



IRFU

Mini Rugby - "Growing from 6 to 6 Nations"

**STAGE 1 RUGBY
COACHING COURSE**

COACHES WORKBOOK

2012 Edition

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Foreword

Welcome to the Irish Rugby Football Union Mini Rugby Coaching Course.

Mini Rugby is aligned with **STAGE 1** of the IRFU's Long Term Player Development Pathway (LTPD).

This Coaching Workbook contains material intended to support our many volunteer coaches who do such an excellent job of promoting and spreading the game of rugby football throughout the island of Ireland.

This course is specifically designed for coaches of Mini rugby (6yrs-12yrs) where players may be being introduced to rugby for the first time and participating in games of reduced numbers (8, 10 or 12-a-side).

As part of their first rugby experience, the focus is on safety & enjoyment of the participants, with the coach acting as a 'Guide' in a Player-Centred process.

Developing players' all-round skills and game-understanding with an emphasis on Physical Literacy appropriate to the stages of development of each individual are the key technical, tactical & physical module objectives.

We encourage you to fully participate in the course – ask and answer questions, challenge yourself and one another, learn and teach, share ideas and have fun.

Finally, on behalf of the IRFU, may we take this opportunity to thank each of you who give your time so generously so that our children may enjoy participating in the game of Mini Rugby.

IRFU Mini Rugby Committee

Hendrik Kruger – IRFU National Age-Grade Manager

Colin Moran – IRFU Training Manager



IRFU Coaching Course Feedback Form Mini Rugby Course

Course code: _____

Very Happy
 Okay
 Unhappy

1. Administration (a) Pre-course
- (b) Course

2. Course Modules

Module	Content	Tutor(s)	Delivery
Introduction – Stage 1 Rugby			
Role of the Coach			
Team Play – Playing the Game (General Movement)			
Individual (Reduced) Skills - Passing & Decision Making - Evasion & Continuity in Contact - Tackling & Falling in the Tackle - Kicking & Catching	 		
Teaching Rugby Skills			
Stage 1 Fitness & Physical Literacy			
Organisation and Management			
Mini Unit Skills (Ruck & Maul)			
Unit Skills (Scrum & Lineout)			
Unit Skills (Restarts & Backline)			
Team Play – Playing the Game (Coaching Interventions)			
Refereeing Mini Rugby			

Please use the space below to include comments you feel will help us improve this course:

Introduction – Stage 1 Rugby

Mini Rugby Coaching Course (Stage 1 LTPD)



This course is specifically designed for coaches of Mini Rugby (6yrs-12yrs) where players are being introduced to rugby for the first time and participating in games of reduced numbers (8, 10 and 12-a-side). The focus is on Safety & Enjoyment with the coach acting as the 'Guide' in a player-centred process.

Developing players' all-round skills and game-understanding with an emphasis on Physical Literacy appropriate to the stages of development of each individual are the key Technical, Tactical & Physical module objectives.

The course develops the coach as 'Guide'.

Entry criteria

There is no previous qualification requirement; however, priority (where applicable) will be given to participants who are actively involved in coaching Mini Rugby.

Accreditation

- Full course attendance (all modules)
- Practical demonstration (on course) of safety awareness in contact skills.
- Sign-off and commitment to IRFU Child Welfare Policy document
- Participants must be 16yrs of age

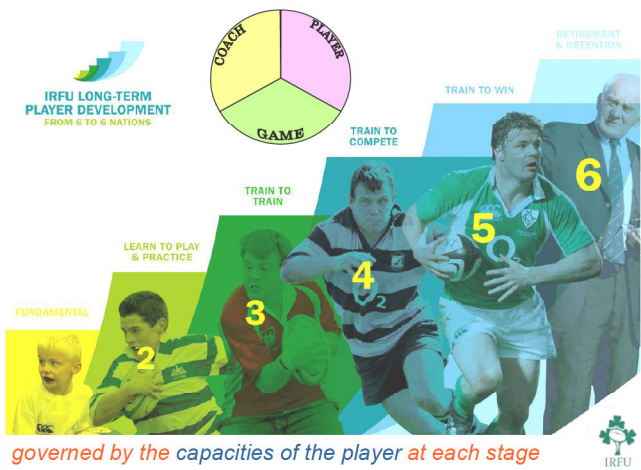
(The IRFU reserves the right to modify, replace or add to accreditation requirements in accordance with updates to the Coach Development programme).

Important Note: Coaches aged 16-18 yrs old are restricted to performing in an Assistant Coach role, under the direct supervision and guidance of an Accredited Mini Rugby coach aged 18yrs or older.

Long Term Player Development and the IRFU Technical Model



IRFU LONG-TERM PLAYER DEVELOPMENT FROM 6 TO 6 NATIONS



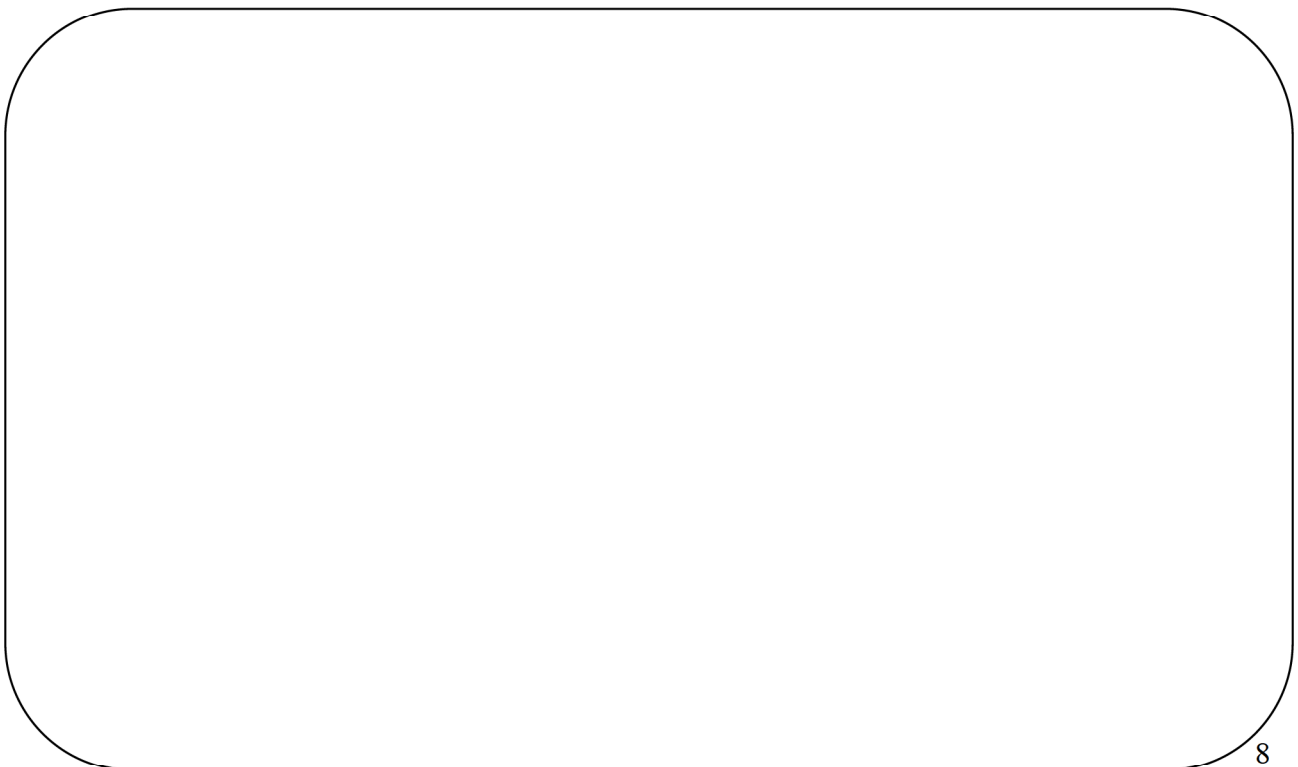
Stage 1 LTPD – 'FUNdamental'



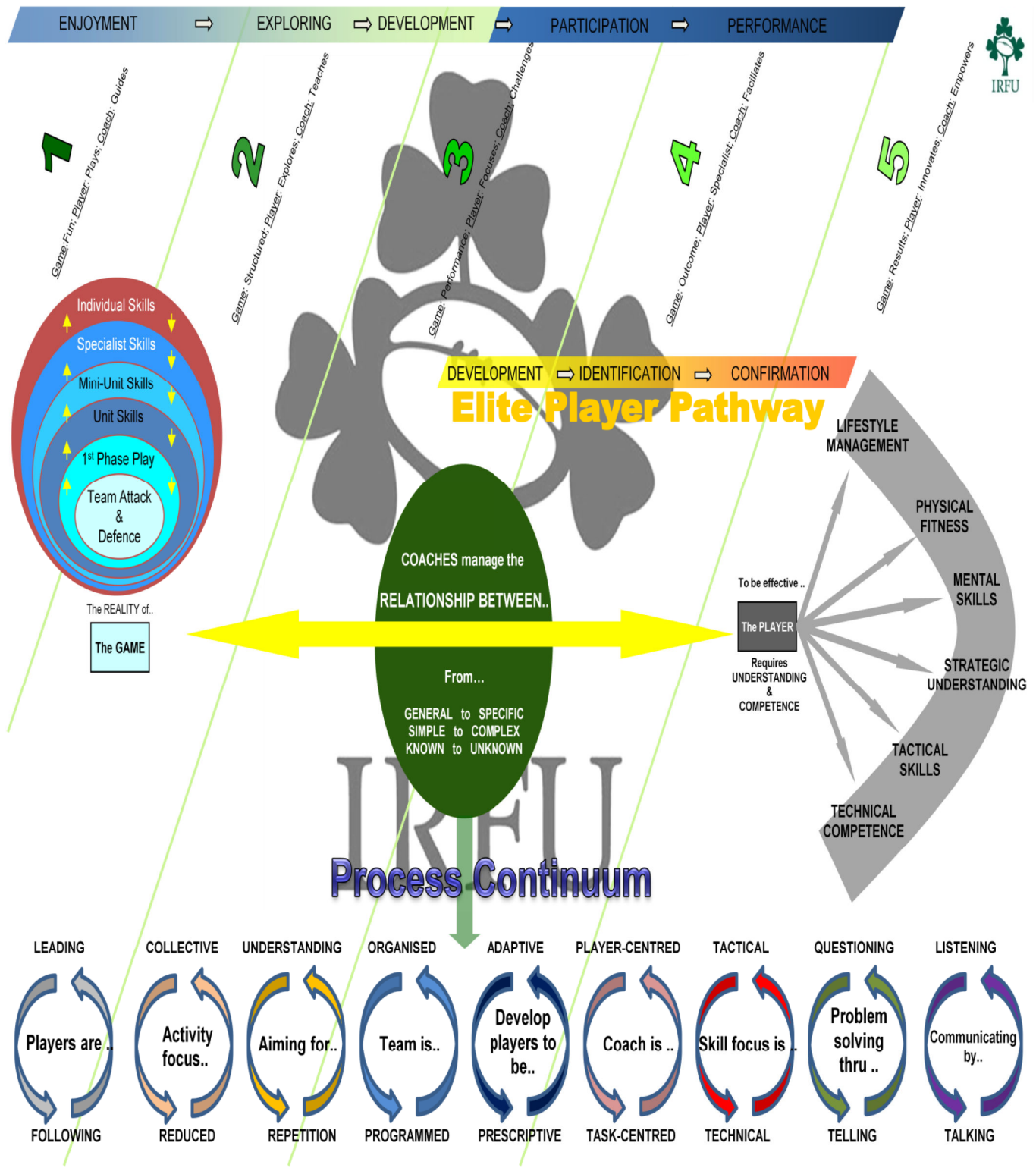
**IRFU LONG-TERM
PLAYER DEVELOPMENT**
FROM 6 TO 6 NATIONS



ESSENCE & CHARACTERISTICS OF						
THE PLAYER	<i>PLAYS</i>	<i>EXPLORES</i>	<i>FOCUSES</i>	<i>SPECIALISES</i>	<i>INNOVATES</i>	SUPPORT PROMOTE ENJOY
THE COACH	<i>GUIDES</i>	<i>TEACHES</i>	<i>CHALLENGES</i>	<i>FACILITATES</i>	<i>EMPOWERS</i>	
THE GAME	<i>FUN</i>	<i>STRUCTURED</i>	<i>PERFORMANCE</i>	<i>OUTCOME</i>	<i>RESULT</i>	



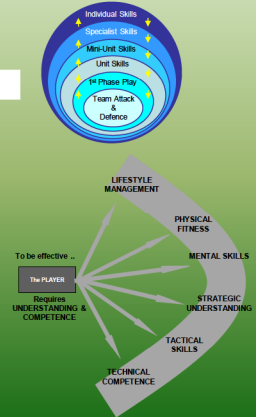
IRFU Technical Model



IRFU Technical Model

KEY ELEMENTS:

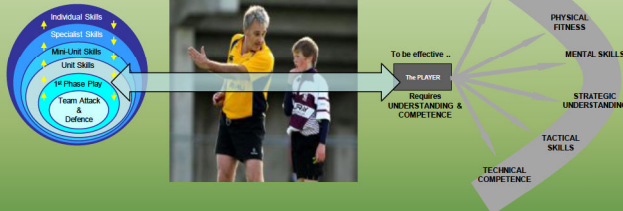
• Is based on the "Reality of the Game".



• Highlights importance of Players being able to understand the Game, as well as being able to "do" things.

IRFU Technical Model

• The Coach, as "Guide", manages the relationship between the Players and the Game.



• Depending on the activity or situation, the Coach will vary his/her coaching process.



IRFU RUGBY TECHNICAL MODEL

The Game

Stage 1 - Mini Rugby

Focus is on introducing young children to the unique culture and characteristics of Rugby Union in an atmosphere of FUN and safety so as to promote an active experience that will encourage them to play rugby into stage 2. This game is dominated by running and handling with appropriate physical contact where self-expression and maximum participation is fostered. Within Mini Rugby there are 3 identifiable levels & game characteristics.

PRINCIPLES OF PLAY: Level 1 (6yrs-8yrs): Go forward & Support
 Level 2 (8yrs-10yrs): Go forward, Support & Continuity (Keeping the Ball)
 Level 3 (10yrs-12yrs): Possession, Go forward, Support, Continuity (Keeping the Ball)

Understanding of Movement in General Play is developed through two clearly identifiable groups –
 (a) Players around the ball
 (b) Players in the space

Set-piece play is of secondary importance to highlight the mechanisms of re-starting play and is used to reinforce the basic laws and sanctions of Mini-rugby. Labelling players as Forwards, Backs or specialists is to be avoided since players should experience playing in all positions to get an understanding of the game & its unique characteristics in a safe and practical way at this stage. Reduced activities to develop techniques should be short and frequent with the appropriate level of challenge to ensure a positive learning experience.

Players are children.

Focus: Playing the game Safely & Enjoyment

Role of the Coach

(Mini Rugby)

Important Note:

Coaches aged 16-18 yrs old are restricted to performing in an Assistant Coach role, under the direct supervision and guidance of an Accredited Mini Rugby coach aged 18yrs or older.

A Philosophy of Coaching?

“A philosophy consists of beliefs and principles, developed through personal experience, that serve as guidelines to action”.

I believe my role as a Mini Rugby coach is.....

Role of the Coach – (Group Discussion)

How does your philosophy relate to the following:

- Formal Competitions ?
- Style of Play vs Results of the match ?
- Selection and Substitutions ?
- Content of Training Sessions ?
- Creating a good Club Environment ?
- The importance of Child Welfare policies ?
- The conduct of You, Your Team and Your Club ?

WORKSHOP 2

What are your Responsibilities as a Coach? (obligations)	What are the Requirements to be a Good Coach? (personal traits)
---	--

Role of the Coach – Effective Coaching

Use Questions to Challenge Players

- To promote Problem-Solving.
- To highlight Players' Understanding.
- To involve Players in the Learning Process.
- To explore Players' own ideas.



Examples:

- “Why do you think that.....?”
- “How could you.....the next time?”
- “What did you see when you.....?”

Try to Avoid Closed or Rhetorical Questions:

- “That was good wasn't it?”
- “Was that a good pass?”
- “Do you understand it?”

Role of the Coach – Effective Coaching

Listening and Responding to Players

- Listen Carefully to what players say, not for what you want to hear!
- Allow time for players to think of an answer.
- Create a safe environment for players to feel they can speak.
- Be prepared for differences of opinion.
- Exhibit a positive tone and body language.

Generating Feedback

- Less Dictation, more Discussion.
- Intervene only when required – allow players time to solve things.
- Build on the positive aspects of Performance.
- Focus on one or two problems at a time – Prioritise.

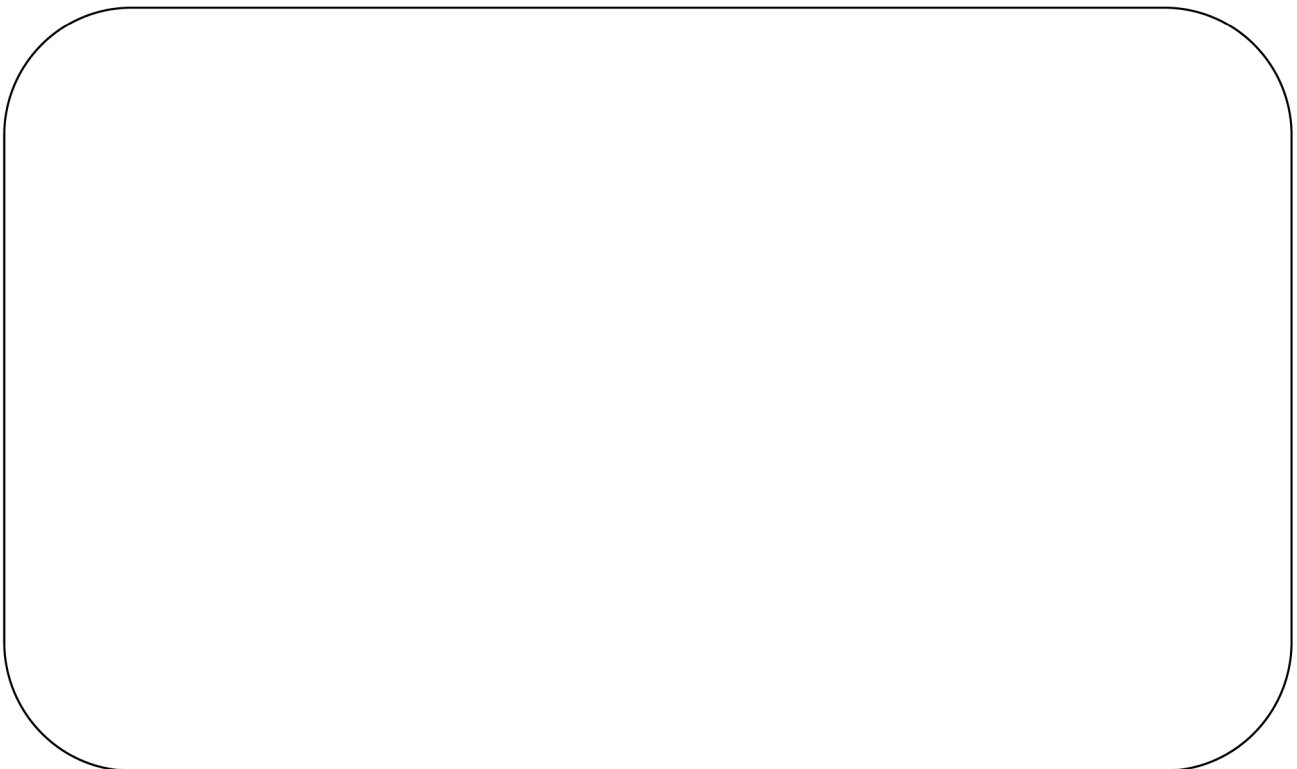
Team Play

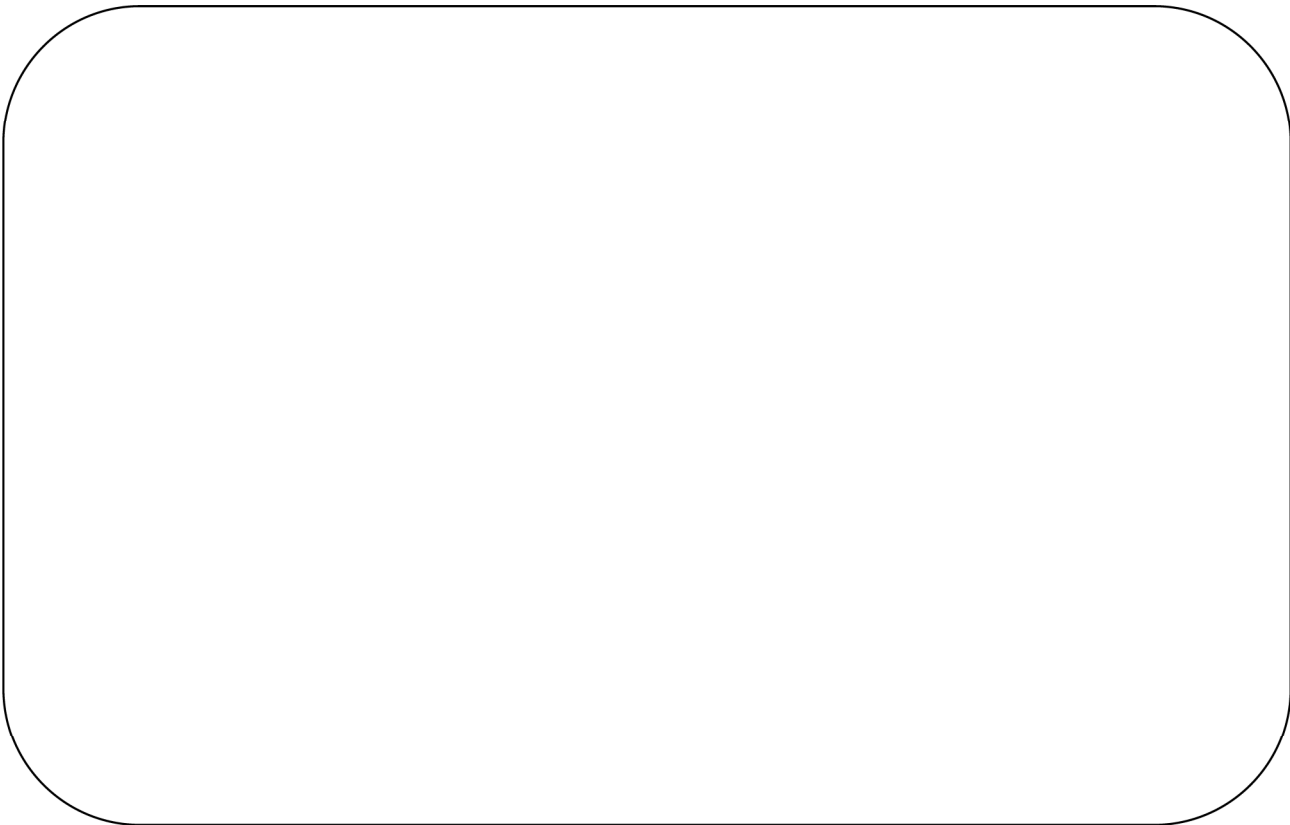
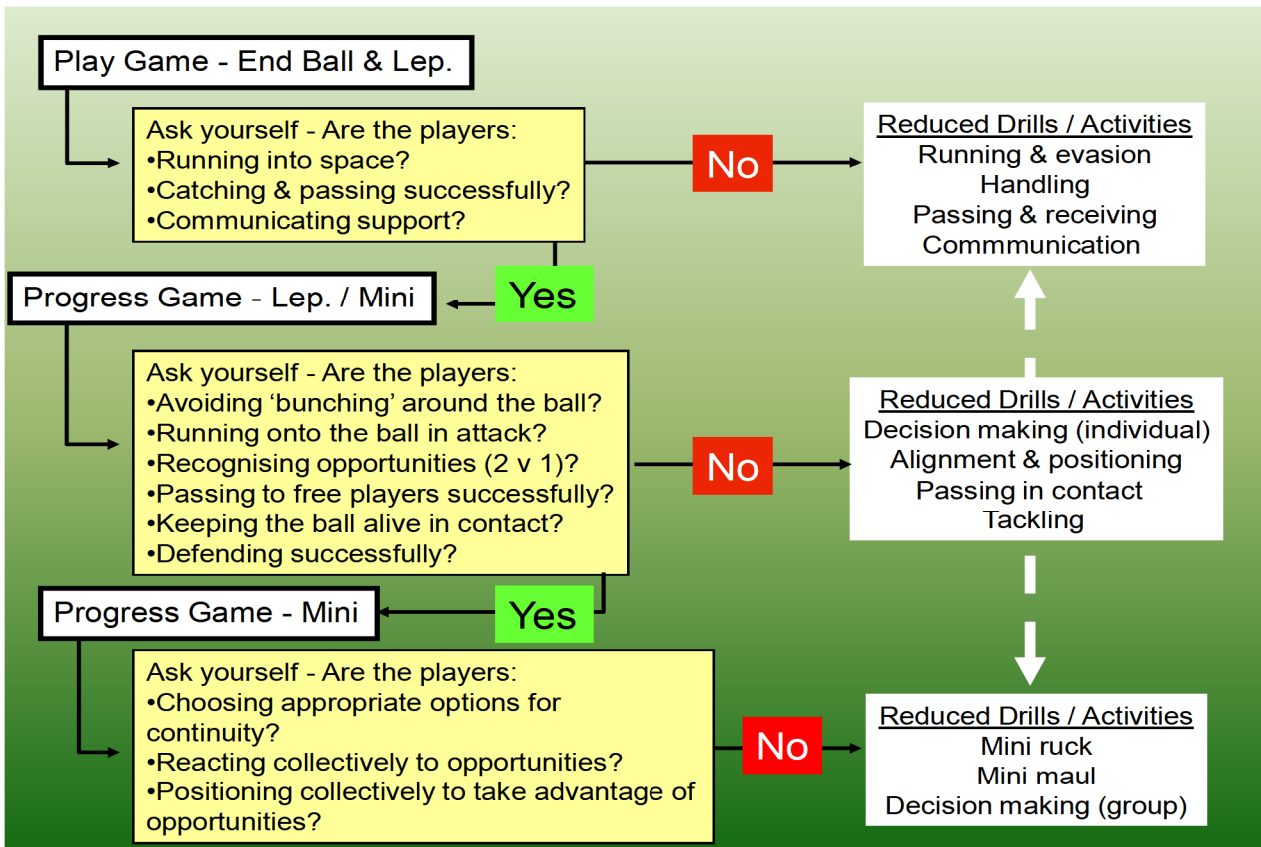
Playing the Game
(General Movement)

Team Play – “General Movement”

What do you think it might mean?

General Movement (definition):





Individual (Reduced) Rugby Skills

- Receiving, Passing & Decision Making
 - Evasion & Continuity in Contact
 - Tackling & Falling in the Tackle
 - Kicking & Catching

Individual Skills – Receiving & Passing

What is the desired Outcome?

To catch the ball while retaining vision of the position of opponents, and to make a pass that is easily caught to a team mate in a better position than the passer.

How can a Player achieve this Outcome?

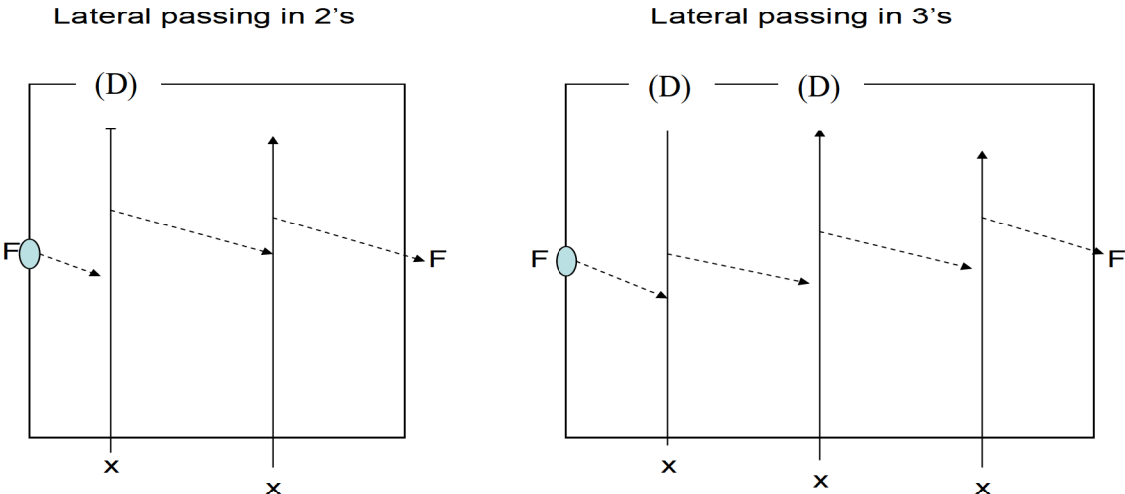
Key Factor Checklist

1	Reach towards passer
2	Fingers spread
3	Catch ball in two hands
4	Check / Fix defender (commit them to you through effective running)
5	Look to your Receiver
6	Swing arms towards target
7	Follow through using wrists
8	Weight the pass correctly

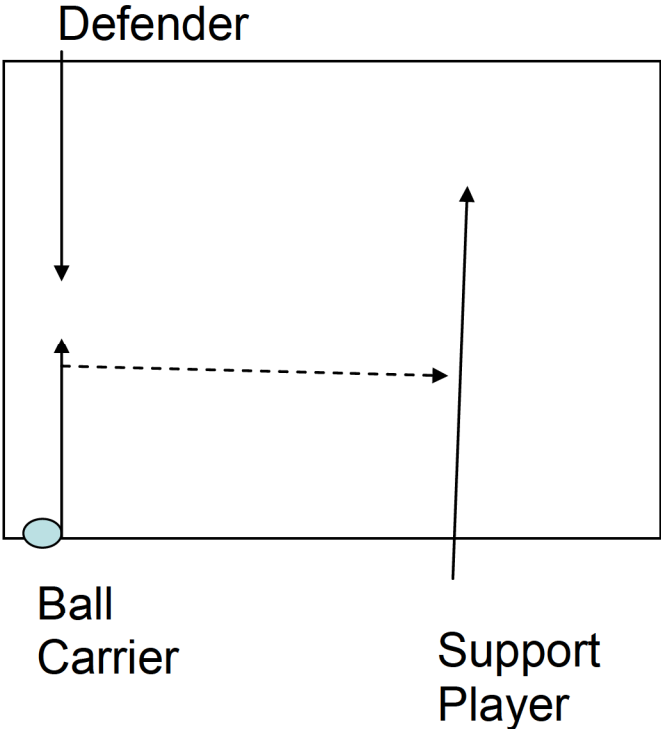
Receiving & Passing and Decision Making

Look for the Key Factors when players are performing reduced activities ('Drills') like these.

(Defenders (D) optional progressions of the activity)



2 v 1



Individual Skills – Running in Possession (Evasion)

What is the desired Outcome?

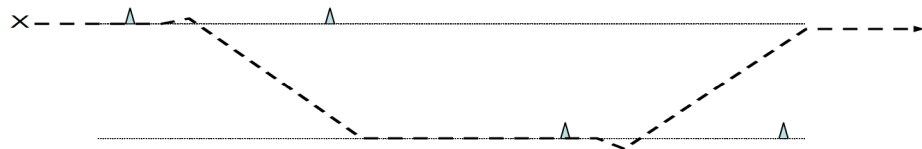
To evade opponents while running towards their goal line without becoming isolated from team-mates unless a try can be scored.

How can a Player achieve this Outcome?

Key Factor Checklist

	Side step
1	Shorten stride
2	Feint away from defender
3	Plant & Drive Off outside leg
4	Accelerate away

Look for the Key Factors when players are performing reduced activities ('Drills') like this.



Individual Skills – Continuity in Contact / Offload

What is the desired Outcome?

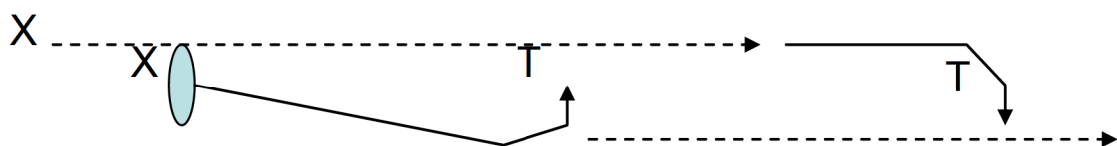
To continue the attack using support when in contact.

How can a Player achieve this Outcome?

Key Factor Checklist

1	Attack the extremities of the Defender (“branches of the tree”)
2	Protect the Ball by keeping it away from the Defender and in two hands
3	Maintain strong leg drive / effort through the contact
4	Turn to look around the defender’s back for supporting players, keeping ball “free”
5	Maintain a strong base/stance
6	Deliver Ball to supporting player

Look for the Key Factors when players are performing reduced activities (‘Drills’) like this.



Individual Skills – Tackling

What is the desired Outcome?

To regain possession of the ball.

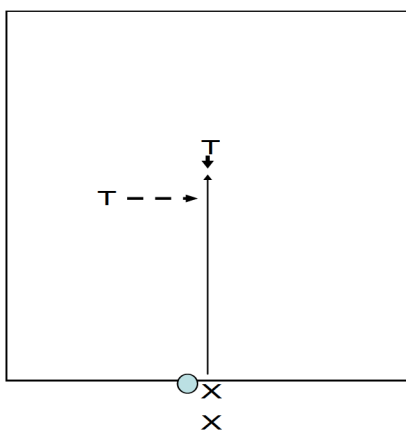
How can a Player achieve this Outcome?

Key Factor Checklist

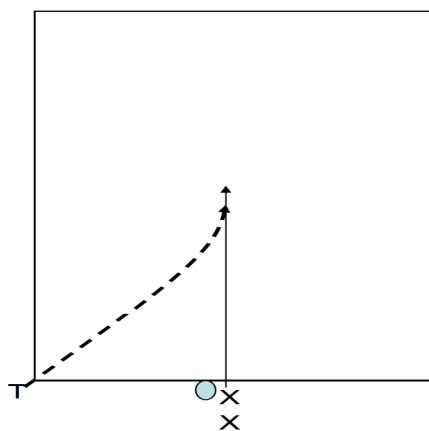
1	Low body position in approach
2	Control pace of approach
3	Sight target area
4	Make shoulder contact
5	Tight arm grip
6	Head up & in a safe position – thigh level* <ul style="list-style-type: none"> ▪ Front tackle – to the side ▪ Rear tackle – to the side ▪ Side tackle – behind & below the buttock
7	Strong leg drive
8	Maintain tight arm grasp

Look for the Key Factors when players are performing reduced activities ('Drills') like this.

Front & side tackle



Tackle from the rear



Individual Skills – Falling in the Tackle

What is the desired Outcome?

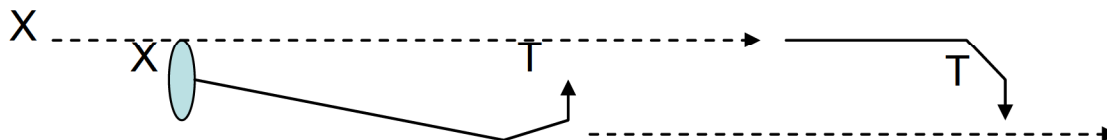
To fall safely while protecting the ball and yourself.

How can a Player achieve this Outcome?

Key Factor Checklist

1	Turn with the contact
2	Maintain a wide base
3	Protect ball in two hands
4	Falling sequence - 'Knee-Hip-Shoulder'
5	Fall on back of shoulder
6	Perform best option

Look for the Key Factors when players are performing reduced activities ('Drills') like this.



Individual Skills – Kicking the Ball

What is the desired Outcome?

To attack space, gain territory and/or regain possession of the ball

How can a Player achieve this Outcome?

Key Factor Checklist

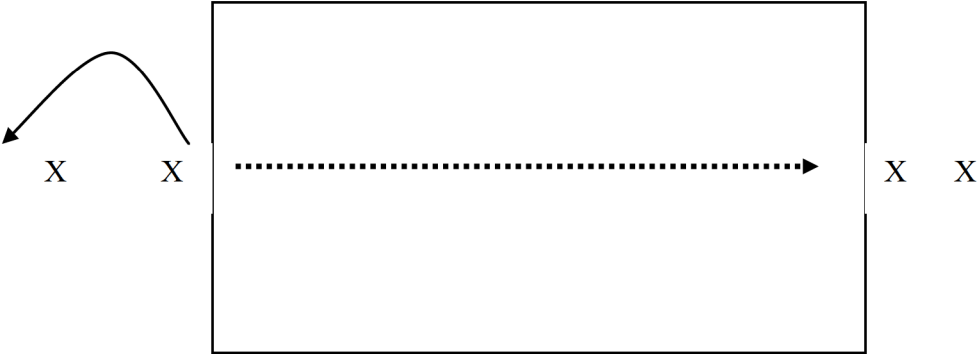
1	Hold ball in two hands
2	Correct ball position
3	Step forward to kick
4	Release ball onto extended foot
5	Strike belly of ball with bridge of foot * - centre top for Grubber Kick - bottom point for Chip Kick
6	Eyes follow ball onto foot
7	Follow through with extended leg
8	Avoid lifting head while kicking

Kicking the Ball – Grubber Kick

Look for the Key Factors when players are performing reduced activities ('Drills') like these.

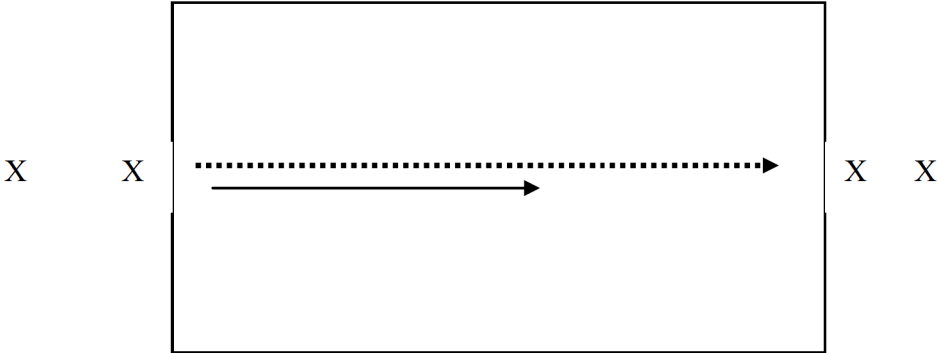
Drill 1:

Player grubber kicks across the grid to waiting player and moves to the rear of his own group to await his next turn.

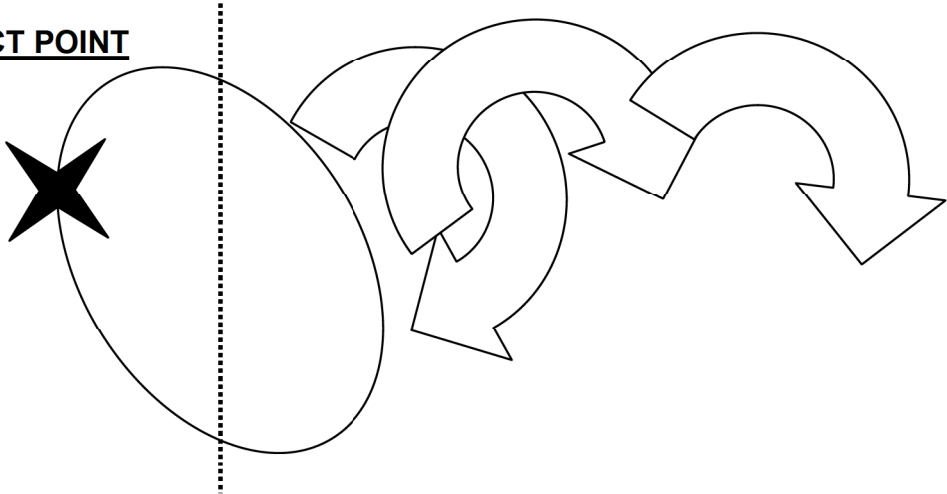


Drill 2:

Grubber Kick and Chase Relay



GRUBBER CONTACT POINT

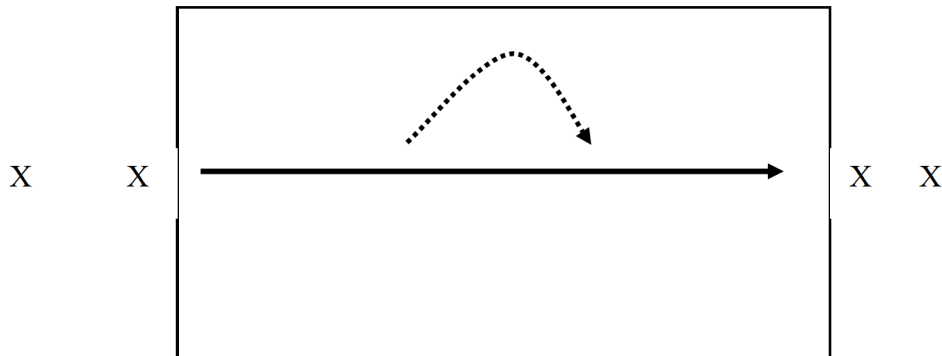


Kicking the Ball – Chip Kick

Look for the Key Factors when players are performing reduced activities ('Drills') like these

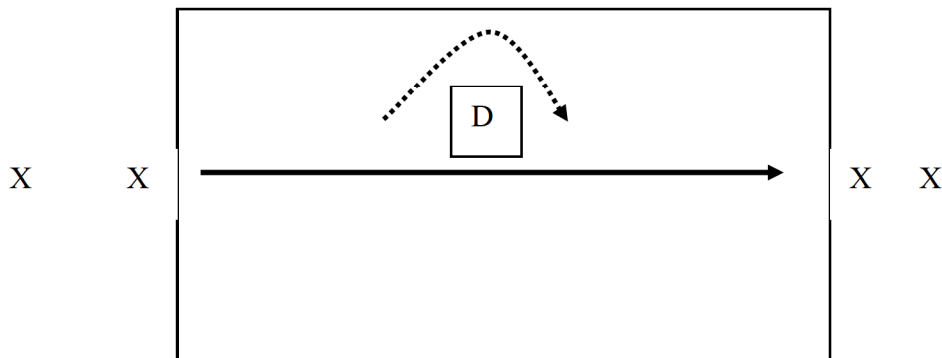
Drill 1:

Player jogs across the grid, performs chip kick and attempts to recover the ball before continuing across to join end of next line of players.

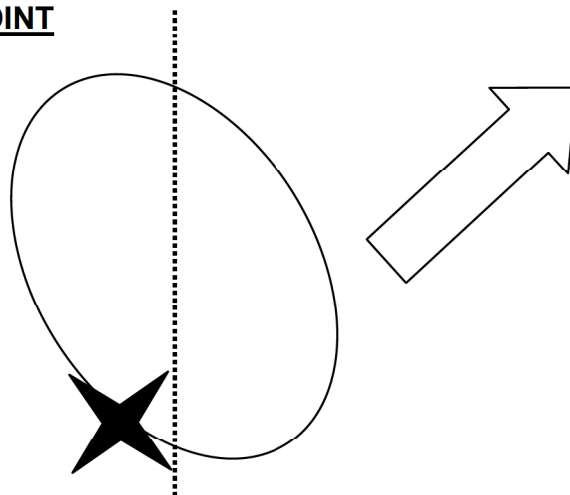


Drill 2:

Chip kick over Defender (static) and recover.



CHIP KICK CONTACT POINT



Individual Skills – Catching the High Ball

What is the desired Outcome?

To regain possession of the ball.

How can a Player achieve this Outcome?

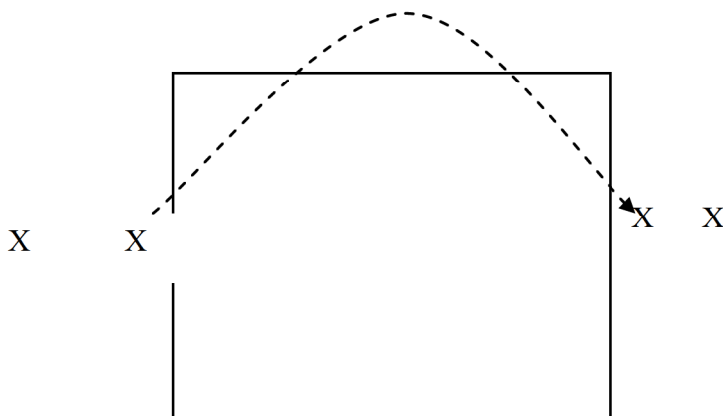
Key Factor Checklist

1	Positioning – anticipate where the ball may be kicked to
2	Call to claim the ball
3	Sight the ball with outstretched arms
4	Turn side-on
5	Stable base
6	Cradle ball into arms
7	Keep elbows close

Look for the Key Factors when players are performing reduced activities ('Drills') like this.

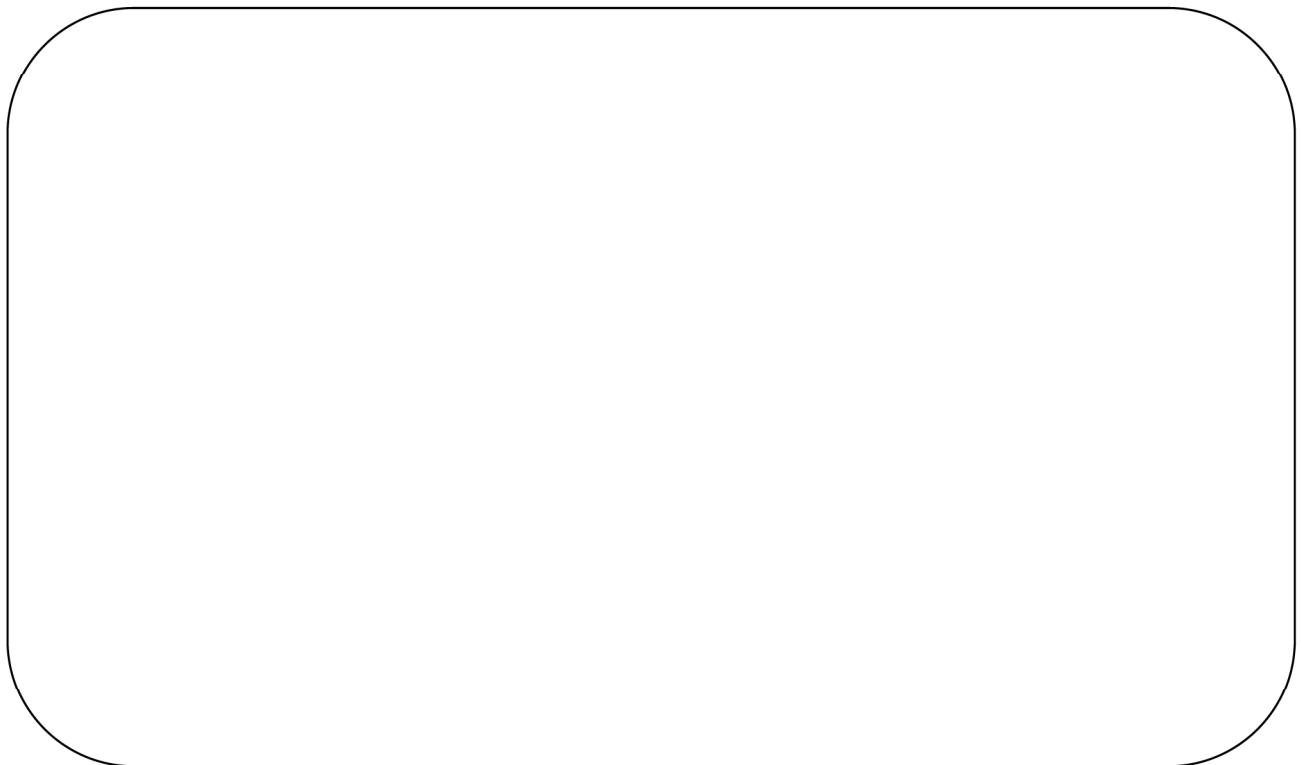
Drill 1:

Players lob or kick the ball across a 5m grid to a partner who catches the ball.
Players may rotate to the back of their line to await next throw / catch.



Teaching Rugby Skills

Progression – a step by step process



Characteristics of Drills and Games

(In Groups of 3 or 4, according to the age of your players)

On a flip-chart page, draw an example of a Rugby Drill and a Rugby Game that you might use in a training session.

Highlight the purpose of the Drill or Game and list the pros and cons of each.

DRILL:

PURPOSE:

NO. of PLAYERS:

EQUIPMENT:

GAME:

PURPOSE:

NO. of PLAYERS:

EQUIPMENT:

Introduction

- Get the players' attention.
- Position yourself effectively.
- Name the Skill/Activity and its context in the Game.

Demonstration

- Relate to the Game.
- Deliver Quality demonstration.
- Repeat demonstrations if needed.
- Relate to previously-learned skills.
- Question to see if players understand.

Experienced by the Player

- Look for Key Factors (important points).
- Be ready to adapt activity – make easier or harder.
- Vary drills/activities – short and frequent.
- Balance the challenge with the player(s) improvements.

Assist Improvement

- Be positive in your Feedback.
- Highlight what needs attention.
- Focus on one issue at a time.
- Allow players to practice and question.

Rugby Fitness And Physical Literacy

(Stage 1 LTPD)

by Des Ryan – IRFU Fitness Education Manager

The most important areas of fitness to develop at this stage are:

“The Three S’s”

- Speed
- Skill
- Suppleness

- Stamina
- Strength



**What are Fundamental Movement Skills?
(F.M.S.)**

Skills	Related Activity
Agility	Getting up and down, turning, moving forward, backward, sideways, changing direction, awareness of space, knowing where body parts are without seeing them
Balance	Static: standing and balancing on different body parts (e.g. one leg) Dynamic: starting and stopping, twisting, turning, swerving, dodging etc
Co-ordination	Catching, kicking, striking, throwing, passing
Speed	Walking, jogging, running, rolling, sliding, galloping, jumping, etc

Why do Fundamental Movement Skills need ongoing development in children?

Due to extensive growth patterns which affect fundamental movement skills, Players need to continually develop these skills.



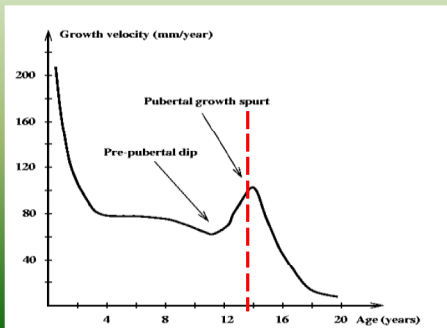
Growth Patterns

Each year the average player grows the height of an apple

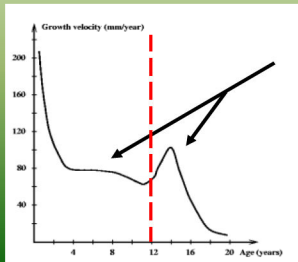
After four years



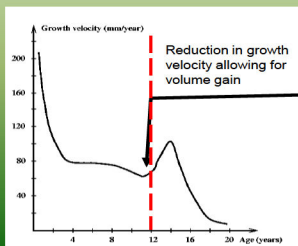
Growth Patterns



Players quickly outgrow clothes



Players quickly increase size



Windows of Opportunity at Stage 1

Keep your Sessions Active and Varied

- During early years the nervous system is plastic and pliable – facilitating development of all fitness elements is very important.
- Each element has specific requirements, so the key is to have a broad range of activities in your training sessions during these 'Windows'



Speed Window

- Many types of speed which can be developed through:
 - Reaction games and exercises
 - Jump drills and games
 - Chase / Dodge games
 - Shadow chase,
 - Relays
 - Racing
 - Swinging fast
 - Catching fast
 - Stopping fast.....
 - And mechanics of sprinting



Courtesy SAQ International 2008

Always trainable but declines with age!

Suppleness (Mobility) Window

- The young players body is in a constant state of growth. To help the body keep a full range of motion it is important to incorporate flexibility into the programme.
- Flexibility can be facilitated in the Warm up (Dynamic) and Cool down (Static).

Skills Window

Rugby Skills

- Handling
- Tackling
- Evasion
- Continuity
- Individual & Unit Skills
- Team Skills

Benefits of Good Fundamental Movement Skills

- Development of fundamental movement skills can facilitate the learning of rugby specific skills
- Many falsely believe that fundamental skills develop automatically



Exercise Streams

Exercise Streams	
1	Stability
2	Squat
3	Clean
4	Lunge
5	Step Up
6	Jump
7	Run
8	Accelerate
9	Agility
10	Push
11	Pull
12	Ground Mobility

Where can you include F.M.S development in your training sessions?

- Warm ups
- Activities / Rugby
- Conditioned Games
- Warm downs

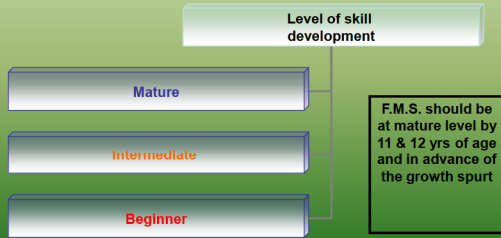


The development of Fundamental Movement Skills should be Fun and Purposeful

Focus on Games & Activities



Level of FMS development



"Train Your Eye"



Courtesy Dartfish

- Assessing Quality of Movement or Level of skill development:

Grade the following:

- Beginner
- Intermediate
- Mature



Skill Fitness for Children

Dr. Liam Hennessey – IRFU Director of Fitness 2006

5 Key Points

Key Point 1.

In general fitness for children should be viewed as a lifestyle plan that includes regular activity and a balanced diet.

Key Point 2.

Developing good levels of skill fitness will assist a young person in enjoying a sport or activity and in fostering a lifelong involvement in activity or exercise.

Key Point 3.

Play alone does not seem to be sufficient in developing the movement skills of children.

Key Point 4.

All children can develop their movement skills if given the right environment, time to practice and fun.

Key Point 5.

A practice session should consist of the following activities:
Warm-up, Development, Game Activities and Winding Down.

Skill Fitness for Children

What is Fitness?

Fitness for children may be viewed as a process of developing an active lifestyle that embraces both health-related fitness components and physical movement skills.

Cardio-respiratory fitness is a very important health-related component of fitness and studies point to a widespread lack of this type of fitness in both young and adult populations in Ireland. A recent report on the lifestyles of Irish primary school children highlighted that children's most common leisure activity was television/video viewing⁽¹⁾. In addition, it has been reported that Irish children consume greater quantities of processed 'sugar' based foods (crisps, sweets, chocolate and soft drinks) each day compared to their continental European counterparts⁽²⁾.

Both these lifestyle factors (inactivity and poor dietary intake) may conspire to raise the risk of ill-health later in life⁽³⁾. Good levels of fitness will help the individual to feel better and to be more energetic in addition to offering health benefits⁽⁴⁾. Therefore it is important to appreciate that fitness for the young should embrace a lifestyle where physical activity and sensible balanced dietary habits are encouraged and fostered.

Key Point 1.

In general fitness for children should be viewed as a lifestyle plan that includes regular activity and a balanced diet.

What is a Fundamental skill?

A fundamental skill is a basic skill such as hopping, skipping, jumping, dodging, twisting, balancing, throwing, catching, kicking to mention but a few activities. Fundamental skills therefore include: agility, balance, coordination and locomotion or speed movements. Sometimes they are called the ABCs of fitness. They are also classified into 4 different areas as follows:

Table 1. Fundamental skills or ABC's

Skill	Activity
A gility and A wareness	<u>Agility</u> : Getting up and down, turning, moving : forward.. backwards.. sideways... changing direction... <u>Awareness</u> : Knowing where body parts are without seeing them, having awareness of space.
B alance	<u>Static</u> : standing and balancing on different body parts (one leg etc), <u>Dynamic</u> : starting and stopping, twisting, turning, swerving, dodging...
C oordination & M anipulation	Catching, kicking, striking, throwing, passing...
S peed & L ocomotion	Walking, jogging, running, rolling, sliding, galloping, jumping....

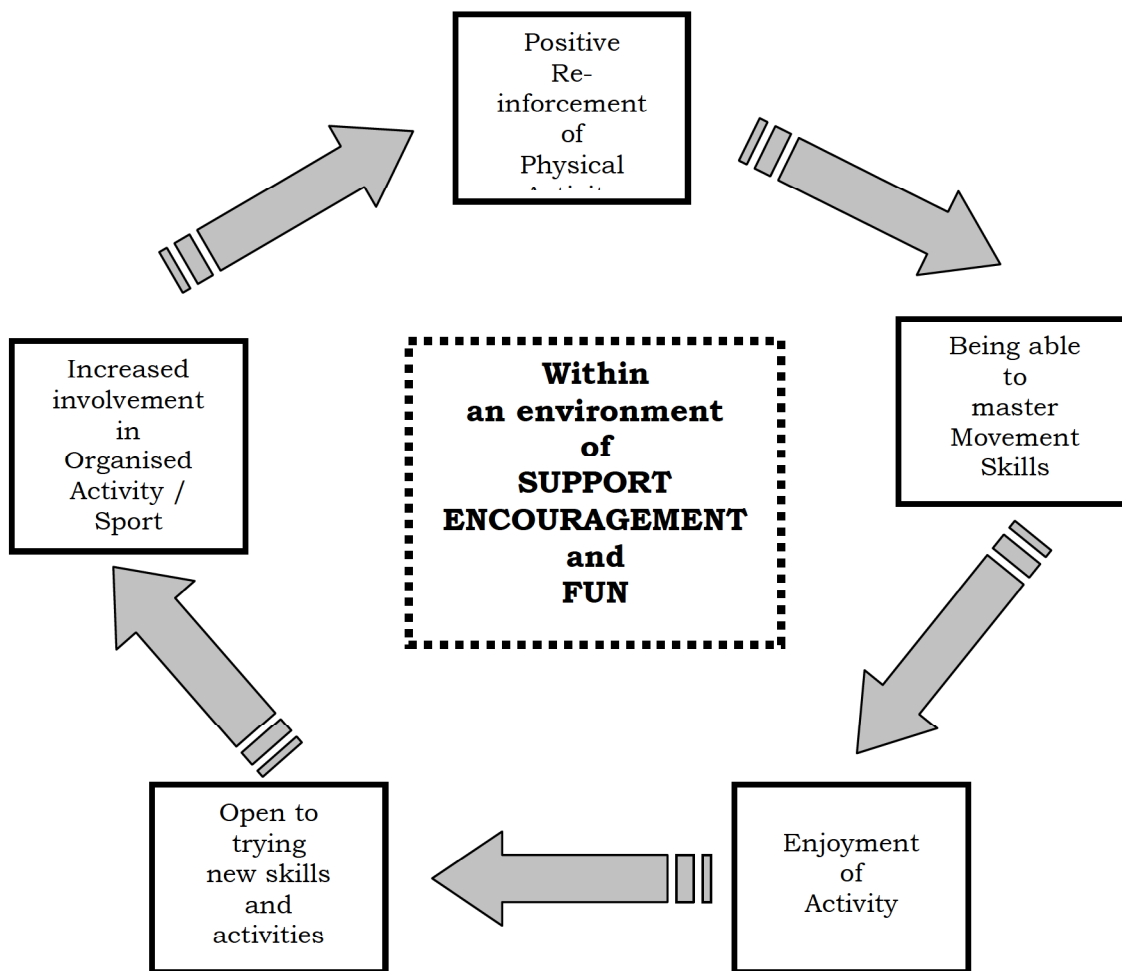
These fundamental skills provide the movement ability basis for future sport specific skill development and general physical involvement⁽⁵⁾. The child is literally building a vocabulary of movement. This is why this stage is often called the “physical literacy” stage. Having well-developed movement skills such as agility and speed have been associated with greater participation in vigorous physical activity in young children⁽⁶⁾

Having good levels of skill fitness will allow a young person to enjoy his activity or sport and so help in fostering a good attitude to sport and exercise in general⁽⁷⁾. Frequently active children are more likely to become active adults⁽⁸⁾.

In addition, individuals who do not have mature levels of movement skill may find it difficult to pick up a new skill or sport, in contrast those who have well developed fundamental movement skills and who will be in a better position to execute a new skill⁽⁹⁾.

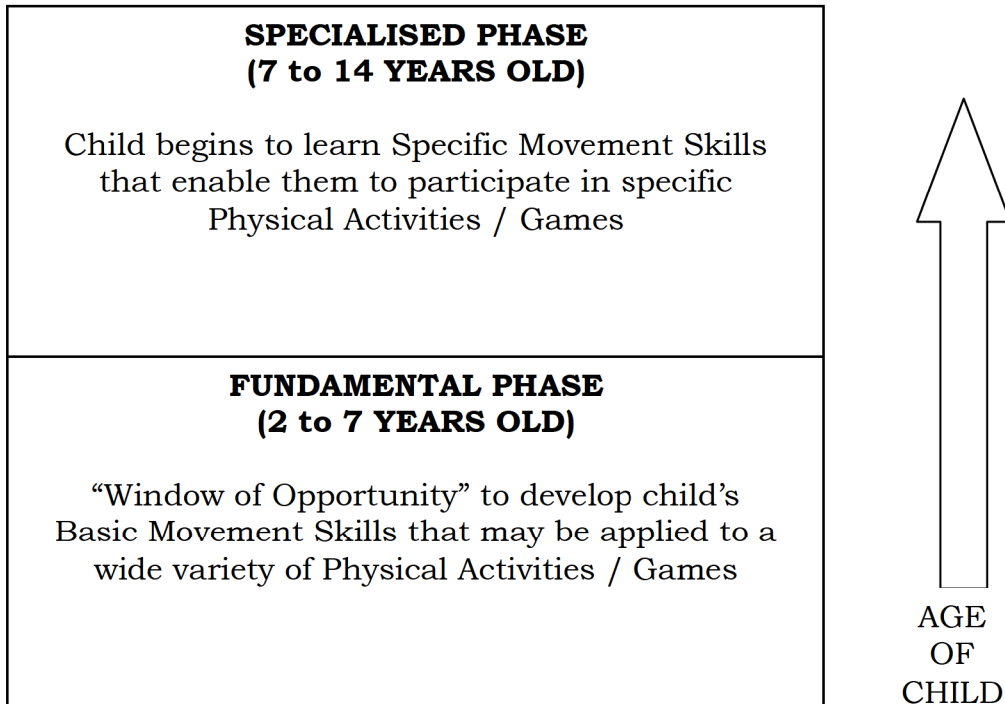
Key Point 2.
Developing good levels of skill fitness will assist a young person in enjoying a sport or activity and in fostering a lifelong involvement in activity or exercise.

Figure 1 illustrates the cyclical nature in continued involvement in physical activity as a result of developing a positive attitude through participation in physical activity.



During early to middle childhood (from approximately age 2 to 7) children have a ‘window of opportunity’ to develop these fundamental skills⁽¹⁰⁾. Figure 2 outlines the different phases of development that occur from infancy through to adolescence.

Figure 2. Phases of Movement Skill development from Infancy.
 Ages outlined are approximate (adapted from Smyth 2003,
 Burton and Eaton 1998).



The Fundamental Phase

The development of fundamental skills progresses through an initial, elementary and mature stage. While the sequence is related to the chronological age of the child in an approximate manner the sequence seems to be relatively fixed. There is general agreement that the child needs to progress from the initial level to the elementary level before he or she can master the mature level of skill (11).

It is likely that the mature stage of fundamental skill development has not been achieved in many Primary school leavers in Ireland(12). Thus practice of the fundamental skills should start at the entry age into mini-Rugby. With experience the coach can manipulate or change the level of difficulty in his or her activities to challenge the child’s skill level. There are no hard and fast rules here. The aim is to provide challenging exercises and activities during the warm-up so that the child can advance in his/her skill competency over time. Where the child is in terms of skill competency is not the key point rather providing challenging fun exercises and activities will best captivate the attention and challenge the child regardless of his/her skill level.

It appears that play alone is not sufficient to develop the fundamental movement skills⁽¹³⁾. Challenging tasks are recommended where the coach is ‘a guide on the side rather than a sage on the stage’. This implies that children should be exposed to challenging movement, balance and coordination tasks that allow them to experience different activities. The emphasis should be on Fun, where the child is allowed to learn through practice that is non-intrusive or over pressurised and is enjoyable while challenging.

Key Point 3.

Play alone does not seem to be sufficient in developing the movement skills of children.

For mature development of the fundamental skills, learning and practice are essential, along with input from coaches. All children and adults can and will learn new movement skills throughout life if they are confident in their own movement abilities. Therefore the important point is to develop a confidence in children’s own movement ability through physical activity at an early age – regardless of their movement skill proficiency.

Key Point 4.

All children can develop their movement skills if given the right environment, time to practice and fun.

References:

1. Broderick and Shield 2000
2. Friel et al 1999
3. Sternfield 1992
4. Sallis and Patrick 1994
5. Payne and Isaacs 1995
6. Butcher and Eaton 1989, Urich 1987
7. Sallis and Patrick 1994
8. Kuh and Cooper 1992
9. Martens 1996, Sallis and Patrick 1994
10. Burton and Miller 1998, Smyth 2003
11. Gallahue and Donnelly 2003, Smyth 2003
12. Smyth 2003
13. Smyth 2003

Organisation and Management of a Session

Organisation and Management of a Session

“Organisation”:
 The Planning and Preparation a Coach does before the session begins.

“Management”:
 The Control and Arrangement of players, resources and activities during the session.

Organisation of a Session – SAFETY CHECKLIST

- Easy access to a phone.
- Contact list for Players' guardians.
- First Aid Training / Qualification?
- If possible, always have an assistant Coach present.



Training Equipment Checked and Passed Safe

- Tackle Bags / Rucking Shields
- Markers or Cones

Training Areas Checked and Passed Safe

- Changing Rooms / Showers / Bathrooms
- Training area or Pitch



Players' Injury Status checked and Recorded

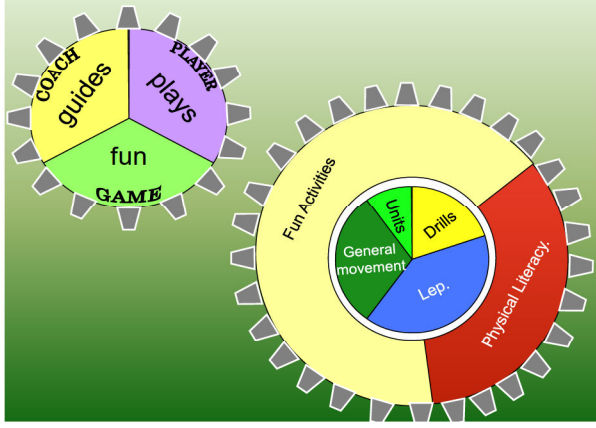
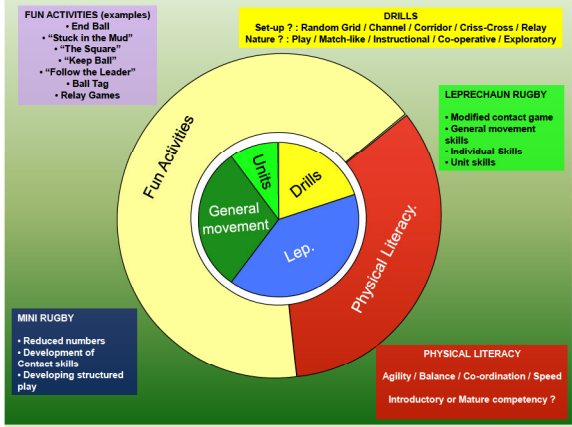
Players' personal safety equipment

- Ensure all equipment is fitted / used properly (mouth-guard, shoulder pads, scrum cap etc.)



Players' Medical Conditions

- Be Aware of medical requirements, medications, conditions, serious allergies etc.

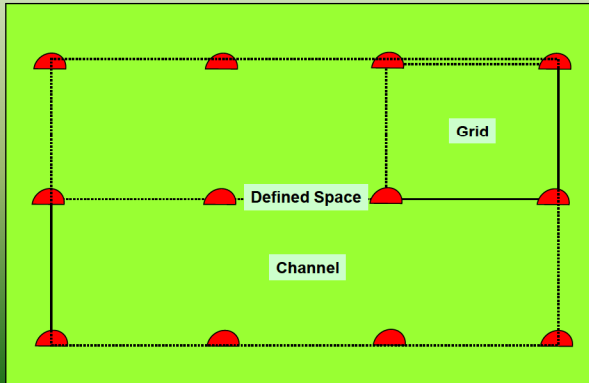


Management of a Session – Practical Considerations?



- CONTROLLING THE GROUP
- MAINTAINING ATTENTION
- DIVIDING NUMBERS / GROUPING
- LAYING OUT OF THE SPACE
- POSITIONING MYSELF
- ENSURING SAFETY
- ALLOCATING RESOURCES
- ADAPTING MY PLANS

Management of a Session – Grid and Channel Layouts



PLANNING A MINI RUGBY SESSION

(In Groups of 3 or 4, according to the age of your players)

Using a flipchart page, plan a coaching session based around the suggested model below:

Duration : 60 mins.

No. of Players: 19

Age group : (decided by your group)

Aim of Session: (decided by your group)

Fill in the boxes below with activities you think are appropriate to achieve the Aim of your session. (copy these onto the flipchart page).

Fun Activities / Games:

Mini Rugby:

Leprechaun Rugby:

Fitness and Physical Literacy:

Individual Skill (Reduced) Drills:

Allocate time sections
depending on the activities
filled in above.

Mini Unit Rugby Skills

- The Maul
- The Ruck

Mini Unit Skills – The Maul

The 5 seconds
 “Use it or
 Lose it” rule
 applies.
 Referee/Coach
 should count
 down
 “5,4,3,2,1”
 from moment
 Maul is
 formed.

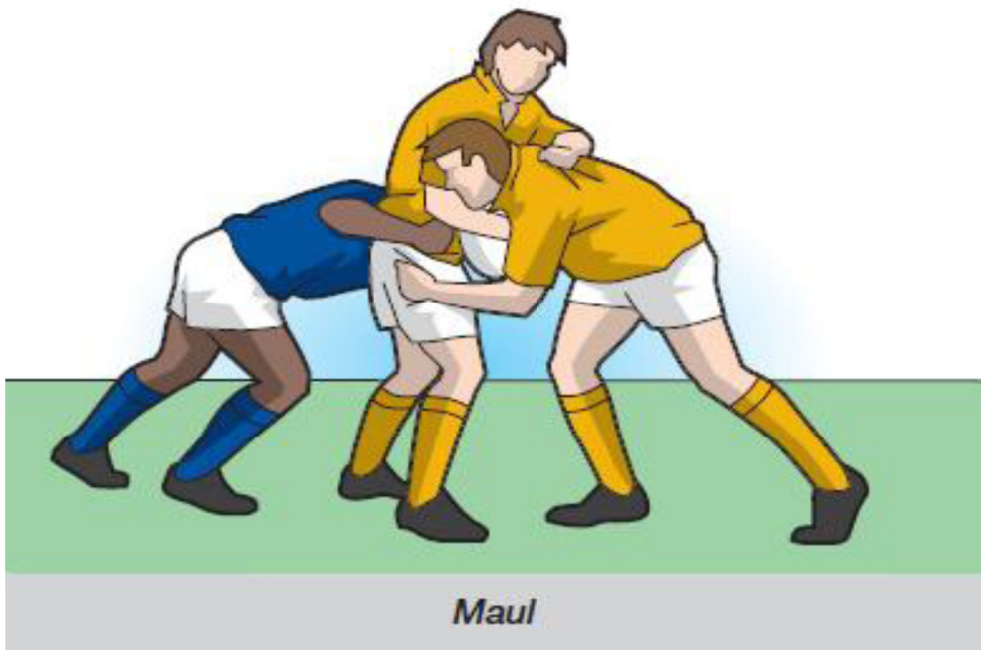
What is the desired Outcome?

To maintain and use possession of the ball in a standing contact situation.

How can a Mini Unit achieve this Outcome?

Key Task Checklist

1	Ball carrier enters contact correctly
2	Ball carrier maintains a strong base
3	Ball carrier makes ball available to first support/link player
4	Link player adopts a correct body position – bend at the knees with straight back and head up
5	Ball secured by link player
6	Next support players arrive from behind the ball
7	Support players move into play running a line that is parallel to the touchline
8	Support players bend, bind and drive on either side of the player securing the ball, parallel to the touchline
9	Drive forward as a bound unit while delivering the ball
	OR
10	Fall to the ground placing the ball for team-mates (maul to ruck)



Mini Unit Skills – The Ruck

The 5 seconds
“Use it or
Lose it” rule
applies.
Referee/Coach
should count
down
“5,4,3,2,1”
from moment
Ruck is
formed.

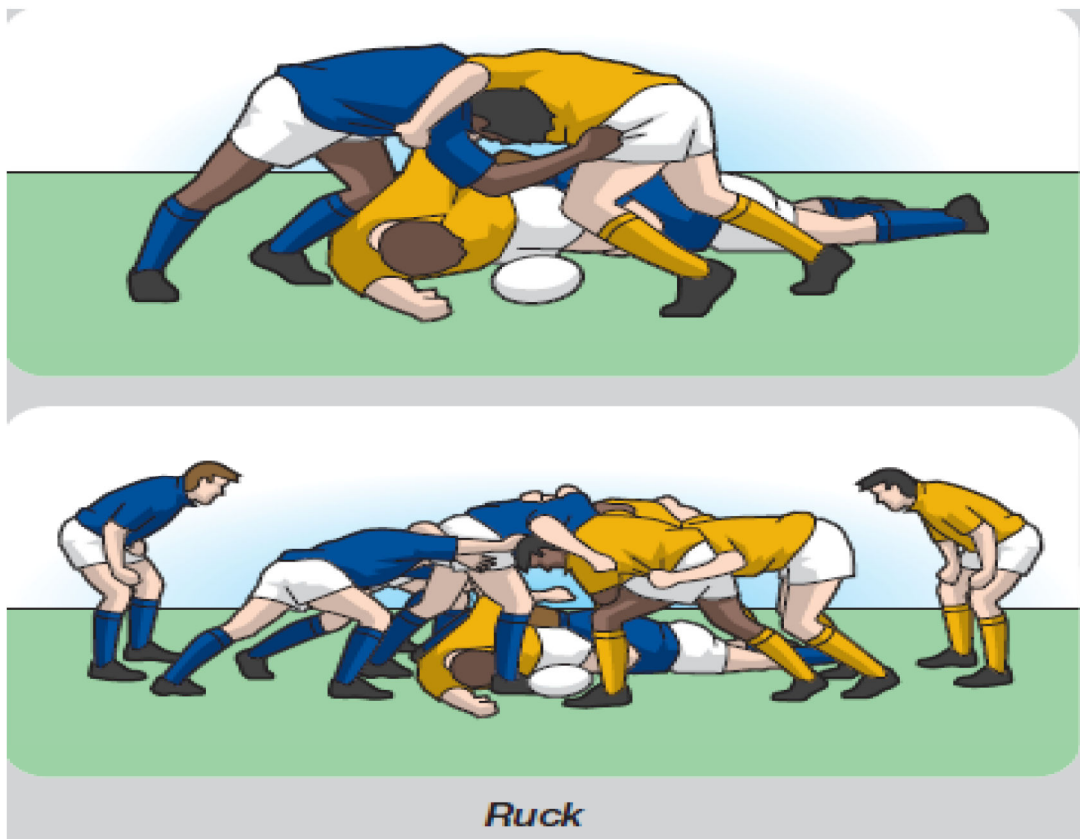
What is the desired Outcome?

To maintain and use possession of the ball when tackled to the ground.

How can a Mini Unit achieve this Outcome?

Key Task Checklist

1	Ball carrier falls correctly – protecting the ball and themselves
2	Ball carrier presents ball
3	Link player secures/protects ball by straddling.
4	Next support players arrive from behind the ball
5	Support players move into play running a line that is parallel to the touchline
6	Support players bend, bind and drive on either side of the player securing the ball, parallel to the touchline
7	Drive forward as a bound unit while delivering the ball



Unit

Rugby Skills

- Lineout
- Scrum
- Restarts
- Backline Attack

Unit Skills – Lineout

What is the desired Outcome?

To obtain controlled possession of the ball.

How can a Unit achieve this Outcome?

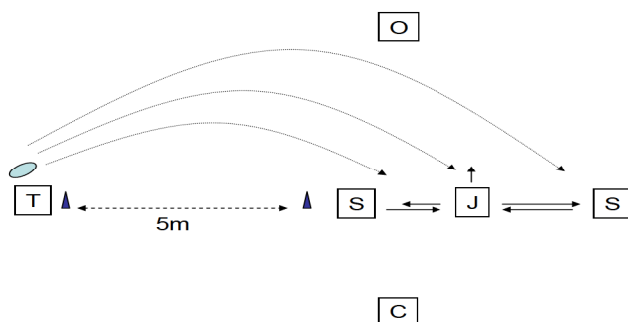
Key Task Checklist

1	Correct formation
2	Accurate throw
3	Good jump
4	Catch
5	Land in a stable position
6	Bind/support
7	Secure possession
8	Deliver or drive forward

Look for the Key Tasks when players are performing reduced activities (“Drills”) like this.

Drill 1:

Introduce supports (on landing only – law application to Age Grade)
 Progress to moving forward & backwards to jump
 Rotate positions.



Unit Skills – Scrum

What is the desired Outcome?

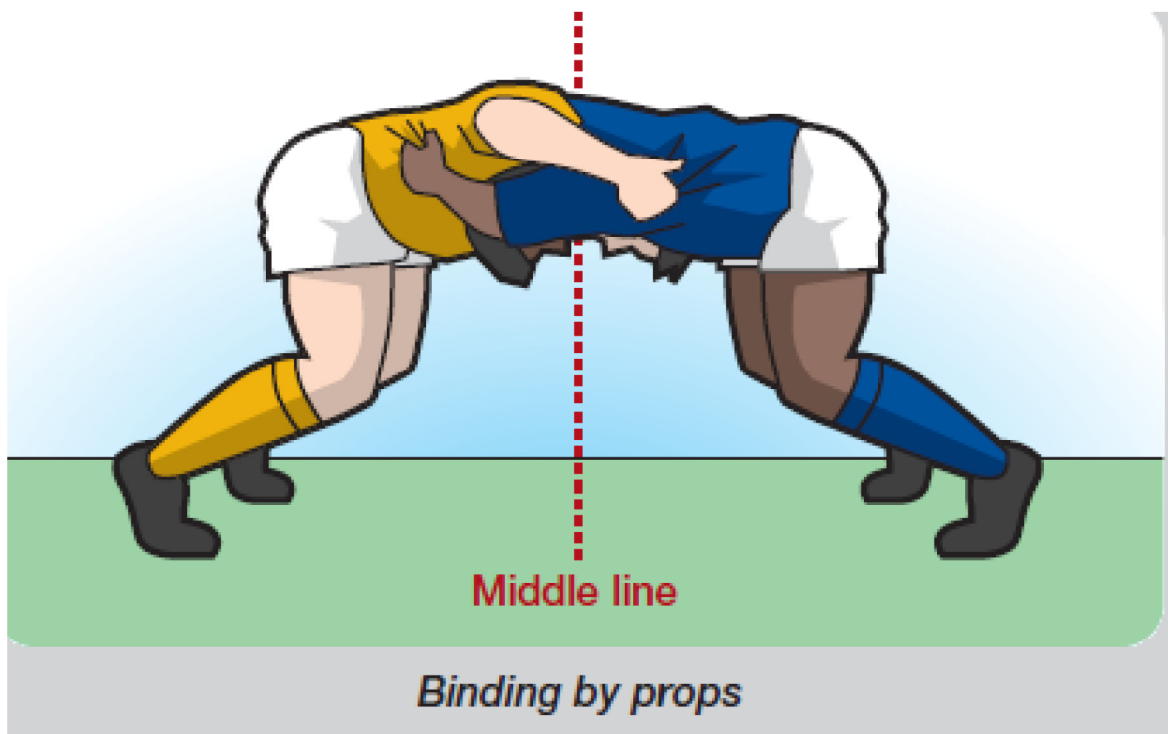
To deliver the ball to the scrumhalf.

How can a Unit achieve this Outcome?

Key Task Checklist

1	Binding up
2	Setting the scrum (safe body positions)
3	Engagement (sequence - "CROUCH – TOUCH – PAUSE – ENGAGE")
4	Put-in (straight)
5	Strike
6	Ball delivery

Example of Safe Body Position in Scrum formation:



Mini Unit Skills – Kick Restarts

What is the desired Outcome?

To gain/regain possession of the ball.

How can a Mini Unit achieve this Outcome?

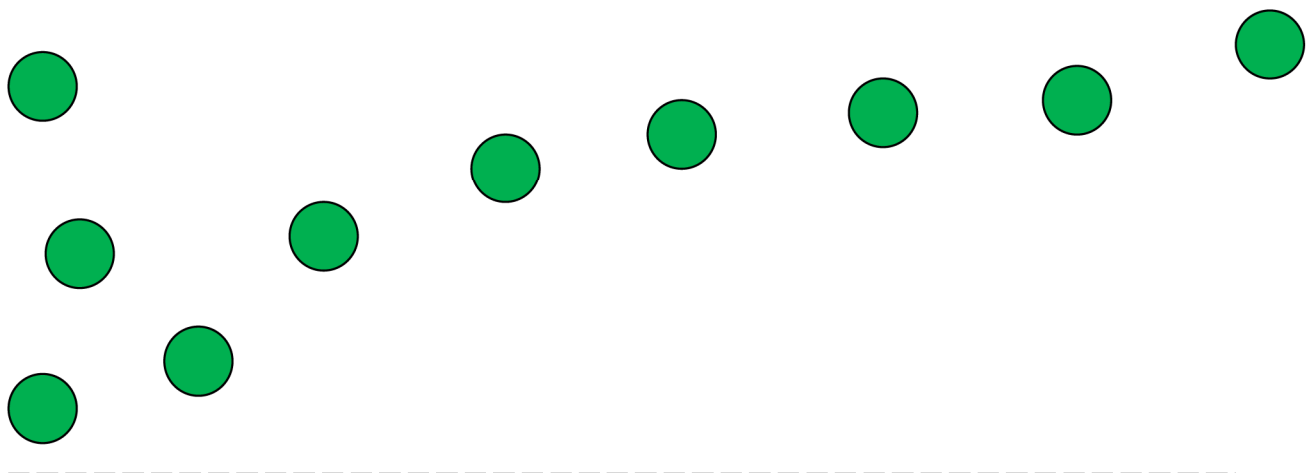
Key Task Checklist

The Kicking Team

1	Correct formation
2	Kicked high enough to allow chasing team to contest the ball
3	Run to catch or deflect the ball
	OR
4	Position to recover deflected ball
5	Secure/bind and protect the ball

The Receiving Team

1	Correct formation
2	Moved into the ball to catch it
3	Catch or deflect the ball
	OR
4	Position to recover deflected ball
5	Secure/bind and protect the ball



Unit Skills – Backline Attack

What is the desired Outcome?

To attack Space in the opposition’s back-line.

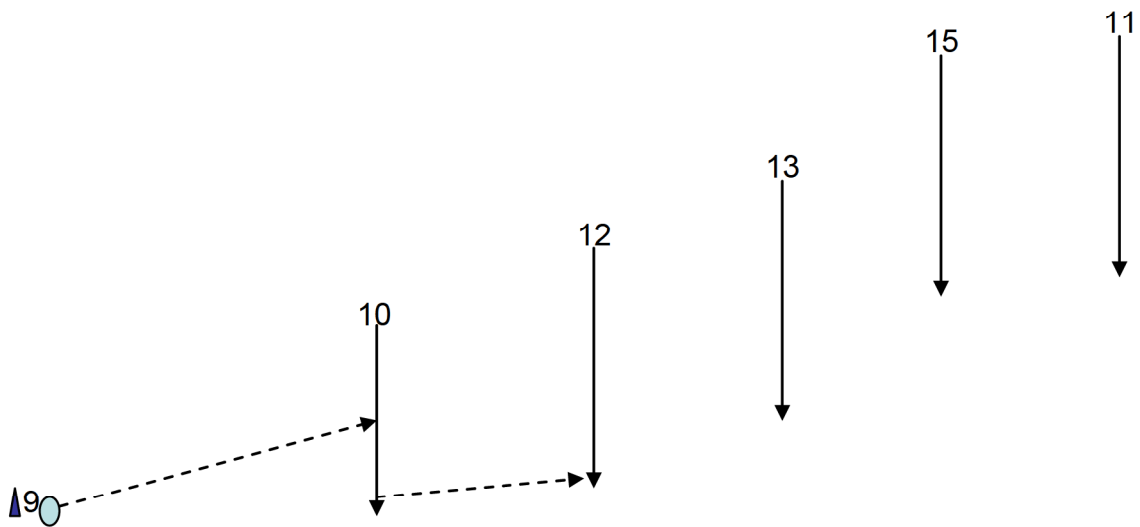
How can a Unit achieve this Outcome?

Key Task Checklist

1	Positioning - Adequate depth and width
2	Effective angles of running – Avoid drifting across
3	Appropriate speed of running
4	Timing and Accuracy of passing
5	Penetrate Space with an un-marked player or by beating a defender.

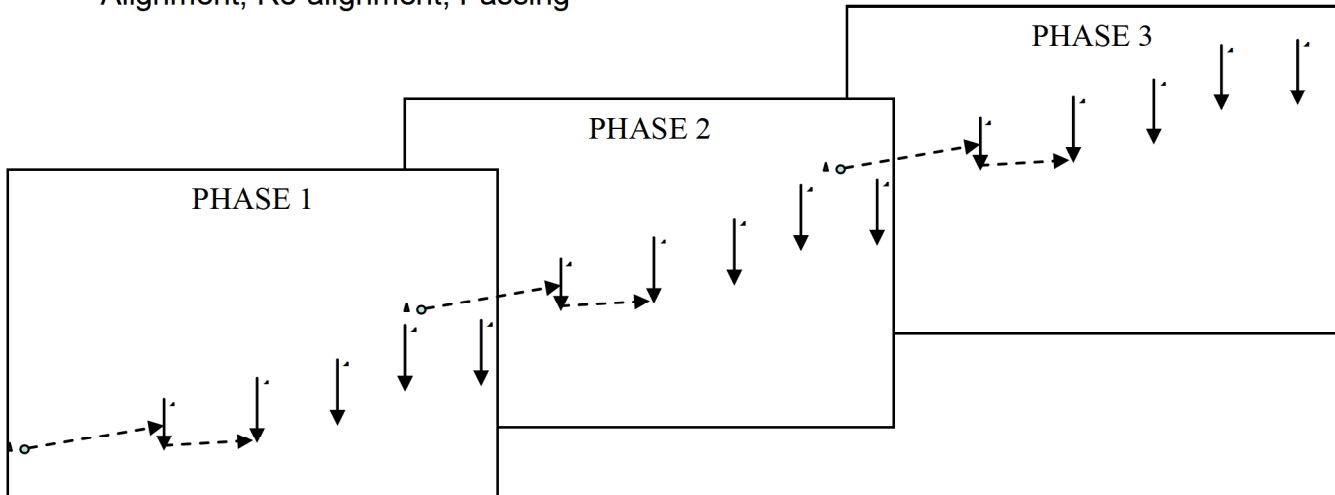
Look for the Key Tasks when players are performing reduced activities (“Drills”) like this.

Drill 1:
Alignment, Running, Passing - (The Gain Line)
Rotate Positions



Drill 2:

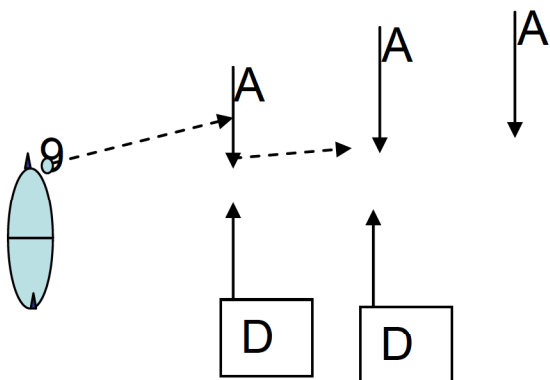
Alignment, Re-alignment, Passing



Coach calls "Tackle!" – Player with ball places it for Scrum-Half and all players re-align outside the ball awaiting next attack. (3 Phases)

Drill 3:

3 v 2 - Defenders leave a space – Attackers call where the space is and Attack it.



Team Play

Playing the Game
(Coaching Interventions)

Team Play – Playing the Game

What is the desired Outcome?

To collectively identify and select the best Attack and Defence opportunities in Open Play

How can a Unit achieve this Outcome?

“General Movement” definition:

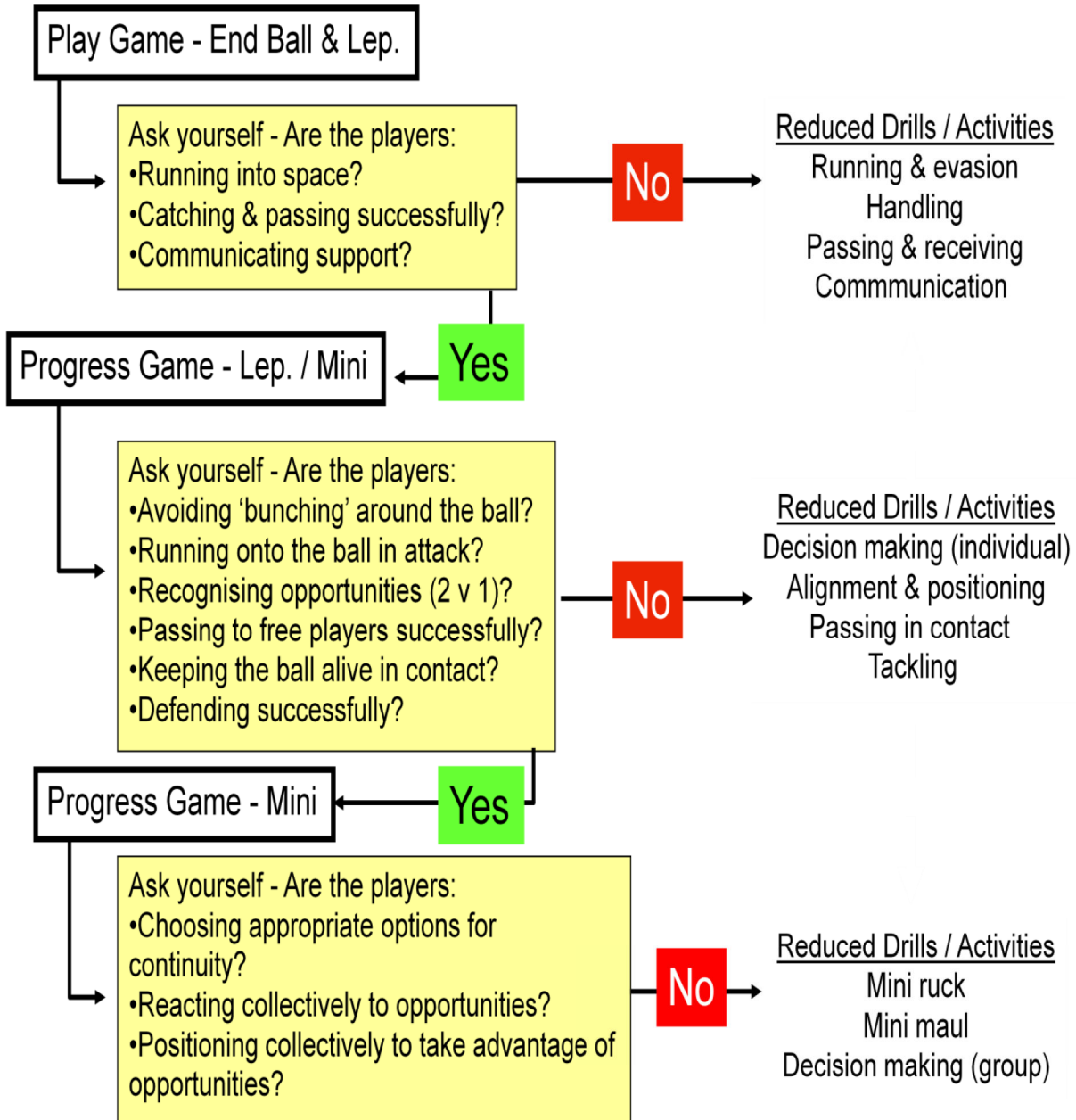
The movement, positioning & repositioning of players (with & without the ball) in 'open' play, with the intention of creating and utilising space and/or numbers in attack & defence.

Key Task Checklist

1	Positioning to exploit space and/or advantage of numbers
2	Identify & communicate 'best advantage'
3	Go forward to apply pressure and threaten the opposition
4	React appropriately to penetrate 1 st line defence (or to maintain defensive line)
5	Provide support to ball carrier/tackler in order to maintain momentum of attack/defence

Team Skills – “General Movement”

Flow-chart for Coaches



Refereeing Mini Rugby

**Illustrations thanks to International Rugby Board Law Book*

Refereeing Mini Rugby - Introduction



Welcome to refereeing and to the Mini Rugby Referees Course.

The Course is provided for coaches attending the IRFU Mini Rugby Coaching course who will often act as referees in the course of their work with Mini rugby players; either in training sessions, friendly matches or Festivals/Events.

The main aim of the Mini Refereeing Course is to give coaches a good understanding of the main priority areas of the Mini game with a strong emphasis on Safety and the Enjoyment of the players.

It is designed to explain and simplify the Laws of the Game and to focus on their practical application.

We hope that you enjoy this course and that you benefit from it.

IRFU Referee Development Department
IRFU Coach Development Department

Refereeing Mini Rugby – Referee Principles

The Coach is the Ref

Safety

Fairness

Laws of Mini Rugby

Consistency

Materiality

Refereeing Mini Rugby – The Principle of Materiality

**Always Remember:
You should only penalise an offence if
the Offending Team gets
an Unfair Advantage from it.**

**However...
if the offence keeps recurring during
the game, the Ref/Coach should
intervene through penalising or
coaching.**

Refereeing Mini Rugby – Communication

VOICE PROJECTION

WHISTLE TONE

Confident BODY LANGUAGE

KNOW BASIC REFEREE SIGNALS

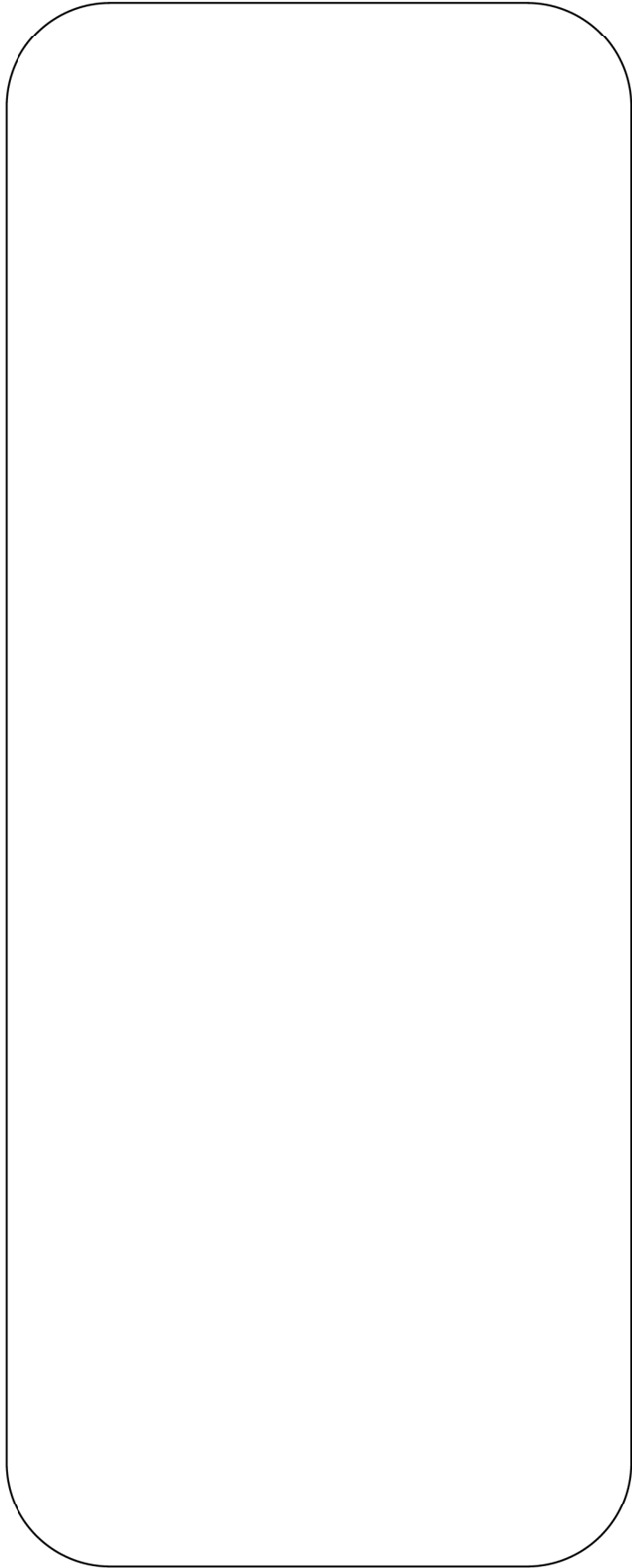
'COACH' BOTH TEAMS while refereeing

Refereeing Mini Rugby – “Playing Advantage”

**Advantage (definition):
Allowing one team to continue play even though
the other team has committed an offence.**

Guidelines:

- Loudly call “Advantage!” when you think it applies.
- Advantage may be TERRITORIAL (resulting in better pitch position) or TACTICAL (resulting in better attacking opportunity).
- IF you feel NO REAL advantage has materialised, then whistle and call back to the place of the original offence.
- Playing Advantage should never Put Players In Danger.
- Not For Persistent or Serious Offences (foul play).



Refereeing Mini Rugby – The Tackle

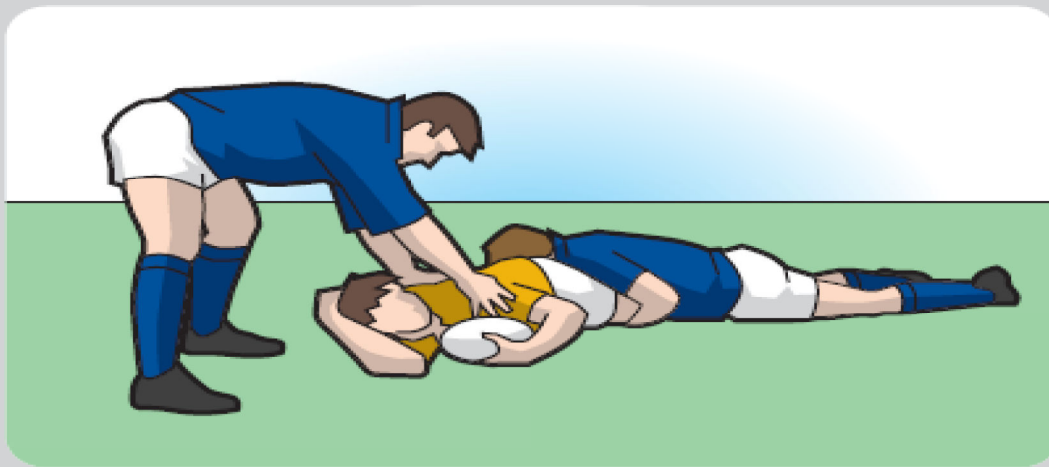
DEFINITIONS

A tackle occurs when the ball carrier is held by one or more opponents and is brought to ground.

A ball carrier who is not held is not a tackled player and a tackle has not taken place.

Opposition players who hold the ball carrier and bring that player to ground, and who also go to ground, are known as tacklers.

Opposition players who hold the ball carrier and do not go to ground are not tacklers.



Tackle

When a Tackle occurs, look for.....

What the Tackler must do?

Release the ball carrier and move away.
(Ref calls loudly to encourage this)

What all Arriving Players must do?

- Stay on their feet.
- Approach the tackle “through the gate”.

What Ball Carrier / Tackled Player must do?

Play or place the ball immediately.

REMEMBER: 1. “T.A.B.” (Tackler, Arriving Players, Ball Carrier)
2. Voice Projection – be proactive and ready to whistle early if it seems unsafe.

Refereeing Mini Rugby – The Ruck

DEFINITIONS

A ruck is a phase of play where one or more players from each team, who are on their feet, in physical contact, close around the ball on the ground. Open play has ended.

Players are rucking when they are in a ruck and using their feet to try to win or keep possession of the ball, without being guilty of foul play.



Ruck

When a Ruck occurs, look for.....

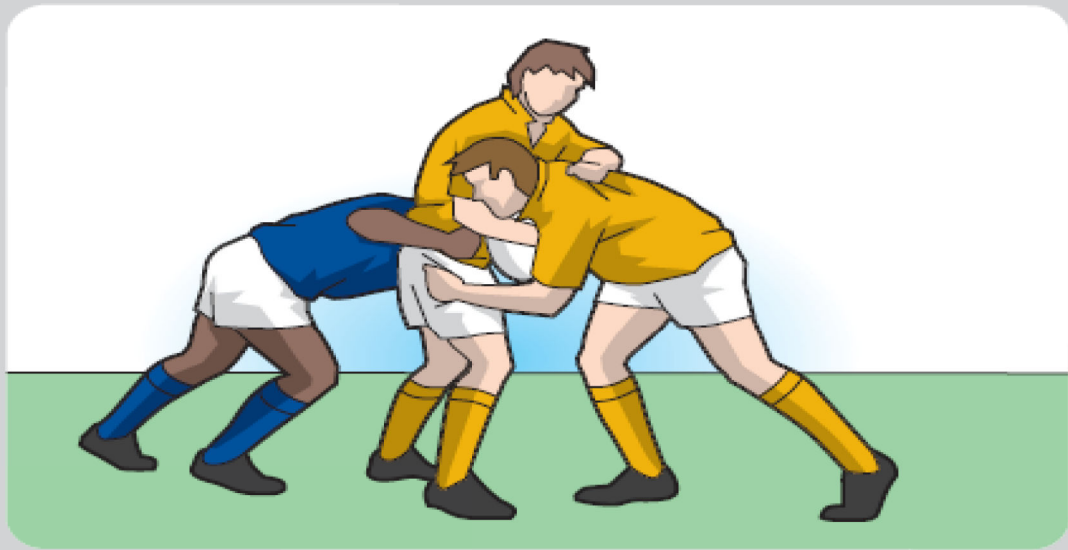
- Get to the breakdown early and locate the ball.
- Apply Tackle guidelines to Ruck formation.
- Penalise players who deliberately make the ball unplayable.
- If it looks unsafe then be prepared to blow the whistle early to stop play.
- Keep players onside – Communicate this clearly.

The 5 seconds “Use it or Lose it” rule applies. Referee/Coach should count down “5,4,3,2,1” from moment Ruck is formed.

Refereeing Mini Rugby – The Maul

DEFINITIONS

A maul begins when a player carrying the ball is held by one or more opponents, and one or more of the ball carrier's team mates bind on the ball carrier. A maul therefore consists, when it begins, of at least three players, all on their feet; the ball carrier and one player from each team. All the players involved must be caught in or bound to the maul and must be on their feet and moving towards a goal line. Open play has ended.



Maul

When a Maul occurs, look for.....

- Get to the contact area early and locate the ball.
- Once Maul is formed, ensure players stay on their feet.
- Ensure Arriving players join the Maul from behind the hindmost foot of their own players.
- Keep all players on-side.
- If the maul is Static – encourage ‘use it or lose it’.
(or it becomes unplayable and the defending team gets a scrum)

The 5 seconds “Use it or Lose it” rule applies. Referee/Coach should count down “5,4,3,2,1” from moment Maul is formed.

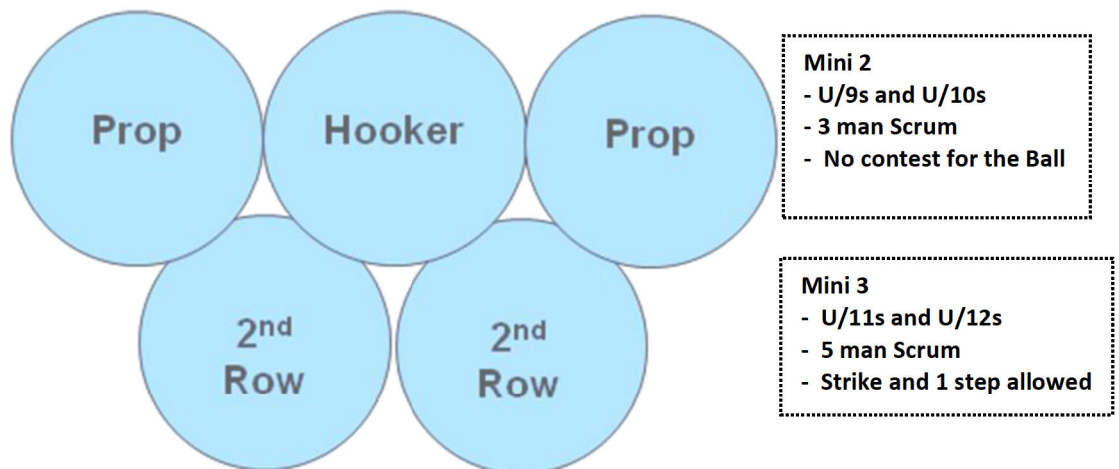
Refereeing Mini Rugby – The Scrum

What is a Scrum?

A Scrum is a way of re-starting the Game safely and fairly after a minor infringement or stoppage.

A Scrum may be awarded if the opposition....

- drop the ball forward or “knock on”.
- pass the ball forwards.
- are Offside....but remember to “Play Advantage”!



Refereeing Mini Rugby – Scrum Engagement Sequence

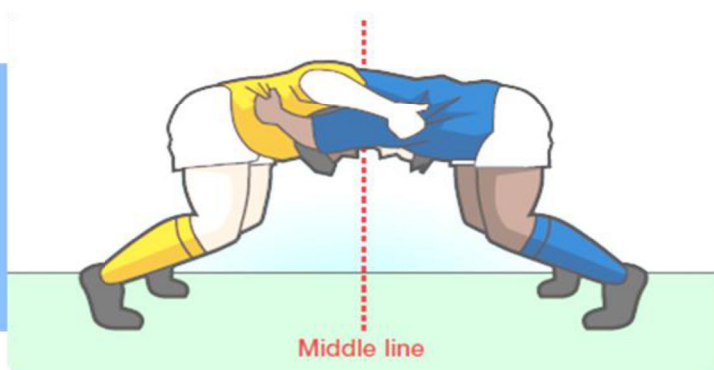
You must clearly say...

1. “Crouch”
2. “Touch”
3. “Pause”
4. “Engage”

Look for Safe and Stable body positions from Front Row players and a controlled Engagement.

Safe Scrum Position:

- Back Straight
- Head “Up”
- Hips below Shoulders
- Knees bent
- Both feet on Ground
- Secure Bind



- Ensure front rows are close enough to engage safely so that the scrum stays up.
- Head & Shoulders should be above hips throughout.
- Check that Front rows are bound (& Second rows engaged at Mini 3).
- Ensure Ball is available prior to the engagement.
- Ensure Binding of props on opponents is correct - Props parallel to the touch line.
- Charging, driving, pulling or deliberately destabilising the scrum must not be tolerated

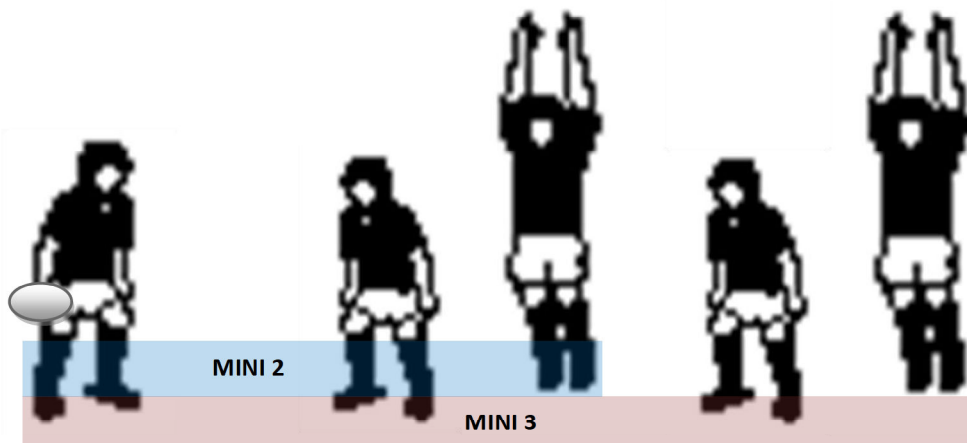
Refereeing Mini Rugby – The Lineout

What is a Lineout?

A Lineout is a way of re-starting the Game safely and fairly after the ball has become unplayable by crossing the touch-lines.

There are various modifications to the Lineout Laws and Regulations to ensure the Safest experience possible for young players.

(see IRFU Mini Rugby Regulations for details).



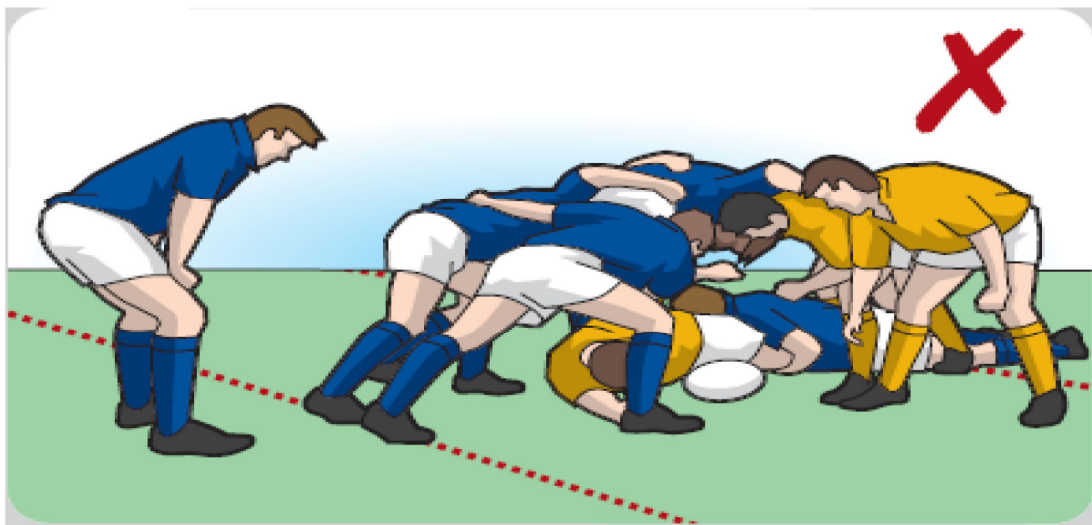
- Set and maintain the Gap (1m)
- Check the Formation – positioning of players must conform to Laws/Regulations.
- Position towards the front of the lineout and on the attacking side -
(except for 5m lineouts when positioning on the defensive side may allow better view of the try line).

Refereeing Mini Rugby – Offside

What is Offside?

In general play, a player is offside if the player is in front of a team-mate who is carrying the ball, or in front of a team-mate who last played the ball.

Offside at Rucks and Mauls?



At a ruck or maul, the offside line runs through the hindmost foot of the player of the same team. The player in the yellow jersey on the right hand side is offside.

- Prevent it where possible - clear communication.
- Offside In Open Play?
Good rule of thumb is “the ball is the offside line”.
 - Watch for players in front of the ball carrier
 - Watch for players in front of player who last played / kicked the ball
- Offside at the Breakdown?
 - Watch for players standing beyond “the hindmost foot”

ALWAYS REMEMBER – Principle of Materiality

Refereeing Mini Rugby – Foul Play and Discipline

- There are no Yellow or Red cards in Mini Rugby.
- Deal with Foul Play Quickly and Firmly.
- Ensure the Player understands why he/she has been cautioned.
- If there is any violent conduct or other serious offence (e.g intimidation or racist abuse), advise coach to remove player before compulsory substitution has to be made.

General Guidelines:

- Coaches should encourage Fair Play at all times.
- Coaches should respect and support Referee decisions.
- Referees should “coach” during the game to emphasise Safety and the Laws





REFEREE SIGNALS

Referee signals



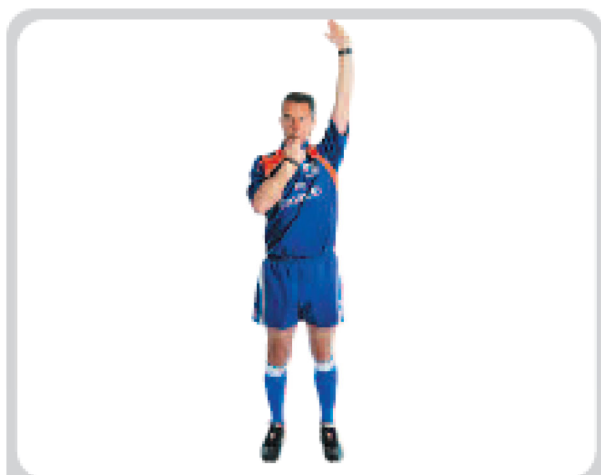
1. Penalty Kick

Shoulders parallel with touchline. Arm angled up, pointing towards non-offending team.



2. Free Kick

Shoulders parallel with touchline. Arm bent square at elbow, upper arm pointing towards non-offending team.



3. Try and Penalty Try

Referee's back to dead ball line. Arm raised vertically.



4. Advantage

Arm outstretched, waist high, towards non-offending team, for a period of approximately five seconds.

Referee signals



5. Scrum awarded

Shoulders parallel with touch-line. Arm horizontal pointing towards team to throw in the ball.



6. Forming a scrum

Elbows bent, hands above head fingers touching.



7. Throw forward / forward pass

Hands gesture as if passing an imaginary ball forward.



8. Knock on

Arm out-stretched with open hand above head, and moves backwards and forwards.

Referee signals



9. Not releasing ball immediately in the tackle

Both hands are close to the chest, as if holding an imaginary ball.



10. Tackler not releasing tackled player

Arms brought together as if grasping a player and then opening as if releasing a player.



11. Tackler or tackled player not rolling away

A circular movement with the finger and arm moving away from the body.



12. Entering tackle from wrong direction

Arm held horizontal then sweep of the arm in a semi-circle.

Referee signals



13. Intentionally falling over on a player

Curved arm makes gesture to imitate action of falling player. Signal is made in direction in which offending player fell.



14. Diving to ground near tackle

Straight arm gesture, pointing downwards to imitate diving action.



15. Unplayable ball in ruck or tackle

Award of scrum to team moving forward at time of stoppage. Shoulders parallel with the touch-line, arm horizontal pointing towards the team to throw in the ball, then pointing the arm and hand towards the other team's goal line whilst moving it backwards and forwards.



16. Unplayable ball in maul

Arm out to award scrummage to side not in possession at maul commencement. Other arm out as if signalling advantage and then swing it across body with hand ending on opposite shoulder.

IRFU Mini Rugby Regulations 2012-2015



IRFU

Fostering and Developing Young Players



**IRFU Age Grade Rugby
Mini and Leprechaun Rugby (LTPD Stage 1) - “Growing from 6 to 6 Nations”**

Mini and Leprechaun Rugby Mission Statement

“The ethos of Mini and Leprechaun Rugby is to foster and develop young players (boys & girls) of all ability in the game of rugby in a safe, ***non-competition**, enjoyable environment through activities which ensure progressive skill development for all participants in line with the IRFU LTPD (Long Term Player Development) pathway, Child Welfare Policy and Traditions of Rugby Union”

*** non-competition meaning no Leagues/Cups and Blitzes and/or events resulting in play-off matches or finals.**

Child Welfare

All volunteers involved with Mini Rugby (in any capacity) must read the IRFU Child Welfare Policy Document and sign the Declaration of Intent. The signed copy of the Declaration must be handed to the Club Child Welfare Officer/ School Games Master for record-keeping in the club or school. Clubs/ Schools are responsible to ensure that all their volunteers involved in age grade rugby adhere to all aspects of the IRFU policy on Child Welfare.

Code of Conduct

All participants in Mini Rugby are to adhere to all aspects of the IRFU Code of Conduct for Players/ Coaches/ Parents/ Spectators and Referees

Fixtures

Competitions (meaning Leagues/ cups & Blitzes ending with play-off matches or finals) **are not allowed** and Festivals / Events must be arranged according to the National Festival Day format. These must be registered with the respective Branch prior to taking place and all Festivals/Events including matches involving teams from other Unions, must adhere to the IRFU Mini and Leprechaun Rugby regulations.

Eligibility

Mini Rugby is a participation sport - any boy or girl registered with a club and/or school may take part.

Date of eligibility for participants is that which is approved by the IRFU Domestic Game Committee (currently, the 1st January). Where Mini and Leprechaun rugby are part of the school curriculum, eligibility is based the year/ class the player is in.

Leprechaun Rugby U7

Mini Rugby U8/ U9/ U10/ U11 and U12

Registration

It is the responsibility of Clubs/ Schools to ensure all their players are properly registered with the Club/ School, Branch and IRFU.

Correspondence

Any correspondence from a club, school or individual regarding Mini Rugby, must be directed to the Branch Mini Rugby Committee.

Maximum playing time

Consideration must be given to clubs/teams with small numbers and or no reserves to prevent/avoid exhaustion and or the risk of injuries.

Date of eligibility categories from 2011/2012 season onwards

Age Groups	Season 2011/2012 Born in:	Season 2012/2013 Born in:	Season 2013/2014 Born in:	Season 2014/2015 Born in:
Under 7	2005	2006	2007	2008
Under 8	2004	2005	2006	2007
Under 9	2003	2004	2005	2006
Under 10	2002	2003	2004	2005
Under 11	2001	2002	2003	2004
Under 12	2000	2001	2002	2003
Under 13	1999	2000	2001	2002
Under 14	1998	1999	2000	2001
Under 15	1997	1998	1999	2000
Under 16	1996	1997	1998	1999
Under 17	1995	1996	1997	1998
Under 18	1994	1995	1996	1997
Under 19	1993	1994	1995	1996

Regulations and Laws regarding Mini Rugby

Due to variations in the physical, mental, social and emotional developments of young children, **players under the age of 7 are not allowed to play full contact** games. Children in this age group should be introduced to Rugby Union through the non-contact game of Leprechaun Rugby.

Mini and Leprechaun Rugby have been broken down into distinct stages which progressively introduce and develop the fundamental skills of Rugby Union.

Regulation	IRFU Long Term Player Development - STAGE 1					
	Leprechaun	MINI 1	MINI 2	MINI 3	Notes	
Age group(s) Age on 1 st January	U 7s	U 8's	U9 /U10	U11/U12		
Ball size	3	3	3	4	Must be adhered to.	
Maximum time per half – single match.	15 min	15 min	15 min	20 min	No injury or extra time allowed	
Maximum time per half – Festivals/Events	7 min	7 min	7 min	7 min	No injury or extra time allowed	
Maximum time a squad/ team is allowed to play per day/ event	60 min.	70 min.	70 min.	70 min.	No injury or extra time allowed	
Minimum time allowed for half time	1 min	1 min	1min	1 min		
Max no of players per team	8 Recommended	8	8	10	Equal numbers on both teams – emphasis on participation & enjoyment.	
No of forwards	N/A	N/A	3	5		
No of backs	N/A	N/A	5	5		
Safety zone between pitches	6 m	6 m	6 m	6 m		

IRFU Long Term Player Development - STAGE 1					
Regulation	Leprechaun	MINI 1	MINI 2	MINI 3	Notes
Tackle height	Touch on shorts or pull tag	Below waist	Below waist	Below waist	Dangerous Tackles (e.g. High / Swinging / Dump tackle) to be penalised immediately & player warned.
Hand off	Not Allowed	Not Allowed	Not Allowed	Below shoulder	Players should be encouraged to carry the ball in two hands.
Time allowed for rucks & mauls	N/A	The 5 seconds "Use it or Lose it" rule applies. This starts from the moment ruck/maul is formed. It is illegal to collapse a maul.			Referee/Coach should count down "5,4,3,2,1" from moment ruck/maul is formed.
No of players per team allowed in rucks & mauls	N/A	3	3	5	
Kicking in Play	No	No	No	Defence zone only	
Start match	Pass-Off : Must be off the ground and after the referee's whistle				
Method of scoring	Try	Try	Try	Try	No Conversion Kicks
Line out	No	No	3 Players (inc. Thrower)	5 Players (inc. Thrower)	All "forwards" must be involved in lineup. No lifting allowed.
Scrum	No	No	3 Players No contest	5 Players Strike & 1 step allowed	Players must stay bound until scrum is over.

- No limit on number of players to play in club days or events – emphasis on enjoyment and participation for all.
- For safety reasons players should play within their own age group and may not play for a lower age group.
- Leprechaun Rugby and Mini 1 – one coach per team allowed on the pitch, coach must stay behind players

Start of Match and/or Restarts

MINI 1 & MINI 2

All starts and restarts are by pass-off (from the ground) and must be after the referee's whistle. The opposition must retire 10m from the ball and can only move once the scrum half/passers pass the ball. The first receiver must start no more than 2m back from the scrum half/passers.

At the start of both halves and after a try, the pass-off from the centre of the pitch will be used to restart the game.

MINI 3

Starts - Drop Kick on Half Way and must be after the referee's whistle.

In dead ball situations the restarts must take place 10m from try-line (kicking zone).

Penalties – No quick tap penalties allowed

MINI 1 & MINI 2

Penalties are taken by a pass-off (from the ground) and after the whistle, the opposition being 10m back from the mark (or behind the goal line). Penalties must be taken through the mark. To play the ball, it must be first tapped with the foot before being passed off the ground. The first receiver must start no more than 2m back from the scrum half/passers.

MINI 3

Penalties must be taken through the mark designated by the referee. A scrum to be awarded to the opposition if persistently done incorrectly.

Opposition must be 10 m back or behind the goal line. To play the ball, it must be first tapped with the foot before being passed off the ground. The first receiver must start no more than 2m back from the scrum half/passers.

Penalties inside the Kicking Zone : The DEFENDING team awarded the penalty may kick directly to touch and are awarded throw in.

Kicking

MINI 1 & MINI 2

Not allowed

MINI 3

It is not permitted to kick the ball outside the "Kicking Zone" (10m from own goal line). If the offence is unintentional, a scrum is awarded to the opposition and if intentional, a penalty is awarded to the opposition.

Pass back into Kicking Zone rule (as per 15-a-side) to apply.

Players in front of the kicker must be brought outside before they can take part in play.

Hand Off

MINI 1 & MINI 2: Not allowed

MINI 3: Hand Off only allowed Below the Shoulder. Penalty awarded if Hand Off is to the face or neck.

Scrum

MINI 2: (3 players)

1. All players stay bound until ball has emerged.
2. No push or contesting allowed, ball must be put in straight.
3. Opposition scrum half behind his forwards – no follow around allowed.
4. Scrum is over when ball is in the hands of the attacking scrum half.
5. Scrum half must pass the ball – no break allowed.
6. Both back lines 5m back from scrum.
7. Always 10m from touch line and 5m from goal line.

MINI 3: (5 players)

1. All players stay bound until ball has emerged.
2. Scrum may not move further than 1 step from the mid-point of original scrum. Only strike can be contested (hooker y hooker).
3. Scrum half to feed the ball into the scrum with two hands and straight.
4. No forward allowed to pick up the ball from the scrum.
5. Opposition scrum half behind his 2nd Rows – no follow around allowed.
6. Both back lines 5m back from scrum.
7. Always 10m from touchline and 5m from goal line.
8. Scrum is over when referee calls “scrum over” or when the ball is in the hands of the scrum half who may break.

Line out - No Lifting or Quick throw allowed

MINI 2: (3 players including the Thrower)

1. Line out 2m from touch line.
2. No contest.
3. Ball must be caught and delivered to scrum-half - Line out is over when the scrum half passes the ball.
4. Both hookers/throwers must be at the front of the line-out and both scrum halves behind their forwards.
5. Scrum halves must pass the ball. No break allowed.
6. Both back lines 5m back from Lineout.
7. Ball must be thrown straight into the line-out – no over throw.
8. No catch and drive allowed.

MINI 3: (5 players including the Thrower)

1. Line out 2m from touch line.
2. The ball may be contested.
3. A space of one metre (arm's length) between all players in the line-out
4. Both hookers/throwers must be at the front of the line-out and both scrum halves behind their forwards.
5. Both back lines 5m back from Lineout.
6. Ball must be thrown straight into the line-out – no over throw.
7. Line out is over when the scrum half passes the ball/ makes a break or when team catching the ball catches & drives (5 seconds "Use it or Lose it" in driving maul to apply).

Rucks and mauls

Referee/Coach should count down "5,4,3,2,1" from moment ruck/maul is formed.
The "Use it or Lose it" rule should be strictly applied.

It is **ILLEGAL to COLLAPSE** a Maul.

Players joining a Ruck or Maul must do so in a safe and legal manner, **e.g no shoulder-charging, diving off feet etc.**

Discipline

No sending off in Mini Rugby only compulsory substitutions to ensure same numbers on the pitch at all times.

Dangerous Tackles: High /Swing and Dump Tackles

Player to receive 1 (one) verbal warning from the referee. If the player offends again, compulsory substitution to be made by coach on request by the referee. Player is allowed to participate in next match/ rest of the day's event unless there is a repeat of the offence.

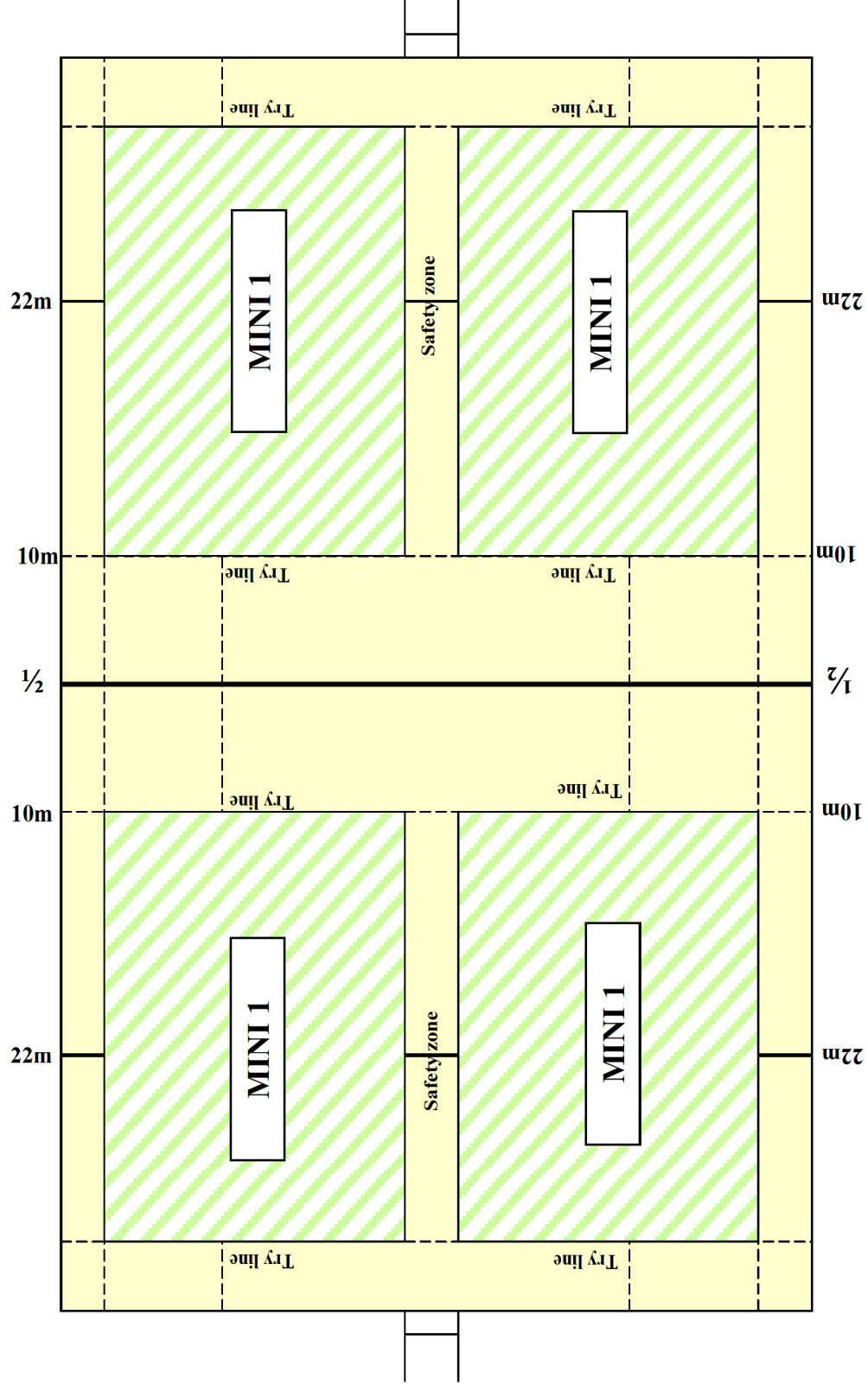
Punching/ Kicking of an opponent

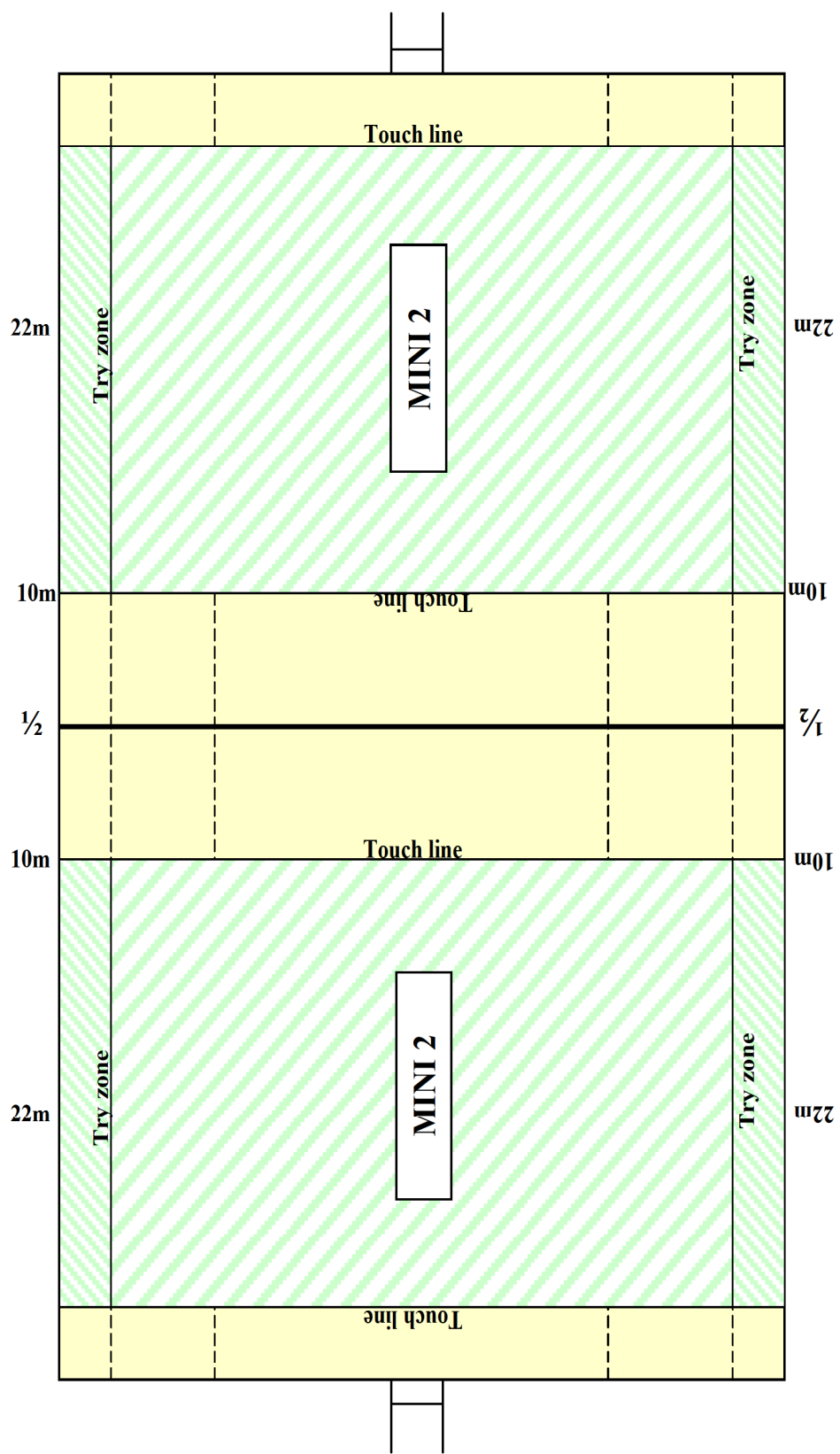
No verbal warning – immediate compulsory substitution and the player is not allowed to participate in next match or rest of the day's event

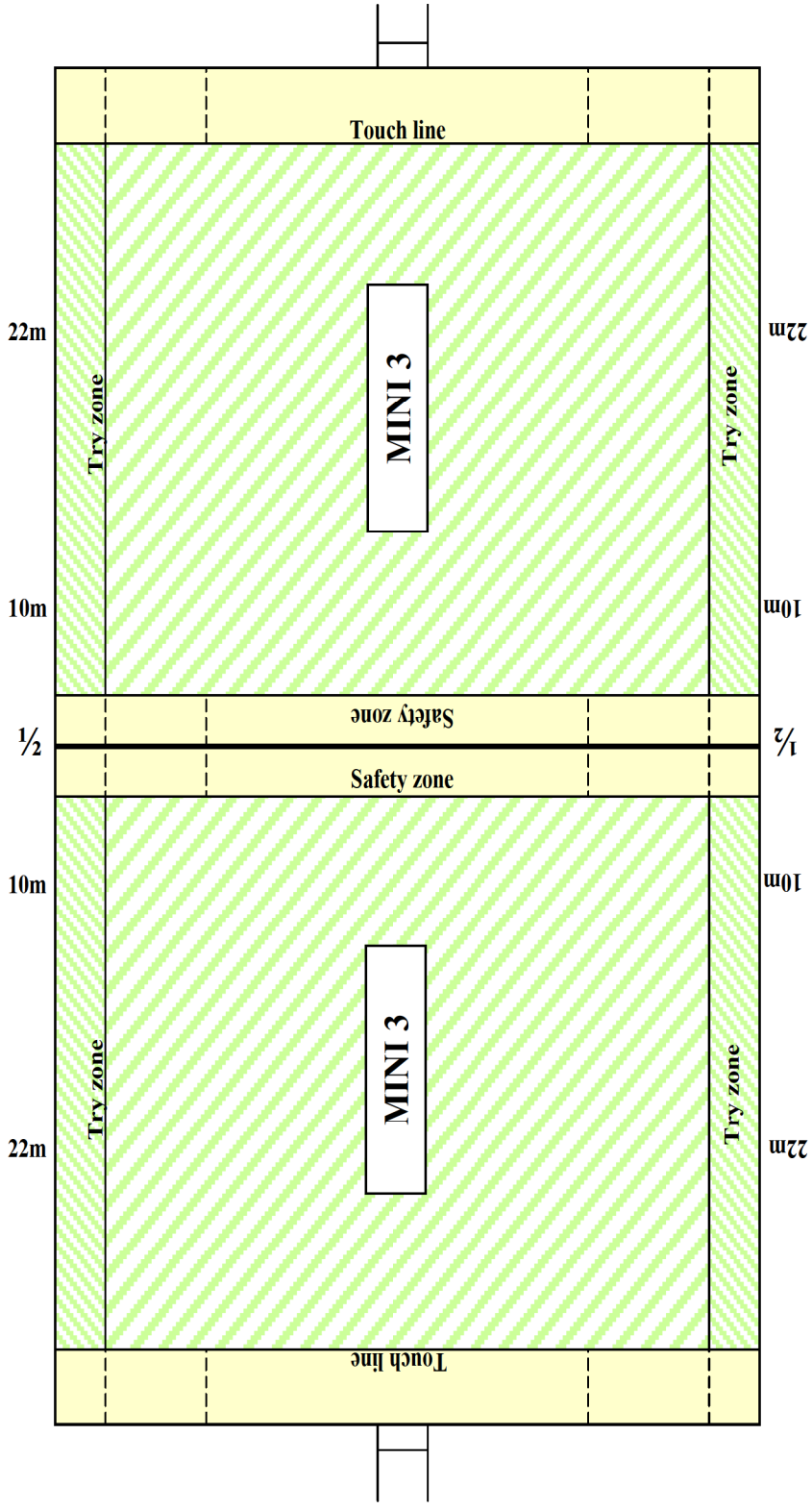
Squeeze ball and Bridging

Not Allowed

Pitch Size regulations: (diagrams below)







Leprechaun Rugby

Leprechaun Rugby has been developed to introduce the Game of Rugby Union to young players new to the Game. The non-tackling and soft contact nature of Leprechaun Rugby contains all the running and handling skills of Rugby Union. It is a game, which is designed to be FUN

Number of players

Can vary from 4-a-side to 8-a-side and or 10-a-side games and the emphasis is on the introduction of the skills, inclusion of all participants; safety and enjoyment.

Playing area

Depends on the number of participants and vary from 10m x 20m to 30m x 40m and or 50m x 70m.

Duration of games

Depends on the time available and can vary from 5 min. each way to 10 min. or 15 min. each way. Young players (beginners) playing non-contact rugby can only play a maximum amount 30 min. of rugby per day.

Start of play

The game starts by a pass-off with the referee indicating the mark. The opposition must be 5 to 10 m away depending on the size of the playing area and the size of the teams.

Attacking team

The attacking team carries the ball downfield, running, passing (or handling) back to score try by placing the ball over or behind the opposition goal line. The ball can only be transferred to a player behind the ball carrier. No forward (handling) or passing allowed.

Defending team

The defending team attempts to halt the running progress of the attacking team by tagging the ball carrier.

Tagging and ball take

To tag a player must contact the ball carrier with two hands (one on each side of the hips). The ball carrier must then (immediately) pass backwards within a maximum of 3 steps. Any attempt to deliberately gain territory without trying to pass, will result in loss of possession.

OR

If the ball carrier can't see anyone to pass to he/she should (immediately) stop, turn and present the ball immediately to a support player. The support player must then take the ball and pass to another player without running.

Off-side

Applies only to the pass-off and the ball take.

Gaining possession

The defending team can gain possession as follows:

Intercepting the ball

An opposition pass can be intercepted.

Gathering a dropped ball

If the attacking team drops or throws the ball to the ground, the defending team can pick up the ball and play on.

Knock on

If the attacking team knocks the ball on (dropping a pass forward) the defending team will restart with pass-off.

Forward pass

Forward passes are not allowed and a pass-off is awarded to the non-offending team.

Ball in touch

If the ball or attacking player carrying the ball crosses the touchline, play is restarted by a pass-off awarded to the non-offending team.

Penalties

All penalties are taken with a pass-off. A player from the non-offending team taps the ball on the ground with his foot and then passes to a team mate. Opposing players must be 5 to 10 m back depending on the size of the team and or the pitch.

Reasons for penalties

- Ball carrier hands-off a player.
- Interference by a defending player not allowing a transfer, pass or ball take immediately after a tag.
- Ball carrier makes further ground after a tag without passing, transfer or ball take.
- A defending player takes the ball from the ball carrier.
- Deliberate obstruction of an opponent.
- A defending player is offside.
- In all instances the opposition must be 5 to 10m backs depending on the size of the teams or the pitch.

Code of Conduct for Players – Adopted from the IRFU Child Welfare Policy Document

1. Play for enjoyment and become part of the rugby family.
2. Respect the “Game of Rugby” and play within the Laws of the Game.
3. Accept the referee’s decision and let your captain or coach ask any relevant questions.
4. Play with control. Do not lose your temper.
5. Always do your best and be committed to the game, your team and your club.
6. Be a “good sport”. Applaud all good play whether by your team or the opposition.
7. Respect your opponent. Treat all players as you would like to be treated. Do not “bully” or take advantage of any player.
8. Rugby is a team sport and make sure you co-operate with your coach; team mates and members of your club.
9. Remember that the goals of the game are to have fun, improve your skills and feel good.
10. At the end of the match thank your opponents and the referee for the match.
11. Always remember that you owe a duty of care to your opponents. Tackle hard but fairly, do not intend to hurt your opponent.
12. Winning and losing is part of sport: Win with humility – lose with dignity.
13. As part of the team it is important that you attend training regularly and listen to your coach and help your team.
14. As a team sport it is important to understand that all members are important to the team!
15. Remember you are representing your team, club, family and the Game of Rugby.

Code of Conduct for Coaches - Adopted from the IRFU Child Welfare Policy Document

1. Remember that as a coach of an “age-grade team” you are acting “in loco parentis” and that you have a duty of care to all your players.
2. Lead by example - young people needs a coach they can respect as a Role Model.
3. Be generous with your praise and never ridicule or shout at players for making mistakes or losing a match.
4. Teach your players that the Laws of the Game are mutual agreements which no one should evade or break.
5. Ensure that you are appropriately qualified by gaining the relevant coaching accreditation for your particular level.
6. Be reasonable in your demands on the players’ time, energy and enthusiasm.
7. Encourage respect for all participants – team mates and opponents, as well as match officials.
8. Create a safe and enjoyable environment in which to train and play.
9. Always follow professional medical advice in determining when an injured player is ready to play again.
10. Develop policies for your club / team to agree procedures regarding discipline, injury prevention and treatment, team selection etc.
11. Be responsible and ensure you uphold the ethos of the game and the IRFU.
12. Support the IRFU Child Welfare Policy and all policies regarding Children in Sport.

Code of Conduct for Parents - Adopted from the IRFU Child Welfare Policy Document

1. Remember, young people play rugby for their enjoyment, not only yours.
2. Encourage your child always to play by the Laws of the Game.
3. Teach young children that honest endeavour is as important as winning, so that the result of each game is accepted without disappointment.
4. Help young people to work towards skill improvement and good sportsmanship.
5. Set a good example by applauding good play on both sides.
6. Never ridicule, humiliate or shout at young players for making a mistake or losing a match.
7. Do not place emphasis on winning at all costs.
8. Do not force an unwilling child to participate in the playing of rugby. If the child is to play, he/she will do so in good time through your encouragement.
9. Support all efforts to remove verbal and physical abuse from rugby.
10. As a spectator do not use profane language or harass referees, coaches or players.
11. Do not publicly question the referee's judgement and never their honesty.
12. Recognise the value and importance of volunteer referees and coaches.
13. Identify and acknowledge the good qualities of the Game of Rugby and uphold these values.
14. Remember you and your child's contribution to the Game of Rugby are very important to the IRFU and be proud of your contribution.
15. Understand the value of team sport and its importance.

Code of Conduct for Spectators - Adopted from the IRFU Child Welfare Policy Document

1. Remember that although young people play organised rugby they are not “miniature internationals”.
2. Be on your best behaviour and lead by example. Do not use profane language or harass referees, players or coaches.
3. Applaud good play by the visiting team as well as your own.
4. Show respect for your team’s opponents. Without them there would not be a match.
5. Condemn the use of violence in all forms at every opportunity.
6. Verbal abuse of players or referees cannot be accepted in any shape or form.
7. Players or referees are not fair targets for ignorant behaviour.
8. Encourage young players to play by the Laws of the Game.
9. Spectators can contribute to the enjoyment of the event and all involved.
10. Be proud of your club and the Game of Rugby.

Code of Conduct for Referees - Adopted from the IRFU Child Welfare Policy Document

1. Respect the rights, dignity and worth of every child and treat everyone equally, regardless of gender, disability, ethnic origin, religion, etc.
2. All referees (youth rugby -15-a-side) must be a member of their Branch Referees Association. Mini Rugby Referees to attend and complete mini rugby coaching course.
3. Act as a role model and promote the positive aspects of rugby and maintain the highest standards of personal conduct.
4. Be responsible for monitoring the boundaries between a working relationship and friendship with players.
5. Avoid being alone with underage persons.
6. Never deal with injuries unless qualified to do so.
7. Encourage coaches/parents to act responsibly and to be responsible for the behaviour and performance of players.
8. Ensure that safety is paramount in all games.
9. Follow agreed protocols regarding shower arrangements after matches.
10. Agree appropriate times for entry to changing rooms to deal with match preparation and ensure members of the team management are present.
11. Be punctual, prepared and well presented.
12. Ensure players and officials comply with the Laws of the Game.
13. Never criticise individual players and or coaches or parents.
14. Adhere to all rules and procedures as agreed by the Branch Referees Association

INFORMATION

If you would like more information about Mini Rugby or would like information on Coaching Courses, Refereeing, or additional coaching material, please contact your Provincial Rugby Development Department.

Connacht

IRFU Connacht Branch,
Galway Sportsground,
College Road,
Galway.

Tel: 091 – 561-568

Fax: 091 – 560-097

Email: info@cbirfu.com

Leinster

IRFU Leinster Branch,
55 Main Street,
Donnybrook,
Dublin 4.

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Fax: 01 – 269-3142

Email: information@leinsterrugby.ie

Munster Branch:

Cork:

IRFU Munster Bran
Musgrave Park,
Pearse Road,
Cork.

Tel: 021 – 432-3563

Fax: 021 – 432-3956

Email: info@munsterrugby.ie

Limerick:

IRFU Munster Branch
Thomond Park,
Limerick.

Tel: 061 – 451-392

Fax: 061 – 325-000

Email: info@munsterrugby.ie

Ulster Branch

IRFU Ulster Branch
Ravenhill Grounds,
85 Ravenhill Park,
Belfast BT6 0DG.

Tel: 048 – 9049-3111

Fax: 048 – 9049-1522

Email: info@ulster-rugby.co.uk

IRFU

www.irishrugby.ie

Tel: 01-647-3850

Fax: 01-647-3895

Support Material and Additional Reading

1. “Junior Rugby – Child’s Play no more”.
By Gary Robertson The New Zealand Herald
2. “Rugby Game Sense”
By Jeremie Spencer (F.F.R.)
3. Physical Literacy – Sample exercises (Agility, Balance, Co-ordination & Speed)
4. IRFU Long Term Player Development – Player Capacities (Stage 1 Rugby)

The New Zealand Herald

Junior rugby child's play no more

Monday Aug 10, 2009

By Gary Robertson

Childhood rugby should be all about letting them play and enjoying themselves.

The pure spirit of rugby, if some fans disillusioned with the professional era are to be believed, is in the junior game. Don't be too sure. My youngest son is a 10-year-old rugby fanatic and has played the game since the age of four. He is being coached as if he was in a Super 14 team.

Since he was four, he has had a few coaches - mostly fathers of his teammates who have done the job with a passion that has benefited the boys. Generally they have taught the boys to do the basics - catch, pass, tackle, back up and run straight, and they have wisely let the boys enjoy the game.

However, my son was placed in a new team last year. He has a coach who loves applying terms like "game plan" and "fitness tests" to boys who have no idea what they mean. All of the boys under this coach have a ring-binder full of planned moves they are required to know back to front and each child receives an email following their game with a blow-by-blow account of what they did right and wrong in that particular match. When I was that age, and a bit older, I just wanted to play the game for fun.

According to the NZRU's guide to coaching Small Blacks, that is exactly what these boys are supposed to be doing. When this was pointed out to the coach last season, his response was to invite former All Black Troy Flavell down to the next training session to teach these eight- and nine-year-old boys to "clean out" properly at the breakdown. The coach held a special training earlier this season that lasted three and a quarter hours, claiming the boys needed the extra time "to learn to scrummage properly". Yet boys of this age are not allowed to push at all at this level.

In a warm-up match, the opposition coach got his team together after the match and warned four players they had to improve because "I'm not having you let down the boys who know what they're doing". These are nine- and 10-year-olds. Where are they supposed to learn to play the game? At that age, while everyone wants to win, does the result really matter?

So here we are, 13 years into professional rugby, and we have a unique situation, where a coach of young children is treating their game like it's a test match. Or is it unique?

It seems far from that.

Bruce McFadden, chairman of the metro junior management board in Canterbury, says the board is responsible for 7000 junior players in 313 teams from under-6s to under-18s. McFadden estimates that up to 15 per cent of these teams are coached as intensely as senior club teams.

"The percentage of coaches in it for their own egos is getting higher and higher," he said.

"They want to win at all costs. We have coaching courses where we emphasise enjoyment for the kids above all else but the message doesn't seem to get through to these people.

"At these courses, the coaches that seem to go overboard don't have much input. They just sit there and don't ask questions. Their body language tells it all. Unfortunately they also have a habit of playing their strongest team most of the time and some kids don't get much game time."

McFadden says the over-coaching trend is more of a city problem, with country boys seeming to have more fun and more game time.

"We would like to see the clubs working more closely together to address these problems. I am finding it quite alarming but we can't fix the issues without the help of the clubs."

Daryl Goldsmith, an executive committee member of the East Coast Rugby Union, coaches young kids in a combined competition with Poverty Bay and says things aren't all that rosy in rural rugby either.

"We have one coach who screams at his players like a drill sergeant before and during the game and also while they are warming down. The guy is just putting a target on his players' backs. Our young kids can't wait to get on the field and get into them."

East Coast chief executive Ned Ihaka says a number of young teams are playing to a structure which is limiting the growth of the players.

Bob Bigelow, a former NBA basketball player, wrote a book called *Just Let The Kids Play*.

Bigelow believes that junior coaches are killing sport with their emphasis on winning, which is screening out late bloomers, and burning out naturally talented youngsters.

"Coaches who want to win will automatically figure out who their better players are and give them more game time," Bigelow says.

"This only discourages the other kids."

Sky sports rugby and league commentator Ken Laban has spent years coaching both codes and says: "Some of these coaches are parents who are foolishly living out their dreams through their kids and place far too many demands on those in their charge. There is a period in kids' lives when the result doesn't count; it is the social aspect that matters. The fun aspect is taken away by this madness."

Nor is New Zealand alone in this. South Canterbury rugby manager Cam Kilgour spent two seasons as a rugby development officer in Queensland and sees the state of junior rugby in Brisbane as an "absolute mess".

"The vast majority of coaches there coach their kids' teams like a Super 14 side and the player drop-off is huge."

The NZRU has instructed that all juniors must play at least half the game but this is not being adhered to in some cases. A couple of boys in my son's team are getting on to the field for an average of only 20 minutes a game. These boys are in their first season of rugby and are thinking of giving it away.

Otago rugby club and school liaison officer Brett Compton believes this is because the attitude to win is too prevalent.

"Some coaches are too pedantic with the result and are far too competitive. If boys are coached this way at 10, what do you have to offer them when they are older?"

Former All Black hooker Bruce Hemara believes the coaching of junior rugby needs to be more closely monitored by unions and clubs alike because, in the end, it is just for the kids - and some coaches need to realise that.

Research for this story included contact with every provincial union in New Zealand. A few claimed they had no problems in this area whatsoever.

Tasman rugby development officer Kahu Marfell disagreed: "You are kidding yourself if you say it doesn't happen in your union and it needs to be nipped in the bud to stop it from festering. As a union, you need to get in there and fix it."

However, that can be difficult. My son's club employs a rugby development officer answerable to his employer, not the union. If the club is demanding results from junior teams, then that is his focus, not the enjoyment and proper development of the youngsters.

With more than 500 junior players under his umbrella, there is a tendency to produce robot coaches, who in turn coach the players into robots with little flair and ability to think for themselves on the field. Sound familiar? Just like Super 14, if you ask me.

It doesn't sound like fun either. A child is more likely to learn in a team that wins a few and loses a few than in a team that constantly wins or loses by 30 or 40 points.

My son has played almost all of every game this season but feels for his friends constantly on the sideline. They have registered to play the game, not act as cheerleaders. Some kids don't get a fair go - in spite of the fact that many kids develop into good players at a later age. Some might even be tomorrow's stars. Unfortunately, some coaches can be difficult.

A former All Black, who wishes to remain nameless, told me last season that he approached his son's coach to question the intensity of the trainings and was basically told he didn't know anything about rugby, even though he had been an All Black and played over a century of games for his province. That coach had next to no rugby involvement previously but, apparently, is an expert now.

Parents are a key element. Too often parents are supporting this trend because they believe coaches must know what they are doing. If it looks too much, then it is. Ten-year-olds don't need two-hour fitness tests. The rule of thumb is they should train no longer than the length of the game they play.

My son's team has a vast coaching and support staff - all that's missing is a nutritionist and psychologist. They even train right through summer.

It's great to have a coach, of course, but it's all way too much, isn't it?

Just let the kids play.

'Rugby Game Sense'

By Jeremie Spencer C.T.D, F.F.R.

WHAT IS 'GAME SENSE'?

Game sense is an approach to coaching and teaching which uses games as a learning tool to:

- increase the motivation of players, and
- develop tactical and strategic thinking as well as skill development.

This approach to coaching and teaching is 'game centred' rather than 'technique centred'. Traditionally, technique has been the focus of training sessions - often taught in isolation, without requiring players to think and bearing little resemblance to the skill required in the game. We have all seen players practising technique.

For example: undertaking numerous repetitions of a scrum half's pass or religiously practising the side on tackle.

While the technique itself is an important part of the overall skill, there is limited value in technique practice that doesn't take into account the other factors involved in executing the skill.

For example: making a decision on which pass to give, or deceiving the defender using evasion skills.

The game centred approach focuses on the coach or teacher designing practices that progressively challenge and motivate players to develop an understanding of the strategies, skills and rules required to succeed in games.

It makes the game the focus of the practice session (rather than the technique), and challenges the players to think about what they are actually doing and why.

The players must first establish an understanding of what the game is about. The technique follows when the need for it is established.

For example: the spin pass would be taught when the player had established through game experience when best to use the pass to put the receiver in space.

WHAT ROLE DOES THE COACH/TEACHER TAKE IN THE GAME CENTRED APPROACH?

An important aspect of the game centred approach is the role that the coach/teacher takes in relation to the players. Traditionally, training sessions have been 'coach dominated', with players being told where to stand, how to defend a situation etc.

The emphasis with the game centred approach is on the players making decisions within the game, rather than the coach/teacher telling the players where to run and who to throw to. The coach/teacher becomes more of a facilitator, creating situations where players have to find solutions for themselves (i.e. problem solving). Many physical educators have been using this approach for some years with great success. Independent thinking and self-reliance in the player are desired outcomes. The approach also assists in developing skills in areas such as communication, leadership and teamwork.

WHY USE A GAME CENTRED APPROACH?

People (especially children) love to play games. How many times have coaches and teachers heard the cry 'when can we play a game?' The game centred approach promotes maximum participation - a key to children remaining involved in sport. But there are many other reasons for using a game centred approach. These include:

- Promoting long-term learning (if players discover things for themselves, then they are more likely to learn from the experience and retain the information longer).
- Catering for all ability levels by encouraging players to choose the level they wish to play at (e.g. a player may wish to catch the ball using hands and chest, while another may choose only hands). The emphasis is less on the textbook execution of the technique and more on the player developing an understanding of the tactical aspects.
- Assisting the beginner coach/teacher with limited technical knowledge of a sport and inexperience in group management. For instance, for these coaches/teachers:
 - it is more appropriate to set challenges for players through games rather than conduct technique based sessions (which may be based on 'unsound' interventions due to lack of technical knowledge)
 - management is often easier if the players are having fun
 - positive social interaction between players and coaches/teachers is encouraged
 - it promotes affiliation (i.e. feeling part of a team or group)
 - it helps avoid developing players with inflexible techniques (i.e. players who are unable to cope with change in their environment)
 - it encourages the player's understanding of the need for rules (i.e. rules are there to make the game better, not to prevent us from doing things).

HOW SHOULD WE APPROACH THE COACHING OF BEGINNER ATHLETES?

"The young player needs to be coached by a person who can visualise what sort of senior player they are going to be"

(Patrice Hagelauer, Head of French Men's Tennis Federation)

"The junior player needs to be coached by a person who is interested in developing the adult player, but who maximises the pleasures (and advantages) of being a child"

(Rod Thorpe, Loughborough University)

"Cater for varying levels of ability so that all juniors have a 'fair go' (in practice and competition)"

(Australian Sports Commission, National Junior Sports Policy, 1994)

"A key element in a coaching relationship is the development of independence"

(British Sports Council, Code of Ethics, 1991)

WHAT IS THE DIFFERENCE BETWEEN A TECHNIQUE AND A SKILL?

A 'technique' is a movement performed in isolation at practice. A 'skill' is the performance of the technique in a game. A simple equation to help describe this is **'Technique + Game context = Skill'** ('game context' refers to elements such as pressure, decision making, timing, use of space and risk).

One of the major problems with just teaching a technique, is that players end up practising a movement that bears little in relation to what actually happens in a game.

For example: hours have often been spent instructing players in the correct (but stationary) technique for passing and receiving the ball in the game of rugby. In reality, the pass and catch that occurs in the game bears little resemblance to what has been practised. In the game, players are on the move, trying to outwit their opponent to get to the ball, and looking for the next passing option.

One of the key messages in the game centred approach is that we can teach players skills that they actually use in a 'real' game. Using 'minor' games that involve aspects such as opponents and time limits will help players to develop skills that are realistic to the game.

SO WHEN DO YOU FOCUS ON TECHNIQUE?

The dilemma for the coach or teacher is when to concentrate on the tactical aspects, and when to assist a player with a technique difficulty. As a guide, the following model can be used:

- players are introduced to a game requiring skills that are both tactical (what to do) and technical (how to do it)
- the players develop an understanding of the game, and identify the technical and tactical skills required
- if necessary, the coach or teacher may intervene to assist players with technical skills (players can appreciate why a particular technique is valuable) or discuss tactical aspects
- players again practice the skills in conditions that relate to the game.

SESSION OUTLINE OF GAME CENTRED APPROACH

Traditional training sessions have focused on the development of technique, often overlooking 'why' and 'where' the technique fits in to the game. An alternative approach to structuring training is as follows:

- warm-up
- game
- questions and challenges - what are we trying to do (tactical), how we can do it better (technique and tactical)
- return to game
- further questions and challenges
- progression of game
- repeat the above cycle
- cool-down

In the above model, techniques are still taught, but only in the context of the game.

WHEN SHOULD YOU CORRECT TECHNIQUE?

The dilemma for many coaches and teachers is whether or not to try and change a player's 'natural' style to one that is perceived as being more efficient. Most coaches/teachers have experienced the frustration of trying to change a player's techniques, only to see the player revert back to their old style under pressure. Before attempting to make technique changes, the coach/teacher should consider the following:

- player confidence as well as physical readiness (i.e. is the player mentally ready to accept change as well as physically ready). This could be influenced by a variety of factors such as self-esteem and the athlete's perception of their own ability
- whether the coach/teacher believes they can make a correction in the time available (i.e. if you cannot fix it, don't touch it!
- the ability of the coach/teacher to 'put it right' (i.e. coaches/teachers should be wary of identifying and conveying errors if they cannot solve them.

- whether changing the techniques will actually affect the end result (i.e. if a player is having success with a techniques that isn't 'out of the textbook', then seriously consider whether there really is a need to change it). Note: coach/teacher should consider whether the 'unusual' technique's is safe.

Within the game centred approach, modifications are made on an individual basis, rather than a whole group basis (e.g. the coach/teacher works with individuals or small groups of players who they believe are ready to make an adjustment to a technique.)

CORRECTING TECHNIQUE v TEACHING A NEW TECHNIQUE

An alternative to trying to change an existing technique is to teach the player a new technique (i.e. add a new technique to a player's repertoire).

***For example:** the rugby coach/teacher may decide to teach a player a new pass, rather than focusing on the old well-grooved technique. Eventually, the coach/teacher plans that the new pass will become the dominant one, but if the old technique occurs under pressure for a time, there is no major cause for concern.*

This approach is a more positive one than focusing on a player's perceived weakness. The young player's self-esteem can often be quite fragile, and the coach/teacher needs to avoid turning a minor technique fault into a major mental block!!

IMPLEMENTING THE GAME-CENTRED APPROACH

TYPES OF SPORTS

While most sports can implement aspects of the game centred approach, there are some sports that is particularly suited to using it. They can be classified as follows:

Target sports

archery, darts, golf, lawn bowls, ten pin bowling, bocce, croquet, billiards and snooker.

Net and wall games (divided and shared court)

badminton, squash, tennis, table tennis and volleyball

Striking/fielding games

cricket, softball and baseball

Invasion games

hockey, football, American football, rugby league, rugby union, touch, water polo, basketball, netball, lacrosse, handball, polo and polocrosse.

There are other sports not listed above that may also benefit from using aspects of the game centred approach. Developing strategic thinking in athletes is also relevant in sports where technique and physical capabilities are usually considered paramount.

***For example:** race strategies, and responding to competitors tactics, are important aspects in a sport such as rowing.*

MODIFICATION FOR EXAGGERATION

For many years in Scotland, sporting equipment and competition rules have been modified to cater for the needs of out young players. In the game centred approach, the coach modifies the game to exaggerate or emphasise particular tactical aspects.

***For example:** to emphasise the tackle, a long narrow pitch should be marked out, so there is little space and plenty of contact.*

Modifications that can be made to achieve a variety of tactical outcomes include:

- the dimensions of the playing area

- equipment to be used
- number of passes allowed
- number of players in attack and defence
- scoring system - including penalty or bonus points for particular plays
- time allowed
- specific roles for players (eg. support players)
- adding or deleting game rules

Note: Often skills or rules from another sport can add a new dimension to a game. Listed below are some examples of the tactical aspects that can be emphasized.

Tactical aspects Questions to pose (coach)

Deception: How can you make your opponent go to their left?

Risk: Is the long pass worth the risk in this situation?

Time: How can you give yourself time to recover from the last tackle?

Stage of the game: You are two points down in the closing stages of the game. How will you attack the next play?

Space: (creating) Where are the best spaces to run to receive the ball? How will this or limiting) impact on where your team-mates go?

Decision making: Should you go for the line, or try to pass wide into space?

Anticipation: What is the most likely response from your opponent in this situation?

Defensive patterns: Do you think you should use a zone defence, or double-team the key scorer?

Regaining possession: How can you regain possession after a turnover? Minimising angles: How can you reduce the angle for the attacker moving towards the of attack line?

Attacking: Would it be better to use the width of the field, or try to penetrate scoring the line?

Keeping possession: Should you evade your opponent or pass the ball?

DEVELOPING GAMES

Many games already exist within most sports. The key is adapting them to emphasize tactical aspects, and using a coaching style that challenges players to find the answers for themselves. For those wanting to develop new games, here are a few key questions:

- What are the tactics and skills you are trying to develop within this game?
- What modifications/exaggerations can you make to emphasize the above?
- What will be the main challenge or problem for the players to solve?
- What are the boundaries and safety rules?
- How do you score or gain points in this game?
- How do the players move? how does the ball move?
- How will the game start and re-start after scoring?
- What are some key questions you need to ask the players?
- What progressions can you make to increase the complexity? Can you give the players some choices in these progressions?
- Are you catering for all the individuals - do you need to give some choices in equipment and skill execution?
- Will the game encourage maximum participation and communication between the players?
- How will you place the game within the training session?

WHY USE QUESTIONS AND CHALLENGES?

Questioning is a useful method of encouraging players to think about what they are doing and to analyse their own actions. It is a good strategy to avoid the coach/teacher becoming overly

directive, and promotes a 'joint approach' to the game. By questioning and challenging the players, the coach/teacher is promoting an atmosphere of learning and problem solving. Inquisitive players will usually make the best tacticians and play makers. Asking a question does not always have to mean that the coach/teacher has the answer. Challenging the players to 'find out for themselves' is an approach the coach should not be afraid of if they do not feel confident of the 'answer' themselves. In many situations, the coach/teacher may not actually be looking for one 'right' answer to a problem. A response of 'it depends' from the player can be the best answer of all. Usually the 'answer' will depend on the circumstances of the moment. Coaches and teachers should strive to develop players who can find 'the answer' in relation to varying sets of circumstances.

HOW DO YOU DESIGN QUESTIONS AND SET CHALLENGES?

One of the key roles for the teacher or coach, is the use of questions. It is important for the coach to ask questions which are open-ended and will encourage the players to think

For example:

- *'Where is the best spot to hit the ball?'*
- *'Where will it be more difficult for you opponent to score from?' and "How can you force them to that position?'*
- *'What is the best way to defend this situation?'*
- *'How can you reduce the space that your opponent can score from?'*
- *'If your opponent evades you, what will you do?'*
- *'Is it better to pass or run with the ball in this situation?' 'Why?'*

Questions will generally relate to a particular tactical aspect. As a rough guide questions can relate to tactics as follows:

TIME When will you.....

SPACE Where is.....

RISK Which option.....

Remember that the age and ability level of the players you are dealing with will influence the complexity of the questions you are asking. Make sure when you ask a question, that you give the player or group time to think and respond (don't answer the question for them!) Questioning is not something that comes naturally to everyone. It is a skill that needs to be practised. With experience, you should be able to design questions that fit particular situations. It may be useful to list some possible questions prior to the practice session to assist you.

WHEN DO YOU ASK QUESTIONS AND SET CHALLENGES?

Although there is no definitive answer to this, the following can be used as a guide:

- Start the game with some general challenges to the players

For example *'I want you to try and work out the best way to defend this situation' or 'See if you can score more than five tries in the next two minutes'.*

- You may have an opportunity to question individuals during the game

For example *'Billy, which player do you think, was the best option to pass to - Jack or John?'*

- Look for natural breaks in the play to do this. If possible, try to tie positive feedback to the player into this

For example *'Good pass John, now think about where is the best space to move to next to be in a good support position'.*

- Let the game be played uninterrupted as long as possible. This gives the players the chance to settle into the game, and gives you the opportunity to observe the players.
- During breaks to rotate players may be the best time to speak to the group. Re-stating the original question/challenge in a different way might be necessary if the players haven't achieved the desired outcomes. Make sure you check the players have understood the outcome you want them to try and achieve.
- If the game is working well, it may be time to take the next step and add an additional challenge to the game. If it isn't working well, be prepared to modify or simplify it.
- Don't be concerned if some players are responding as though 'tactically aware' and others aren't. Consider individual readiness. You may want to devise different challenges for different players to cater for this.

Remember that by asking a question, you are not necessarily seeking a verbal response from the players. At times you may pose a question which you want answered by the player's actions in the game. make it clear to the players what sort of response you are seeking.

SUMMARY

The game centred approach to coaching and teaching uses games to develop tactical and strategic thinking as well as skill development. It makes the game the focus of the practice session (rather than the technique) and challenges the players to think about what they are actually doing and why.

The question 'why use this approach' can be looked at from two angles:

'It makes sense to play games'

If games are carefully designed, then all sorts of learning can occur whilst we have fun!

'Making sense of games'

Have we de-emphasised the 'understanding' aspects of games coaching and teaching and focused too much on technique?

The emphasis with the game centred approach is on player centred learning. This involves the coach/teacher becoming more of a facilitator, creating situations where players have to find solutions for themselves (i.e. problem solving).

Unlike most traditional sessions where technique practice is the focus, the game centred approach places the game at the start of the training session. Technique practice occurs within the game context, and only when the players have established the need for the technique.

The key to developing games within this approach is modification or exaggeration of various aspects of the game to create tactical outcomes and promote problem solving. The use of questioning by the coach/teacher is central to this approach.

Posing questions and setting challenges encourages players to 'learn for themselves' with the coach/teacher providing a guiding role. The game centred approach promotes a holistic approach to coaching and teaching. It is an approach that can be used with players from beginner to elite level by coaches and teachers with varying degrees of experience.

Physical Literacy Sample Activities ("A.B.C.s")

Long Term Player Development **FUNDamental Phase Physical Literacy Module**

This Module is to cater for the physical demands needed to play rugby for player between the ages of 6-12years (FUNDamental Phase)

Introduction

Physical Literacy is the vocabulary of physical competencies needed to complete the basic skills elements within the game of rugby football. This means the physical demands that a player needs to acquire to best play the game.

When talking about physical literacy for the FUNDamental Phase within rugby we simplify the meaning by talking in terms of the Fundamental skills or ABC's. A fundamental skill is a basic skill such as hopping, dodging, jumping, skipping, balancing, twisting, throwing, catching, kicking etc. Therefore to generalize we can group them under the following: Agility, Balance, Co-ordination and Speed. These can also be known as the ABC's of fitness.

Table 1. Fundamental skills or ABC's

Skill	Activity
A gility	Getting up and down, turning, moving forward, backward, sideways, changing direction, awareness of space, knowing where body parts are without seeing them
B alance	Static: standing and balancing on different body parts(e.g. one leg) Dynamic: starting and stopping, twisting, turning, swerving, dodging etc
C o-ordination	Catching, kicking, striking, throwing, passing
S peed	Walking, jogging, running, rolling, sliding, galloping, jumping, etc.

The benefits of physical literacy are to better prepare players to learn, practice and produce skills in training and under the pressures of a game situation. These fundamental skills provide the movement ability basis for future sport specific skill development and general physical involvement (Payne and Isaacs 1995)

Co-ordination

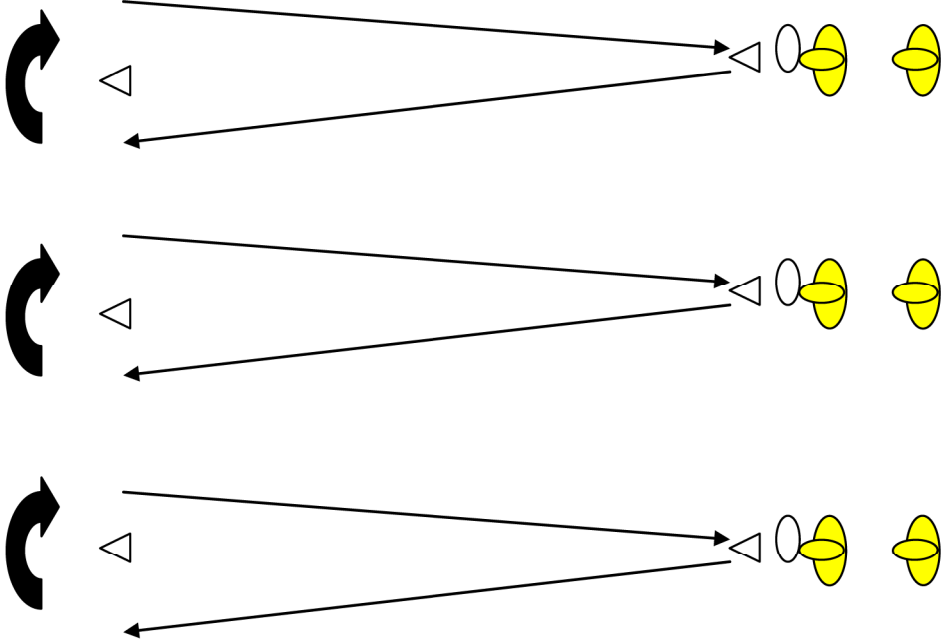
A

B

C

S

Ball Control



Description

In 2's with a ball. Players run out to the cone around and back to the start doing various handling skill tasks while on the run. Players will transfer the ball around the waist both directions and fig of 8 through the legs. Then in pairs facing each other chest pass while one reverses and one runs forwards passing the ball.

Progressions

In pairs catch pass above the head and below the knees. Make it a relay to increase enjoyment and speed of movement.

Coaching Points

Accuracy of control, fingers on ball
 Co-ordination of running while performing skills
 Hands reaching for pass
 Communication and head up

Benefits:

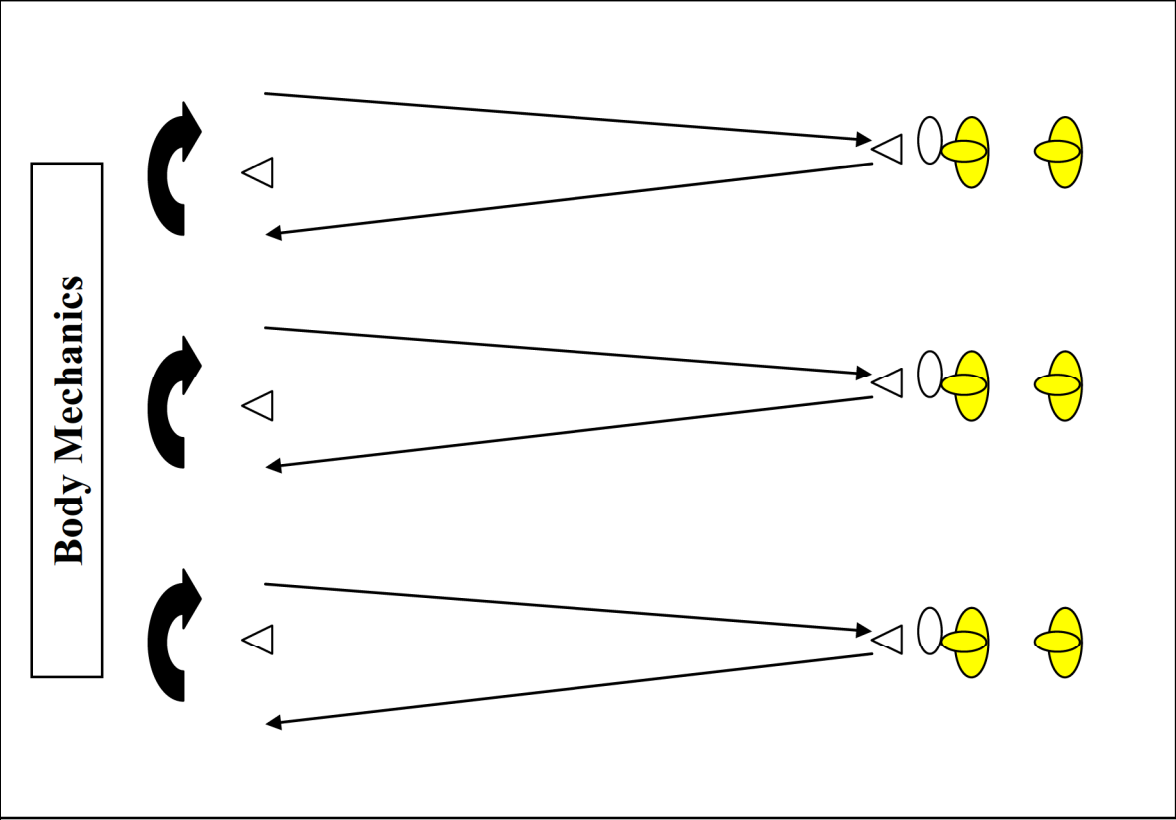
Hand eye feet coordination
 Spatial awareness
 Core stability

Equipment: 2 Cones per pair, 1 ball between 2 players

Grid: Cones 15m apart and 5m away other groups

Co-ordination

A B C S



Description

Players run out place ball at the cone and touch various body parts off the ball as follows: left knee then right knee, then they pick up the ball and run back and pass to no. 2 and he repeats. Each relay you add a movement: sit, chest and forehead.

Progressions

To progress add more difficult tasks to the relay e.g.: elbows, shoulders, hips and back. Make it a relay race to increase enjoyment and speed of movement.

Coaching Points

Accuracy of control
Co-ordination of moving body on hands and feet while performing skills
Must be fun

Benefits:

Hand eye feet coordination
Spatial awareness
Core stability
This is a conditioning circuit

Equipment: 2 Cones per pair, 1 ball between 2 players

Grid: Cones 15m apart and 5m away other groups

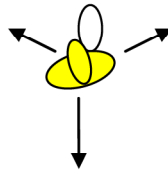
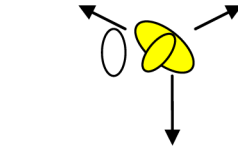
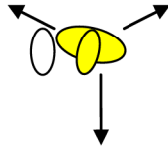
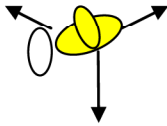
Co-ordination

A

B

C

Catching



Description

In 4's each with a ball run randomly through the grid throwing the ball in the air and catching on the move. Then loose two balls and throw to free player to catch on the move.

Progressions

To progress get players to vary the height of the passes in order to improve the co-ordination of the catching. Vary also the throw, roll along the ground, chest pass, side on pass etc.

Coaching Points

Fingers out spread and reach for the ball.
Vary catch either bring into the chest or hold out
Communication and head up

Benefits:

Hand eye feet coordination
Spatial awareness

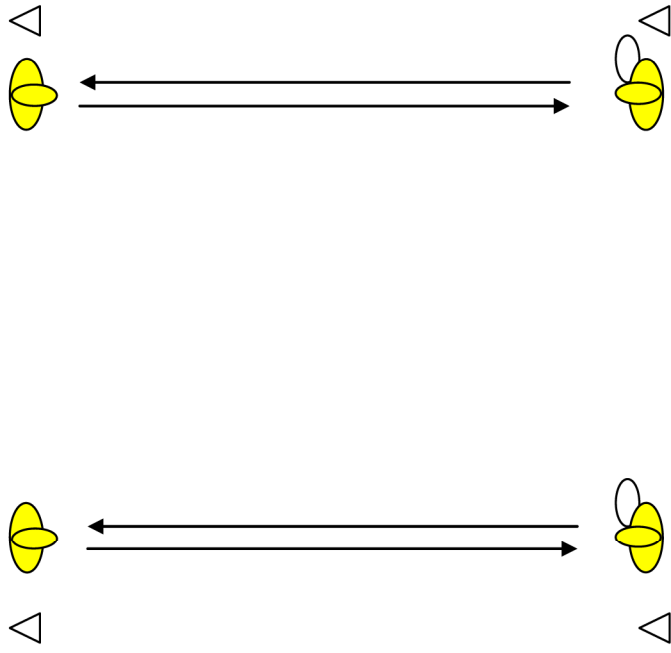
Equipment: 4 Cones per 4 players, 1 ball per player

Grid: 7m x 7m

Co-ordination

 B C

Throwing



Description

In 4's each with a ball between two. Vary the throw to each other: over head, under hip, side on throw, step with throw and hard soft.

Progressions

Progressions can be to promote distance so push the cones further away. Also you can pass on the run by running through the grid throwing side on.

Coaching Points

Hands either side of the ball
Elbows out from the body
Follow through to target with hands
Pass across the body

Benefits:

Hand eye co-ordination
Promotes core development

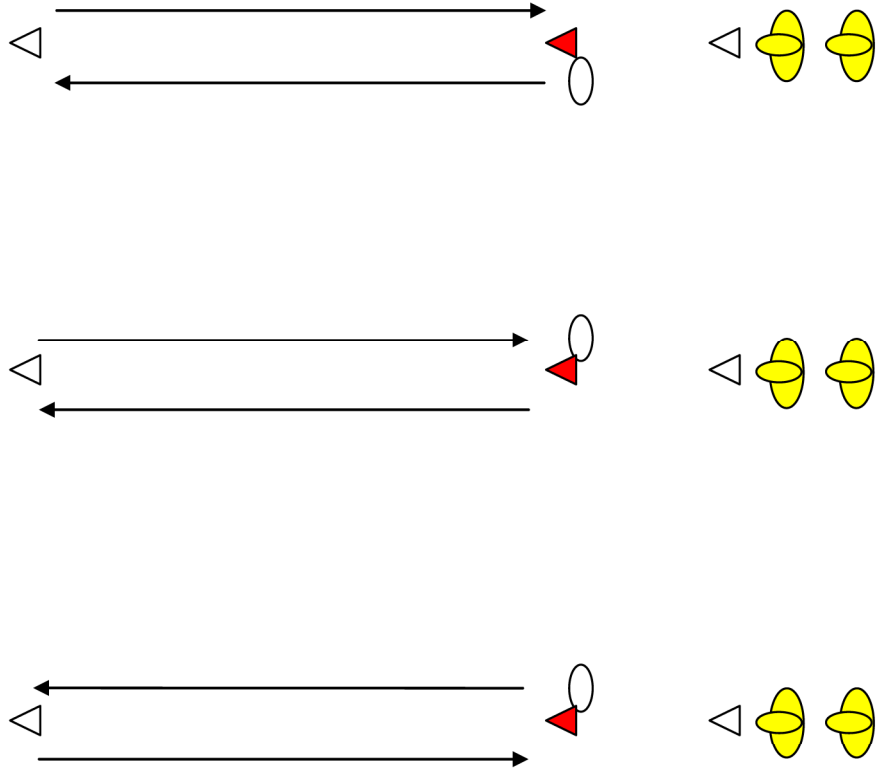
Equipment: 2 Cones per 2 players, 1 ball per player

Grid: 7m x 7m

Speed

A B S

Change of Pace



Description

In 2's with a ball. Players run out to the first cone pick up the ball on the run. Around the top cone and then return while placing the ball back at the first cone. All this is done as fast as possible. Players begin slow to pick up the ball then speed up with ball in hand then slow at the top speed up again then check to place the ball.

Progressions

Players can start from different positions, kneeling, lying on their front/back, bear etc. You can make them do a forward roll before picking or after picking the ball. Introduce a SAO ladder.

Coaching Points

Feet narrow and close to start
 Stay low to pick up the ball then stand up with stride
 Keep ball in two hands
 Head up at all times

Benefits:

Promotes change of pace on the ball
 Improved balance and ball control at speed
 Improves agility

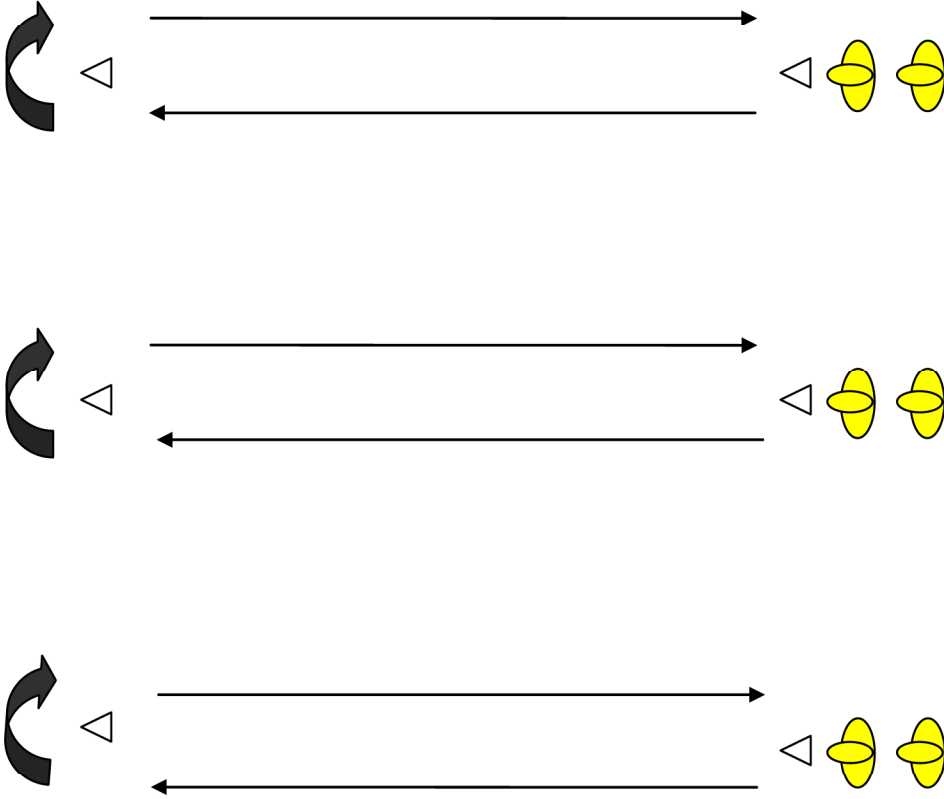
Equipment: 3 Cones per pair, 1 ball between 2 players

Grid: Cones are at 0m, 5m and 15m and 3m between pairs

Speed

A B C S

Explosiveness



Description

In 2's. Two footed jumps to two feet. Jump from cone to cone 15m apart and count how many they do it in. They try it 3 times and try to beat their score. Then they do single leg jumps from cone to cone and count how many jumps it takes.

Progressions

Players then can learn to jump then sprint. So two foot jump to sprint. Then back two footed jump, forward then sprint. Then side jumps and sprints. Add feeders then to give a pass when sprinting.

Coaching Points

Feet narrow and on the balls of the feet
Use arms as much as possible
Head up and jump as far as possible in control
Short strides on sprint take off then lengthen

Benefits:

Promotes speed and strength
Improves off the mark speed
Improves balance and core strength

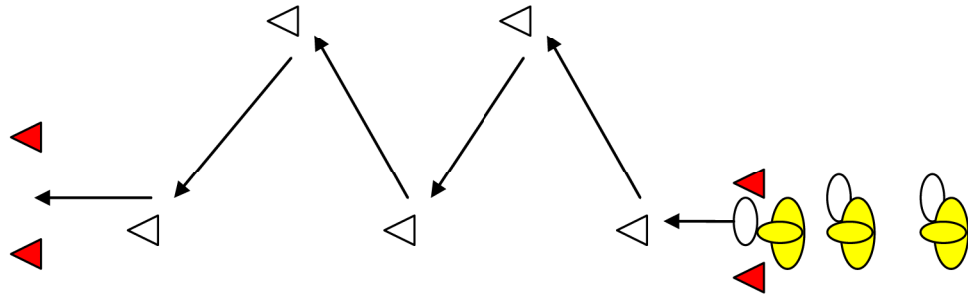
Equipment: 2 Cones per pair, 1 ball between 2 players

Grid: Cones are at 0m and 15m and 3m between pairs

Agility

A B C S

Side Step



Description

In single file with a ball each. Side step each white cone keeping the ball in the outside arm and fend with near arm.

Progressions

Add in players with pads at the white cones and full on fend the defender and step away from contact. Make players start from different positions, knees, one knee, lying on front/back, bear position etc.

Coaching Points

Head up and wide base
 Hand off as player steps then push and acc away
 Tuck ball in outside arm to keep away from contact
 Keep trunk facing forward

Benefits:

Hand eye feet coordination
 Spatial awareness
 Core stability
 Power and speed

Equipment: 9 Cones per group, 1 ball per player

Grid: Cones 5m apart and staggered 3m

Agility

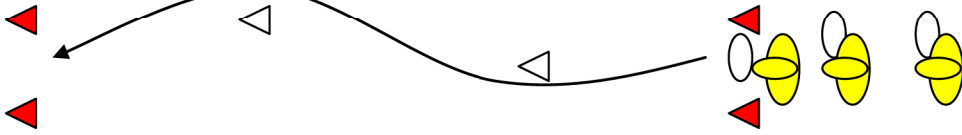
A

B

C

S

Swerve



Description

In single file with a ball each. Swerve each white cone on the inside avoiding contact with the cone. Run in an arcing run to avoid the cones. Transfer ball to outside arm at each cone.

Progressions

Add in players with pads at the white cones try to get the players to get as close to the cones but not touch the player. Make players start from different positions, knees, one knee, lying on front/back, bear position etc.

Coaching Points

Head up and wide base
Run towards cone then bring inside leg across and acc away
Tuck ball in outside arm to keep away from contact
Keep low center of gravity

Benefits:

Spatial awareness
Core stability
Power and speed

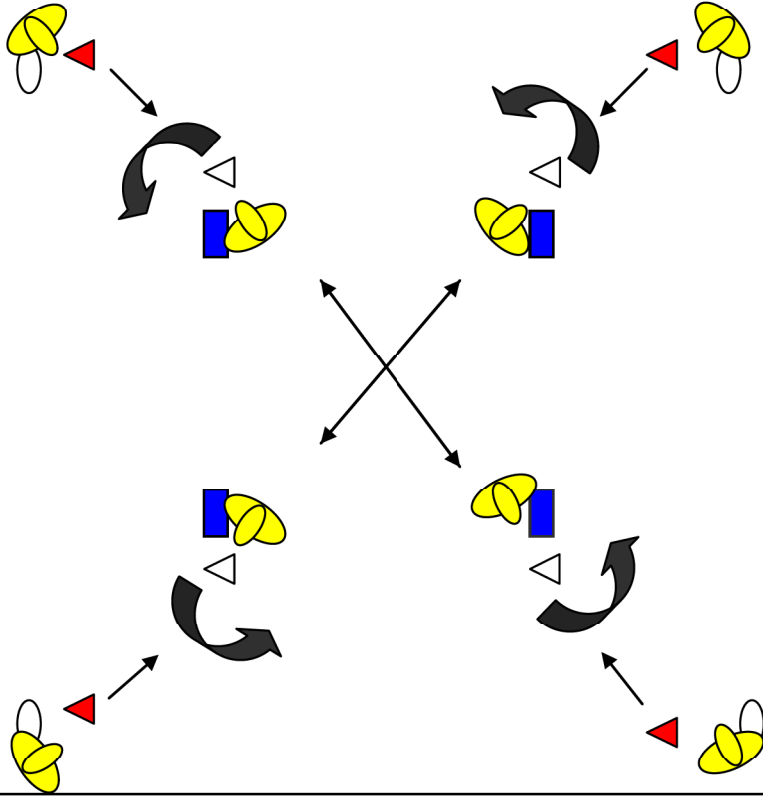
Equipment: 8 Cones per group, 1 ball per player

Grid: Cones 7m apart and staggered 5m

Agility

A B C S

Spin



Description

In a square grid. Players run with ball and spin at white cone and then continue through to opposite corner and pop the ball to the next in line.

Progressions

Add in players with pads at the white cones. Get players to make contact with the pad and use the pad to help them spin and then continue through to the opposite cone. Players can start from various starting positions, knees, one knee, lying on front/back, bear, etc. Balls can be rolled to them on the ground.

Coaching Points

Head up and wide base
Run at cone/pad place right leg across make contact with right shoulder and then spin right and run on
Tuck ball in outside arm

Benefits:

Agility and power
Spatial awareness
Core stability
Contact fitness

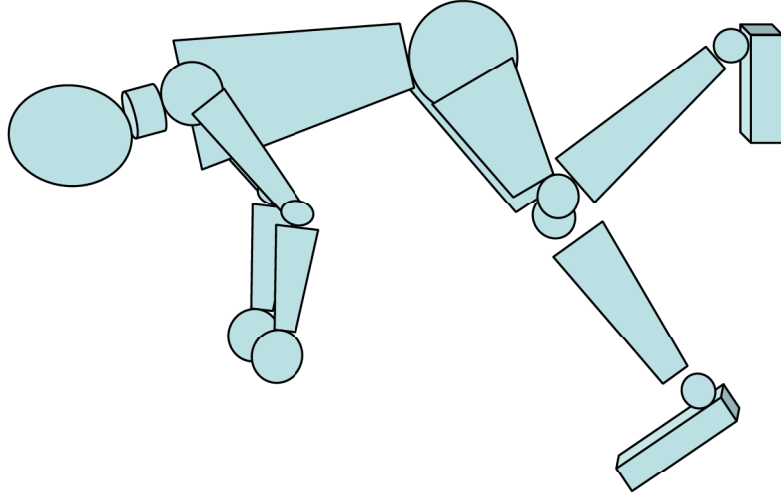
Equipment: 8 Cones per, 1 ball per red cone

Grid: Red square 15m x 15m, White square 7m x 7m

Balance - Static

	B		
		C	

Single Leg Squat



Description

Players find some space in a grid and balance on one leg. They must keep their hands by their sides and squat to touch their fingers off the ground while looking at the coach all the time who is showing a number of fingers in the air.

Progressions

Players can be running around in the grid avoiding everyone and on the whistle they must jump to stop on one foot and then single leg squat.

Coaching Points

Must be balanced before they squat with head up
Must be controlled movement
Quality not quantity

Benefits:

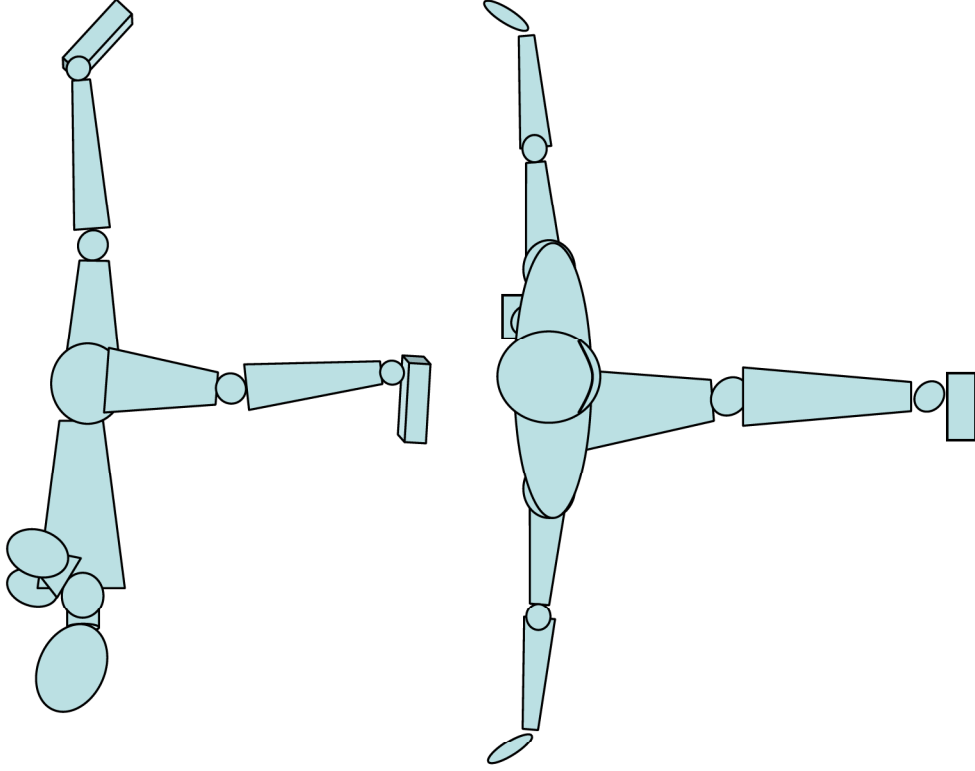
Balance
Strength
Core stability

Equipment: 4 Cones

Grid: 20m x 20m

Balance - Static

T - Stance



Description

Players find some space in a grid and balance on one leg which is slightly bent. They lean forward until their torso is parallel to the ground. They extend their non standing leg backwards till it's in line with the players back and parallel to the ground. Extend the arms out to the side perpendicular to the torso and straighten the standing leg.

Progressions

Players can be running around in the grid avoiding everyone and on the whistle they must jump to stop on one foot and then go straight to a T stance.

Coaching Points

Must be balanced before they T Stance
 Must be controlled movement with head facing the ground
 Look for stability and control

Benefits:

- Balance
- Strength and flexibility
- Core stability

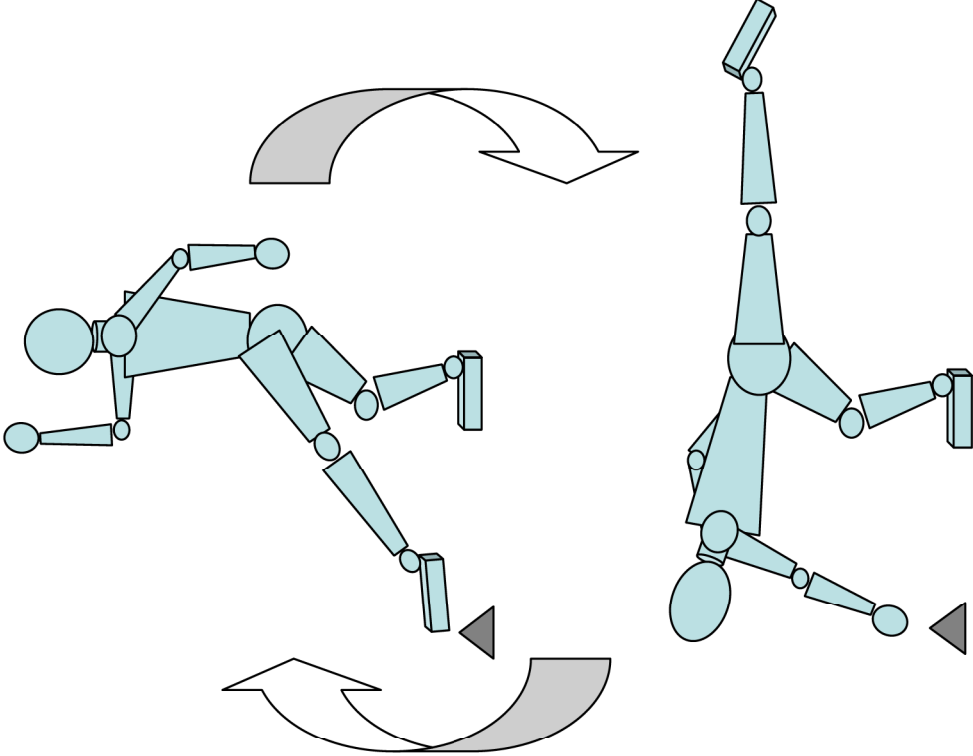
Equipment: 4 Cones

Grid: 20m x 20m

Balance - Static

B C

“Touches and Reaches”



Description

Players find some space in a grid and balance on one leg which is slightly bent. They place a cone a foot in front of them. They then touch the cone with their non standing leg and stand up again. They then reach and touch the cone with their opposite hand and repeat. Then they swap legs and do the reverse.

Progressions

Players can be running around in the grid avoiding everyone and on the whistle they must jump to stop at a cone on one foot and then go straight into the touches and reaches.

Coaching Points

Must be balanced before they touch and reach
Must be controlled movement with head up
Look for stability and control

Benefits:

- Balance
- Strength and flexibility
- Core stability
- Co-ordination

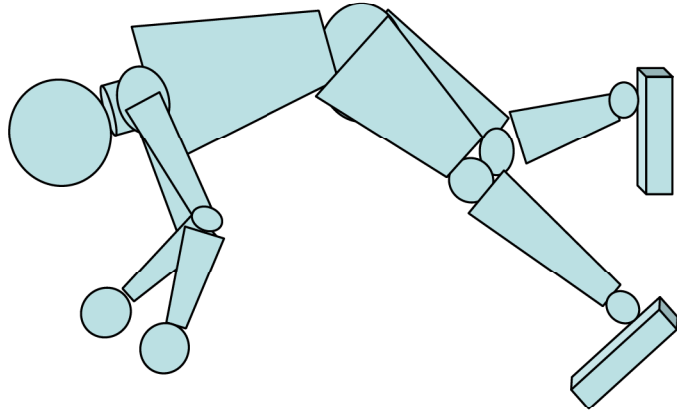
Equipment: 4 Cones + 1 cone per player

Grid: 20m x 20m

Balance - Dynamic

 B C

Hamstring Walks



Description

From a standing position players take a step forward with a lead leg. Slightly flex the back leg. Sit back while leaning on the back leg. Keep lead leg straight and foot on the ground. Players should feel a stretch at the back of the leg (hamstring). They then walk through the lead leg and repeat with the other leg as lead legs. Then repeat.

Progressions

Place hands on top of the head. Pull toes of lead leg up towards the torso.

Coaching Points

Must be balanced at all times
Must be controlled movement with head up and back straight
Look for stability and control

Benefits:

Balance
Strength and flexibility
Core stability
Co-ordination

Equipment: 4 Cones

Grid: 20m x 20m

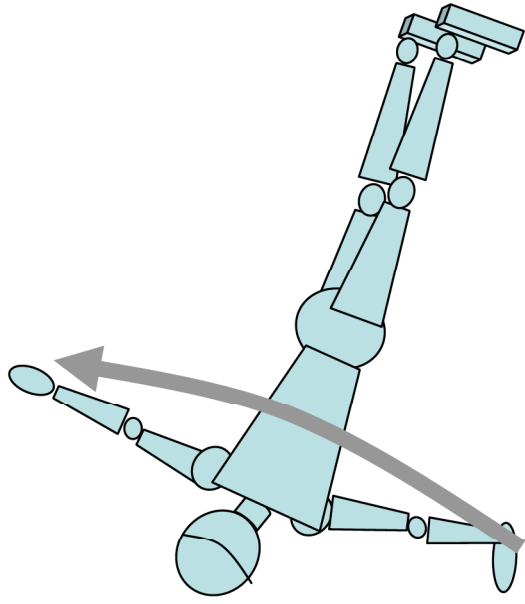
Balance - Dynamic

A

B

C

Windmills



Description

From a push up position and with a wide foot base. Players complete a push up. At the top of the push up they lean over onto one hand and extend the other hand high up into the air all the time keeping both arms straight. Then return to extended push up and repeat with other arm in the air.

Progressions

Bring feet together and complete windmill. Do hand clap in between each windmill.

Coaching Points

Must be balanced at all times
Must be controlled with head, back and legs all in line
Hands are shoulder width apart with fingers pointing forwards

Benefits:

Core stability
Strength and flexibility
Balance
Co-ordination

Equipment: 4 Cones

Grid: 20m x 20m

IRFU

Long Term Player Development

Player Capacities Stage 1 Rugby

Technical Capacities

MINI 1 “Fun and Enjoyment” (U/8s) <i>Development through structured Play</i>	
1	Evasion skills
	<ul style="list-style-type: none"> • Change of Pace
2	Handling Skills
	<ul style="list-style-type: none"> • Throwing • Catching • Later Pass • Picking Ball off the Ground • Placing the Ball on the Ground
3	Scrum Skills
	<ul style="list-style-type: none"> • Individual Body Positions – Safety • Feeding the Scrum • Striking the Ball
4	Lineout Skills
	<ul style="list-style-type: none"> • Throwing • Jumping and Catching • Delivery of the Ball
5	Backline Attack
	<ul style="list-style-type: none"> • Alignment • Running and Passing
MINI 2 “Fun, Safety and Basic Skills” (U/9s, U/10s) <i>Consolidate and Develop Stage 1 Skills</i>	
1	Evasion Skills
	<ul style="list-style-type: none"> • Side Step
2	Handling Skills
	<ul style="list-style-type: none"> • Lateral Pass/Decision Making (2v1 and 3v2) • Pick and Pass • Sweep Pass
3	Contact Skills
	<ul style="list-style-type: none"> • Side Tackle • Front Tackle • Falling and Placing the Ball • Getting Back on your feet – rejoin the game
4	Maul Skills
	<ul style="list-style-type: none"> • Ball Carrier – Stability and Ball Presentation • Link Player – Body Position, Secure and Deliver Ball • Support Players – Bind and Protect
5	Ruck Skills
	<ul style="list-style-type: none"> • Ball Carrier – Ball Presentation • Link Player – Body Position & Ball Protection • Support Players – Blind and Drive

6	Scrum Skills (up to 5-man)
	• Formation
	• Engagement
	• Striking and Channelling
	• Delivery
7	Lineout Skills
	• Formation – Supports and Catcher
	• Support and Protect the Catcher
8	Backline Attack
	• Re-Alignment
	• Support Running
	MINI 3 <u>“Basic Skills and Understanding”</u> (U11s, U/12s) <i>Consolidate and Develop Stage 2 Skills</i>
1	Evasion Skills
	• Swerve
	• Hand-Off
2	Handling Skills
	• Switch
	• Loop
	• Decision Making-Creating Space
3	Contact Skills
	• Tackle from Behind
	• Passing out of the Tackle
	• Gaining Possession in the Tackle
4	Maul Skills
	• Support Players-Bend, Blind and Drive
5	Ruck Skills
	• Ball Carrier – Drive and Place
	• Link/Support Players –Bend, Bind and Drive
6	Scrum Skills (5-man)
	• Individual Body Positions – Stability
	• Develop Co-ordination of the Unit
	• Safety – Managing a collapsed Scrum
7	Lineout Skills
	• Catcher and Supports – Lineout to Maul
8	Backline Attack
	• Identify and Attack Space
	• Using Patterns of Attack
9	Kicking and Catching
	• Grubber
	• Chip
	• Punt
	• Fielding of the Ball in the air.

Tactical Capacities

	MINI 1 “Fun and Enjoyment” (U/8s) <i>Development through structured Play</i>
1	Laws/Ethics
	<ul style="list-style-type: none"> • Knowledge of Leprechaun/Mini Laws • - Pass backwards • - Offside • - “Tackle” • Concepts of Fair Play and Friendly ‘competition’
2	The Game
	<ul style="list-style-type: none"> • Play Modified Contact/Leprechaun Rugby
3	Principles
	<ul style="list-style-type: none"> • Go Forward – Running and Evasion • Support – Pass Backwards to Support
	MINI 2 “Fun, Safety and Basic Skills” (U/9s, U/10s) <i>Consolidate and Develop Stage 1 Skills</i>
1	Laws/Ethics
	<ul style="list-style-type: none"> • Knowledge of Mini Laws • - Lineout • - Scrum • - Ruck and Maul • - Advantage • Concepts of Honesty and Responsibility
2	The Game
	<ul style="list-style-type: none"> • Play Full tackle – small sided games
3	Principles
	<ul style="list-style-type: none"> • Possession – Units as sources of possession • Continuity – maintain Possession
	MINI 3 “Basic Skills and Understanding” (U11s, U/12s) <i>Consolidate and Develop Stage 2 Skills</i>
1	Laws/ Ethics
	<ul style="list-style-type: none"> • The Tackle situation • Concepts of Sporting Conduct & Perspective on Sport
2	The Game
	<ul style="list-style-type: none"> • Play up to 12-a-side • Awareness of Basic Positional roles
3	Principles
	<ul style="list-style-type: none"> • Defence-regaining Possession • Introduction to Team Play

Physical Capacities

	MINI 1 “<u>Fun and Enjoyment</u>” (U/8s) <i>Development through structured Play</i>
1	Agility
2	Awareness of Body in Space
3	Balance – Static and Dynamic
4	Co-ordination and Manipulation
5	Speed and Locomotion
	MINI 2 “<u>Fun, Safety and Basic Skills</u>” (U/9s, U/10s) <i>Consolidate and Develop Stage 1 Skills</i>
6	Agility
7	Awareness of Body in Space
8	Balance – Static and Dynamic
9	Co-ordination and Manipulation
10	Speed and Locomotion
	MINI 3 “<u>Basic Skills and Understanding</u>” (U11s, U/12s) <i>Consolidate and Develop Stage 2 Skills</i>
11	Agility
12	Awareness of Body in Space
13	Balance – Static and Dynamic
14	Co-ordination and Manipulation
15	Speed and Locomotion
16	Warm-up and Cool-down
17	Triple Extension (Introduction)

Mental Capacities

	MINI 1 “Fun and Enjoyment” (U/8s) <i>Development through structured Play</i>
1	Self Confidence
2	Positive Attitude to Sport
3	Self Esteem
	MINI 2 “Fun, Safety and Basic Skills” (U/9s, U/10s) <i>Consolidate and Develop Stage 1 Skills</i>
4	Tolerance
5	Focus and Concentration
	MINI 3 “Basic Skills and Understanding” (U11s, U/12s) <i>Consolidate and Develop Stage 2 Skills</i>
6	Development of Self-Image
7	Social Confidence – response to positive reinforcement
8	Enthusiasm and Commitment

Personal/Life-Style Capacities

	MINI 1 “Fun and Enjoyment” (U/8s) <i>Development through structured Play</i>
1	Co-Operation
2	Basic Socialisation Skills
3	Sharing
4	Fairness
	MINI 2 “Fun, Safety and Basic Skills” (U/9s, U/10s) <i>Consolidate and Develop Stage 1 Skills</i>
5	Positive response to Discipline and Structure
6	Self-Control – balance personal needs/wants with others
7	Self Expression
	MINI 3 “Basic Skills and Understanding” (U11s, U/12s) <i>Consolidate and Develop Stage 2 Skills</i>
8	Identification with Positive Role Models
9	Creative thinking
10	Communication Skills
11	Work as part of a “Team”
12	Awareness of Health and Safety issues