

INTERNATIONAL RUGBY BOARD
LEVEL 1 COACHING
INTRODUCING RUGBY





Level 1 Coaching Introducing Rugby

Course content

Overview	3
Module 1 Understanding the game	7
Task 1 - The 'Understanding Rugby' DVD	7
Module 2 Understanding the principles and skills of Rugby	11
Task 2 – Identify examples of the principles of rugby	20
Module 3 Applying the principles and skills to team performance	21
Task 3 - Use the principles to analyse team play	40
Task 4 - Identify skill faults	41
Module 4 Plan a practice	51
Task 5 - Analyse player growth and development	56
Task 6 - Understand the implicit and explicit approaches to coaching	60
Task 7 - Plan a team practice	61
Module 5 Practice demonstration	73
Task 8 - Demonstrate your practice session	74
Module 6 Risk management and ethics	75
Task 9 - Summarise the Rugby Ready resource	75
Task 10 - Solve child development and risk management problems	76
Module 7 The Laws of the Game	77

INTERNATIONAL RUGBY BOARD
INTRODUCING RUGBY
OVERVIEW



INTRODUCING RUGBY OVERVIEW



Overview

Contents

IRB coaching and officiating courses	4
Introduction	5
Course timetable	5
General course information	5
Course learning outcomes	6

Foreword

Welcome to the IRB Level 1 Coaching course. This course is designed to enable coaches to acquire basic skills so that players new to the game learn to play in safe, enjoyable competition.

The presence of sport in a person's life carries enormous benefits for social, physical and personal development while broadening cultural awareness. Rugby is a uniquely inclusive sport, and you as the coach hold a position of genuine influence over the player's rate of personal development and their sense of community and self-worth.

The IRB Level 1 Coaching course aims to develop coaches who know **how to coach** as well as **what to coach**. The course is delivered using the following structure:

- Firstly, it uses the **principles of attack and defence** to give an overview of the game
- Secondly, it uses **key factor analysis** to allow you to explain, demonstrate, practise, perform and analyse the skills of the game
- Thirdly, the game knowledge modules are underpinned by **generic** modules covering planning, risk management, the role of the coach, communication, child & adolescent growth, fitness and the laws of the game.

Throughout the course you will be encouraged to practise your coaching skills. Grasp this opportunity for feedback from your IRB Educator and your peers.

I sincerely hope you enjoy the course and benefit from participation.

Kind regards,



Mark Harrington
Training Manager
International Rugby Board

Acknowledgments

The commitment to the task and efforts of the author and the editorial team as well as the consultancy team in contributing to the development of this education program are gratefully acknowledged.

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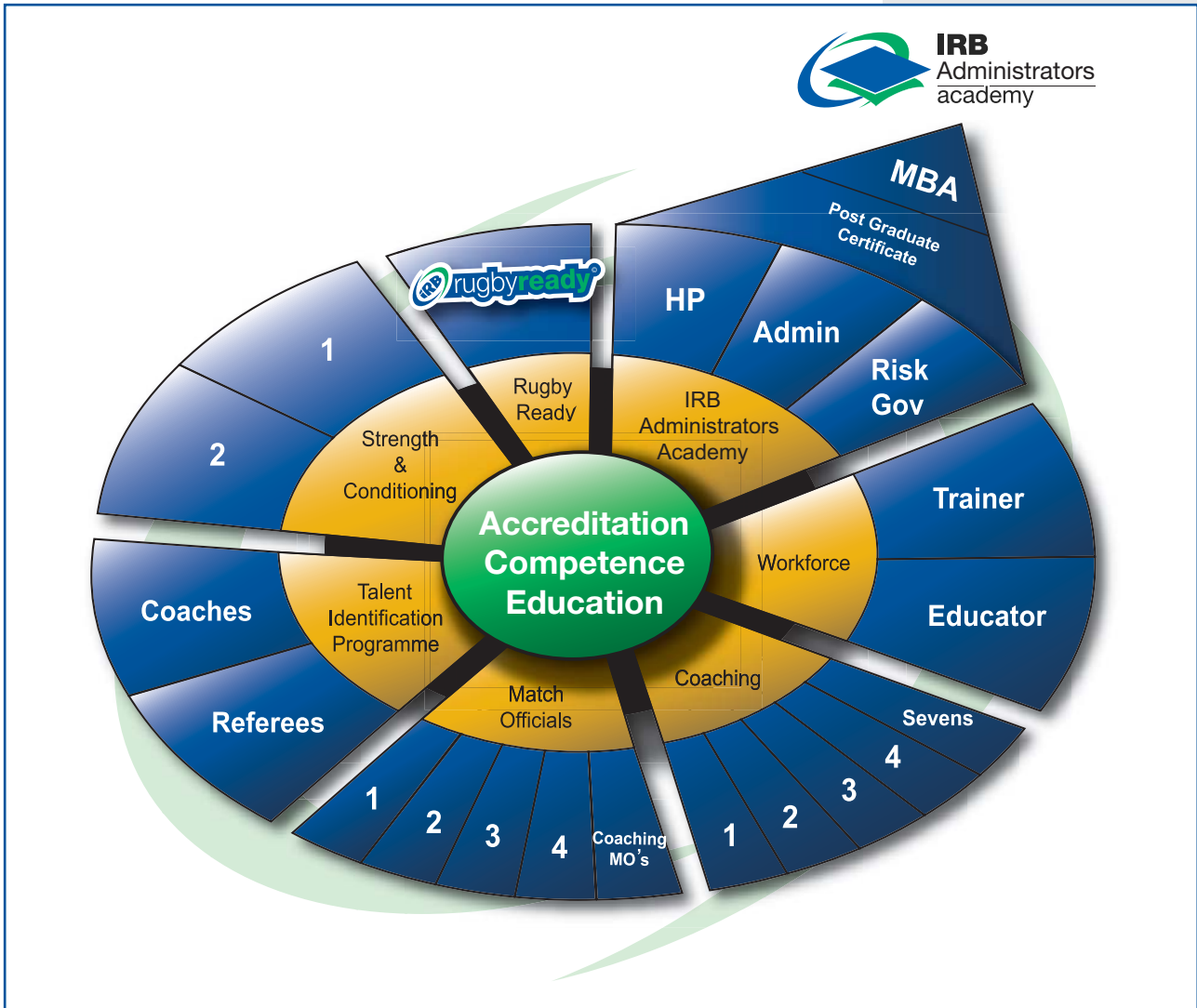
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About this resource

This resource is both a course manual and workbook and a copy should be given to each participant on the course.

Educator notes are available separately from the IRB.

IRB coaching and officiating courses



IRB Coaching and Officiating courses were first developed in the mid 1990s. In 2003, it became apparent that the content of these courses was becoming dated, and the courses were critically reviewed.

As a result of this review, in early 2004 a Strategic Workshop for Coaching and Officiating Development was held in Lensbury, England, with invited participants who were actively involved in coaching and officiating education and development.

The set of benchmark competencies that were developed at this workshop formed the basis for the updating and redevelopment of these courses according to the structure shown above.

Since 2006 the new portfolio of courses shown above has been developed. Now all IRB courses are competency-based, designed to provide learning and training appropriate to the contexts in which coaches and officials are active.

Introduction to Level 1 Coaching

Rugby offers great scope for both the individual and the team. The primary aim of the Game is to provide enjoyment and satisfaction by performing Rugby skills successfully. This gives individual satisfaction and, frequently, success in the Game. These skills are predominantly technical but do contain aspects of decision-making and fitness.

This approach promotes a Game in which all players are encouraged to participate, using many skills, to score points within the Law.

In countries where Rugby is a minor sport, there will be few role models because Rugby is seldom on television so players and coaches have to gain satisfaction from their own participation. Learning the skills and performing them in a Game will achieve this. The Game should be modified to suit the ability and culture of the players at this level.

This Introducing Rugby resource explains how to coach, and the course teaches coaches how to apply this information in practice. As a result, the course modules commence with explanation and demonstration, but as much as possible emphasise the practice of coaching and teaching players who are new to the Game. Practices at this level occur once or twice a week and last between 30 and 90 minutes. This depends on player maturity and their availability.

Course timetable

Unit 1 – Game knowledge		
Module 1	Understanding the game	45min
Module 2	Understanding the principles and skills of Rugby	1hr 30min
Module 3	Applying the principles and skills to team performance	1hr 15min
Unit 2 – Planning		
Module 4	Practice planning	1hr
Module 5	Practice demonstration	1hr 30min
Unit 3 - Management		
Module 6	Risk management and ethics	45min
Unit 4 – Technical		
Module 7	The Laws of the Game (resource only)	-
Conclusion		30min

Total duration: 8hrs (1 day course)

General course information

Course resources required

- Introducing Rugby modules
- The IRB 'Rugby Ready' book or access to www.irbrugbyready.com
- The IRB 'Laws of the Game of Rugby Union' DVD.

Assessment

In order to be awarded the IRB Certificate of Attendance the participant must attend all modules of the course.

Delivery methods

This course will be delivered by:

- Presentations
- Video analysis
- Problem solving tests
- Scenarios
- Practical sessions using explanation, demonstration and practice.

Course learning outcomes

At the conclusion of the course you will be able to:

1. Plan a practice session that meets the needs of the players.
2. Deliver the planned session.
3. In planning and delivering show competency in the areas of:
 - planning.
 - group management.
 - communication.
 - game knowledge and skills.

At the conclusion of the course you will have achieved the following competencies:

(a) Plan and deliver a relevant session.

- (i) State what is intended to be achieved in the session, i.e., there are learning outcomes.
- (ii) Plan the use of a skill progression using modified games.
- (iii) Identify the key coaching points.
- (iv) Plan relevant to group needs.
- (v) Plan, provide and utilise equipment.

(b) Deliver a relevant session

- (i) **Group management.**
 1. Ensure a safe and enjoyable environment.
 2. Maximise participation.
 3. React to group needs.
 4. Conduct relevant activities that achieve the learning outcome.
 5. Manage the time appropriately.
 6. Ensure the pace of the practice.
 7. Ensure the flow of the practice.
- (ii) **Communication**
 1. Provide clear explanations and directions.
 2. Check for understanding through listening.
 3. Demonstrate vocal variety - pitch, pace, tone, volume.
 4. Provide feedback - relevant, timely, specific.
 5. Demonstrate questioning technique using both closed and open questions.
 6. Demonstrate positive body language.
 7. Conclude session by re-visiting learning outcomes and key coaching points.

(c) Game knowledge

- (i) **The principles of Rugby.**
 1. Identify the principles and the skills that are needed to play the game.
 2. Apply the principles of the game to team play.
- (ii) **Skill analysis.**
 1. Observe play to identify the standard of skill performance.
 2. Analyse the performance of the skills using Key Coaching Points.
 3. Implement appropriate methods to improve skills.

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INTRODUCING RUGBY

MODULE 1 - Understanding the Game



MODULE 1 UNDERSTANDING THE GAME



Unit one - Game knowledge

Module one - Understanding the Game

Learning outcome

At the conclusion of the module you will have been provided with background information, by way of a DVD, that will serve the basis of allowing you to have a base-line appreciation of the Game. In a general sense you will know what rugby is all about.

Task 1 - The 'Understanding Rugby' DVD

You'll now watch the 'Understanding Rugby' DVD which will provide you with an introduction to the game of Rugby.

On the following pages of this module is a summary of the key points from this video, which you can use as a point of reference throughout this Level 1 course.

Understanding Rugby

Rugby is a game in which the object is to carry the ball over the opponent's goal line and force it to the ground.

Members of a team can pass the ball between themselves. Only the ball carrier can be tackled.

The ball must be passed backwards, so there are only two ways of moving the ball forwards - by kicking, or by carrying the ball.

When the ball has gone out of the field of play, a line-out is formed. The team that wins the ball moves it from where there are many players to where there are few, and there is space between opponents.

Scoring tries

A score is called a try. For a try, a team receives five points. A team can then try to score two further points by kicking the ball between the goal posts after the try has been scored, giving seven points in total.

Stoppages

During the game, stoppages occur which result in restarts. The most common restarts are the scrum and the line-out.

A scrum takes place in the field of play after a minor infringement. The team that has not infringed throws the ball in which gives them an advantage as it results in them usually winning the ball.

When the ball goes out of play it is thrown in at a line-out. The skill at a line-out is in the ability of players to leap into the air and catch the ball, sometimes with the help of team mates.

Rucks and mauls

When a player is stopped, or more precisely tackled, by opponents, their team mates get behind them and form a loose scrum, from which the ball is delivered and the attack can continue.

In this loose scrum, if the ball is on the ground it is called a ruck, and when the ball is off the ground it is called a maul.

Why these occur

A scrum occurs when a player mishandles and knocks the ball forward, passes forwards or commits a minor infringement that does not affect the play of opponents in a major way.

Line-outs occur when the ball has gone out of play.

Rucks and mauls are created voluntarily by players because they have run of space to attack. By setting up a ruck or maul, space is created to continue the attack.



Scoring points

If the ball is caught in the field of play, a player may drop kick the ball over the crossbar, resulting in three points being scored.

When a player commits a serious infringement, the opposing team is awarded a penalty kick where the infringement took place. If this position is close to the goal posts, then the player may kick the ball from the ground over the crossbar. This is called a place kick. For this the team receives three points.

Defence

When a player is tackled, the ball must be played immediately, allowing the players who are on their feet to compete to get hold of the ball.

Kicking restarts

The game starts with a kick off in which the kicking team must remain behind the half way line and move forward as the ball is kicked towards the opposition who must be at least ten metres back from the line.

The 22 drop-out occurs when the ball is forced over the goal line by the opposition having been kicked there by their opponents.

Penalties & mark

Penalties frequently occur around tackles in which the scramble for the ball results in players infringing the Game's Laws. Amongst these are:

- players not staying their side of the ball
- players on the ground interfering with play
- players getting offside - this occurs when they get too close to the opposition before the ball is out of scrums, line-outs, rucks and mauls, and it can also occur when a player joins in play from in front of the last player in his/her team to play the ball.

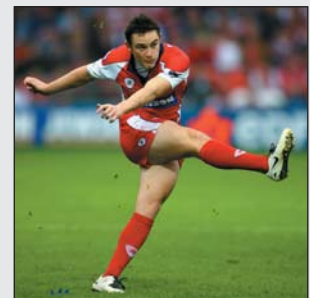
When the ball is kicked downfield and caught by a player inside the 22m line and that player calls "Mark!" the players is able to kick down the field of play and even tap it and run.

Playing positioning

In general, the Game is one in which the ball is won by the forwards and given to the backs who use it to run into open space and attempt to score a try. If they are unsuccessful in immediately scoring, they can mount an attack by forming a series of rucks or mauls.

As play develops, forwards and backs become mixed, and as a result forwards may run with the ball like the backs do, while backs may join in rucks to make sure their team keeps the ball.

The forwards are numbered 1 to 8 and the backs 9 to 15.



The forwards

By position, players may be specialised at some aspects of play. One of these aspects the forwards are involved in is the scrum in which eight players bind together as one unit and attempt to push their opponents off the ball in order to win it. Players in the front row are the props with the hooker between them, who hooks the ball back using the foot. They are numbered 1, 2 and 3. Behind them are the two locks, 4 and 5, who push directly on the front row, and around them the loose forwards, numbers 6, 7 and 8.

The backs

The back unit is made up of inside backs; the half-back or scrum half, who clears the ball from the source of possession, and the first receiver who is given various names, the most common of which are out-half, fly-half or first five-eight; numbers 9 and 10. The midfield backs, numbers 12 and 13, whose role it is to create space for the other backs to penetrate and score, the midfield backs may carry the ball forward and set up a ruck or maul. Alternatively, they may use their running or passing skills to pass to a player in a better position than themselves. The full back, number 15, and the two wings, 11 and 14, have the important attacking roles in finishing off opportunities created by those inside them, and also in fielding kicks that are made to the extremities of the field.

Attack

In attack the players should go forward, run to exploit or preserve space and pass to a player who is in a better position than themselves to continue play.

If running and passing opportunities do not exist, the ball can be moved forward by kicking it in the air. A high kick enables members of the kicker's team to run forward and attempt to catch the ball and continue play.

Defence

In defence the defending players should run towards the ball carrier in a pattern to make a strong tackle, preventing the attacking team from going forward. This will result in the attacking players getting frustrated and kicking possession away to the defending players, who can then regain possession and use it to either kick forward or to attack with the ball in hand.

The Game is an integrated one in which players in all positions work together to create an opportunity for the one player who is able to cross the try line and score. In defence, it is one in which players work together to regain possession they have previously lost and turn that defence into attack from which a score can occur.

For diagrams showing player positioning, see pages 16 and 17.



INTERNATIONAL RUGBY BOARD
INTRODUCING RUGBY

**MODULE 2 - Understanding the principles
and skills of Rugby**



MODULE 2 PRINCIPLES & SKILLS



Unit one - Game knowledge

Module two - Understanding the principles and skills of Rugby

Contents

Learning outcome	11
The principles of Rugby	11
A brief introduction to Rugby	14
Task 2 – Identify examples of the principles of Rugby	20

Learning outcome

At the conclusion of the module you will be able to analyse play, and from this analysis, develop coaching techniques to meet your team's needs.

The principles of Rugby

The principles of the Game are the principles on which the Game is based. They enable participants to identify clearly what makes Rugby distinctive as a sport.

Attack

The team is in attack when it has possession of the ball.

Defence

The team is in defence when it doesn't have the ball.

Contest possession in order to attack

The contest for possession is a key principle in Rugby. Various forms of this contest take place throughout all stages of the Game. This may be in dynamic play when a player from one team is in contact with the opposition, or at static restarts - scrums, line-outs or kick restarts.

All of these contests must have a degree of fairness for both teams, so that each team has the chance to gain and/or retain possession. At restarts, the initiative to commence the restart is given to the team that has not made an error. For example:

1. When a player who is running with the ball is tackled and places the ball on the ground in a position from which team-mates can easily pick it up, then the team is rewarded by being able to continue play.



2. When a player from one team knocks the ball forward, and a scrum is ordered by the referee, the offending team is denied the right to throw the ball into the scrum. This role is given to the opposing team. This gives the team an advantage in gaining possession when play is re-commenced.

Attack by moving the ball forward

The team in possession is, by definition, the attacking team. It tries to advance the ball, by carrying or kicking the ball forward, in the direction of the opposing team's goal line.

The attacking team's players can use both the lateral space across the field of play, and the linear space down it, to perform the attack, and eventually score.

The aim of the attacking team is to keep possession and to use their skills and physical abilities to move the ball forward.

Retain possession by using phase play to re-create space

As the opposing team is trying to stop the attack and regain possession of the ball to launch their own attack, the attack may be forced to regroup at a ruck or maul in order to re-establish the space to move the ball forward.

The space is regained as the ruck and maul results in defensive players grouping to contest the ball and to stop the forward movement of the maul. This creates space across the field. Space down the field is provided by the laws of the Game creating off-side lines at the hindmost foot of the maul or ruck. This means that the defending team cannot advance beyond the hindmost foot of their team until the ball is out of the ruck or maul.

A team maintains continuity of play in attack by keeping the ball and advancing the ball towards their goal-line.

Defend to regain possession

The initial task for the team not in possession is to deny the attacking team the space and time they need to advance the ball down the field. If the defending team achieves this, they may also be able to regain possession of the ball and launch an attack of their own. This action maintains continuity of play.

A game of many aspects and abilities

The cumulative effect of the first three principles is to create a multi-faceted Game in which all the players have the opportunity to perform a wide range of individual and team skills: running, passing, catching, kicking, tackling, rucking, mauling, line-out play, scrummaging and so on.



In this way, the Game offers players of very different abilities and physical characteristics the opportunity to participate in a team together.

Individual players will have many skills in common while at the same time they are able to specialise in specific positional skills that best suit them.

Rewards and penalties

If a team is able to play within the laws, they will be rewarded, and if they have to play outside the laws, they will be punished.

The rewarded team

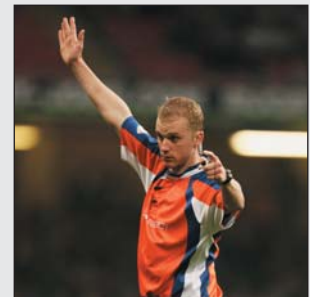
Being able to gain territory, retain possession and eventually score points rewards a team that is able to penetrate through an opponent's defence.

Even though they may not have the throw in, a team's scrum may be able to push their opponents off the ball and regain possession. For this superior skill, regaining possession of the ball is the reward.

The penalised team

A team in possession that kicks the ball off the field of play because other options are less favourable will be penalised by conceding the throw in at the line-out. Their opponents will be advantaged through forcing this situation by being given the throw, and thereby the initiative, in throwing to their strength to win possession.

The players of a team in defence who are ahead of the off-side line when their opponents have begun to play with the ball from scrum, line-out, ruck or maul and whose actions reduce their opponent's options will be penalised by the referee. The penalty will be in the award to their opponents of a penalty kick.



A brief introduction to rugby

Variations of the Game may be played on any safe rectangular space so long as there are touchlines, goal-lines and an in-goal area for scoring tries. The dimensions should suit the number and ages of the players. Fewer players and young players require less space than the full field used for 15-a-side Rugby and adult 7-a-side Rugby.

The dimensions and weight of the ball may vary according to the age and physical abilities of the players. Younger players use a smaller, lighter ball than the regulation ball. As a guide, the ball should be of a size that the players can catch using both their hands. They should not have to catch it in their arms, as this would make it difficult to perform the skills of the Game.

The game and the players

Over time, players will find that they become suited to a particular position in the team. This will be as a result of their physical build and attributes, their skills and preferences. Positional specialisation should be approached with caution. As the player grows up, they may become unsuitable for the position in which have specialised in at an early age, and may be lost to the Game.

The team by playing position

Throughout this resource, positions will be referred to by the number of the player in that position. This will avoid confusion when more than one name is given for a particular position. These variations are shown below.

A full team of fifteen has the following playing positions and numbers:

The backs

- 15 Full back
- 14 Right wing
- 11 Left wing
- 13 Right centre / outside centre
- 12 Left centre / Second five-eighth / inside centre
- 10 Outside half / Fly half / First five-eighth
- 9 Scrum half / Half back

The Forwards

- 8 Number 8
- 7 Open-side flanker
- 6 Blind-side flanker
- 5 Right lock / second row
- 4 Left lock / second row
- 3 Tight head / Right prop
- 2 Hooker
- 1 Loose head / left prop



Position names

Variations in the names given to a position have little effect on the role expected of the player in a Game. Throughout this resource, the numbers shown here will be used to identify player positions.

The structure of the game

Application of the laws in general play

Once play is underway, attacking players are able to move the ball down the field to score restricted by just these two laws:

- they are not allowed to pass forwards
- a player is not allowed to receive the ball in a position ahead of the team-mate.

Defending players may defend to stop territory being gained and to regain possession of the ball restricted by just these two laws:

- they can stop only the ball carrier
- the method they use to stop this player must be within the bounds of fair play and safety as stated in the laws.

Set plays

Set plays are used to start and restart the Game when stoppages occur. These are made up of:

1. Kick-offs

These are taken from the centre of the half-way line using a drop kick.

2. Drop-outs from the 22-metre line

Drop-outs are made with a drop kick. They are taken from behind the 22-metre line and the ball must reach the 22-metre line or go beyond it. No player of the kicking team may be in front of the ball when the kick is being taken. Drop outs take place after the attacking team has:

- kicked the ball over the goal line where it is grounded by a defending player
- kicked the ball over the dead ball line or into touch in goal.

3. Scrums

Scrums are formed in the field of play, to restart play after minor law infringements, for example when:

- the ball is passed or knocked forward
- the ball has become unplayable after a tackle or within a ruck.

4. Line-outs

Line-outs are formed to restart play after the ball has gone or been carried over the touch-line.

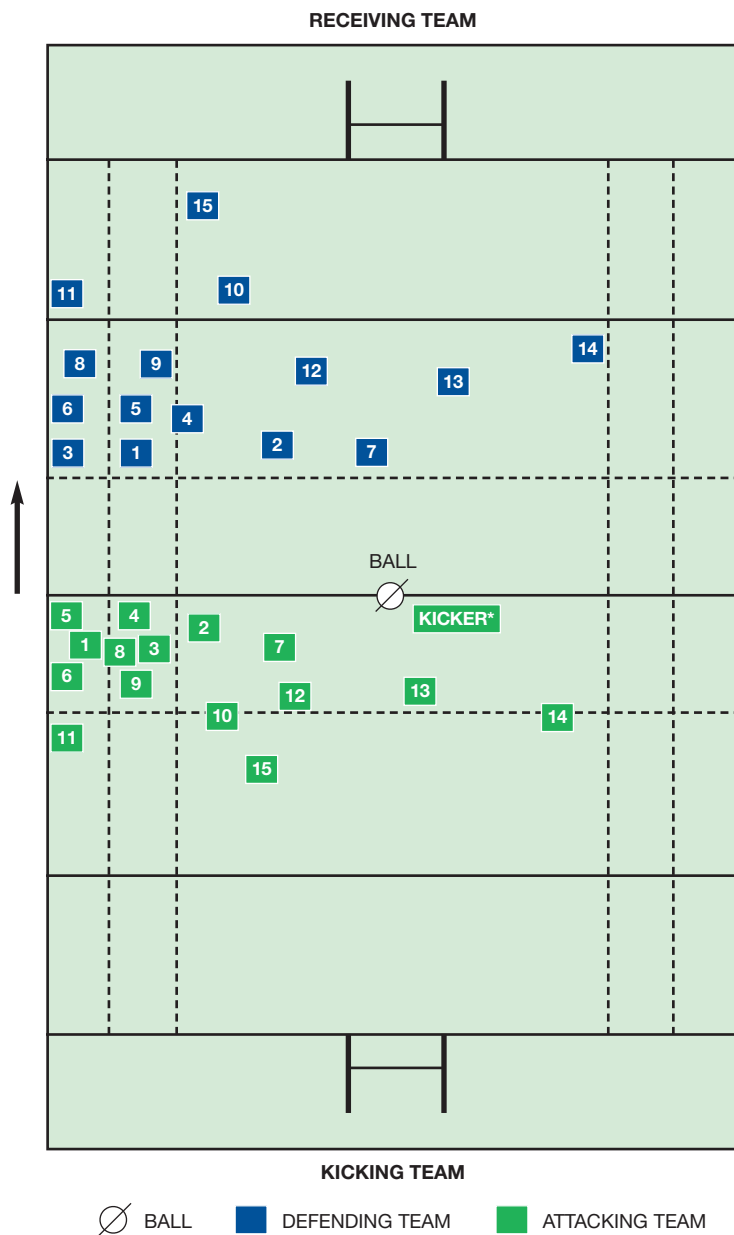
5. Penalty kicks / free kicks

Penalty kicks and free kicks are awarded to restart play when one team has infringed a law so as to reduce the non-offending team's playing options.



Player positioning

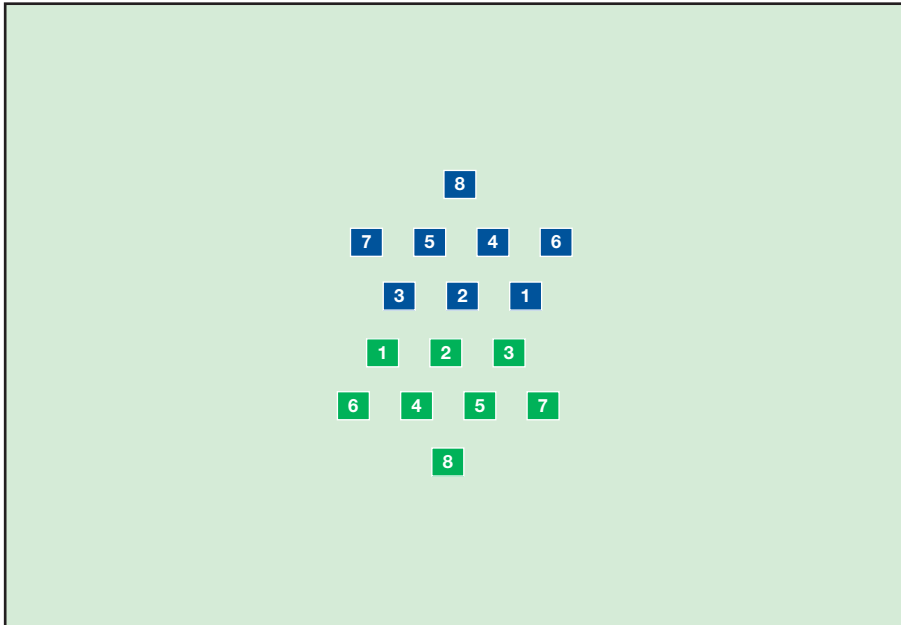
1. Positioning at kick-off and restart kicks



*Note: Kicker is one of 15 players

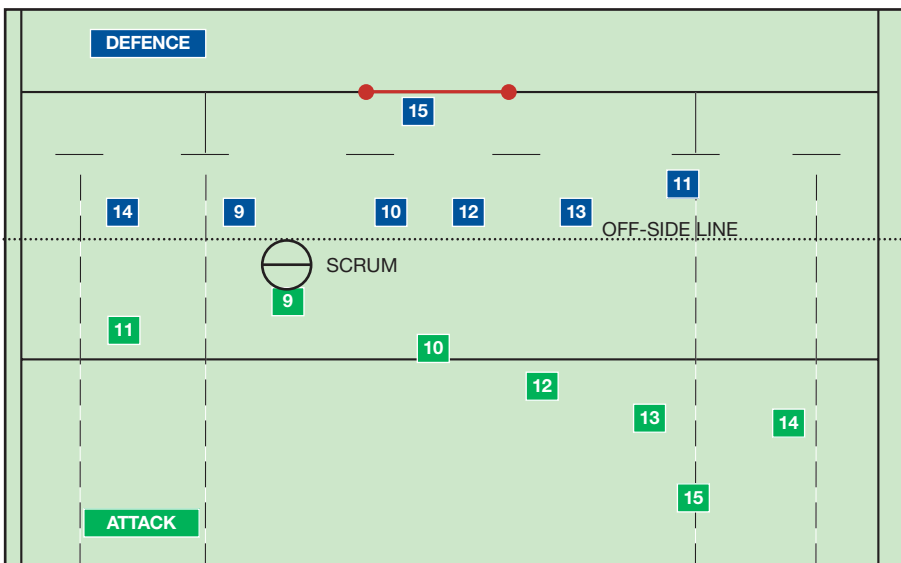


2. Positioning of forwards at the scrum



3. Positioning of backs at the scrum

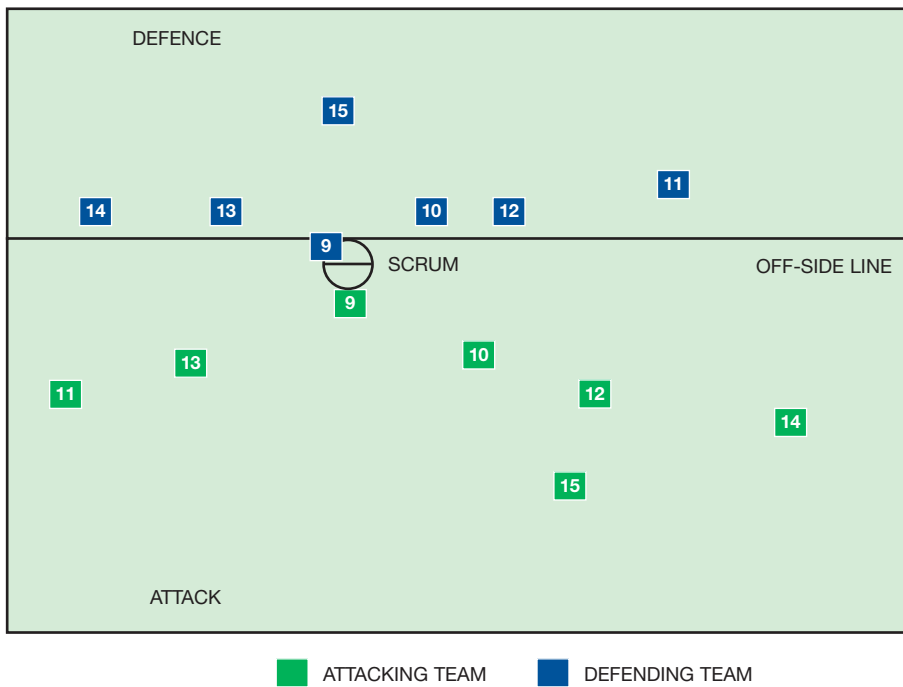
Example 1: near the touch-line



■ ATTACKING TEAM ■ DEFENDING TEAM

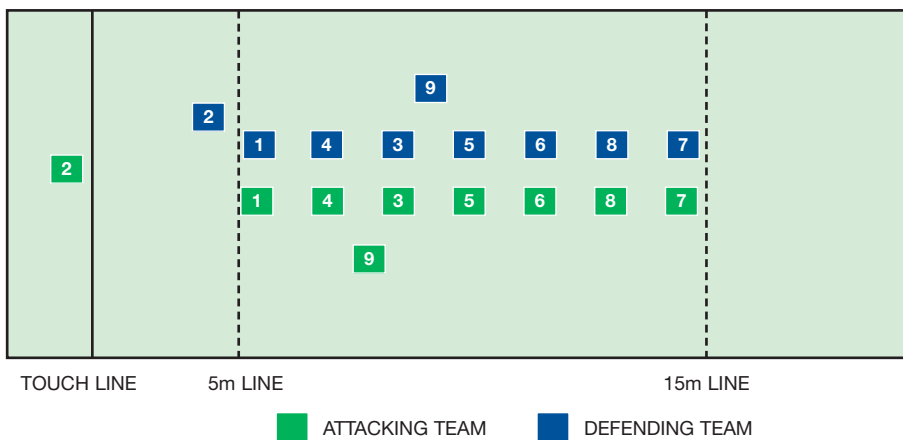
4. Positioning of backs at the scrum

Example 2: in midfield



5. Positioning of forwards at the line-out

Positioning can vary, depending upon the composition of the team and the players' individual abilities.

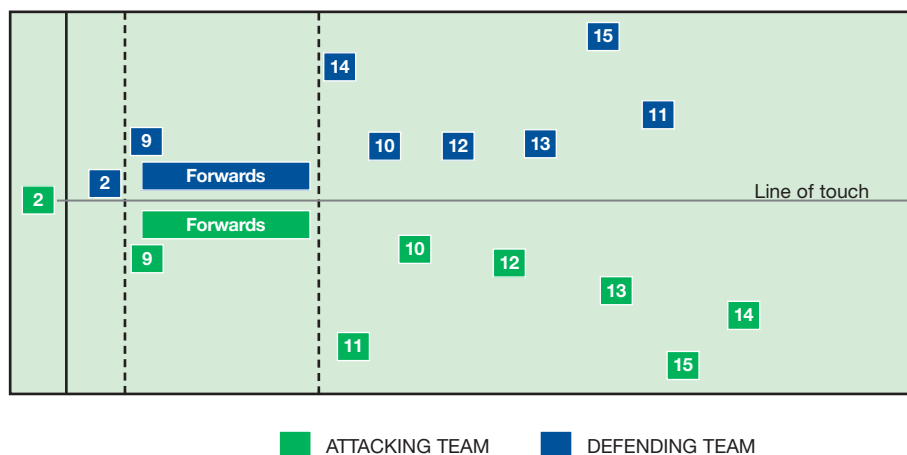


Player number and line-out positioning for the team throwing in

Number	Position/role
1	Support
2	Thrower
3	Support
4	Jumper
5	Jumper
6	Support
7	Link player
8	Jumper

The players, with the exception of the #2, line up between the 5m and 15m lines. #2's role is to throw the ball into the line-out.

6. Positioning of backs at the line-out



After a tackle

After the tackle, players close to the ball have the following options, as long as they are in a stable body position and do not fall over when contesting the ball:

- Pick up the ball.
- Bind with a team-mate and push past the ball.
- Be ready to defend if opponents gain the ball.

Player functions in a game

Attack

1. As a ball-carrier

The ball carrier should:

- look for gaps in the defence and run through them to score
- if there are no gaps, pass to a team-mate who is in a better position to do this
- create space for the team-mate by running straight at a defender so that this player cannot defend the team-mate as well as the ball carrier
- if there is not a team-mate in a better position:
 - kick ahead and chase the ball to keep the attack moving forward, or
 - run into contact, trying to retain the ball with the help of team-mates to establish phase play, create space and use the space to attack once again.

2. As a support player

The supporting player should:

- run close enough to the ball carrier for the ball to be passed accurately
- be able to support on either side - left or right
- avoid running ahead of the ball carrier, as the ball cannot be passed forward
- communicate positioning to the ball-carrier.

Defence

Defending players should:

- endeavour to be in a position to move towards the ball whether it is carried or kicked
- run towards the ball carrier to reduce time and space
- run from inside the ball carrier so that the ball carrier is driven out away from support
- run in balance so that a tackle can be made and the ball contested
- stay close to the ball carrier until the player has passed or kicked the ball
- support a team mate by completing the tackle on a partially tackled opponent.



Task 2 – Identify examples of the principles of rugby

At the conclusion of the DVD, identify and explain examples of each principle by completing the following table. Use the examples that are given to trigger more examples of each principle.

Principles	Examples
Contesting possession in order to attack, e.g., winning the ball once it has been kicked off.	
Attacking by moving the ball forward, e.g., kicking and recovering the ball.	
Retaining possession by using phase play to create space, e.g., rucking.	
Defending to regain possession, e.g., defence line moving forward together.	
A multi-faceted game, e.g., different body types.	
Rewards and penalties, e.g., reward - throwing in at a line-out when the team forces the opposition to kick the ball out. Penalty - not throwing the ball into the scrum when a player knocks the ball on.	

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INTRODUCING RUGBY

**MODULE 3 - Applying the principles and
skills to team performance**



Unit one - Game knowledge

Module three - Applying the principles and skills of the game to a team's performance

Contents

Learning outcome	21
Individual skills	22
Mini unit skills	32
Unit skills	34
Task 3 - Use the principles to analyse team play	40
Task 4 - Identify skill faults	41

Learning outcome

At the conclusion of the module you will be able to analyse the play of a team using the principles and the skills linked to each principle so that you can then plan a coaching session that meets the players needs.

Passing and receiving

Outcome - the passer

To make a pass that is easily caught to a team-mate in a better position than the passer to maintain continuity of play.

Outcome - the receiver

To catch the ball while retaining vision of the positioning of opponents so that the receiver has time to choose the best available option following receipt of the pass.

Key factors - passing

- Run straight.
- Hold the ball in both hands.
- Commit a defender.
- Weight on the inside leg.
- Turn side-on to the defence, to face the supporting receiver.
- Swing the arms through in the direction of the pass.
- Use the elbows and wrists to control the speed and flight of the ball as it is released.
- Follow through with the hands in the direction of the pass.
- Pass to the 'target' area at chest height in front of the receiver.
- Support the receiver once the pass has been completed.

Key factors - receiving the pass

- Run towards the space created by the passer.
- Keep enough depth to run towards the flight of the ball.
- Extend the hands to catch the ball early.
- Watch the ball into the hands.
- Catch the ball with the fingers and hands.
- Once the ball has been caught, choose the best option.

Practice tips

- The pass should be made so that the ball is easily caught, i.e., it should be 'sympathetic' and not a challenge to the receiver.
- A pass should be made only to a player in a better position than the passer.
- Practise passing in situations which are as game-like as the players' skill will allow.
- Different situations require different types of pass. However, the key factors given above represent a tried and tested method of passing. Even though it may not always fit exactly into the situation, it will provide the passer with the basis of an appropriate pass.
- Progress players, as their expertise grows, from common situations in which an orthodox pass will achieve the outcome, to the less common situations in which they will have to adapt and improvise.



Catching a high ball

Outcome

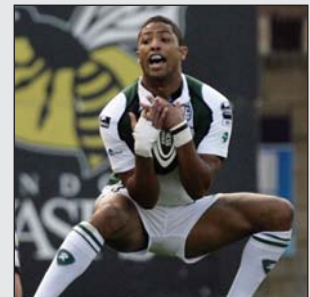
To catch the ball so as to retain possession.

Key factors

- Position so there is space to move towards the ball.
- Assess whether the ball can be caught by staying on the ground or by jumping into the air to catch it.
- Extend the arms in the direction of the ball as a guide.
- Position with the shoulder and hip towards opponents.
- Call “my ball!”.
- Watch the ball into the hands.
- Catch the ball at eye level, guiding it into the hands, arms and eventually into the body.
- Brace the body in anticipation of opponents tackling.

Practice tips

- Reach up towards the ball to avoid snatching, which usually causes a knock-on.
- Keep the elbows in to avoid the ball going between the arms.
- Presenting the side of the body to the opposition reduces the chances of knocking the ball forward, and gives greater protection. (The hips and shoulders are far harder areas than the stomach.)
- Reduce the distance that the ball has to be kicked so as to increase the likelihood of the kicks being accurate. As the players’ skill levels increase, the players may stand further apart.



Picking up the ball

Outcome

To retain or regain the ball so that the team can attack.

Key factors

- Approach the ball in a crouched position.
- Position above the ball side-on, straddling the ball with one foot in front of, and the other behind, the ball.
- Sink at the hips and bend at the knees.
- Keep the head up in a neutral position.
- Steady the ball with the front hand and scoop it up with the back hand.
- Bring the ball into the chest while assessing options.

Practice tips

- This skill occurs most frequently following a tackle. This is a congested area, as a number of players will be competing for the ball.

Practicing progression

1. Picking up a stationary ball.
2. Picking up a rolling ball.
3. Picking up a stationary ball tucked into the side of a tackle bag.
4. Picking up the ball after a team-mate has gone to ground and placed it.
5. Picking up a ball after a tackle on a team-mate.
6. Picking up a ball after a tackle on an opponent.
7. Picking up a ball after a tackle on either an opponent or a team-mate when it is being contested by opponents.

Then add in continuing play once possession has been gained.

Use this progression to devise a series of activities which, by repetition, serves to develop the skill.



Evasive running

Outcome

To develop the instinct to 'hold' the defence and to then attack the space to the left or right of the defender.

Key factors - running with the ball

- Run towards the nearest defenders.
- Change the direction of movement close to them using a side-step, swerve, and/or change of pace.
- Move into the space furthest from the defenders.
- Accelerate to take advantage of the space that has been created.

Key factors - side step

- Run towards the nearest defenders.
- Change direction close to them, by pushing sideways off the right foot to go left, and the left foot to go right.
- Accelerate to take advantage of the defender's / defenders' hesitation.

Coaching tips

- Players who are faster than their opponents are able to run around them, but this may cause them to run across the field. This is a bad habit and will make the player much less effective when playing against more skilled opponents.
- The player must be encouraged to run at the defence and change direction far enough from the defender(s) so as not to be tackled but close enough to reduce the tackler's reaction time and thereby avoid being tackled.
- Evading someone who wants to tackle is a natural instinct and players must be encouraged to follow this instinct. It is your role as coach to fine-tune this skill building on what is performed naturally.



Kicking

Outcome

To gain territory or to regain possession of the ball.

Key factors - the punt kick and drop kick at goal

- Stand with balance.
- Shoulder forward: right footed kicker - left shoulder forward, left footed - right shoulder.
- Hold the ball in both hands so that its long axis is aligned with the foot.
- Allow the ball to fall to the striking position in this alignment, and at the same time:
- Step onto the non-kicking foot, which should be in line with the target.
- Swing the kicking foot through the line of the ball, striking it along its long axis. For the punt kick strike the ball on the full and for the drop kick strike the ball on the half volley.
- Adjust the flight of the ball by adjusting the angle of the foot and the point at which the ball is struck.
- Follow through with the kicking foot.
- Extend the arm on the opposite side of the body for balance.
- Throughout, keep the head down and eyes on the ball.

Practice tips

- Practice kicking and catching together.
- There are essentially two types of kick, those that enable possession to be retained, e.g., chip and grubber, and those that are kicked so far from team-mates that this is unlikely to occur. In the latter situation, the distance gained by the kick compensates for the loss of possession.
- By kicking the ball the team is able to continue to go forward.
- Take the opportunity to practice with the less familiar kicking foot.



The drop kick at kick-off and restarts

Outcome

To kick so that team-mates can regain possession.

Key factors

- Hold the ball so that when dropped to the ground it bounces up in the same alignment and to the same height each time.
- Step forward onto the non-kicking foot aligning the line of the instep with the target.
- Drop the ball to the ground the width of the hips from the non-kicking foot.
- Turn the shoulder of the non-kicking foot towards the target.
- Keep the head down and over the ball.
- Swing the kicking foot through the line of the ball so that it is struck at the point of maximum velocity on the half volley.
- Make contact with the bone on the top of the instep.
- Follow through in a natural arc onto the toes of the non-kicking foot.
- Use the arm of the non-kicking side of the body for balance.

Practice tips

- It is difficult for inexperienced players to accurately drop-kick the ball. It is best to ensure that the laws are obeyed and not worry about any other tactical outcomes at kick-offs.
- Introduce drop kicking to kicking activities once players are confident with the simpler punt kick.
- Don't hesitate to allow players to use a punt kick if this is the best way to get underway in the modified Game.

Penalty and free kicks

Practice tips

- Players who infringe the laws may have a penalty kick or free kick awarded against their team.
- In the case of a penalty, (which is given for a more serious offence) the non-offending team has several options:
 1. Kick downfield, and then try to regain possession
 2. Kick a penalty goal (worth 3 points) over the crossbar and between the posts
 3. Kick downfield into touch and then have the throw-in at the resulting line-out
 4. Tap-kick the ball and immediately launch an attack.
- A free kick is awarded for less serious infringements and if the kick is made to touch (unless it is made from inside the team's 22 metre line), the non-kicking team gets the throw in at the line-out.



Tackling

Outcome

To prevent territory being gained and to regain possession of the ball.

Key factors - the side-on tackle

- Position inside the ball carrier.
- Run in a crouched position.
- Keep the head up and back straight.
- Sight the target - just below the ball carrier's buttock.
- Drive with legs to make firm contact with the shoulder on the target.
- Place the head behind the ball carrier's body.
- Wrap the arms around the ball carrier's lower torso.
- Hold on tightly until the ball carrier is on the ground.
- Get back on feet and recover the ball.

Key factors - tackling from the front

- Be in a low crouch.
- Move slightly inside the ball carrier.
- Move forward into the tackle.
- Drive with the legs.
- Make firm contact with the shoulder between the waist and the hips.
- Wrap with the arms.
- Turn with the impact.
- Get back on feet and recover the ball.

Key factors - tackling from behind

- Target the waistband.
- Drive with the legs as close to the ball carrier as possible.
- Make impact with the shoulder.
- Wrap with the arms.
- Get back on feet and recover the ball

Practice tips

- Tackling is the most essential skill of defence.
- Because it involves contact, players can lack confidence in making a tackle owing to the likelihood of injury. It is essential to follow the steps outlined below, to reinforce the skill and develop confidence so that tackles are safe and effective.
- Note the following points of law relating to tackling:
 1. No tackles may be made above the shoulders
 2. The arms must be used to hold the ball carrier in the tackle
 3. Only a player carrying the ball may be tackled
 4. A tackle is completed once the tackler has held the ball-carrier and both are on the ground.
 5. The tackler must allow the ball carrier to play the ball immediately.
 6. At the conclusion of the tackle, both the ball carrier and the tackler must get back to their feet before they can enter play once again.



Tackle progressions

Side tackle progressions

Stage 1

1. Kneel together, head up, eyes open, tackler's shoulder into thigh with head behind, hands around thighs.
2. Pull with arms and drive with the shoulder.
3. Hold on tightly.

Stage 2

1. Players still both on their knees.
2. The player to be tackled moves as fast as possible past the tackler.
3. The tackler then drives into the tackle as in stage 1.
4. Hold on tightly.

Stage 3

1. The tackler kneels.
2. The ball carrier walks past and is tackled from the side.
3. Hold on tight.

Stage 4

1. The tackler now tackles the ball carrier from a crouch.
2. Hold on tight.

Stage 5

1. As stage 4, with the addition that the ball carrier puts his/her hand up in a 'pretend' hand-off. This makes the tackler bend under the hand and drive in at a lower level.
2. Progress, when the players are ready, to jogging and then running tackles.



Tackle from behind

Stage 1

1. Both partners on their knees.
2. Shoulder into the waist, arms around thighs, head up, eyes open and head to one side.
3. Drive forward with shoulder and pull with arms.
4. Pull legs to side and hold on tight.

Stage 2

1. Kneel side by side.
2. On "go", the ball carrier moves forward as fast as possible.
3. The tackler dives immediately to tackle the ball carrier.
4. Hold on tight.

Stage 3

Same objective as in stage 2, but the starting position is on all fours.

Stage 4

1. Ball-carrier walking, tackler in a crouch.
2. Progress to both jogging and then running tackles.



Tackle from the front

Stage 1

1. Kneeling tackler and walking ball carrier.
2. Head up, eyes open.
3. Hold on tight and roll over to land on top of the ball carrier.

Stage 2

As stage 1, but with tackler now in the crouch position.

Stage 3

1. From a standing position.
2. Try to move to the side of the ball carrier.



Summary

It is not intended that all of these progressions for tackling should be attempted in any one session. Gradually introduce the progression over a few sessions, until your players have the confidence to tackle with both players running at game speed.

Falling in the tackle

Outcome

To retain possession of the ball.

Key factors

- Hold the ball firmly in both hands while running down the field.
- When tackled, turn with the impact.
- Pass to a supporting player if the pass can be completed successfully.
- Land on the back of the shoulder.
- Lie at right angles to the line of running.
- Pass the ball or place the ball so that team-mates can recover it.

Practice tips

- While a player may wish to be stable when being tackled, in most cases a tackle will result in the ball carrier falling to the ground. It is very important for a player to be able to take the impact and fall to the ground safely and to make sure that the ball is next played by a team-mate.
- When being tackled, turn with the impact. If the tackle is from the right, turn to the right, and if it is from the left turn to the left.
- Do not put the arms out to cushion contact with the ground. Players have a tendency to do this but this can lead to arm and shoulder injuries. Some time will have to be spent practising falling, as it is not the natural thing to do. The correct technique is similar to a judo roll. Have the players do it without the ball initially, then introduce the ball and finally introduce the tackle.
- There are a number of options as to what can be done with the ball but it is best, once the player is in a stable position on the ground, to place the ball, with both hands, at arm's length, towards team-mates.

Points of law

- When a tackle on a ball carrier is completed, the ball carrier is able to play the ball immediately. The tackler must not prevent the ball carrier from performing this action.
- Both players, being on the ground, are now out of play and cannot enter play the ball again until they stand to their feet.
- There is also an obligation on the part of both players to get out of the way and to not affect the options available to players arriving at the ball on their feet.



Contact skills

Outcome

To retain possession of the ball while in contact with opponents.

Key factors

- Run in a position that is able to withstand impact.
- Carry the ball in both hands so that options can be performed immediately.
- Anticipate contact by turning side on.
- Drive into contact in this position by sinking low and driving up.
- Spread the feet to shoulder width, sink at the hips, bend at the knees.
- Turn to face team mates.
- Make the ball available.
- Perform the best option to maintain continuity.

Practice tips

- Spend a lot of time developing contact skills so that players are able to enter into contact effectively and safely.
- Ensure that players keep their heads up to ensure that the back is straight and not bowed.
- The basic position should be introduced from the very first session.
- Introduce contact progressively so that players develop confidence.
- Preparation for all contact work should include non-competitive and competitive strengthening exercises.

Progression and psychological concerns

- For some players, confidence is only developed over several carefully graduated practices, culminating in full tackling and live scrummaging.
- Some youngsters - even of the smallest stature - have no fear of physical contact. The progressions and practices outlined in this section will be helpful in the development of their potential ability.
- The progressions are an essential aid to developing the confidence of the more timid players.
- After a thorough warm-up at the beginning of the practice, players can then be introduced to simple one-against-one pushing / scrummaging on the knees. The pushing / scrummaging activities can then be developed from one-against-one to three-against-three.
- Ensure that all the activities are done with partners who are of similar **size** and **strength**. Do not allow a player to be put in a position with which they are not comfortable.
- Contact should be non-competitive and the function is to **learn** the correct body position. After a while it becomes more competitive, but repetition is essential for the skill to be developed.



Practice activities

- *Pushing.*
- *Pulling.*
- *Arm wrestling.*
- *Leg wrestling.*
- *Front support: knock partner's arms away.*
- *Chinese boxing (try to slap partner's knees).*
- *Cock fighting (arms folded, try to knock your partner over from the crouch).*
- *Back-to-back wrestling (seated, locked arms).*

Note: These activities are also recommended as an option for warm up activities.

Continuity after contact

Outcome

In attack, retention of the ball, and in defence, regaining possession of the ball.

Decision making key factors

The tackler must:

- complete the tackle
- allow the ball carrier to play the ball immediately, and
- move away, or if this cannot be achieved, avoid playing the ball while on the ground.

The ball-carrier must make the ball available by:

- approaching contact with sufficient drive and commitment to retain possession and promote continuity of play
- having an 'escape route' for the ball in mind prior to contact
- holding firmly onto the ball
- using evasion to attack space
- deciding whether to attempt to go past the defender or to accept contact and to use team-mates to continue play
- making sure, upon being tackled to the ground, that the body is between opponents and the ball and parallel to the goal-line
- making the ball available so that possession is retained and the attack continues.

Practice tips

- Continuity of attack can be maintained by passing, kicking and/or running. If the running option is chosen, the ball carrier is responsible for what happens to the ball in contact.
- There is a natural inclination therefore to reject this option in favour of passing or kicking, particularly where running is unlikely to result in a successful outcome.
- Where the choice is difficult and doubts exist about passing or kicking, the running option is very often the safest, so long as possession is retained. But the ball carrier must know how to control the ball upon contact and how to set it up for supporting players to maintain continuity.
- The most common option is to place the ball away from the body towards support players who now have the time and space to pick the ball up (place and pick). This is the best option if the ball carrier is not physically superior to the tackler. It consists of putting the ball on the ground about a metre before contact and letting the player's momentum act as a temporary barrier to the opposition.

Support players

- Arriving players must approach the tackle and play that immediately follows it (the post tackle) from their team's side of the ball.
- All players must be on their feet when they play the ball.
- Arriving players must not have shoulders lower than hips in a 'bridge' position.

Other players on the ground

- These players are out of the game. To re-enter play, they must get to their feet. They may not prevent a standing opponent from gaining possession, they can't play the ball themselves and they cannot attempt to tackle.

The failed tackle

If the ball carrier goes to the ground without being held, the player can get up with the ball and continue running.

The 'soft' tackle

- *The ball carrier should use the time between the initial contact and the completion of the tackle to pass the ball to support.*
- *To do this, the ball carrier must be aware of support players and deliver a suitable pass.*

The 'standing' tackle

- *A ball carrier who is standing has more options than one who is on the ground.*
- *This is not so easy to achieve when the player is running at speed in the more open spaces, but it can be done quite effectively at close quarters.*
- *When a strong contact is expected, the ball carrier can prepare for an option that will be an advantage by:*
 - *leading with the near arm rigid, but slightly bent*
 - *cradling the ball in the 'nursing' position with the other arm*
 - *driving forward with the leading shoulder while at the same time having the centre of gravity only slightly ahead of the body position*
 - *driving up into contact and using the space created by the shock of the impact to stabilise the body side-on and adopting a wide base by spreading the legs to about shoulder width and crouching - sinking at the hips and bending at the knees.*

The scrum

Outcome

To deliver the controlled ball to the half back from a stable scrum so that the team can perform its preferred attacking option.

The front row

- The participants in the front row are numbers 1, 2 and 3 - the loose-head prop, the hooker and the tight-head prop respectively.
- Except in modified games, the front row must have three players at all times.

Binding as a unit

- #2 raises the arms so that #s 1 and 3 can bind just below the armpit.
- #2 binds onto #s 1 and 3 just above the shorts.

Stance

- Feet shoulder width apart.
- #2's feet should be in the same line and slightly behind the feet of the props.
- #s 1 and 3 have their outside feet just ahead of their inside feet to obtain forward and back stability as well as left to right.
- Shoulders above hips, feet steady, in a position to exert a forward shove.
- Props 1 and 3, prior to engagement, should be on the balls of their feet and the whole front row should be in a crouch so that they can move forward and up into contact.

Upon contact

- #2 should have both feet back and, supported by the props, place all the player's weight on the left leg so that, when the ball is thrown in down the centre it can be hooked with the right foot between the left prop's feet and on through the scrum.
- To ensure scrum stability, only #2 should strike for the ball.
- The props should make contact from the crouched position. They should be close enough to the opposition that, once the two scrums have joined together, the players legs are not fully extended and thus their stability is retained.
- #1 engages on the outside shoulder of the opposing #3, #2 between the opposing #3 and #2, and #3 between the opposition #2 and #1.
- The approved sequence of scrum engagement must be followed.
- #1 binds with the left arm and hand onto #3's back and vice versa. Bind firmly and continuously.
- There must be no pulling down.

Other players in the scrum

- A full scrum binds in a 3-4-1 formation prior to contact with the opposition. #s 1, 2 and 3 form the front row, #s 6, 4, 5 and 7 form the middle row and #8 binds between #s 4 and 5 in the back row.

The locks

- #s 4 and 5, the locks, bind to each other prior to engagement by standing close to each other and grasping one another with the inside arm at a point near the top of the shorts.



Front row



Binding



Stance



Upon contact

- They then bind to the front row with their heads between the thighs of #s 1 and 2, and 2 and 3 respectively, and the outside shoulder under the prop's inside buttock. To do this they either crouch or kneel down, coming up upon contact so that both feet are back and slightly bent.
- The locks then bind to the front row by placing their outside arm between the legs of #s 1 and 3 respectively and bind tightly onto the prop's waistband so that no downward pressure is applied.

The flankers

- #s 6 and 7, the flankers, bind with the locks using their inside arm.
- They bind prior to contact to support the props by pushing in at a slight angle onto the buttocks of #s 1 and 3.
- They should have the outside leg up and the inside leg back.
- They bind onto the scrum at the same time as #s 4 and 5.

Number 8

- The #8 is the back row who binds around the hips and thrusts the head between the buttocks of #s 4 and 5 as soon as those two players have bound onto #s 1 and 3.
- With both legs back, #8 pushes directly forward onto the buttocks of #s 4 and 5.

Practice tips

- Scrum practice is physically demanding, especially for the front row players.
- Select players based on the position's physical requirements. Front row forwards should be compact, strong, solid, short in neck and back and keen to experience the action in this specialised skill.
- Initially, all players should experience scrummaging as it will enhance their skills in contact.
- During the formation and contact phases, once the scrum is bound together the players should keep their feet still.

The shove

Once the players have experienced the various positions in the scrum and can pack down in comparative comfort, it is then time to deal with the technique of the shove.

Body position

- The head must be raised as if the players are looking over the top of glasses.
- By raising the head, the players' stomach and hips are pushed towards the ground to help straighten the back.
- The head and shoulders must be no lower than the hips. The knees should be bent to help get the snap shove when they are straightened as the ball is thrown in.
- Binding must be firm throughout to ensure stability.

The forward shove

- As the ball is thrown in down the centre line by the #9, the players in the scrum straighten their legs together so that the scrum pushes past the ball.
- In U19 Rugby, a scrum may only push 1.5 metres.

The locked position

To avoid being pushed back, have the head up, the back straight, legs braced, firm binding and the feet firmly planted on the ground.

The throw-in and the hook

- *Practice the throw-in and the hook so that it is co-ordinated.*
- *Start with #9 and #2 against a goal post and progress to the full front row, to two front rows and, eventually, the whole scrum.*
- *If numbers are limited so that fully opposed scrummaging cannot take place, then two front rows or the tight-head side against the loose-head side are effective in practising timing.*

The line-out

Outcome

To obtain controlled possession so that the team has the greatest range of attacking options with which to go forward.

Key factors

- Line up along the line of touch*, one metre from the opposing line-out, in a formation that enables possession to be gained.
- Throw accurately, down the line of touch, to the catcher.
- Step to the line of touch and jump to secure possession either by catching or deflecting the ball.
- Drive up with the arms to increase the height of the jump.
- Catch or deflect the ball.
- Move the ball and turn the body away from opposing players.
- Land in a stable, fully supported body position.
- Create a maul or deliver the ball to the backs.

* Definition: The Line of Touch

An imaginary line, at right angles to the touchline at the point the ball went into touch along, which the ball must be thrown in the line-out.

Practice tips

- Because they did not take the ball out of play, the throwing team is able to throw the ball to a position in the line-out where they have a mis-match in their favour.
- Once possession of the ball has been secured, the options are:
 - to give it immediately to #9
 - for the attack line to perform run, pass and kick options
 - to form a maul to move the ball down the field.



Attack

Outcome

To create space through which one member of the attack-line is able to penetrate the opposition's initial line of defence to eventually score.

Key factors

- Stand sufficiently far apart to isolate each defender.
- Align to give sufficient time to pass the ball along the back line.
- Retain the alignment as the back line moves forward.
- Draw an opposition defender before passing.
- Pass in front of the next back in the line so that the ball is easy to catch and peripheral vision is retained.
- Create a gap, just before the tackle line, for the extra player to run through the initial line of defence.
- Enter the gap to ensure the defence has insufficient time to tackle the extra player.
- Use the disorganisation in the defence to pass to an unmarked player.
- Accelerate through the gap.
- Use support players to continue the attack.

Practice tips

- Any player may find themselves in a position to play in the attacking line.
- The skills they may be required to perform vary, but include:
 - carrying the ball and running past the opposition
 - passing to another player who is better positioned to run past the opposition
 - kicking the ball forward and regaining possession.
- Rugby is a Game which requires teamwork to overcome the opposition. No single player or set of technical skills can hope to defeat capable opponents.
- The players will have the opportunity to attack:
 - from set plays - scrums and line-outs
 - in general play, where the ball has been retained from the set play attack
 - from rucks and mauls where the team has retained possession
 - when the ball that has been regained from the opposition in broken play.
- The limiting factor is the skill level of all the players involved. The more players are able to develop a full range of running, passing, catching and kicking skills, the more are the options available for eventually penetrating the opposition defensive.

Attack from set play

- Possession from set play can usually be relied on.
- Because the laws demand that all the forwards are grouped at scrum and line-out, there is space for the attack to use the ball. As a result, pre-planned moves can be developed which result in a range of options to continue play.
- The disadvantage of set play attack is that often the defence will also be prepared, but there is both lateral and linear space down the field creating time for the attack to threaten the defence.
- Considerations in choosing the method of attack are:
 - the teams' relative strengths and weaknesses
 - the weather and ground conditions
 - field position, and source of possession - scrum or line-out
 - the score and time remaining in the game.



Example 1

Given a dry day, a strong winger and a suspect opposition defence out wide, it would make sense to get the ball into the hands of that winger.

Example 2.

Alternatively, if it is muddy, cold, rainy and windy, it will probably be wise to minimise the number and length of passes, and to concentrate on attacking close to the scrum and through the inside backs.

Communication

Communication is essential to ensure that all players understand what the attacking line is trying to achieve, i.e. where, how and when they intend to penetrate. This entails developing a unit and eventually a team understanding of the place and method of the attack.

Once the basic skills have been acquired and players have begun to develop their decision-making, it is possible to develop any number of ways to commit the opposition to a course of action, which enables the backs to achieve the vital 2 v 1 situation that eventually produces a try.

Some guidelines for designing attacking plays

- Don't have too many. Develop a few plays that everyone performs well and which are effective in getting you across the gain line.
- Have a back up strategy if something goes wrong.
- Commit a defender before passing so the defender is unable to move to defend the next ball carrier if the ball is passed.
- Support the receiver after passing and committing.
- Support by trailing the ball carrier so that the best option can be selected. By trailing the support player can go left or right.
- Be realistic in practice and eventually practise all your back plays against conditioned defence of backs and back row forwards.
- There should be fewer defenders than attackers so that the attacking players develop the ability to see and use space.

Attack in general play

- Attacks from set play will not always be successful and options following the tackle, ruck and maul must be developed.
- Checklist to develop general play attacks:
 - Retain possession.
 - Support to provide continuity options.
 - Move the ball to where there are more attackers than defenders or where a skillful player is defended by an unskillful player. The defence will have less time to organise, especially if the pace of the attack is maintained.
 - If the defence is grouped, go around them.
 - If the defence is spread, go through the gaps between defenders.
 - If the defence is back, take the ball forward to commit them so that they cannot defend elsewhere.
 - If the defence is close, kick the ball behind and run to recover it.

Note: There are far more of these general play possessions in an average game than there are from set play. This guides you in designing practice sessions.



Counter attack

Outcome

To attack immediately after regaining possession to be in a better field position at the next stoppage of play.

Key factors

- Secure possession of the ball.
- Hold opponents while moving the ball away to space by passing.
- Support in space to offer receiving options.
- After passing, run in support.
- Retain possession and go forward until the next stoppage in play.

Practice tips

- The opportunity to counter attack occurs immediately after possession is regained. This occurs when a kicked ball is recovered, the attack loses the ball (usually because of poor handling), the ball is taken off the ball carrier or a pass is intercepted.
- The success of the opportunity to counter attack depends on the speed with which the team adjusts from defence to attack, compared to their opponents doing the reverse.

Defence

Outcome

To prevent territory being gained and to regain possession of the ball.

Key factors

- Align within the defence-line on a slight angle back from the source of possession.
- Keep the alignment when moving forward towards the opposing players.
- Align in relation to the probable ball carrier with the outside shoulder in line with that player's inside shoulder.
- Run on an angle from inside the ball carrier.
- Tackle the ball carrier if the player has the ball.
- If the player has passed the ball, alter the line of running to support in regaining the ball when a tackle is made.
- If the ball has been kicked before a tackle has been made, run quickly to support the player who is most likely to catch or recover the ball.
- Assist in regaining possession by choosing the best option.

Practice tips

- Defence is only as good as the skill of tackling.
- Move forward together to reduce the attacks options by giving them less time and space.
- Tackle from an inside position forcing the ball carrier away from most team-mates.
- Contest every ball, in the air or on the ground.
- Work as a team to defend both across the field and down the field.
- Communicate!



Task 3 - Use the principles to analyse team play

For this task you should arrange yourselves in pairs, with one of the pair assessing if the team performs the principles of Rugby successfully or unsuccessfully (task 3.1) and the other linking the principles to the skills performed in order to achieve them (task 3.2).

Task 3.1

Use the following table to identify whether one of the teams performs the principles successfully (✓) or unsuccessfully (X).

The principles of the Game of Rugby							
Contesting possession in order to attack		Attack by moving the ball forward		Retain possession by using phase play to create space		Defend to regain possession	
✓	X	✓	X	✓	X	✓	X

Task 3.2

Apply the principles and skills of the game to the performance of a team. Use the following table to establish the link between the principles and the skills of the game.

Skills	From principles to skills (place a tick in the correct column)			
	Contesting possession	Attacking	Retaining possession	Defending
Passing				
Running with the ball				
Picking up the ball				
Punt kicking				
Drop kicking				
Place kicking				
Falling in the tackle				
Tackling				
Supporting				
Rucks				
Mauls				
Attack pattern				
Defence pattern				
Scrum				
Line-outs				
Kick-offs				
Back-line attack				
Phase play attack				
Back-line defence				
Phase play defence				

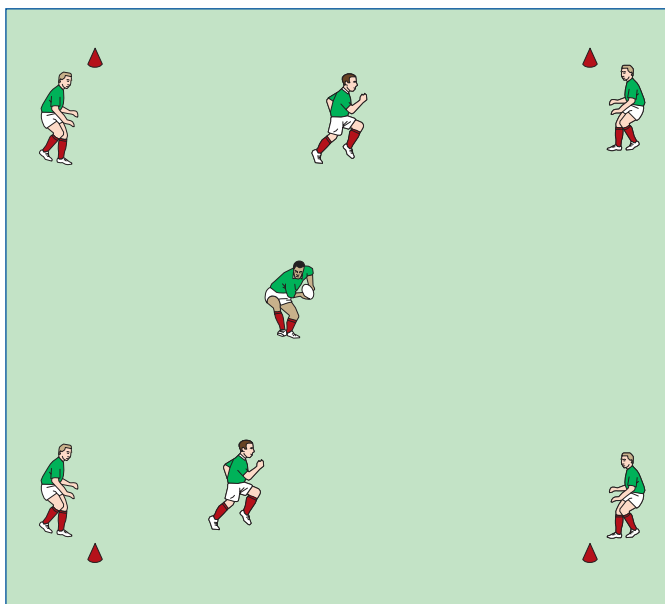
Task 4 - Identify skill faults

1. In groups of 6-8, perform each of the activities explained on the following pages for 3-5 minutes each.
2. Nominate one group member to apply the coaching key factors to the group's performance and provide feedback at the conclusion of the activity.
3. Choose one member of the group to peer assess the coach and, at the conclusion of the feedback, offer some comments on the manner in which the feedback has been given.

Skill 1 - Passing

Centre run

- This drill is for 7 players on a grid 10 metres x 10 metres.
- The players face each other with 2 players, one behind the other on one side in each corner. A third player is equidistant between them - the centre runner. And the remaining 2 players are in the corners on the opposite side.
- The side with the centre runner run through making a pass so that the centre runner both catches and makes a pass.
- When they get to the other side the ball is passed to one of the players on that side and they run back the other way the centre runner coming with them.
- The centre runner runs back and forward passing the ball a number of times before another player takes over.



Activity variations

1. Increase the number of players running in the centre to two.
2. Have the first of these players double round the other.
3. Have two players with hit shields standing in the path of the centre runner, so the player has to push through between them in making the pass.

Now, the group member who has been acting as coach should apply the coaching key factors below to the group's performance, and tick or cross the key factor based on whether it was performed successfully or not, and provide feedback to the group at the conclusion of the activity.

Outcome

To make a pass that is easily caught to a team-mate in a better position than the passer to maintain continuity of play.

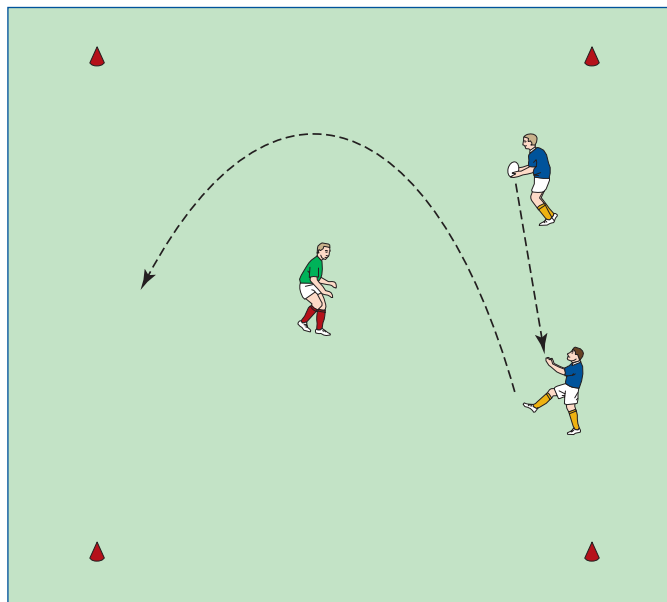
PASSING		Outcome achieved?	
	Key factors	✓	✗
1	Run straight		
2	Hold the ball in both hands		
3	Commit a defender		
4	Prop on the inside leg		
5	Turn side-on to the defence, to face the supporting receiver		
6	Swing the arms through in the direction of the pass		
7	Use the elbows and wrist to control the speed and flight of the ball as the ball is released		
8	Follow through with the hands in the direction of the pass		
9	Pass to the 'target' area a chest height in front of the receiver		
10	Support the receiver once the pass has been completed		

RECEIVING A PASS		Outcome achieved?	
	Key factors	✓	✗
1	Position so that the ball can be run towards in its flight		
2	Run towards the space created by the passer		
3	Extend the hands to catch the ball early		
4	Watch the ball into the hands		
5	Catch the ball with the fingers and hands		
6	Once the ball has been caught, choose the best option		

Skill 2 - Catching a high ball

One defender vs two attackers

A runs and passes to B. B then kicks over the defender's head and both A and B follow-up and try to contest and regain possession before the defender can do so. Make sure A stays on-side.



Outcome

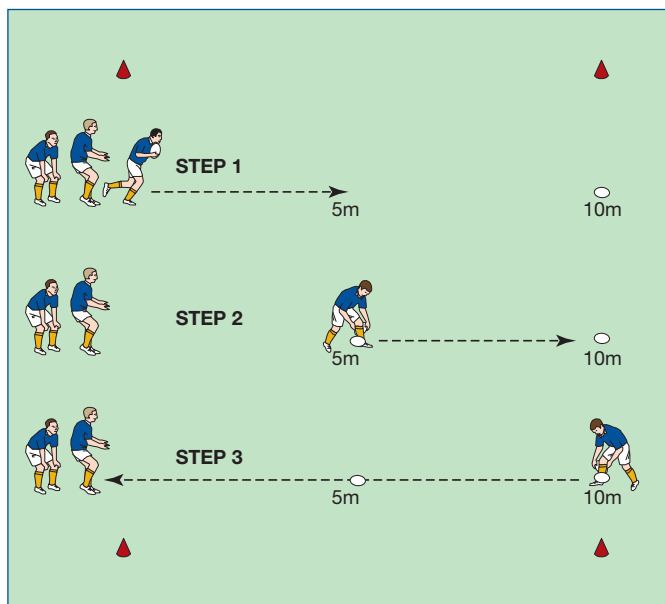
To catch the ball so as to retain possession.

CATCHING		Outcome achieved?	
	Key factors	✓	✗
1	Position so there is space to move towards the ball		
2	Assess whether the ball can be caught by staying on the ground or by jumping into the air to catch it		
3	Extend the arms in the direction of the ball as a guide		
4	Position with the shoulder and hip towards opponents		
5	Call "my ball"		
6	Watch the ball into the hands		
7	Catch the ball at eye level, guiding it into the hands, arms and eventually into the body		
8	Brace the body in anticipation of opponents tackling		

Skill 3 - Picking up the ball

Pick up and put down relay

1. In groups of 4-6, conduct a relay in which one ball is taken out 5 metres and placed on the ground and the second ball, which has been placed 10 metres from the start line, is then picked up and carried back to the team.



2. The next player takes this ball

out to the 10 metre line picking up the ball on the 5 metre line on the way back.

3. Add in tackle bags placing the ball on the opposite side of the tackle bag so that the players simulate picking up the ball from a tackle.

Outcome

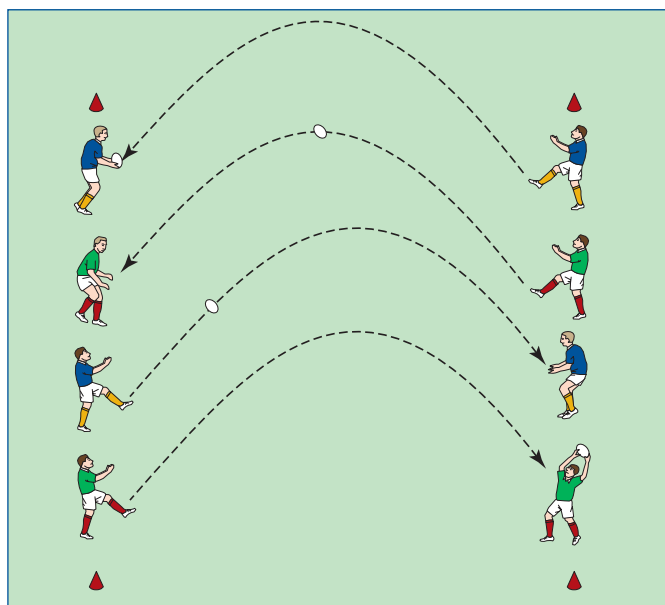
To retain or regain the ball so that the team can attack.

PICKING UP THE BALL		Outcome achieved?	
Key factors		✓	✗
1	Approach the ball in a crouched position		
2	Position above the ball side-on, straddling the ball with one foot to the front and the other behind the ball		
3	Sink at the hips and bend at the knees		
4	Keep the head up in a neutral position		
5	Steady the ball with the front hand and scoop it up with the back hand		
6	Bring the ball into the chest while assessing options		

Skill 4 - Kicking

Kicking in threes

1. Have enough balls for one ball between two players.
2. Space required - 5-10 metre x 15-20 metre grid.
3. Have the players kick back and forth in pairs trying to punt the ball into the partner's hands, without the receiver having to move to catch it. Create a competition between the two players - play best of five.



Activity variations

1. Gradually kick the ball higher.
2. Kick, then chase, so as to reach the catcher at the same time as the ball. This can be then expanded to a group of three.
3. Increase the size of the grid.
4. Run, kick high, chase the ball and try to reach the catcher at the same time as the ball. The catcher now becomes the kicker and the game is repeated.

Outcome

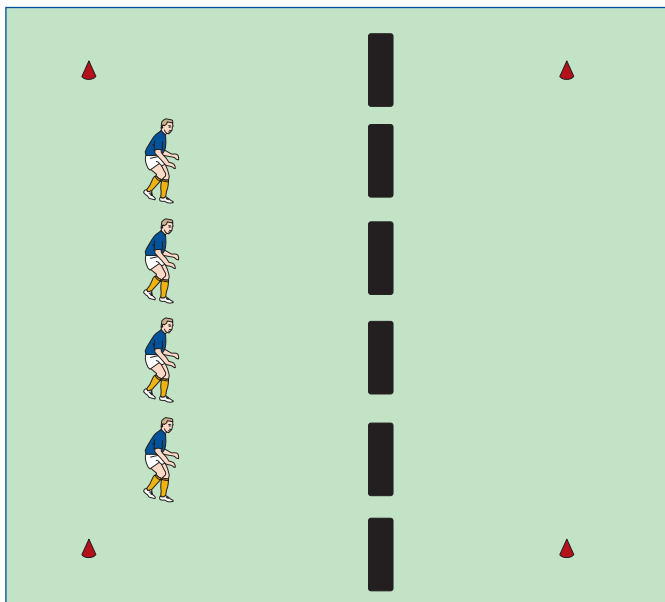
To gain territory or to regain possession of the ball.

THE PUNT KICK		Outcome achieved?	
	Key factors	✓	✗
1	Stand with balance		
2	Shoulder forward: right footed kicker - left shoulder forward, left footed - right shoulder		
3	Hold the ball in both hands so that its long axis is aligned with the foot		
4	Allow the ball to fall to the striking position in this alignment, and at the same time:		
5	Step onto the non-kicking foot, which should be in line with the target		
6	Swing the kicking foot through the line of the ball, striking it along its long axis		
7	Adjust the flight of the ball by adjusting the angle of the foot and the point at which the ball is struck		
8	Follow through with the kicking foot		
9	Extend the arm on the opposite side of the body for balance		

Skill 5 - The side-on tackle

Tackling tackle bags

1. Four players line up, five metres apart along a line.
2. Position six tackle bags 7-10m in front of the players - one opposite each of the players and then bags 5 and 6 either side of those.
3. When the coach calls "1" the players tackle the tackle bag to their left, "2" the bag directly ahead and "3" the tackle bag to their right.
4. After each tackle, the players return to the defensive line.



Outcome

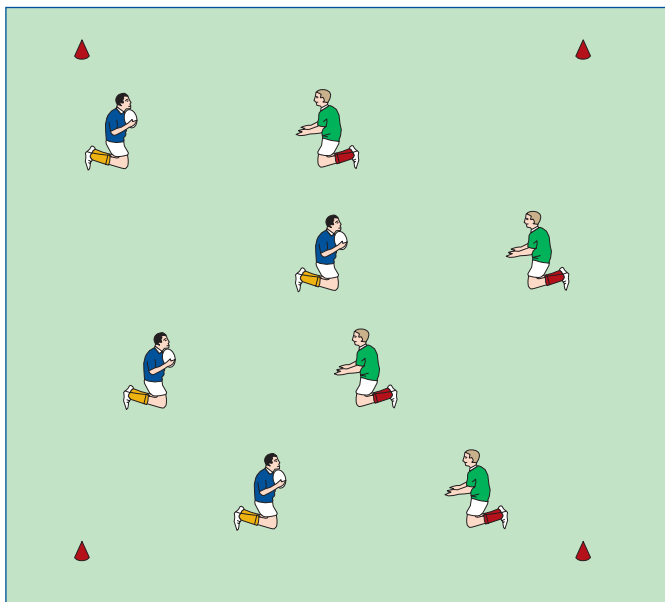
To prevent territory being gained and to regain possession of the ball.

THE SIDE-ON TACKLE		Outcome achieved?	
Key factors		✓	✗
1	Position inside the ball carrier		
2	Run in a crouched position		
3	Head up, back straight		
4	Sight the target - just below the ball carrier's buttock		
5	Drive with the legs to make firm contact with the shoulder on the target		
6	Head behind the ball carrier's body		
7	Wrap the arms around the ball carrier's lower torso		
8	Hold on tightly until the ball is on the ground		
9	Get to the feet and recover the ball		

Skill 6 - Falling in the tackle

Live tackling in pairs on knees

1. In pairs and 5 metres apart the players alternate being the tackler and the ball carrier, moving towards each other to make a tackle and falling correctly to ensure safety and ball retention.
2. Throughout, the tackler should be kneeling, while the ball carrier progresses from kneeling and crawling to standing and jogging.



Outcome

To retain possession of the ball. (To retain possession of the ball, a ball carrier will have to rely on the support of team-mates as the Laws require the ball to be played upon the completion of a tackle.)

FALLING IN THE TACKLE		Outcome achieved?	
Key factors		✓	✗
1	Hold the ball firmly in both hands while running down the field		
2	When being tackled, turn with the impact		
3	Pass to supporting players		
4	Land on the back of the shoulder		
5	Lie at right angles to the line of running		
6	Pass the ball or place the ball so team mates can recover it		

Skill 7 - Body position in contact

Driving into a hit shield

1. In groups of 6 the players practise going into contact by driving into a held hit shield in turn.

2. Possible progressions are:

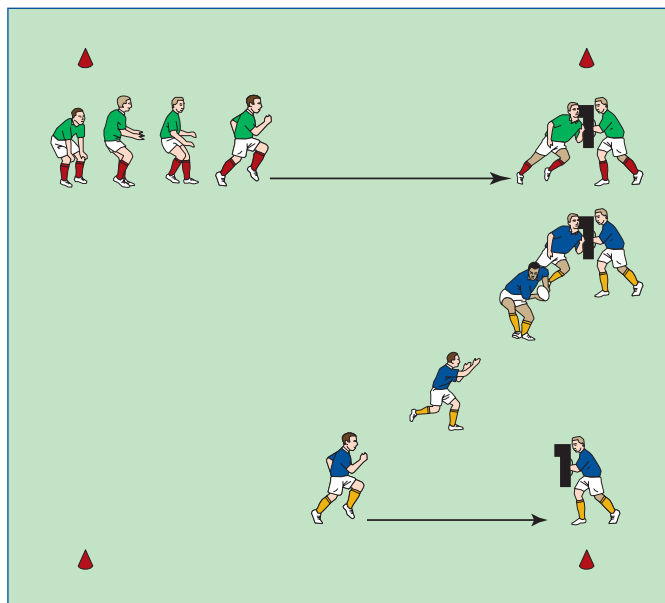
- a. Drive from

low to high, going down and placing the ball to make it available.

- b. Drive from low to high, turn to face support. Next player drives in at ball height, receives the ball and then goes to ground to make the ball available.

- c. As in b. with two players blocking one on each side of the ball carrier.

- d. As in c. with #9 delivering the ball to a backline, repeat the technique from a second hit shield off the second receiver.



Outcome

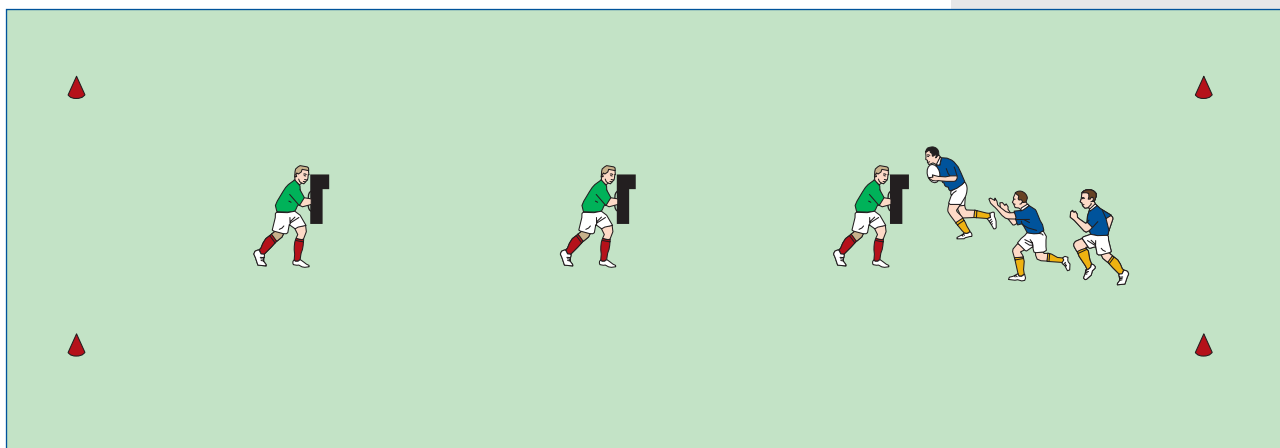
To gain/retain possession of the ball while in contact with opponents.

BODY POSITION IN CONTACT		Outcome achieved?	
	Key factors	✓	✗
1	Hips below shoulders		
2	Back straight or slightly concave		
3	Head back and up		
4	90 degrees between trunk and thighs		
5	90 degrees between thighs and lower legs		
6	Feet shoulder width apart for stability		

Skill 8 - Continuity after contact

Creating and using space

1. Use cones to mark a channel 1 metre wide and 10 metres long. Have three 'stations' with equal space between them down the channel a player at each station with a hit shield.
2. In groups of three with one ball per group, have the players run in single file down the channel stepping outside to draw the hit shield holder away and passing the ball back into the channel for the next player.
3. Increase to groups of six and at the end of the channel have the players create a ruck and move the ball wide.



Outcome

To evade opponents while running towards their goal-line without becoming isolated from team-mates.

CONTINUITY AFTER CONTACT		Outcome achieved?	
	Key factors	✓	✗
1	Approach contact with sufficient drive and commitment to retain possession and promote continuity of play		
2	Have an 'escape route' for the ball in mind prior to contact		
3	Hold firmly onto the ball		
4	Use evasion to attack space		
5	Decide whether to attempt to go past the defender or to accept contact and to use team-mates		

NOTES

INTERNATIONAL RUGBY BOARD
INTRODUCING RUGBY

MODULE 4 - Practice planning



MODULE 4 PRACTICE PLANNING



Unit two - Planning

Module four - Plan a practice

Planning and conducting a practice to develop skill

In this module the implicit and explicit approaches to coaching are explained. As a guide, the implicit approach is best used to provide an overall appreciation of the Game, and the explicit approach for error correction and teaching unit and mini-unit skills.

Contents

Learning outcome	51
The implicit approach	51
The explicit approach	54
Task 5 - Analyse player growth and development	56
Task 6 - Understand the implicit and explicit approaches to coaching	60
Task 7 - Plan a team practice	61

Learning outcome

At the conclusion of the module you will be able to plan a practice session for the team you analysed in Module 3, so that the needs of the players are met, thereby enhancing their performance in their next game.

The implicit approach, and the use of modified games

The IRB recommends that the best way to learn how to play the game safely and effectively is to play modified forms of the Game that respect the principles of the Game and the most important Laws.

It is best to begin with small-sided team games (with up to eight players in each team) in a smaller playing area. These work well with beginners because each player gets to be more active by being closer to the ball and being more actively involved than in a regular game on a full size field.

The modified game should involve as much handling as possible - and little or no kicking - as this will give all the players the opportunity to run and pass the ball and be tackled, and to tackle opponents when they have the ball.

The size of the playing field should be adjusted according to the number of players on each team.

Sample practice design using the implicit approach

The sample on the next page describes activities in one area (ten or twelve players divided into two teams in a 10m x 10m grid). Large groups can be accommodated by setting up more grids. The grid dimensions should be changed to accommodate skill levels and player numbers. In this example, the players have not yet been introduced to tackling. Full contact may be used in a similar practice session, but only after the players have been properly introduced to tackling using the explicit method.

Practice goal: Develop running, handling, use of space, decision making.

Step one: Warm up (10 minutes)

(Develops handling skills, use of space, communication.)

Have the players pass in an direction, using any technique. They should try to make as many passes as possible without dropping the ball. Allow them to jog freely around the grid. To vary the activity, change the type of pass used.

Step two: Tag (10 minutes)

(Develops handling, running, decision-making, use of space, communication, fitness.)

The idea here is to avoid being touched by the ball. Players on the tagging team are not allowed to move, but may pass the ball between them using any type of pass, and then try to touch a player with the held ball. Start with three players on the tagging team. When touched, players join the tagging team. The last untouched player is the winner.

Step three: Try to score over the line - 1 (10 minutes)

(Develops handling, running, decision-making, use of space, communication, fitness, scoring.)

Have the players try to ground the ball over the opponents' goal line (the line on 'their' side of the grid). Players may not run with the ball, but may pass in any direction, using any type of pass. No contact is allowed. The ball carrier may pivot, as in basketball. The idea is to try to get the ball to a team-mate in the opposition's in-goal, who grounds it there. Keep the score.

Step four: Try to score over the line - 2 (10 minutes)

(Develops handling, running, decision-making, use of space, communication, fitness, scoring.)

As above in step three, but add the requirement for the players to keep two hands on the ball at all times.

Step five: Try to score over the line - 3 (15 minutes)

(Develops handling, running, defence, decision-making, use of space, communication, fitness, scoring.)

As above in step four, but now allow players to move when in possession, and introduce the two handed touch/tag. When a player is touched, the ball must be passed. The ball is turned over to the other team after five touches.

Step six: Try to score over the line - 4 (25 minutes)

(Develops handling, Rugby-specific passing, running, defence, decision-making, use of space, communication, fitness, scoring.)

As above in step five, but add the requirement that the ball may only be passed backwards.

Step seven: Warm down

Continue to have the players handle the ball throughout the cool down.

Keys to a successful session

- *Emphasise enjoyment. Remember that you want the players to come back to your next practice session, and bring a friend with them to try the game which was so much fun last time!*
- *Be active in your coaching. Move with the play, and always take advantage of coaching intervention opportunities.*
- *If things are not working for the players, do not provide the solution. Challenge the players to find their own solutions to the problem, and help them to find it. This is real coaching, and real learning.*
- *Reinforce success. Try to ensure that every player scores at least one try. Make sure that you congratulate every player for something they did well.*
- *Safety is the first consideration.*

Helping players attack and defend

Here are some simple guidelines for helping players learn how to attack and defend effectively.

Attack

Encourage the ball carrier to **go forward**, towards the opposition try-line, by:

- running around and past the defenders
- driving into the defenders, and trying to drive the defenders back while still maintaining possession.

The principle is relatively straightforward.

- By going forward the defence is drawn to the ball carrier. If the ball carrier evades defenders others will have to leave their position across the field to come in and defend.
- By leaving these positions, if the ball carrier is stopped, that player will pass to players in this space as they are in a better position to continue the attack going forward to the goal-line.
- These players support by being in the space. The support players need to run close enough to be able to receive a pass from the ball carrier, but far enough from the defender to be able to continue the attacking movement.
- In the case of driving to take the ball down the field, the support players can add weight and impetus to the drive forward by binding on to the ball carrier and pushing.
- Support play creates the possibility of continuity in attack, as the support players can open up other options for attack.

Defence

- In defence, the more the defenders advance together to stop the opposition, the more likely it is that they will stop the attack before it becomes too dangerous.
- It is essential to try to limit the space and time available for the attack to become organised.
- The initial aim of defence is to stop the opposition. The second is to get the ball back and counter attack as the opposition are quite likely to be disorganised immediately after they lose possession.

General

- By engaging young, beginner players in this kind of conditioned game, and by developing individual skills through practice, you will develop players with a good sense of the realities of the game.
- This method creates a demand from the player for the skill that will allow them to play better in an area in which they are having difficulty.
- The coaching skill is to help the players to meet the demand created by their decision-making difficulties.
- These activities should progress towards game-like situations, reinforcing the relevance of the skill to the mode of play. In activities, the progression should be from unopposed technique to opposed skill to game-like situations.
- Even at the technique level reducing recovery time and performing the technique at greater speed applies pressure.
- The basic principle in any progression is to reduce time and space so that intensity is increased.

Contact or non-contact

Rugby is a contact game. Touch Rugby eliminates all forms of contact besides the touch/tag. It has, therefore, correctly been criticised because while it develops players who are skillful when contact is not a factor, there is limited transference of the skills to the contact game.

There are many variations of touch/tag:

- two or one handed touch
- three or four touches
- direction changes
- dropped and forward passes permitted or not permitted
- kicking permitted / not permitted or required
- small numbers, large numbers, etc.

When considering whether or not to use touch Rugby, you must carefully consider the negative as well as positive aspects. And if touch Rugby is to be used, which of the rules variables are appropriate to develop the desired skills.

The explicit approach

All coaching happens in a specific context, usually with specific objectives in mind:

- To introduce the Game.
- To develop particular skills.
- To develop a more competitive team, with players of various ages and levels of knowledge and ability.

The explicit coaching session contains the following elements:

- A general warm-up of all the players.
- Developing unit skills among forwards (scrum and line-out) and backs (back plays).
- Specific mini-unit skills like the back row and #9 in the scrum situation, the thrower and the jumpers in the line-out, #s 9 and 10.
- Team practice - unopposed or semi opposed.

It is advocated that the practice structure be modified so that it emphasises the needs of the players based specifically on their play.

To teach and correct errors for each skill, use this teaching pattern: explanation 5-15%, demonstration 20-25% and application / practice 60-75%.

Include 'whole-part-whole' in the teaching approach, in which the whole skill is practised, the parts that need correction are practised individually and, finally, the whole skill is once again practised.

Skill progression

Start with the most fundamental skills of running, passing, tackling and falling in the tackle and progress to:

- *the other individual skills*
- *scrums and line-outs (the unit skills that are the basis of the static contests for possession)*
- *kick starts and re-starts*
- *defence and attack as unit skills*
- *rucks and mauls.*

At the conclusion of each practice have a modified Game that uses the skills that have been learned in the practice. Revise skills that have been previously learned at each practice and slowly move on once a high degree of competence has been gained.

Intensity progression

- *Use large groups, provide plenty of space and allow ample recovery time.*
- *Progress from walking, to running, to sprinting.*
- *As competency improves, reduce the group size and the space afforded to reduce recovery time.*
- *Introduce passive opposition - tackle bags, hit shields, scrum machines, etc.*
- *Introduce live but controlled opposition - the ball carrier accepting the tackle, the defence behaving predictably, hold-only tackles, defence that contests the space but not the ball.*
- *Finally, progress to full-on defence within the Laws of the Game.*

Checklist for conducting a practice session

1. Objective and structure.
2. Group organisation.
3. Warm up.
4. Modified games.
5. Duration and time allocation.
6. Organisation of equipment.
7. Use small-sized games to encourage handling and running skills to evolve.

As Rugby is a fun sport, in which every player is allowed to run with the ball and score, players should be encouraged to discover the joy of getting past opponents (and perhaps scoring) by either deceptive running, skillful handling, or support of the ball carrier.

Practice session variables

- Player maturity.
- The standard at which the players perform individual skills. If a player cannot run and pass then attack is difficult, if a player cannot tackle defence is difficult and if a player does not perform safe techniques in contact then winning the ball in the first place is difficult.
- The tactical understanding and decision-making ability of the players.
- The ability of the players to cope with limited time and space and the presence of many players.

Remember all Rugby is based on the ability to do the most basic skills well.

Planning a practice session

In every case, the coach needs to be able to define clearly the following:

- The aims of the practice. Why are the players practising?
- The specific objectives of the practice. What must the player be able to do better at the end of the practice session?
- The characteristics of the practice (numbers, space, time, functions, etc).

You must also consider the following:

- Your intervention (What do you actually do during the practice and what do you say to your players?)
- The degree of opposition (unopposed, semi-opposed, opposed, full contact, etc.)
- The appropriate progressions for the players being coached, from less complex to more complex.

The design of practices is based on the effective use of several important variables:

- The practice area (more or less space, narrow field or wide field, a familiar or an unfamiliar situation on the field).
- Practices always include decision making.
- The numerical ratio of attackers (with the ball) to defenders (without the ball) and the degree of intervention by the opposition (from passive opposition up to full game-like opposition).
- Practices should all lead to some kind of scoring opportunity.
- Defenders should always have the opportunity to counter attack and score.

The balance of attack vs defence

It is the particular relationship between opposing teams - one in possession of the ball and therefore able to attack, and the other without possession and therefore in defence - and the ways in which attack and defence change from one team to the other in the course of the Game which have dictated the nature of most practices.

This definition of the Game suggests several characteristics of practice situations:

- *Situational practices, including set play, leading to general team play.*
- *Practices include varying degrees and forms of opposition.*
- *A certain amount of chaos (much as in the Game itself) is inevitable and necessary to make the practice real.*
- *A suggested order of events within the practice period would be:*
 - *warm-up*
 - *general team play*
 - *set play: technique and organisation*
 - *unit play: technical and tactical*
 - *general team play - review.*

GROWTH AND DEVELOPMENT

Age	Physical development	Motor skills development	Social and emotional maturity
9-10	<ul style="list-style-type: none"> • An increase in recovery time after vigorous activity. • Greater co-ordination. • Stretch muscles before activity. 	<ul style="list-style-type: none"> • Repetition still essential. • Beginning to develop spatial awareness and the use of time, space and direction. • Able to learn and apply safe techniques in contact. 	<ul style="list-style-type: none"> • Increased attention span and focusing on the task. • Needs to accept and understand variations in abilities. • Growing confidence if successful and accepted by the group.

What does this mean for your coaching?

1.

2.

3.

GROWTH AND DEVELOPMENT

Age	Physical development	Motor skills development	Social and emotional maturity
11-13	<ul style="list-style-type: none"> • Rapid growth leads to tiredness, poor co-ordination. • Needs structured guidance. • Needs activity to retain flexibility and fitness. • Good hand to eye co-ordination. 	<ul style="list-style-type: none"> • Can apply speed, accuracy distance and space to the performance of skills. • Proficient at previously learned skills. • Keen to learn new skills. 	<ul style="list-style-type: none"> • Very willing to accept advice. • Increased leadership roles and decision-making. • Feels rejection strongly. • Needs guidance in setting goals.

What does this mean for your coaching?

1.

2.

3.

GROWTH AND DEVELOPMENT

Age	Physical development	Motor skills development	Social and emotional maturity
14-15	<ul style="list-style-type: none">• Rapid but uneven growth.• Very sensitive to physical appearance.• Flexibility and cardio-respiratory fitness needed.	<ul style="list-style-type: none">• Continuation of skills practices.	<ul style="list-style-type: none">• Prefers short-term goals.• Growing need for peer acceptance.• Difficulty in controlling emotions.• Needs positive encouragement to participate.

What does this mean for your coaching?

1.

2.

3.

Task 6 - Understand the implicit and explicit approaches to coaching

1. Listen to your educator explain the implicit/explicit continuum.
2. In a situation where you, as coach, are introducing the Game to a group of player who are new to the Game, indicate on the table below where you would coach each aspect of the game.

Introducing the Game progression	Implicit Ask the player			Explicit Tell the player	
	1	2	3	4	5
1. Passing and receiving the pass					
2. Kicking and catching the high ball					
3. Picking up the ball					
4. Two handed touch and the tackle					
5. Falling in the tackle					
6. Off-side - the player who next plays the ball must have come from behind the ball carrier - the penalty kick					
7. Recovering the ball at the tackle - the ruck					
8. Forming a maul					
9. What happens if the ball goes forward off the hand - the scrum					
10. What happens when the ball goes outside the field - the line-out					
11. How to start and re-start play - kick starts					

Task 7 - Plan a team practice

Study the sample practice plan forms on the following pages - the first is for an explicit session, the second for an implicit session. Using these concepts, create your own practice plan on the blank forms which follow.

Examples of completed practice plan forms

1. An explicit session in which a progression is followed using a series of practice activities.

Practice Session for the Poneke U10s

Session No 1, Date: 16/08/07

Areas of concern

1. Players running across the field, frequently running behind team-mates.
2. Star player dominating play from half-back, and no-one else is getting a chance.
3. The players don't appreciate the value of passing to someone in a better position and are playing individually when they get the ball.

Session aims

1. To make sure that players run straight down the field and use passing to move the ball sideways.
2. To vary playing positions within the team so that all players learn to play in a variety of positions based on size, maturity and body shape.
3. To improve passing skills so that the ball is passed quickly and, once the ball is passed, the passer is encouraged to support.

Equipment

1. 8 balls.
2. 16 cones.
3. 2 hit shields.

Practice plan	Key coaching points	Activity details
Briefing administration / roll call duration: 10 minutes		Brian O'Shea sick. Harvey Norman hasn't arrived - no excuse given. Everyone else attending.
Warm up duration: 10 minutes Skills: Unopposed ball handling and running	<ul style="list-style-type: none"> Sweat, stretch and skill. Reacting to calls to: <ol style="list-style-type: none"> pass place pick up toss the ball in the air based on the coaches call. 	Use the shadow: <ol style="list-style-type: none"> Grid 15m x 15m. Players in pairs, one ball per pair. Ball carrier runs anywhere in the grid and the partner keeps as close as possible. On your call of "1", "2", "3" and "4" the ball carrier performs the skill and the partner gathers the ball and becomes the front running ball carrier.
Individual skills Duration: 20 minutes Skills: Passing to a player in a better position.	<ol style="list-style-type: none"> Run straight. Depth by the receiver. Pass in front. Hands out to meet the ball. Pass immediately on. <p>"A pass is as good as the ease with which it can be caught."</p>	<ol style="list-style-type: none"> Grid 15m x 15m. One group of four players with a ball along each side of the grid. The groups of four players run across the grid passing the ball. Start with one group at a time and progress to 2, 3 and 4. The players have to give and take a pass while at the same time evading the other groups.
Mini-unit skills Duration: 10 minutes Skills: Passing the ball in contact.	<ol style="list-style-type: none"> Draw the defender. Pass to the player in a better position. If there is not a player in a better position stand in the tackle, draw support and dive as a mini-maul. 	<ol style="list-style-type: none"> Grid 15m x 10m. Players group on half way, on one side of the grid. On your call a number of players, in both attack and defence, run around the end of the grid and play an opposed game down the grid. If you call 4/1 then 4 players attack with the ball and 1 player defend. If your call is 3/3 then 3 attack and 3 defend.
Unit skills Duration: 5 minutes Skills: Brush up on unopposed scrums and line-outs.	1. Scrums <ul style="list-style-type: none"> Bind. Feet hips width apart. Crouch. Head up; back straight. Touch. Pause. Engage - gently, get the correct slot. 2. Line-outs <ul style="list-style-type: none"> Know to whom the ball is being thrown. Throw in straight and to the target. Bind on the catcher. Pass the ball to the backs to run and pass. 	1. Scrum progression <ul style="list-style-type: none"> 1v1 on knees and standing. 2v2. 3v3. 2. Line-out progression <ul style="list-style-type: none"> Pairs with one ball throwing in to each other. In fours with a thrower, jumper and two support players. Full line-out.

Practice plan	Key coaching points	Activity details
<p>Team play Duration: 10 minutes Skills: Tag rugby using scrums and line-outs to re-start play in which positive reinforcement is given for:</p> <ol style="list-style-type: none"> 1. Running straight 2. Passing 3. Supporting 	<ol style="list-style-type: none"> 1. Run straight. 2. Pass to transfer the ball across the field. 3. Pass only to a player in a better position. 4. Stand in contact and form a maul to create space using support. 	<ul style="list-style-type: none"> • Change the players so that they play in different positions. • Play in an area appropriate to the number and maturity of the players. • Give points for passing and for using the extra player. • Deduct points for selfishness. • Don't drift away from the aims of the practice.
<p>Warm down Duration: 5 Minutes Skill: Passing at a light jog.</p>	<ol style="list-style-type: none"> 1. Run then jog then walk. 2. Maintain the key coaching points. 3. Stretch. 	<p>In fours, return to the drill used for individual skills.</p>
<p>De-brief administration With a game on Saturday, check player availability and distribute game day sheets outlining:</p> <ol style="list-style-type: none"> 1. Travel. 2. Venue. 3. Meeting times. 4. Opposition. 5. After game function. 	<ol style="list-style-type: none"> 1. Clean gear. 2. Punctuality. 3. Discipline. 4. Aims. 5. Unity 6. Arrangements. 	<p>Planning: Start from the kick-off time and work back to the present so all issues are dealt with.</p>

2. An implicit session in which a progression is followed using a progression based on the Game.

Practice Session for the Ponke U10's

Session No 1 Date: 16/08/07

Areas of concern

1. Players running across the field frequently running behind team-mates.
2. Star player dominating play from half back, and no-one else is getting a chance.
3. The players don't appreciate the value of passing to someone in a better position and are playing individually when they get the ball.

Session aims

1. To make sure that players run straight down the field and use passing to move the ball sideways.
2. To vary playing positions within the team so that all players learn to play in a variety of positions based on size, maturity and body shape.
3. To improve passing skills so that the ball is passed quickly and, once the ball is passed, the passer is encouraged to support.
4. To create space and use the space created.

Equipment

1. 8 balls.
2. 16 cones.
3. 2 hit shields.

Practice plan	Key coaching points	Activity details
Briefing administration / roll call duration:		Brian O'Shea sick. Harvey Norman hasn't arrived - no excuse given. Everyone else attending.
Step one: Warm up (10 minutes)	<ul style="list-style-type: none"> • Handling skills. • The use of space. • Communication. 	<ul style="list-style-type: none"> • Players jog anywhere in the grid passing in an direction, using any technique. • They try to make as many passes as possible, never drop the ball. • Variations include requiring different types of pass.
Step two: Corner ball (10 minutes)	<ul style="list-style-type: none"> • Handling. • Running. • Decision-making. • Use of space. • Communication. • Fitness. 	<ul style="list-style-type: none"> • Players in the team with the ball pass the ball around the grid and try to tag a member of the other team by cornering them. • They may run anywhere in the grid but they may not run while they have the ball. • The members of the other team try to avoid being touched by the ball. • Any type of pass may be used. • Adjust the grid size to the playing numbers. • Each time a player is touched the team in possession scores a point. • Possession changes when a player is touched or the ball is dropped by the team in possession or a pass is interceptive . • The first team to make five touches is the winner.
Step three: Try to score in the 'in goal' area (1) (10 minutes) .	<ul style="list-style-type: none"> • Handling. • Running. • Decision-making. • Use of space. • Communication. • Fitness. • Scoring. 	<ul style="list-style-type: none"> • Use a grid suitable for playing numbers. • The teams play towards their opponents goal-line. • The aim is to pass to a player standing in their opponents 'in-goal' area. • Passes may be made in any direction. • Players in possession cannot run with the ball. • No contact.
Step four: Try to score in the 'in goal' area (2) (10 minutes).	<ul style="list-style-type: none"> • Handling. • Tackling. • Running. • Decision-making. • Creation and use of space. • Communication. • Fitness. • Scoring. 	<ul style="list-style-type: none"> • Handling - the backward pass. • Tackling - two handed touch on the hips. • Running - Players are able to run with the ball but must pass within two metres of being touched. • Creating and using space. Players run straight to hold the defence and pass to a player in greater space. • After five touches the opposition is given the ball to attack.

Practice plan	Key coaching points	Activity details
Step five: Try to score over the line (3) (15 minutes).	<ul style="list-style-type: none"> • Handling. • Tackling. • Running. • Decision-making. • Creation and use of space. • Communication. • Fitness. • Scoring. 	<ul style="list-style-type: none"> • Handling - as above. • Tackling - side on tackle . • Running - once the ball has been passed the players runs to receive another pass. • Decision-making - to run, pass to a player in a better position or to accept contact and play from the tackle. • Creation and use of space. • When a handling infringement occurs re-start the game using a three-player scrum. • When the ball goes out of play re-start the game using a three-player line-out. • In both of these some telling will be necessary so that the player understands the correct techniques for each of these.
Step six: Try to score over the line (4) (15 minutes)	<ul style="list-style-type: none"> • Handling. • Tackling. • Running. • Decision-making. • Creation and use of space. • Communication. • Fitness. • Scoring. 	<ul style="list-style-type: none"> • Handling - as above. • Tackling - side on tackle. • Running - once the ball has been passed the players runs to receive another pass. • Decision-making - to run, pass to a player in a better position or to accept contact and play from the tackle. • Creation and use of space • Continue with scrums and line-outs. • After the tackle, two players from each team must group within a metre of the tackle. In time progress to: <ul style="list-style-type: none"> - the tackle on the ground followed by a ruck - the standing tackle followed by a maul.
Step Six: Warm Down	<ol style="list-style-type: none"> 1. Clean gear. 2. Punctuality. 3. Discipline. 4. Aims. 5. Unity 6. Arrangements. 	Continue to have players to handle the ball.
De-brief administration With a game on Saturday, check player availability and distribute game day sheets outlining: <ol style="list-style-type: none"> 1. Travel. 2. Venue. 3. Meeting times. 4. Opposition. 5. After game function. 	<ol style="list-style-type: none"> 1. Clean gear. 2. Punctuality. 3. Discipline. 4. Aims. 5. Unity 6. Arrangements. 	Planning: Start from the kick-off time and work back to the present so all issues are dealt with.



Practice plan form

Session No: Date:

Areas of concern

1.

2.

3.

Session aims

1.

2.

3.

Equipment:

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Practice plan	Key coaching points	Activity details
Briefing administration / roll call Duration:		
Step one Title: Duration: Skills:		
Step two Title: Duration: Skills:		
Step three Title: Duration: Skills:		
Step four Title: Duration: Skills:		

Practice plan	Key coaching points	Activity details
<p>Step five</p> <p>Title:</p> <p>Duration:</p> <p>Skills:</p>		
<p>Step six</p> <p>Title:</p> <p>Duration:</p> <p>Skills:</p>		
<p>Warm down</p> <p>Duration:</p>		
<p>De-brief administration</p>		



Practice plan form

Session No: Date:

Areas of concern

1.

2.

3.

Session aims

1.

2.

3.

Equipment:

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Practice plan	Key coaching points	Activity details
Briefing administration / roll call Duration:		
Step one Title: Duration: Skills:		
Step two Title: Duration: Skills:		
Step three Title: Duration: Skills:		
Step four Title: Duration: Skills:		

Practice plan	Key coaching points	Activity details
<p>Step five</p> <p>Title:</p> <p>Duration:</p> <p>Skills:</p>		
<p>Step six</p> <p>Title:</p> <p>Duration:</p> <p>Skills:</p>		
<p>Warm down</p> <p>Duration:</p>		
<p>De-brief administration</p>		

INTERNATIONAL RUGBY BOARD
INTRODUCING RUGBY

MODULE 5 - Practice demonstration



MODULE 5 PRACTICE DEMONSTRATION



Unit two - Planning

Module 5 - Practice demonstration

Learning outcome

At the conclusion of the module you will have delivered sections of the practice plan and will have had the opportunity to coach the other members of your group and receive feedback in order to help you improve your coaching ability.

Communication and group management

As coach should use this checklist to set the scene for coaching a team.

- Aims for the season agreed between you and the team.
- Planning and preparation for the season.
- Liaison with parents and parental involvement.
- Responsibilities.
- Confidentiality.
- Communication.
- Punctuality and attendance.
- Discipline.
- Team and captain selection and the use of replacements.
- Your philosophy of coaching and refereeing.

Desirable characteristics of the coach

As coach you must be able to:

- develop players with tactical, technical and physical skills
- coach players to produce multi-phase Rugby, involving any and all members of the team
- design and execute practice sessions which are active and require a high degree of participation by all players, including game-like practices with the ball, involving various degrees of opposition
- develop the team concept
- use the services of other coaching resources when appropriate (trainer, medical personnel, sports psychologist, administrator, fund raiser, etc.)
- engage in a process of ethical decision-making, concerning the place of Rugby in society, as well as specific issues particular to Rugby.

Players' checklist

Use this player's checklist to create a profile of your playing talent as an aid to planning.

- *Physical attributes.*
- *Desire and commitment.*
- *Level of interest in sport in general and specifically Rugby.*
- *Ease with which the players can be coached.*
- *Familiarity with other contact sports.*
- *Individuality.*
- *Receptivity to instruction.*
- *Receptivity to problem-solving and the discovery approach to learning.*
- *Exposure to Rugby and the 'Rugby culture'.*
- *Access to Rugby role models.*
- *The position of Rugby in society.*
- *The image of Rugby in society.*

Coach checklists

Preparation

- Develop a well organised and compatible management team. Make sure they know and can perform their jobs.
- Seek information and relevant resources.
- Develop a programme relative to the maturity of the participants.
- Concentrate on technique and move slowly and thoroughly to the development of skill. A skill is a technique which is performed successfully in a game.
- Include all players in everything, not just the most skillful.
- Set a small number of guidelines so that organisation goes smoothly.
- Maintain regular communication with the participants, parents, the management team and the club's administration.

Liaison with parents

Once the team has assembled, have a parents' meeting to explain administrative matters, your approach to coaching, policies you intend to implement and maintain and to answer any questions the parents may have. At the meeting, introduce the management team and have them explain their jobs as well as give a brief description of their background. It may be appropriate to ask each parent or family to introduce themselves to the other parents.

Areas of policy must include:

- fair play
- safety and first aid
- aims for the season
- punctuality and attendance
- naming of the squad and the appointment of a captain and vice-captain
- selection of the starting team and the use of replacement players
- selection of the team and attendance at practice
- positive support on the touch-line
- confidentiality regarding personal matters on players explained to the coach in confidence.

Areas of administration must include:

- dates, times, duration and venues of practices and games
- travel to away games
- gear tidiness and laundering / cleaning of the gear
- the roles of the management team
- team functions, fund raising, trips, and sponsorship
- weekly team lists and regular newsletters
- planning a practice.

Task 8 - Demonstrate your practice session

1. Using the practice plan you developed in task 7, allocate one part of the practice session to each member of your group.
2. The remaining group members are the players.
3. After completing the practice, give feedback as a group to each coach.

INTERNATIONAL RUGBY BOARD
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MODULE 6 - Risk management and ethics



MODULE 6 RISK MANAGEMENT AND ETHICS



Unit three - Management

Module 6 - Risk management and ethics

Learning outcome

At the conclusion of the module you will have developed an understanding of risk management issues as explained in the IRB Rugby Ready resource.

Task 9 - Summarise the Rugby Ready resource

Allocate the chapters of Rugby Ready evenly among the members of your group. Spend a few minutes studying the advice given in Rugby Ready and then summarise your sections to the rest of the group in your own words.



Task 10 - Solve child development and risk management problems

1. Your educator will now allocate at least one scenario from each of the categories below to your group.
2. Discuss within your group the actions you would take to address the problem, and then report back to the rest of the course with your conclusions.

1. Child development scenarios

- a. You are told by your assistant coach that your team of 11-year-olds has run around the ground four times, causing them to be in oxygen debt at the start of the practice.
- b. In your team of 7-year-olds, you have a new drill that is a relay involving running forward with the ball, kicking the ball over the tackle bag held by a team mate, tackling the tackle bag, recovering the ball, side stepping the bag and running back to the team, where the ball is passed to the next player. The players are having trouble getting things in the right order and this is distracting them from performing the skills successfully.
- c. The best player has established a group of mates around him/herself and after practice they are ganging up on the less skillful players.
- d. Messages you are sending home about the organisation of the team, travel, kick off times, venues and parental support are not getting home.
- e. You are the coach of a group of twelve children who are new to the game. You are unsure of their level of skill and hand to eye co-ordination.
- f. Your team of children are used to playing contact rugby involving tackling, non-contested scrums and line-outs. In recent games, their play has become one in which one player grabs the ball puts it under one arm and runs until a tackle is made. Sometimes the player runs forward, but increasingly it is across the field, often in arcs behind team-mates.

2. Risk management scenarios

- a. In pair work you find that there is a mismatch and you have even numbers.
- b. You have limited equipment resulting in the players getting cold when you are giving instruction.
- c. You are practising on a warm day.
- d. Some players have boots and others do not.
- e. A player arrives at practice with a black-eye and he seems to not be his usual self.
- f. Your assistant coach seems to be giving a lot of attention to one of the players - picking him up and taking him home after practice.

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MODULE 7 - The Laws of the Game
of Rugby Union



MODULE 7 LAWS OF THE GAME

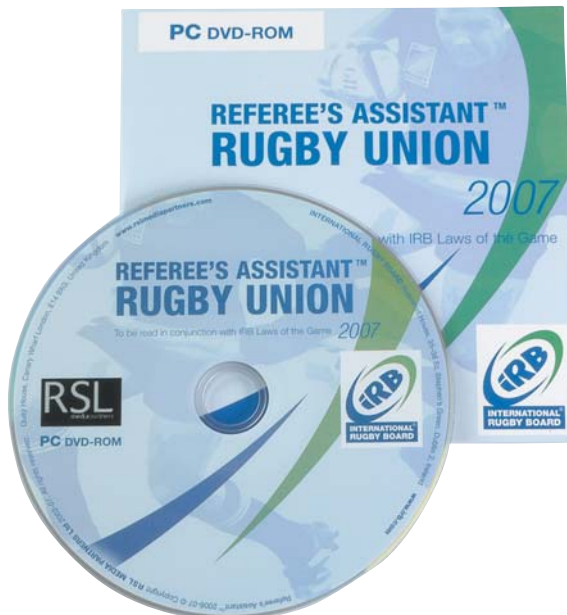


Unit four - Technical

Module 7 - The Laws of the Game of Rugby Union

Learning outcome

At the conclusion of the module you will have worked through the IRB Laws DVD and thereby gained a knowledge of the Laws of the Game. You will also have examined some of the modified versions of the Game as played by some national Unions.



Modified Rugby

For some years, major unions have modified the elements and Laws of the full-contact, 15-a-side game played by adult players because advice from other related disciplines favours small sized game in which the following aspects of the Game are modified to encourage recruitment and retention of pre-teenage players by the playing of a game that allows all players to gain enjoyment and satisfaction.

The advantages of modified Rugby

- The game emulates the essential elements of Rugby so that the transition from non-contact to contact Rugby is made easily and confidently.
- The Game emphasises ball skills. The non-contact nature of the Game encourages skill development.
- Children of different weights, heights and levels of co-ordination are able to play together. The Game can be played by groups of mixed or single gender.
- Confidence in skills assists in retaining young players in the Game and the Game is easily taught as its complexities are simplified.

- By emphasising skill and non-contact early maturing players cannot use their physique. This 'saves them from themselves' as they will have the skill necessary to play successfully even when slower maturers catch up with them.
- The Game can be played with a minimum of resources and can be adapted to the number of players available and to the player's level of skill and maturity.
- The Game emphasises player participation and teamwork and the aspects of the Game that players enjoy. Rewards are immediate and obvious. The Laws ensure that all members of a team must become involved.

Note: The Laws of the game are flexible within the bounds of safety. The opportunity should be taken to modify them to maximise player participation.

- For example, an early maturing, co-ordinated fast and evasive player may be able to dominate a game. Upon receiving the ball, this player may be able to run around the opposition and score. Team-mates become spectators as they watch that player go. This is not doing anything for any player. The appropriate change may be a requirement for three players to run and pass the ball before a team-mate can score a try.
- There are many forms of the modified Game that have developed in Unions across the world. Each has developed to take into account local culture, process, philosophy, structure and administration.

Examples of modified games

The following information provides some examples of modified Games operated by some national Unions. The list is by no means exhaustive, and is included purely to give you an idea of some modified forms of the Game being used around the world.

Australian Rugby Union

Walla Rugby - 7 to 8 year olds

As the first introduction to the game, Walla Rugby is played on a modified field to cater for the young age group, ensuring that each player will experience maximum involvement. It is a simple, non-tackling introduction to the game that concentrates on passing, catching and running skills.

Mini Rugby - 9 to 10 year olds

Mini Rugby continues the theme of free-flowing running and passing rugby action. However, most importantly it introduces the young player to the contact elements of tackle, continuity, ruck and maul.

Midi Rugby - 11 to 12 year olds

Midi Rugby is the 12-a-side stepping-stone to the full game. It is still on a modified field size, but more elements of the Under 19 game are introduced.

Scottish Rugby Union

New Image Rugby – 8 to 14 year olds

The aim for New Image Rugby is to introduce rugby in a safe environment, with the emphasis in each session being enjoyment.

Mini Rugby - 8 to 11 year olds

Mini rugby is a modified game of contact rugby designed to develop progressively the skills of rugby.

Tag Rugby - 8 years onwards

This is a relatively new version of the game, designed to bridge the gap between non-contact New Image Rugby and full contact Mini Rugby. In Tag Rugby, players wear a light belt with two ribbons attached to it by Velcro. A 'tackle' is simply the removal of one of two tags by a defender. This is a fun game that can be played by the whole family.

Rugby Football Union

Stage 1 - Under 7s/8s

The aim of this stage is to safely introduce and support the modern game by getting players and coaches to develop the running and handling skills needed to exploit space, time, risk, and support play.

Stage 2 - Under 9s/10s

The aim of this stage is to introduce safely and progressively, as shown in the current RFU coaching course materials, contact skills, including tackling and scrummaging.

Stage 3 Under 11s/12s

The aim of this stage is to provide the opportunity for players to continue to safely develop all the skills needed for the full 15-a-side game.

NOTES

IRB Introducing Rugby - evaluation questionnaire

Name (optional):

How well did course help you to:	LOW	HIGH
understand the game of Rugby Union?	1 2 3 4 5 6 7 8 9 10	
identify examples of the principles of Rugby?	1 2 3 4 5 6 7 8 9 10	
identify skill faults?	1 2 3 4 5 6 7 8 9 10	
analyse player growth and development?	1 2 3 4 5 6 7 8 9 10	
understand the explicit and implicit approaches to coaching?	1 2 3 4 5 6 7 8 9 10	
plan a practice?	1 2 3 4 5 6 7 8 9 10	
deliver a coaching session?	1 2 3 4 5 6 7 8 9 10	
solve child development and risk management problems?	1 2 3 4 5 6 7 8 9 10	
improve your skills as a coach?	1 2 3 4 5 6 7 8 9 10	
How satisfactory did you find the:	LOW	HIGH
pre-course administration?	1 2 3 4 5 6 7 8 9 10	
venue / lecture room?	1 2 3 4 5 6 7 8 9 10	
refreshments?	1 2 3 4 5 6 7 8 9 10	
course format?	1 2 3 4 5 6 7 8 9 10	
practical activities?	1 2 3 4 5 6 7 8 9 10	
support resources, e.g. workbook, Laws DVD, etc.?	1 2 3 4 5 6 7 8 9 10	
Please assess the educator's skills:	LOW	HIGH
Creating and maintaining a learning climate	1 2 3 4 5 6 7 8 9 10	
Presentation skills	1 2 3 4 5 6 7 8 9 10	
Questioning and listening skills	1 2 3 4 5 6 7 8 9 10	
Knowledge of officiating and Law application	1 2 3 4 5 6 7 8 9 10	
Giving honest and accurate feedback	1 2 3 4 5 6 7 8 9 10	
Investing in students	1 2 3 4 5 6 7 8 9 10	

In what way(s) could the workshop be improved?

What part of the workshop did you find most useful?

Thank you for completing this form fully and honestly - it will help us to go on improving our training workshop administration, delivery and content.

PLEASE REMOVE THIS PAGE AND HAND IT TO THE COURSE ORGANISER BEFORE DEPARTING.