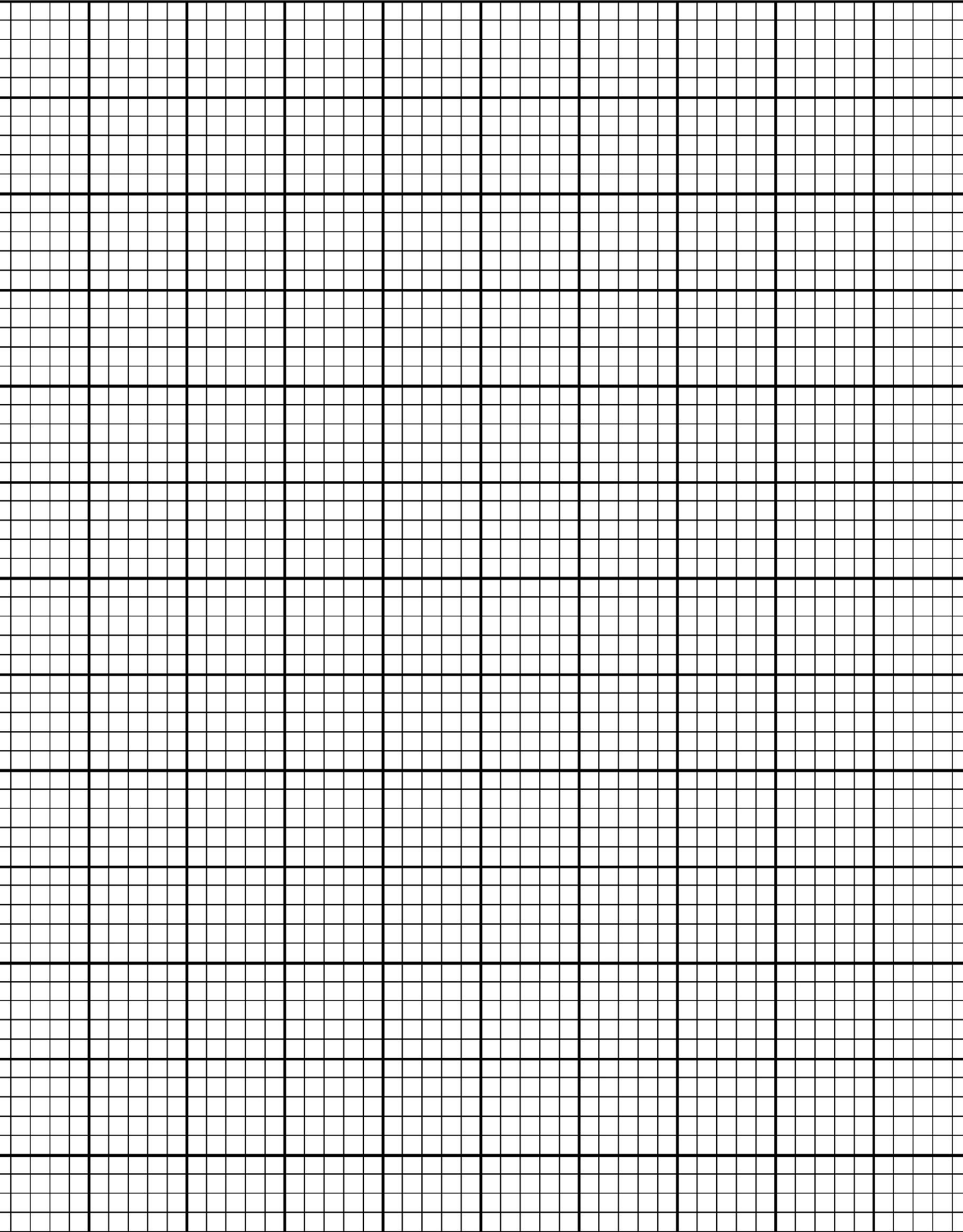
Conclusion

Evaluation

Graph Paper

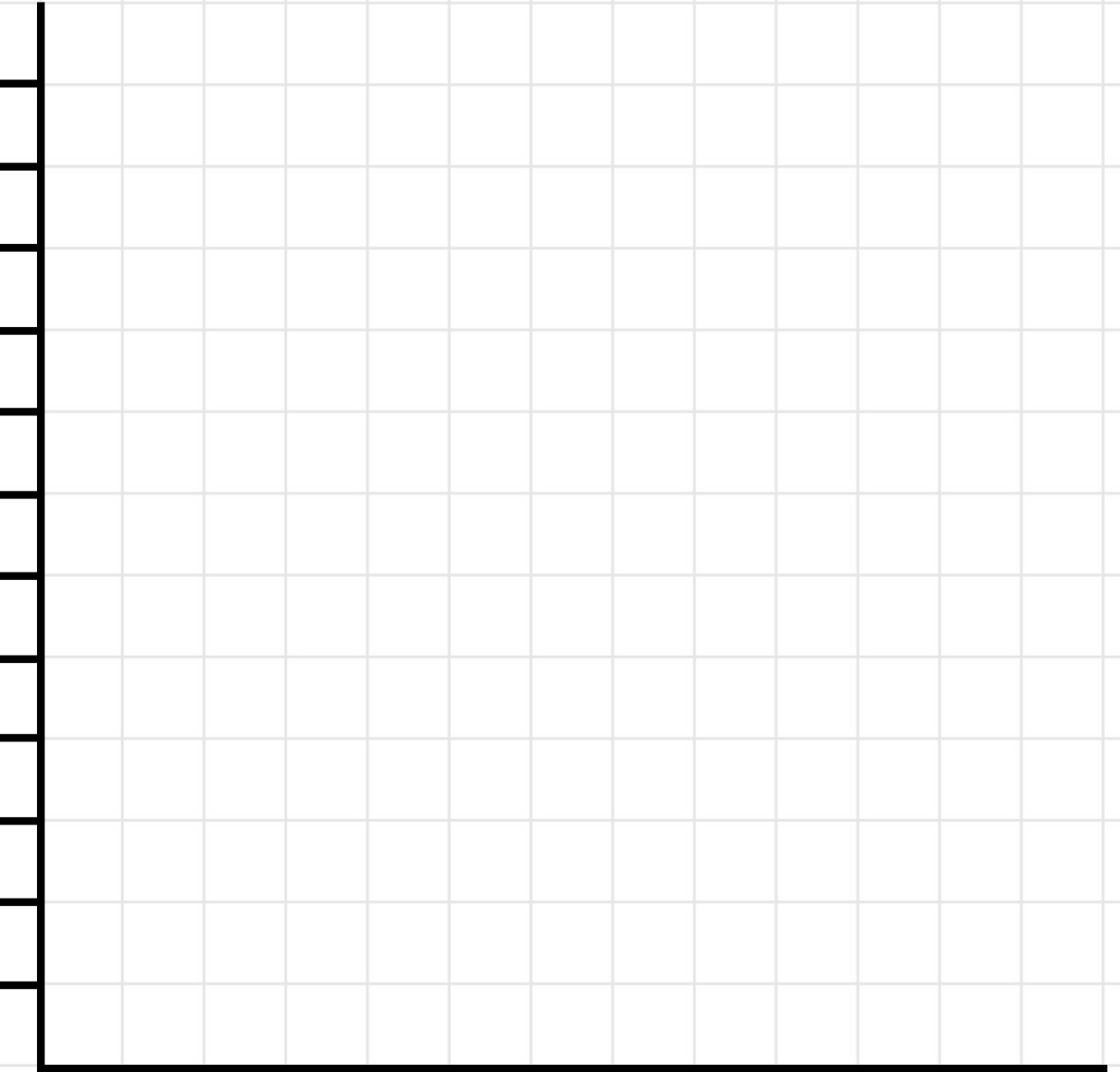


Graph Paper



RESULTS TABLE

HEIGHT



BALL PSI

Progression Step 4: Diversity at the RWC



What Matters: Learners demonstrate awareness that expressing ourselves through language is key to communication.

Description of Learning: Learners are able to select and adapt the appropriate language for a range of audiences and purposes, conveying meaning effectively to the audience. For example, persuasion. Learners are able to share their thoughts, feelings and opinions with others using a range of techniques for different effect and showing empathy and respect. For example, personal pronouns, anecdote, facts, opinions, rhetorical questions, emotive language, statistics, tripling, counter argument etc.

Area of Learning Experience: Language, Literacy and Communication.

Equipment: 'WRU Diversity' PDF, 'RWC Diversity' PDF, 'Rugby Podcast Script' PDF.

Task Instructions

Teacher introduces the task by informing learners that the RWC 2023 organisers wish to share an engaging, insightful and educational podcast explaining 'How is diversity promoted at the RWC 2023'. Teacher may wish to use the videos below and 'WRU Diversity Collage' PDF as stimulus material. [VIDEO 1](#) [VIDEO 2](#)

- **Diversity** - "the fact of many different types of things or people being included in something; a range of different things or people".
- **Inclusivity** - "the fact of including all types of people, things or ideas and treating them all fairly and equally".
- **Equality** - "a situation in which men and women, people of different races, religions, etc are all treated fairly and have the same opportunities".

Here, teachers may also wish to include Welsh terminology for the terms diversity, inclusivity, & equality).

Teacher prompts learners to discuss in pairs/small groups the above definitions and how society supports diversity, inclusion and equality. Teacher may wish to discuss the element of unconscious bias- 'the deep-rooted social and cultural stereotype that we are unaware of that impacts negatively on how we treat people'.

Teacher may wish to link to the Equality Act 2010 (<https://www.gov.uk/guidance/equality-act-2010-guidance>), the Rights of the Child (<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>) and the 'RWC Diversity' PDF, for further stimulus, support and direction.

Using the 'Rugby Podcast Script' PDF, Learners create their podcast script to share with their peers. Learners then complete their podcast recordings in pairs/small groups using suitable digital equipment to enhance their digital competence and oracy skills.

Ideas for further challenge:

Learners complete their script and podcast in Welsh.

Learners share their podcast using the schools social media account, tagging inset WRU tags

Learners peer assess each other script and/or podcast presentation using the following success criteria as a guide:

- To be able to present a range of information.
- To be able to analysis, interpret and evaluate a range of information.
- To be able to draw conclusions from information.
- To be able to use persuasive techniques for effect.
- To be able to demonstrate a secure command of grammar.
- To be able to use a range of punctuation for effect.
- Correct spelling of most/all words.

Diversity in Rugby Collage



Create your own Diversity in Rugby Collage

Progression Step 4: Budget. Trip Planner



What Matters: Learners explore how the number system is used to represent and compare relationships between numbers and quantities.

Description of Learning: Learners can apply percentages and ratio to solve problems including simple and compound interest, appreciation and depreciation, calculating budgets, foreign currencies, and basic taxation on goods and services. Learners have developed their understanding of finance in personal, local and global contexts.

Area of Learning Experience: Mathematics and Numeracy, Language, Literacy and Communication.

Equipment: 'Trip Plan' PDF, Calculator, Financial Planning Template, Pen/Pencil, Digital Device (Computer, Laptop, iPad etc).

Task Instructions

Teacher introduces the task by explaining to learners that they need to help the WRU management organise their trip to France. The WRU management have set budget to meet the needs of the players, coaches and Head Coach and to include the cost of travel, accommodation, food/drinks, and activities/excursions for the Wales team to experience between matches. **Here, teacher may wish to include Welsh terminology for transport options, locations, accommodation types, food/drink and activities).**

Teacher allocates learners the 'Trip Plan' PDF. Teacher can utilise the following questions to stimulate enquiry and discussion.

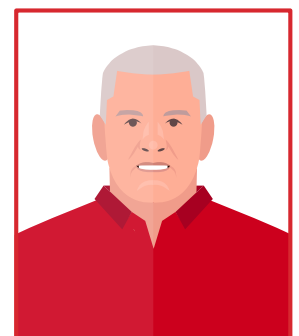
1. What methods of travel can be used?
2. What travel method is more suitable for the environment and why?
3. What implications are there of travelling different class?
4. What is meant by star rating for accommodation providers? What are the implications?
5. Could the Wales team earn discounts for travelling as a group and visiting attractions as a group?
6. What are the French government doing to promote sustainability at the RWC 2023?

Teachers may wish to direct learners to use spreadsheets if they are proficient. Learners can use a financial planning template in a suitable digital programme (e.g. Adobe Express) to design their final budget.

Teacher can explain to learners that if they go over budget, they should review the decisions they have made and discuss where they can save money. Equally, if learners are significantly under budget, they can revise their options and see if they can make the WRU management happier by choosing more expensive options.

Learners can present their trip plan for the Welsh team to their peers using a suitable digital format explaining:

- How much they spent in total.
- How successfully they feel they managed to balance the budget and the desires of the Wales management, the team, the coaches and Head Coach.
- What they allocated the majority of the budget on and why?
- What Mathematical skills they developed and how?



Ideas for further challenge:



- **Learners can peer assess each other's budgeting options, providing suitable feedback. Possible prompt questions could include,**
 - Did you manage to come in under budget?
 - Do you think you balanced the desires of the Wales management? If so, how?
 - What did you spend most on and why did you think this was important?
 - What was most difficult about this task?
 - What Mathematical skills did you need? And develop during this task?
- **Learners can complete the activity for another team participating in the RWC 2023.**

CYMRU

CAERDYDD

TWICKENHAM

PARIS

VERSAILLES

LE GRAND TOUR

NANTES

BORDEAUX

LYON

NICE

**Our
Rugby
World Cup
Journey 2023**



Plan your Trip

Use the table below to help plan the trip.



MY TRIP PLANNER		
CHECKLIST	EXAMPLE COMMENTS	COST
Number of people travelling	36	
Economy flight tickets		
First class flights tickets		
Travel Insurance		
Visa		
Accommodation - Budget Hotel		
Accommodation - 5* Hotel		
Currency (Spending Money)	EUROS	
Food and Drink allowance		
Transport in France	TRAIN £XXX PER TICKET	
Seated tickets		
Hospitality tickets		
Welsh flags to wave at the stadium		
Cities visited	PARIS, NANTES..	
Distance travelled		
Map of France	PRINTED 36 MAPS FOR EVERYONE	
Book tourist activities		
Contingency		
Budget		
Left Over		

Plan your Trip



Research different options and compare pros and cons.

Travel:

FIRST CLASS PLANE TICKET:

£ _____

per player

Time:

ECONOMY PLANE TICKET:

£ _____

per player

Time:

PRIVATE JET:

£ _____

per player

Time:

Players would like: _____ MY CHOICE IS: _____

Coaches would like: _____ BECAUSE: _____

Head Coach would like: _____ TOTAL (x15 for whole team): _____

Hotel:

5* Hotel, Gym, Swimming Pool

Distance from stadium:

TOTAL COST: £ _____

4* Hotel, Gym, Swimming Pool

Distance from stadium:

TOTAL COST: £ _____

4* Hotel

Distance from stadium:

TOTAL COST: £ _____

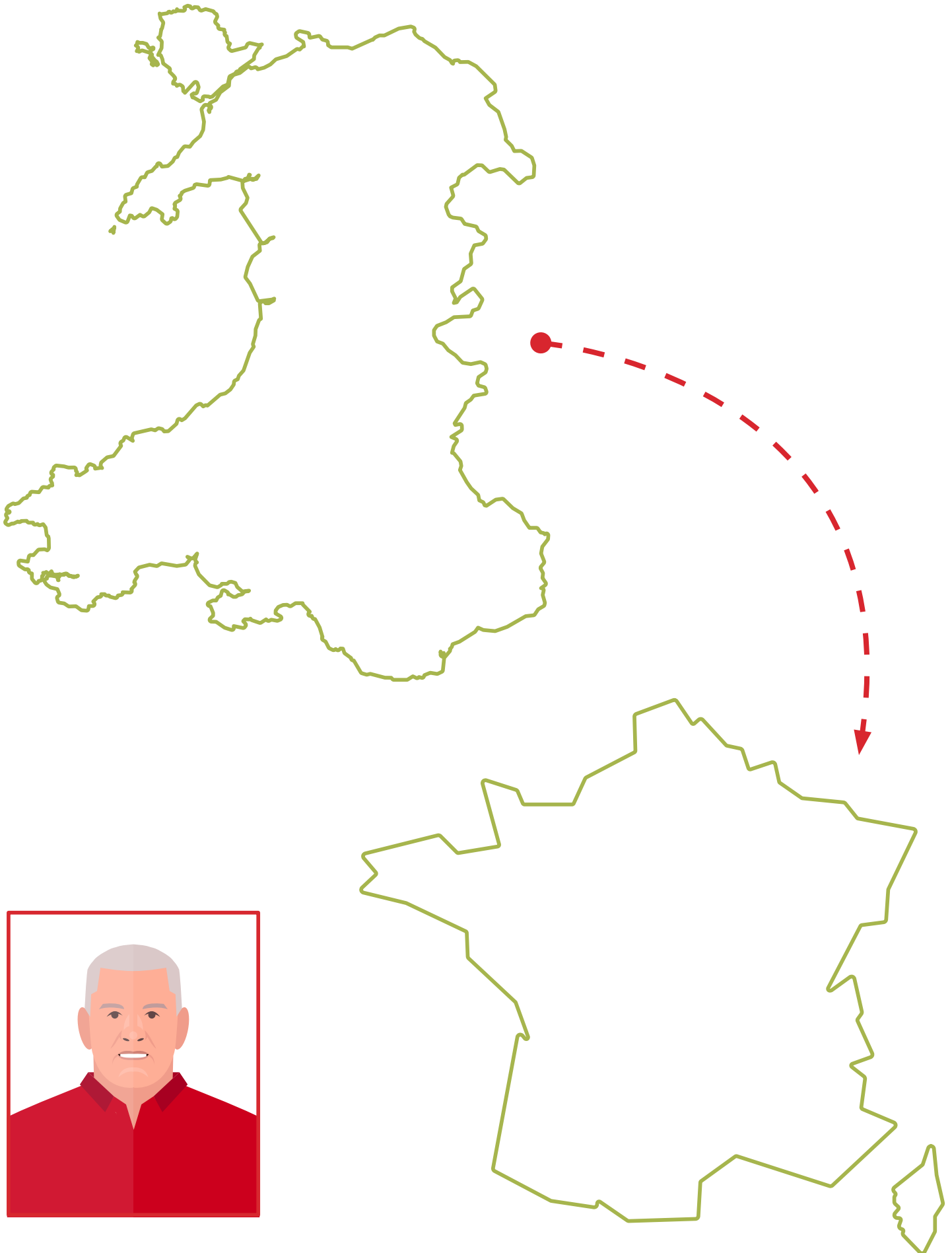
Players would like: _____ MY CHOICE IS: _____

Coaches would like: _____ BECAUSE: _____

Head Coach would like: _____ TOTAL (x15 for whole team): _____

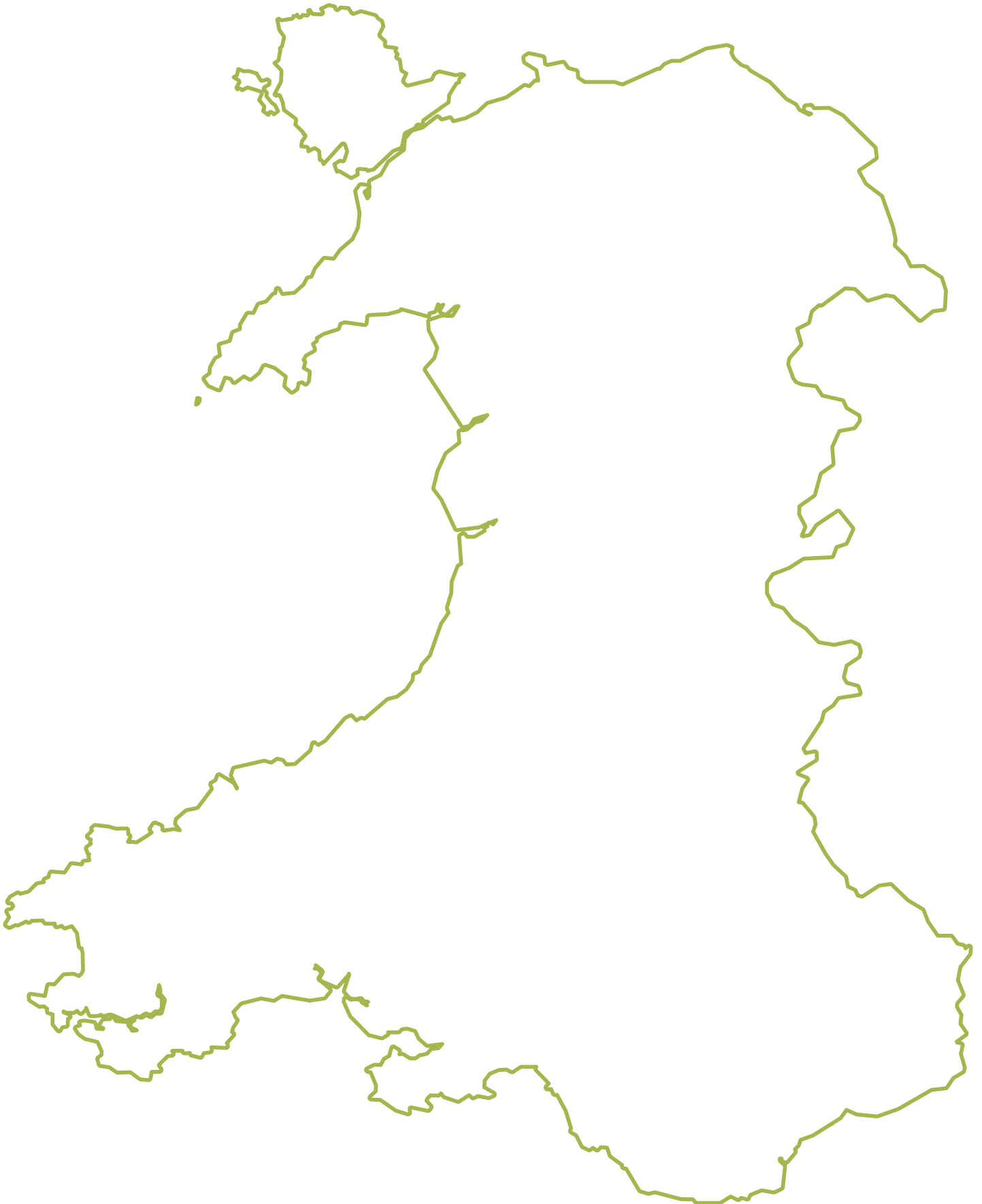
Trip Planner

Plan and budget for a trip from Wales to France



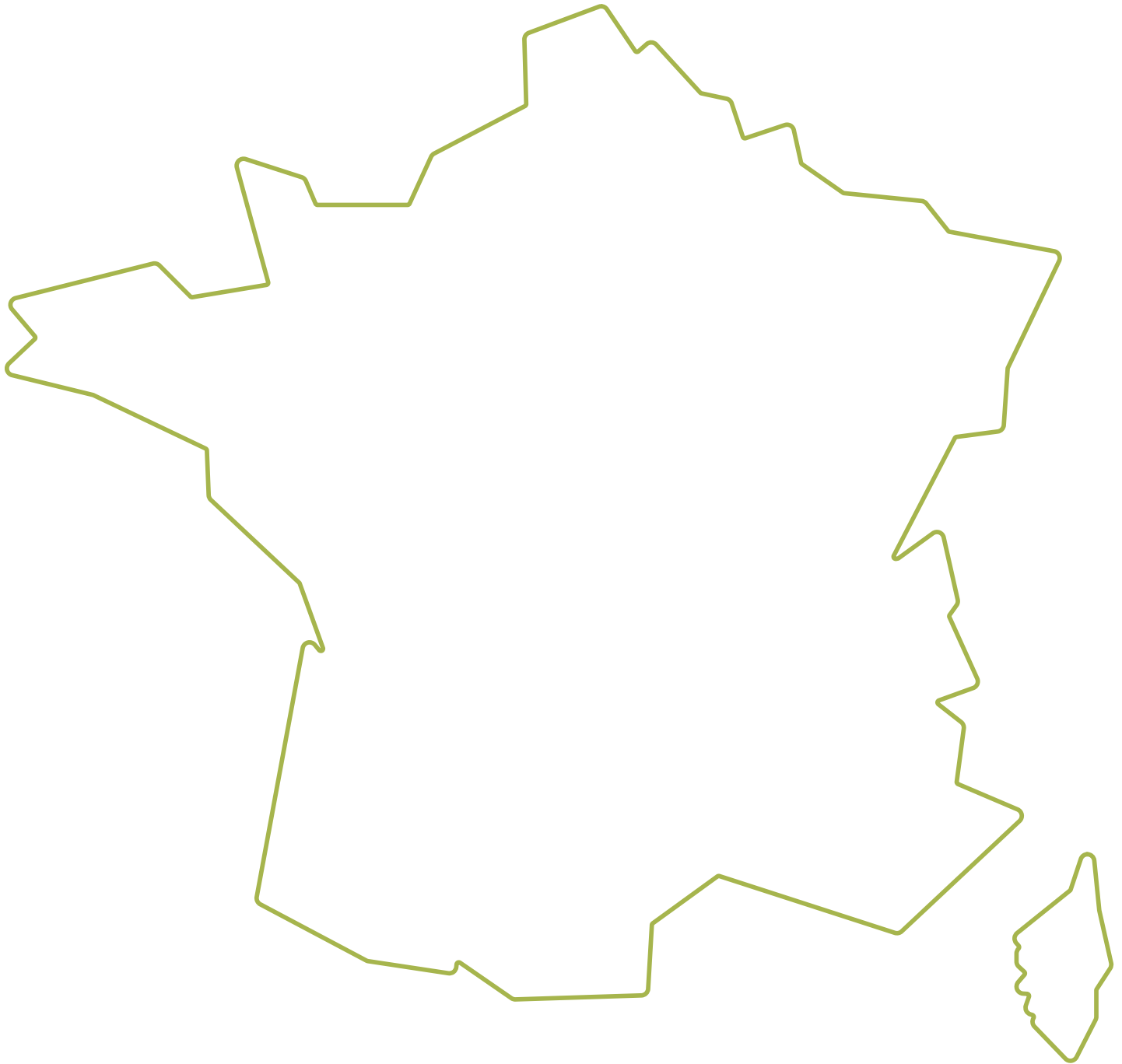
Weather Forecast

Create and write a weather forecast for Wales.



Weather Forecast

Create and write a weather forecast for France.



Weather PDF



What are the objects made of? Describe them,

TYWYDD

WEATHER

BRAF

PLEASANT

DIFLAS

MISERABLE

POETH

HOT

HAUL

SUN

HEULOG

SUNNY

OER

COLD

RHEW

FROST

SYCH

DRY

CYMYLOG

CLOUDY

NIWLOG

FOGGY

GLAWOG

RAINY

ENFYS

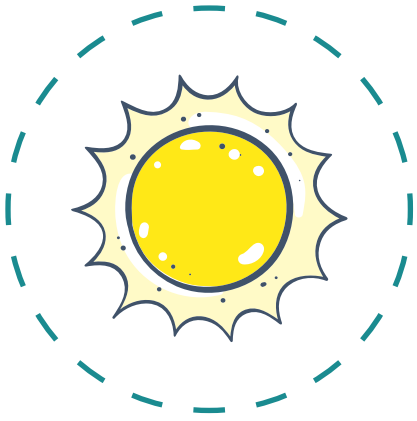
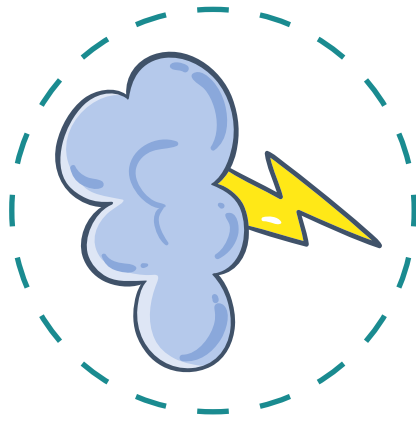
RAINBOW

EIRA

SNOW

GWYNTOG

WINDY



THIS IS OUR GAME

DYMA RYGBI CYMREIG



@WELSHRUGBYUNION

@WRU_COMMUNITY

#ALLEZLESROUGE

#ROADTOFRANCE

#FFIORDIFRANC

#WRUHUB