



Teaching & Coaching

Rugby Union in schools



England
Rugby

Acknowledgements

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England
Rugby

Developing Young People

Developing children as confident, capable young people first is at the core of the Rugby Football Union's offer to all schools.

Using rugby union as a vehicle for developing a young person's 'Personal and Social' skills can have a dramatic impact on all aspects of their life and has real whole school impact.

Young people with enhanced personal and social skills are likely to be better performers and have a greater quality of rugby experience.

They will also be better able to work with their peers, respect rules, each other and have greater self esteem.



Personal and Social Skills

High quality teaching and coaching of rugby union has a bigger role to play than just improving performance on the field. Developing the Personal and Social skills of young people is an explicit part of the teaching of rugby union and complements the teaching of the physical, technical, tactical and mental aspects of the game.



The 5C's

Personal and Social skills are broken down into what we call the 5C's:

Competence, Character and Caring, Confidence, Connection and Creativity



The 5C's

Rugby union develops the Personal and Social skills of a young person whilst still improving their physical capabilities.

For example, a teacher or coach can improve a young person's ability to catch and pass a rugby ball whilst developing their connection and creativity by encouraging them to work together and come up with their own solutions to beat defenders.

The 'C' System in a Nutshell

Never seen the 'C' system before? Here's a quick crash course:

Competence



This is about developing a positive view of one's actions with matching appropriate capability (being able to do things).

Confidence



This hinges on having an internal sense of overall self-worth ('I am OK') and self-efficacy ('I can do things').

Connection



This is related to the ability to build positive bonds with people and institutions (ie clubs and schools), resulting in effective and mutually beneficial relationships between the individual, others and the environment.

Character and Caring



This is based on exercising respect for societal and cultural rules, possessing standards for correct behaviours, a sense of right and wrong and a sense of sympathy and empathy for others.

Creativity



This is about being able to find your own solutions to problems.

The development of the 'C' system and its underpinning capabilities is linked to the physical, technical, tactical and mental areas in a mutually inclusive way. For example, a coach can increase someone's physical capabilities and, at the same time, develop their connection with the setting and the people in it by encouraging participants to work together.



Rugby in schools should always

enable all young people, whatever their circumstances or ability, to take part in and enjoy PE and School Sport



promote young people's health, safety and well being



enable all young people to improve and achieve in line with their age and potential



Teaching & Coaching Rugby Union in Schools

Planning Your Session:

Outline your learning outcomes for the lesson.

At least one outcome should be related to the 5C's and one to the rugby skill or tactic you are aiming to develop.

For example:

1. Students will develop their Connection: their ability to build positive bonds with their peers.
2. Students will develop their Creativity: their ability find their own solutions.
3. Students will develop their ability to catch and pass a rugby ball under pressure and outwit a defender.

*The learning outcomes must be shared
with the students at the start of the lesson*



Teaching & Coaching Rugby Union in Schools

Teaching Your Session:

- The Personal and Social skills must be explicitly taught. You should put the students into activities where they can develop the 5C's.
- You should observe and analyse the performance of the 5C's you have included in your learning outcomes. Feedback to the students when they do them well and correct them when they are not done, in the same way you would with a technical skill.

Concluding the Session:

- At the end of the session you should ask the students to assess their performance against the learning outcomes you set.
- For example: ask students to score themselves out of 5 for their ability to work with their team mates.
- Then ask them to work out how they could improve the score they gave themselves for next time.
- Asking students to assess each other on what they have done well (peer assessment) is also a very useful tool.



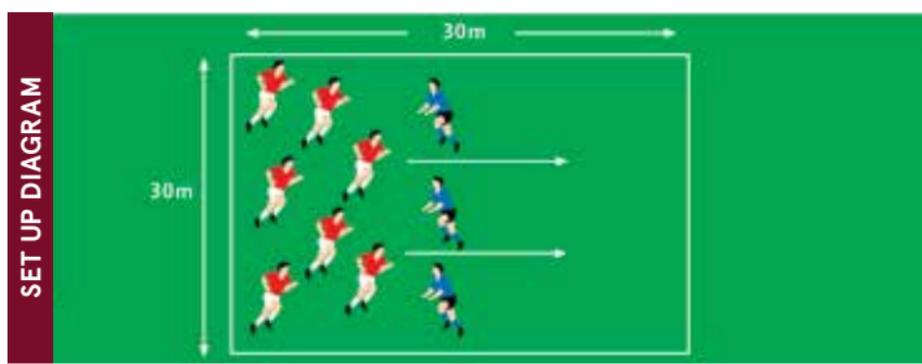
Activity	Sharks & fishes
Objective	To develop evasion / invasion skills

Key Factors	1) Evasion skills - side-step, change of pace, change of direction, 2) Defensive principles - move forward, ready position
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Equipment Requirements

Balls	Balls for each player	Bags	n/a	Area	30m x 30m adjust to suit number of players
Cones	1 stack	Suits	n/a	Players	16-20
Shields	n/a	Bibs	n/a	Time	2-5 mins

Practice Description On the coach's call, players must run to the line opposite without being touch-tackled by a selected defender(s). Once tackled, the player then joins the defending team. This continues until the last attacking player has not been caught. No more than one defender at a time should attempt to tackle any one player.



Practice Progression / Regression The coach can select more defenders depending on the size / ability of group. The size of the area can also be increased or decreased to either allow more space or increase pressure on players. Attacking players should all carry a ball if there is enough equipment. Defensive principles can also be added for defending players.

Game Coaching Guidance The coach should encourage fair play from the players. Tags can be used to help the coach see who has been caught.



Activity	Tig
Objective	To develop evasion / invasion skills and increase heart rate for the session to follow

Key Factors Evasion Skills:

1. Side-step – focusing on transfer of weight from one foot to the other followed by an aggressive acceleration.
2. Change of pace and change of direction – focus on lowering centre of gravity (by dropping the hips) while staying light on feet during deceleration.
3. Acceleration – focus on aggressive arm and high knee for leg drive.

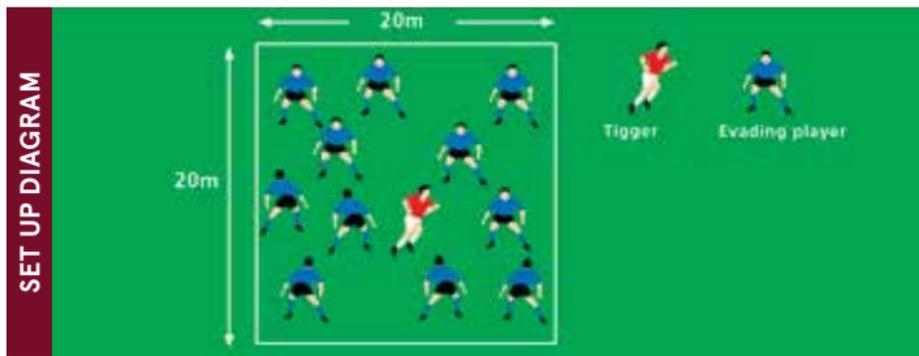
Spatial Awareness:

1. Keeping head up at all times.
2. Quickly moving into space and scanning for the next space to move into.

Equipment Requirements

Balls	Balls for each player (optional)	Bags	n/a	Area	20m x 20m adjust to suit number of players
Cones	1 stack	Suits	n/a	Players	16-20
Shields	n/a	Bibs	n/a	Time	2-5 mins

Practice Description Players take it in turns to be the tigger, who must try to tig the evading players with two hands. Other players must attempt to move about inside grid without being tigged. Once a player has been tigged they then assume the role of tigger while the person who originally tigged them is now an evading player.



Practice Progression / Regression The coach can select more 'tiggers' depending on the size / ability of group. The size of the area can also be increased or decreased to either allow more space or increase pressure on players. Tigger carries a ball in their hands and must make tig using the ball in the hands. No 'back-tags' – players cannot 'tig' the person who just 'tigged' them.

Game Coaching Guidance The coach should encourage players to utilise the space and keep moving.

Activity	Chain tig
Objective	Raise player heart rate for following session and to develop evasion skills

Key Factors Evasion Skills:

1. Side-step – focusing on transfer of weight from one foot to the other followed by an aggressive acceleration.
2. Change of pace and change of direction – focus on lowering centre of gravity (by dropping the hips) while staying light on feet during deceleration.
3. Acceleration – focus on aggressive arm and high knee for leg drive.

Spatial Awareness:

1. Keeping head up at all times.
2. Quickly moving into space and scanning for the next space to move into.

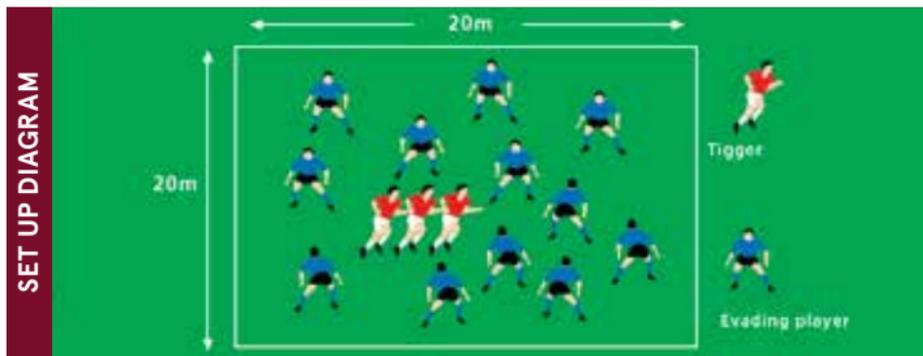
Co-ordination:

1. Synchronise movements as a chain to improve speed and agility as a group.

Equipment Requirements

Balls	Balls for each player	Bags	n/a	Area	20m x 20m adjust to suit number of players
Cones	1 stack	Suits	n/a	Players	16-20
Shields	n/a	Bibs	n/a	Time	2-5 mins

Practice Description This is a variant of Build-up tig where the first person to be caught joins hands with 'it' and the two must chase the others as a pair. As more people are caught they too join hands, forming a lengthening chain. Only those at the ends of the chain are able to catch someone, as they are the only ones with a free hand. A variant has chains of four splitting in two.



Practice Progression / Regression The size of the area can also be increased or decreased to either allow more space or increase pressure on players.

Game Coaching Guidance The coach should encourage players to utilise the space and keep moving. Tiggers should look to work together and communicate.

Activity	Octopus tig
Objective	Raise player heart rate for following session and to develop evasion skills

Key Factors Evasion Skills:

1. Side-step – focusing on transfer of weight from one foot to the other followed by an aggressive acceleration.
2. Change of pace and change of direction – focus on lowering centre of gravity (by dropping the hips) while staying light on feet during deceleration.
3. Acceleration – focus on aggressive arm and high knee for leg drive.

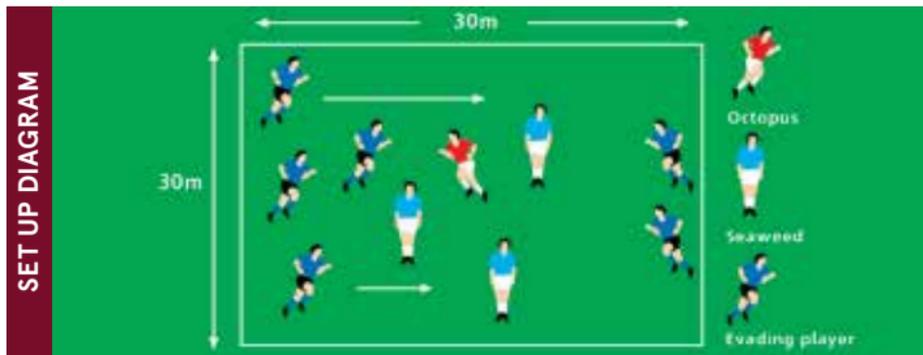
Spatial Awareness:

1. Keeping head up at all times.
2. Quickly moving into space and scanning for the next space to move into.

Equipment Requirements

Balls	Balls for each player	Bags	n/a	Area	30m x 30m adjust to suit number of players
Cones	1 stack	Suits	n/a	Players	16-20
Shields	n/a	Bibs	n/a	Time	2-5 mins

Practice Description The tigger or octopus attempts to tag the other players. The playing field is known as the ocean. The players or fish line up along one side of the ocean and try to run to the other side without being tagged. In a variation, once the fish run to the other side without getting tagged, the game pauses until the octopus starts it again. Upon getting tagged the fish become seaweed and must freeze and remain where they were tagged, but can wave their arms around and assist the octopus in tagging other fish within their reach. The last fish to be tagged becomes the next octopus.



Practice Progression / Regression The size of the area can also be increased or decreased to either allow more space or increase pressure on players.

Game Coaching Guidance The coach should encourage players to utilise the space and keep moving. Tiggers should look to work together and communicate.

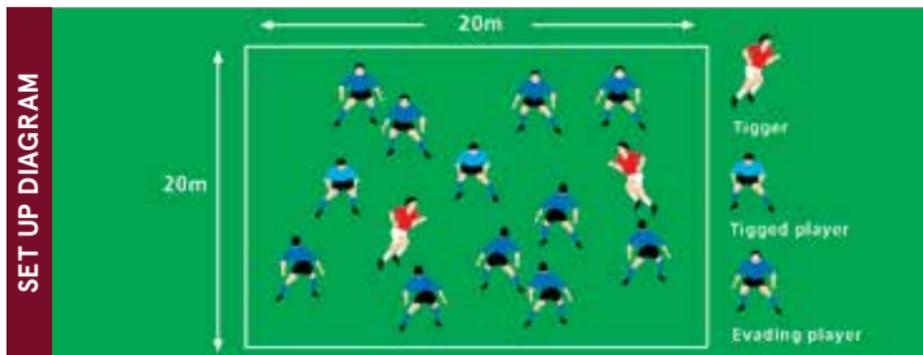
Activity	Leap frog tig
Objective	Raise player heart rate for following session and to develop evasion skills

- Key Factors** Evasion Skills:
1. Side-step – focusing on transfer of weight from one foot to the other followed by an aggressive acceleration.
 2. Change of pace and change of direction – focus on lowering centre of gravity (by dropping the hips) while staying light on feet during deceleration.
 3. Acceleration – focus on aggressive arm and high knee for leg drive.
- Spatial Awareness:
1. Keeping head up at all times.
 2. Quickly moving into space and scanning for the next space to move into.
- Landing Mechanics:
1. Focus on a soft landing.

Equipment Requirements

Balls	Balls for each player (optional)	Bags	n/a	Area	20m x 20m adjust to suit number of players
Cones	1 stack	Suits	n/a	Players	16-20
Shields	n/a	Bibs	n/a	Time	2-5 mins

Practice Description One or more players are appointed 'it'. When a player is tiggered, they freeze on the spot with their hands on their knees. Other evading players can then free the frozen player by leap-frogging them. Tigger(s) can be changed at coach's discretion.



Practice Progression / Regression The coach can select more tiggers depending on the size / ability of the group. The size of the area can also be increased or decreased to either allow more space or increase pressure on players. Tigger carries a ball in their hands and must make tig using the ball in the hands.

Game Coaching Guidance The coach should encourage players to utilise the space and keep moving.

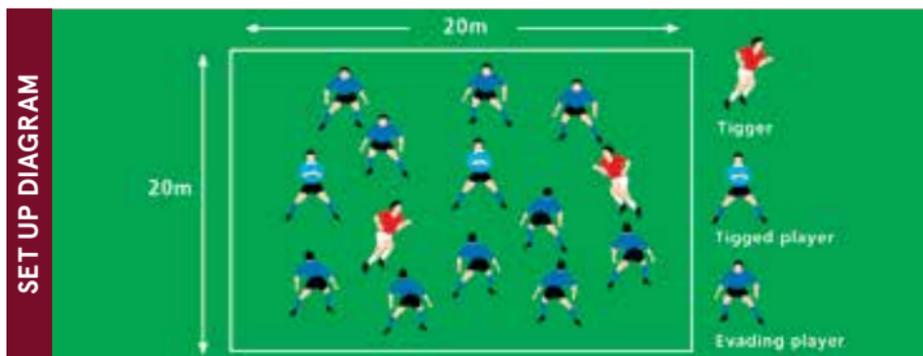
Activity	Tunnel tig
Objective	Raise player heart rate for following session and to develop evasion skills

Key Factors	<p>Evasion Skills:</p> <ol style="list-style-type: none"> 1. Side-step – focusing on transfer of weight from one foot to the other followed by an aggressive acceleration. 2. Change of pace and change of direction – focus on lowering centre of gravity (by dropping the hips) while staying light on feet during deceleration. 3. Acceleration – focus on aggressive arm and leg drive. <p>Spatial Awareness: 1. Keeping head up at all times. 2. Quickly moving into space and scanning for the next space to move into.</p> <p>Working off the ground:</p> <ol style="list-style-type: none"> 1. Get off the ground as quickly as possible. 2. hips up first when getting of the ground so you can engage your glutes.
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Equipment Requirements

Balls	Balls for each player (optional)	Bags	n/a	Area	20m x 20m adjust to suit number of players
Cones	1 stack	Suits	n/a	Players	16-20
Shields	n/a	Bibs	n/a	Time	2-5 mins

Practice Description One or more players are appointed 'it'. When a player is tiggered - they freeze on the spot with their legs split. Other evading players can then free the frozen player by crawling through their legs. Tigger/s can be changed at coach's discretion.



Practice Progression / Regression The coach can select more tiggers depending on the size / ability of group. The size of the area can also be increased or decreased to either allow more space or increase pressure on players. Tigger carries a ball in their hands and must make a tig using the ball in the hands.

Game Coaching Guidance The coach should encourage players to utilise the space and keep moving.

Activity Rob the nest

Objective To develop evasion, decision-making and ball familiarisation skills

Key Factors 1. Ball in two hands, 2. Head up when running,
3. Dodge fellow players, 4. Communication skills

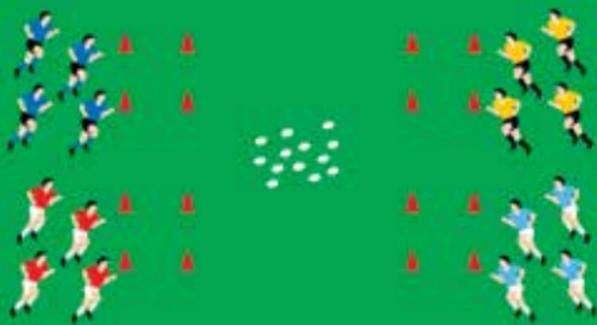
Equipment Requirements

Balls	12 balls (or even nos)	Bags	n/a	Area	15m x 15m square
Cones	1 stack	Suits	n/a	Players	16
Shields	n/a	Bibs	if available	Time	10-15 mins

Practice Description

Groups are split into three or four groups (of four players max) with a nest (small coned area), containing the balls, in the middle of the square. On the coach's call, the players (one per group at a time) run out to the middle and take one ball to bring back to their nest. Once there are no balls left in the middle, the players can begin to take balls from opposing team's nests. The winning team is either the one that has four balls in their nest or the team with the most balls after a certain time period (rules at coach's discretion).

SET UP DIAGRAM



Practice Progression / Regression

The coach can increase or decrease the size of the area depending on numbers. The coach can incorporate skills for players to complete prior to returning a ball to their nest e.g. ball around the waist or through the legs twice, or players need to pass the ball into their nest etc.

Game Coaching Guidance

Focus on only one or two key factors at a time. Specifically observe and analyse player performance of the key factor. Feedback in a positive manner to correct faults or praise good practice. Coach should watch out for more than one player from each group running to the nest at one time.

Activity 5 pass game

Objective Develop handling ability within an evasive, chaotic environment

Key Factors

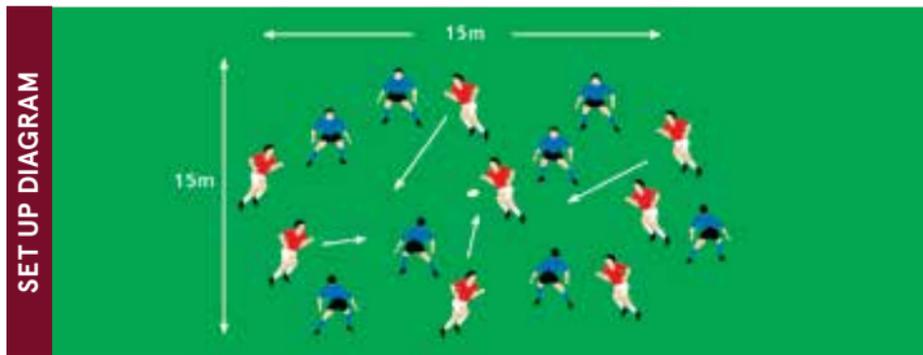
1. Hands in the ready position, with palms facing the ball and thumbs together.
2. Catch the ball in their hands.
3. Ball remains off the shirt.
4. Follow through on pass towards target.
5. Accurate communication between attacking team players.
6. Finding space to receive the pass – movement off the ball.

Equipment Requirements

Balls 2	Bags n/a	Area 15m x 15m square
Cones 1 stack	Suits n/a	Players 16
Shields n/a	Bibs 8	Time 10-15 mins

Practice Description

First team to complete five passes gets a point. The team in possession must touch the ball on the ground before passing to another team mate (variations can be applied). The defending team's aim is to stop the ball from being passed or to force an inaccurate pass. Ball carrier cannot move with the ball (variations can be applied). Players are free to move within the grid if they do not have the ball. If the ball touches the ground or is intercepted by the defending team then it is a turnover.



SET UP DIAGRAM

Practice Progression / Regression

Ball carrier cannot pass back to the player they have just received it from (harder).
Ball carrier can take ten steps before passing (easier). Once ball carrier passes the ball, they have to run outside the grid before re-entering into the game (harder).
Increase the number of passes that have to be made (harder)

Game Coaching Guidance

Introduce, explain and demonstrate the activity then check for understanding prior to starting. Focus on one or two key points at a time. Adapt game to ensure all players are equally involved. Play advantage where possible to ensure flow. Reward effort as well as achievement.

Activity	End ball
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Objective	Develop passing accuracy and strength / type of pass. Can improve spatial awareness, lines of running, communication, decision making and evasion
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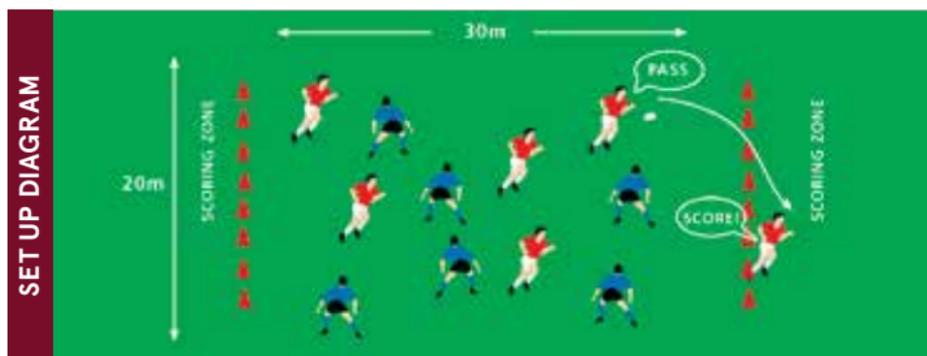
Key Factors	<ol style="list-style-type: none"> 1. Hands in the ready position with palms facing the ball and thumbs together. 2. Catch the ball in their hands 3. Ball remains off the shirt. 4. Follow through on pass towards target. 5. Accurate communication between attacking team players. 6. Finding space to receive the pass - movement off the ball. 7. Evasion skills and footwork.
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Equipment Requirements

Balls	1	Bags	n/a	Area	30m x 20m square
Cones	1 stack	Suits	n/a	Players	12
Shields	n/a	Bibs	6	Time	10-15 mins

Practice Description

Run and pass in any direction. Play until a mistake is made or turn over after five touches. Allow one second to pass after touch is made. No player can just stand in a scoring area (5 second limit). Man-to-man marking will encourage lines of run to lose defender / create space. Player must pass once a two-handed touch is made below waist height. Scoring team keep the ball and has to score at the other end of the pitch.



Practice Progression / Regression

Progress to one touch turnover to challenge players. Players can not catch unless on the move - promotes agility / evasion on and off the ball. Introduce so that minimum 2 / 3 players must be in the scoring zone before a score can be made. Play game with Tags - player must pass ball once tag is made.

Game Coaching Guidance

With young player may need to reduce playing area. Ensure all players are active by manipulating the game - e.g. so that everyone must touch the ball before a score can be made. Give a clear and concise introduction to the activity, repeat demonstrations more than once.

Activity Rats and rabbits

Objective To develop reaction and evasion skills

Key Factors 1. Quick feet. 2. Stay on toes. 3. Ball in two hands.

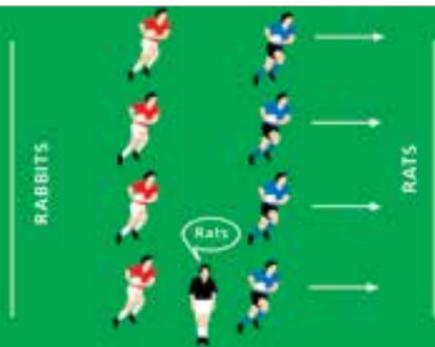
Equipment Requirements

Balls	1 per player if available	Bags	n/a	Area	15m x 15m (approx)
Cones	1 stack	Suits	n/a	Players	16-20
Shields	n/a	Bibs	n/a	Time	10 mins

Practice Description

Players are lined up in the middle of the square, back to back (both with a ball if available). On the coach's call, the player named either 'rat' or 'rabbit' runs to the line in front of them, trying to score a try over the line. The player whose name wasn't called then releases their ball and attempts to two handed touch the other player before he/she reaches their try line. Once a player has either been caught, or scored a try over the line, both players should return to the middle.

SET UP DIAGRAM



Practice Progression / Regression

The coach can change the starting positions of the players to increase the difficulty – sitting, lying on fronts, legs crossed etc. The coach can also increase the distance players are standing from each other as they improve. This game can also be used when developing the rear tackle.

Game Coaching Guidance

The coach should encourage all players to play fairly. Using tags can help the coach identify whether a player has been caught or not. Observe and analyse specifically on the key factors you are working on – feedback to correct faults.

Activity Breakout touch rugby

Objective Developing evasive skills with ball in hand through 1 v 1 game related activity

Key Factors 1. Ball in two hands. 2. Look for the space and accelerate.
3. Dodge defenders.

Equipment Requirements

Balls	4	Bags	n/a	Area	20m x 20m
Cones	1 stack	Suits	n/a	Players	8
Shields	n/a	Bibs	8	Time	10-15 mins

Practice Description

One small grid (5m x 5m) within a larger grid (20m x 20m). Four attacking players (with balls) in small grid and four defenders (without balls) in larger grid. Attackers aim is to score a try over the outer grid without being touched / tackled. Defending players cannot enter the small grid. When touch is made, attacker must go back to small grid and start again. If try is scored, attacker re-enters small grid and must attack a different try line.

SET UP DIAGRAM



Practice Progression / Regression

Play with 1 or 2 balls so that player or players have the option of passing to beat defender. Use tag belts – players must reach outside without being tagged. Increase to tackling – at later stages of FUNDamentals. Two players work with one ball to bring passing element into practice – aim is to pass the ball out of the area.

Game Coaching Guidance

With young player may need to reduce playing area. Provide feedback on players evasive skills – highlight good practice such as footwork to the group.

Activity	Multi direction end ball
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Objective	Develop passing accuracy and strength of pass. Can improve spatial awareness, lines of run, communication, decision making and evasion.
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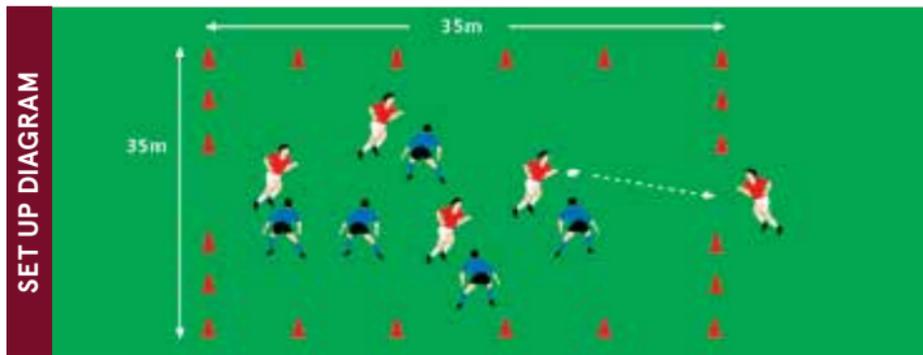
Key Factors	1. Hands in the ready position, with palms facing the ball and thumbs together. 2. Catch the ball in their hands. 3. Ball remains off the shirt. 4. Spatial awareness with and without possession. 5. Communication skills. 6. Evasion skills and footwork.
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Equipment Requirements

Balls	1	Bags	n/a	Area	35m x 35m
Cones	1 stack	Suits	n/a	Players	10
Shields	n/a	Bibs	5	Time	10-15 mins

Practice Description

Players can run and pass in any direction. Scoring team keeps the ball and has to score beyond the try line (called out by coach). Play until a mistake is made or turn over after five touches. One second to pass after touch is made. Four try lines. Only one player allowed in at any one time. Cannot score beyond same try line twice. No player can just stand over the try line (5 second limit). Man to man marking will encourage lines of run to lose defender / create space.



Practice Progression / Regression

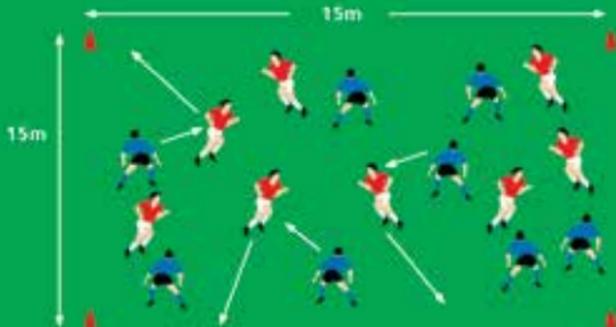
Coach to determine which try lines to be used. Coach adds in another ball so that two games are going at same time. Play one touch turnover to challenge players.

Game Coaching Guidance

With young players, may need to reduce playing area. Ensure all players are active by manipulating the game – e.g. so that everyone must touch the ball before a score can be made. Focus your coaching on the key factors – observe and analyse critically and fault correct using a questioning approach.

Activity	Tag thief				
Objective	Develop evasive running in a chaotic environment and to develop understanding of basic defensive skills				
Key Factors	1. Players to evade opponents by using skills such as the side step, spin and swerve. 2. Players to get into low position to make a tag - get foot in close to the player.				
Equipment Requirements					
Balls	n/a	Bags	16	Area	15m x 15m
Cones	1 stack	Belts	16	Players	16
Shields	n/a	Bibs	5	Time	10-15 mins

SET UP DIAGRAM



Activity	Overload touch
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Objective	Develop passing accuracy and strength of pass. Can improve spatial awareness, lines of run, communication, decision making and evasion. Defensive organisation and communication
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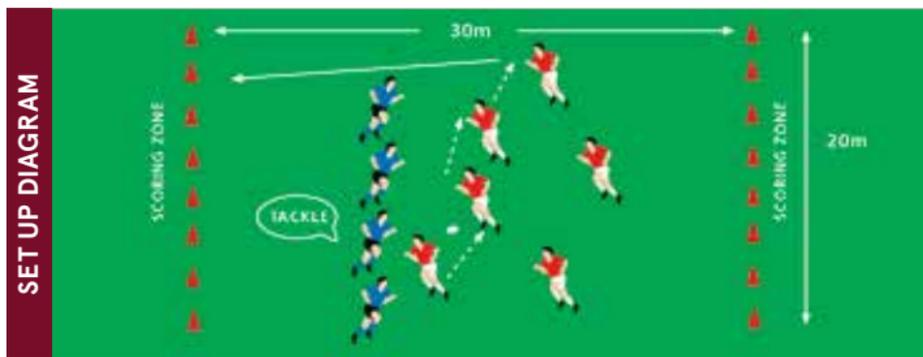
Key Factors	1. Hands in the ready position with palms facing the ball and thumbs together. 2. Catch the ball in their hands. 3. Follow through on pass towards target. 4. Time run onto the ball to ensure go-forward. 5. Recognition of space. 6. Communication skills.
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Equipment Requirements

Balls	1	Bags	n/a	Area	30m x 20m
Cones	1 stack	Suits	n/a	Players	10
Shields	n/a	Bibs	4 or 6	Time	10-15 mins

Practice Description

Start with more attackers than defenders lined up against each other. Once defender makes a two handed touch tackle on waist the ball carrier can: 1. continue and pass to a supporting player 2. form a stable base and offload to a supporting player. 3. go to ground and pop to supporting player 4. go to ground and present the ball close to a supporting player. Once a try has been scored, the attack turn around and attack the opposite scoring zone



Practice Progression / Regression

Increase width of pitch to create more space and scoring options. Introduce so that minimum of 2 / 3 players must be in the scoring zone before a score can be made. Progress to tackle, using only 1-on-1 tackles (Refer to tackle key factors LTPD stage 1 FUNdamentals). Play game with Tags - player must pass ball once tag is made.

Game Coaching Guidance

With young players, may need to reduce playing area. Ensure all players are active by manipulating the game - e.g. so that everyone must touch the ball before a score can be made. Try to play advantage as much as possible.

Praise effort as well as achievement.

Activity 4 v 2 continuous touch rugby

Objective Develop effective accurate passing – under pressure. Will also improve the decision making of the ball carrier and support players to recognise space.

Key Factors 1. Hands in ready position. 2. Catch the ball in their hands.
3. Ball remains off shirt. 4. Eyes up so as to be aware of surroundings.
5. Follow through on pass towards target. 6. Communication skills.
7. Evasion skills and footwork to dodge / fix defenders.

Equipment Requirements

Balls 2	Bags n/a	Area 20m x 40m
Cones 1 stack	Suits n/a	Players 6
Shields n/a	Bibs 6	Time 10-15 mins

Practice Description

Four players are always attacking with two players defending. The defenders need to make a two handed touch on the ball carrier to stop the attack. When the ball carrier is touched the game will restart after three seconds to allow the attack and defence to quickly reset. When a try is scored the attacker will attack in the opposite direction (change attack and defence regularly).



Practice Progression / Regression

Coach to determine how active defenders are (depending on success of attack).

Coach can move defenders into position e.g., side by side or Indian file.

Start ball in centre of attack or side to create different decision making options for attackers and defenders. Switch in a different ball to change the point of attack and the players decision making process.

Game Coaching Guidance

Providing an effective demonstration and checking for understanding is crucial.

Regularly switch players between attack and defence, but maintain a good level of activity. Observe and analyse and provide resultant feedback specifically on key factors the players are working on.

Activity	Any direction touch (4 goals)
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Objective	Will develop hand catch and passing accuracy. Can improve spatial awareness, communication, decision making and evasion.
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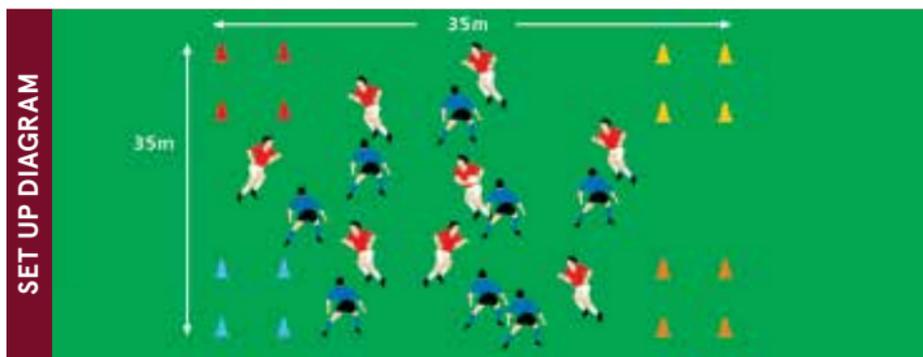
Key Factors	<ol style="list-style-type: none"> 1. Hands in the ready position with palms facing the ball and thumbs together. 2. Catch the ball in their hands. 3. Ball remains off the shirt. 4. Spatial awareness with and without possession. 5. Communication skills. 6. Evasion skills and footwork.
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Equipment Requirements

Balls	2	Bags	n/a	Area	35m x 35m
Cones	1 stack	Suits	n/a	Players	16
Shields	n/a	Bibs	8	Time	10-15 mins

Practice Description

Run and pass in any direction. Play until a mistake is made or turn over after five touches. One second to pass after touch is made. Four scoring areas – only one player allowed in any at one time. No player can just stand in a scoring area (five second limit). Man to man marking will encourage lines of run to lose defender / create space.



Practice Progression / Regression

Coach to determine which scoring areas to be used. Coach adds in another ball so that two games are going at same time. Expand pitch boundary to encourage increased movement and longer passing. Modify game / play one touch turnover depending on ability.

Game Coaching Guidance

With young players, may need to reduce playing area. Ensure all players are active by manipulating the game – e.g. so that everyone must touch the ball before a score can be made. Coach specifics – qualify comments e.g. – “good pass – because.....”

Activity	Drop down touch
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Objective	Develop hand catch and passing accuracy. Can also develop defensive organisation and communication.
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Key Factors

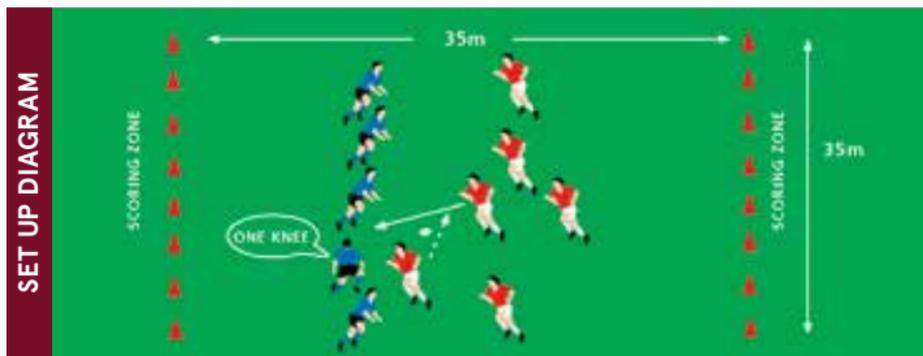
1. Hands in the ready position, with palms facing the ball and thumbs together.
2. Catch the ball in their hands.
3. Ball remains off the shirt.
4. Follow through on pass towards target.
5. Accurate communication between attacking team players.
6. Finding space to receive the pass – movement off the ball.
7. Defensive organisation (maintaining a flat line).

Equipment Requirements

Balls	1	Bags	n/a	Area	35m x 35m
Cones	1 stack	Suits	n/a	Players	12 (ideally)
Shields	n/a	Bibs	6	Time	10-15 mins

Practice Description

Two handed touch tackle on hips. Defender drops down to one knee until a try is scored or a turnover occurs. As attacking team plays on, number of defenders will decrease, creating more space. Cross try line and ground ball to score. Attacker options: 1. continue and pass to support 2. form a stable base and offload 3. go to ground and pop to support 4. go to ground and present the ball with sound technique to support.



Practice Progression / Regression

Player cannot catch unless on the move – promotes agility / evasion on and off the ball. Increase width of pitch to create more space and scoring options. Introduce so that minimum 2 / 3 players must be in the scoring zone before a score can be made. Play game with tags – player must pass ball once tag is made.

Game Coaching Guidance

With young player may need to reduce playing area. Ensure all players are active by manipulating the game – e.g. so that everyone must touch the ball before a score can be made. If players score a try, ask them what they did well to create the score in relation to the key factors.

Coaching the tackle

A tackle is used by the defending team to stop the attacking team moving forward and is an opportunity for the defending team to contest for possession of the ball. Competence in tackling and taking a tackle is critical in developing a safer and more enjoyable game. Recent studies from Australia and the UK have shown that 58% of injuries result from tackle situations, so it's essential that this aspect of the game must be performed, coached and refereed with due care and attention, with good technique and safe, appropriate practice paramount. This will enable players to become confident and competent in the tackle.

At Mini level ALL tackles should be made below the waist. This encourages the learning of correct technique and also encourages the ball carrier to improve their offload skills out of the tackle.

Law definition – Law 15 Tackle: Ball carrier brought to ground.

A tackle occurs when the ball carrier is held by one or more opponents and is brought to ground. A ball carrier who is not held is not a tackled player and a tackle has not taken place. Opposition players who hold the ball carrier and bring that player to ground, and who also go to ground, are known as tacklers. Opposition players who hold the ball carrier and do not go to ground are not tacklers.

Key points for players in every tackle situation.

Tackler – contact with opponent(s)

1. Track the movement of the ball carrier and get the feet close enough to make the tackle.
2. Prepare for contact – adopt a body position that is strong, stable and low.
3. Keeping the eyes open, position the head behind or to one side of the ball carrier – never position the head in front of the ball carrier.
4. Release the tackled player, get back to your feet immediately and contest for possession.



Ball carrier – contact with ground

1. Carry the ball in both hands.
2. Protect the ball – hold it tight to your chest with elbows in to your sides.
3. Make contact with the ground with the buttocks and then shoulder.
4. Don't break your fall with your hand or the ball.
5. Turn towards your team and pass, place or present the ball.
6. Get back to your feet as soon as possible.
7. For specific key points, see the individual tackle types below.

Key points for players in individual tackle types.

Shoulder tackle – front-on

1. Maintain strong, stable and low body position.
2. Target and make contact with the shoulder on the ball carrier's thighs.
3. Squeeze the arms tight around the ball carrier's legs while driving with the legs.
4. Continue the leg drive to bring the ball carrier to ground.
5. Release the ball carrier.
6. Get back to feet quickly.
7. Contest for possession.

Shoulder tackle – side-on

1. Maintain strong, stable and low body position.
2. Target and make contact with the shoulder on the ball carrier's thighs.
3. Squeeze the arms tight around the ball carrier's legs, drive with the legs and bring the ball carrier to ground.
4. Roll to finish on top.
5. Release the ball carrier and get back to feet quickly.
6. Contest for possession.



Activity	Pop off the ground touch
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Objective	Develop players' ability to offload the ball during and post tackle / touch. Activity also aids players hand catch technique and evasive skill.
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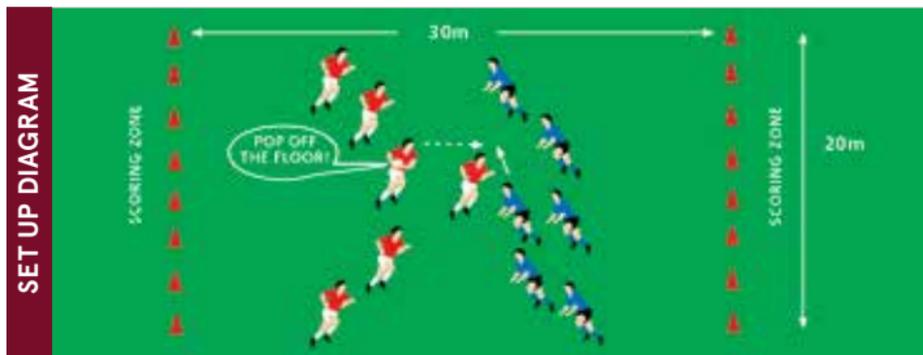
Key Factors	1. Avoid head-on tackles – try to dodge the defender first. 2. Two hands on the ball. 3. If tackled, drive the legs to keep moving before falling to ground. 4. Look for support by turning body towards team mates. 5. Pass to a support runner coming onto the ball at pace.
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Equipment Requirements

Balls	1	Bags	n/a	Area	30m x 20m
Cones	1 stack	Suits	n/a	Players	12 (ideally)
Shields	n/a	Bibs	6	Time	10-15 mins

Practice Description

Attackers aim to score in defenders' scoring zone. The defenders have to two-hand touch the ball carrier to stop the attack. Once touched, the ball carrier goes to ground then looks to offload to a support player who is moving forward. If the player is not able to offload within two seconds, they present the ball. Next player goes in and makes clearing pass. If team scores a try the ball is given to the opposition. Turnover also occurs for a knock-on or forward pass.



Practice Progression / Regression

Introduce minimum / maximum passing distance (either when scoring or after tackle). Supporting player cannot catch ball unless on the move – promotes agility / evasion on and off the ball. Introduce so that minimum 2 / 3 players must be in the scoring zone before a score can be made. Play game with tags – player must go down and offload ball once tag is made.

Game Coaching Guidance

With young player may need to reduce playing area. Ensure all players are active by manipulating the game – e.g. so that everyone must touch the ball before a score can be made. Observe and analyse objectively in relation to key factors – feedback should only be on key factor performance.

Activity Ball presentation touch

Objective Develop ball presentation understanding and technique, as well as game sense in a pressure environment.

Key Factors

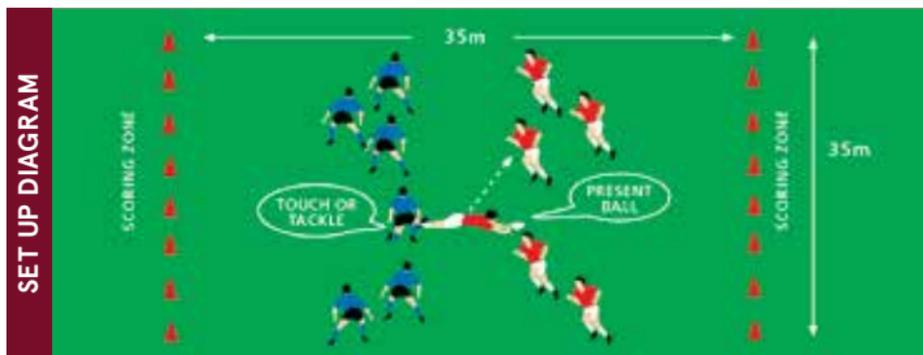
1. Avoid head-on tackles – try to dodge the defender first.
2. When touched, drive the legs to keep moving forward.
3. When on ground, extend arms, and with two hands present the ball as close to support and as far away from the opposition as possible.
4. Coach to add in further key factors relating to hand catch during open play as they deem necessary.

Equipment Requirements

Balls	1	Bags	n/a	Area	35m x 35m
Cones	1 stack	Suits	n/a	Players	12 (ideally)
Shields	n/a	Bibs	6	Time	10-15 mins

Practice Description

Game of touch, where once ball carrier is touched with two hands, they go to ground and present ball. Defender who makes the touch drops to one knee beside the ball carrier. Defending team must retreat 5m following every touch, to allow attacking team space. Turn-overs occur for forward passes / knock-ons and when a try is scored. Attacking team score by putting the ball down over the try line.



Practice Progression / Regression

Introduce minimum / maximum passing distance (either when scoring or any time). Players cannot catch unless on the move – promotes agility / evasion on and off the ball. Manipulate ratio of attackers versus defenders to make it easier or harder to attack. Once touch is made, more defenders go down on one knee to increase space for attackers. Increase width of pitch to create more space and scoring options. Play game with tags – player must go to ground once tag is made.

Game Coaching Guidance

With young players, may need to reduce playing area. Ensure all players are active by manipulating the game – e.g. so that everyone must touch the ball before a score can be made. Game coach should remember to emphasise key factors of ball presentation, rewarding effort as well as achievement.

Activity	Group touch
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Objective	Develop hand catch and passing through game-like situation. Also develops spatial awareness, communication and decision making.
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Key Factors	<ol style="list-style-type: none"> 1. Hands in the ready position with palms facing the ball and thumbs together. 2. Early reach – catch / grab the ball as early as possible. 3. Watch the ball all the way into hands. 4. Once caught, turn to identify the receiver. 5. Keep ball up between waist and chest area – moving the ball quickly across the body. 6. Follow through and fingers point to target after the ball is released.
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Equipment Requirements

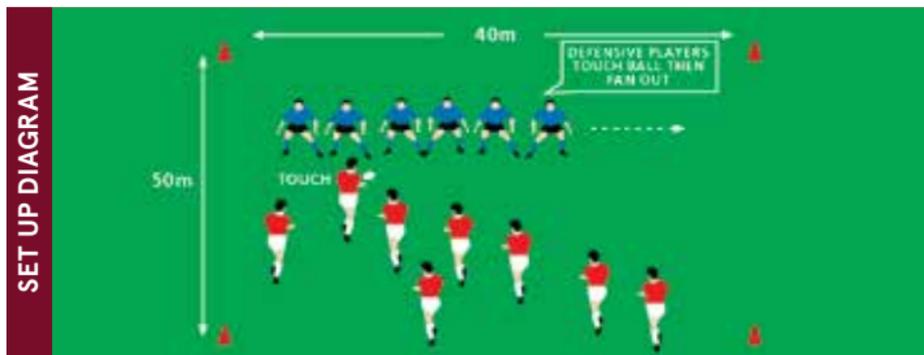
Balls	2	Bags	n/a	Area	50m x 40m
Cones	1 stack	Suits	n/a	Players	14
Shields	n/a	Bibs	6+	Time	10-15 mins

Practice Description

Attack always has two more players than the defence. When a player from the attacking team is touched, all the players from the defending team must run in and touch the ball and drop to one knee. Attacking player to present ball accurately.

When scrum half plays the ball defence can move – this will force them to use a drift defence and the attack to look for an attack space.

Attack has four phases to score until switch of roles.



Practice Progression / Regression

Increase or decrease the number of defenders to either challenge players or make easier. Allow defence to fan out prior to ball being passed to challenge players further. Prevent defence from moving for one or two seconds after pass to make easier for attack. Coach can introduce defensive principles and change focus of session.

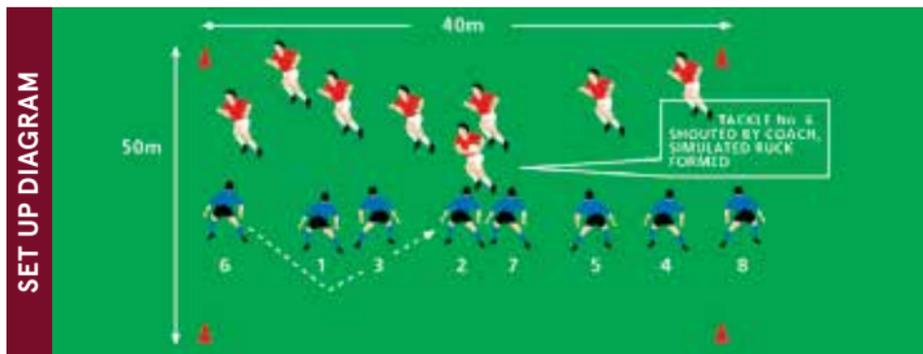
Game Coaching Guidance

Ensure defensive players are inside. Objectively analyse players' performance of the key factors. Provide specific feedback to players in relation to the key factors highlighted.

Activity	Number touch		
Objective	Recognition of the space in the defence and the players' ability to attack through that space.		
Key Factors	1. Scanning to identify space on the pitch. 2. Accurate communication. 3. Catch / grab the ball as early as possible. 4. Follow through and fingers point to target after the ball is released.		
Equipment Requirements			
Balls	2	Bags	n/a
Cones	1 stack	Suits	n/a
Shields	n/a	Bibs	8
		Area	50m x 40m
		Players	16
		Time	10-15 mins

Practice Description

When a touch is made on an attacker, the attacker can either present the ball accurately or offload depending on the focus of the activity. Each defender is given a number and when their number is called they enter the contact area and simulate a ruck (call in more numbers to create larger gaps in the defence). The remaining defenders are then told to defend narrow or wide. The attackers then attack the appropriate space.



Practice Progression / Regression

Develop on to scrag, then full contact to promote more leg drive and contact skills. Coach can change game so that players have to retreat to their own try line before getting back into the game. Decrease number of defenders to create more space.

Game Coaching Guidance

Ensure defenders stay onside. The coach should use the advantage rule as much as possible to aid the flow of the game. Observe and analyse the key factors being worked on – do not try to correct other factors.

Activity	Wide touch
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Objective	Effectively move the ball wide and attack single defenders
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Key Factors 1. Depth and width to attack. 2. Accurate passing – play what is front – eyes up. 3. Decision-making. 4. Option runners and lines of run.

Equipment Requirements

Balls	2	Bags	n/a	Area	45m x 30m
Cones	1 stack	Suits	n/a	Players	12min 16max
Shields	n/a	Bibs	8	Time	10-15 mins

Practice Description

Two wide channels between the touchline and 15 metre line. One large channel in between 10 attackers v 8 defenders. Any number of touches can occur in the wide channels, however only one touch can occur in the middle at one time. This means that after a touch in the middle, the ball must be moved to the wide channel or a turnover will occur.



Practice Progression / Regression

Increase or decrease the number of defenders to either challenge players or make easier. Increase number of touches in the middle of pitch until players are more successful. Set limit on the number of steps allowed in the wide channels before playing the ball back in play.

Game Coaching Guidance

Touches below the waist. Defending players should work together and go forward in a flat line, communicating effectively. Ensure you observe and analyse and give resultant feedback specifically around the key factors you ask the players to perform.

Activity Ruck touch rugby

Objective Develop ruck technique of both attack and defence. The touch game can also develop hand catch, offload and spatial awareness skills

Key Factors Ball Presentation

- Avoid head-on tackles _ try to dodge the defender first.
- On engagement keep body tense and keep spine in line.
- When tackled drive the legs and keep moving forwards.
- When brought to ground, extend arms and with two hands present the ball as close to support and as far away from the opposition as possible.

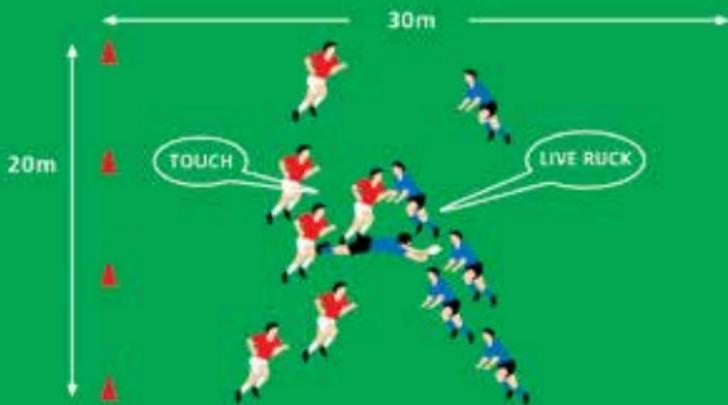
Arriving players

- Arrive through the tackle gate
- Maintain a strong, stable and low body position
- Chin off the chest, head up, hands up
- Sight the target
- Keep the spine in line with the direction of drive
- Start the drive from a low body position
- Make contact with defender using the shoulder and arms, not the head
- Close arms around opponent
- Drive the player away and clear the ball
- Bind with a team-mate to improve stability

Equipment Requirements

Balls	2	Bags	n/a	Area	30m x 20m
Cones	1 stack	Suits	n/a	Players	12
Shields	n/a	Bibs	6	Time	10-15 mins

SET UP DIAGRAM





Teaching & Coaching

the 15-a-side game



England
Rugby

Level 2 SWATCCH

Name of Game/Activity	Card Number
Anxiety Conditioning	1
Attacking a Condensed Defence	2
Attacking a Drift, Blitz and Cover Defence	3
Back Line Attack from Set Piece	4
Bozo Touch	5
Chaos Touch	6
Colours Touch	7
Conditioning Circuit	8
Continuous Rugby	9
Decision-making Development	10
Diamond Support	11
Drop-off Touch	12
Fly Half Development	13
Half Back Development	14
Identifying Space to Attack	15
Kicking Development	16
Kicking Target Game	17
Lineout - Lose Your Marker & Multi Directional Games	18
Lineout Throwing Game	19
Mismatch Touch	20
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Outflanking Game	22
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Parramatta Touch	24
Penetrating Defence Game	25
Ruck Touch	26
Scatter Defence Game	27
Support Line and Off-load Game	28
Support Line Breaks	29
Tactical Scoring Game	30
Pitch Side Concussion Guide	31 - 35



Practice	Anxiety Conditioning
Objective	To develop the ability to manage a game under exaggerated pressure
Equipment:	
Balls 1	Bags 0
Cones 0	Suits 0
Shields 0	Bibs x2
Skill Practice Requirements:	
Area	30 x 20
Players	All
Time	20 minutes

Skill Practice Description

- Two teams play normal rules touch or contact.
- Separate to either team are two rogue players to whom the rules do not apply.
- These two players may be anywhere at any time including from set piece and their role is to disrupt the attack or the defence in any way they can.
- A progression may be for the defence to be allowed to be a metre off side at every tackle and set piece.
- These actions will place players under an exaggerated state of pressure they will not be under in a match.
- Therefore the match may appear more manageable when the laws of the game are applied as normal.

SET UP DIAGRAM



Key Coaching Points

- Peripheral vision and general awareness.
- Communication.
- Decision making.
- Support and team work.
- Intuitive problem solving.

Relevance to the Game

- This game is designed to place the players into a state of high alert and concentration.
- If using these conditions in a team run, the defence will know the calls and can also be offside.
- This will add to the unrealistic conditions in practice and the match may appear more manageable.

Practice	Attacking a Condensed Defence
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Objective	To develop the ability to attack a condensed defence
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Equipment:

Balls	1	Bags	0
Cones	4	Suits	0
Shields	0	Bibs	50% of players

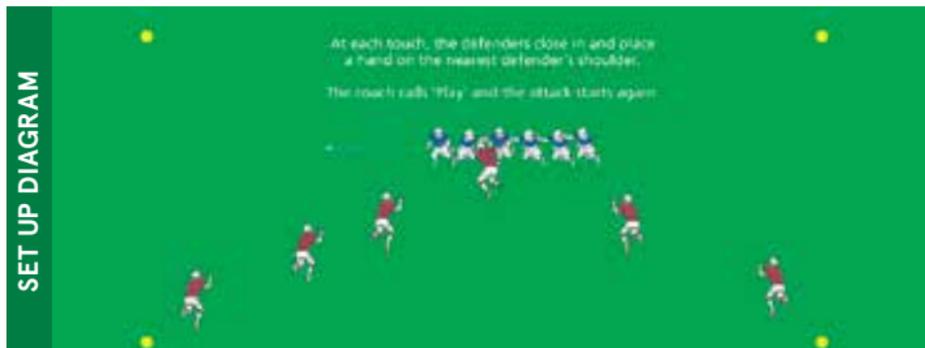
Skill Practice Requirements:

Area	30 x 20
Players	All
Time	20 minutes

Skill Practice Description

- Two teams play normal touch rules.
- 5 touch turnover.
- When a touch is made, the game pauses and all defenders close in and place their hand on the shoulder of another defender. This ensures all defenders are bunched together therefore creating space to attack.
- The coach calls 'play' and the attack restarts.

Progression - leave one then two defenders out of the bunch to provide differing challenges to the attack. Once attack can cope with recognising and attacking space release the conditions. This will test the attack to recognise and attack space either through outflanking or penetrating the defence.



Key Coaching Points

- Peripheral vision and general awareness.
- Communication.
- Intuitive decision making.
- Support and team work.

Relevance to the Game

- This game is designed to challenge the observation and decision making ability of the attack.
- For the defence, it challenges the ability to cover quickly with both drift and sweeping defenders.

Practice	Attacking a Drift, Blitz and Cover Defence
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Objective	Recognising and attacking different defensive systems
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Equipment:

Balls	1	Bags	0
Cones	20	Suits	0
Shields	0	Bibs	50% of players

Skill Practice Requirements:

Area	30 x 20
Players	All
Time	15 minutes

Skill Practice Description

- Within a game of touch when a breakdown occurs the coach can call “Blitz” or “Drift”. On hearing this call the defenders must run to the appropriate line.
- The coach may also give players numbers in order to call specific defenders to leave the defence line which will create the need for defence to realign quickly.
- Once the call is made the attackers must turn to face the opposite direction and at this point the coach rolls a new ball in behind them.
- When the coach shouts “play” - the attack turn to face their original direction and the attacker closest to the new ball picks it up and re-starts the attack.

By conditioning the roles of the players in defence the attack will need to recognise and attack differing defensive systems

SET UP DIAGRAM**Key Coaching Points**

- Looking for and recognising space.
- Attacking space.
- Recognising differing defensive systems.
- Attacking differing defensive systems.
- Communication in attack and defence.

Relevance to the Game

- Spaces are created by conditioning the defence. Attackers have to identify, communicate and attack the space appropriately

Practice Back Line Attack from Set Piece

Objective To improve decision making and attacking skills from set piece

Equipment:

Balls	1	Bags	0
Cones	20	Suits	0
Shields	0	Bibs	50% of players

Skill Practice Requirements:

Area	Try line to 10 metre line
Players	All Back line players plus one
Time	20 - 30 minutes

Skill Practice Description

- The objective of this game is to score from first phase.
- The defence start on the try line and can only advance to the five metre line (gain line).
- The attack must start from the 5 metre line if simulating a scrum and vary the starting points i.e. centre field.
- If simulating a lineout start, use the 10 metre line to half way.
- If the attack can score from the set piece they are awarded five points.
- If they score after one phase they are awarded four points.
- If they score after two phases they get awarded three points and so on.
- If the attack fails to score after four phases they turn around and defend.
- Kicking options may be introduced.
- Five attacks each team.

SET UP DIAGRAM



Key Coaching Points

- Decision making skills (strike move, defensive alignment).
- Appropriate passing (short, long, flat, deep etc.)
- Appropriate running lines; decoy / option / creating spaces / accelerating into space.
- Support and reaction.
- Look-Think -Do Process
- Allow the players to self correct before intervention from the coach.

Relevance to the Game

- This game calls for clinical and decisive call making and execution.
- High levels of pace in running and passing.
- Accuracy in scanning / decision making and running line / decoy selection.

Practice	Bozo Touch
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Objective	Performing basic skills whilst under fatigue
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Equipment:

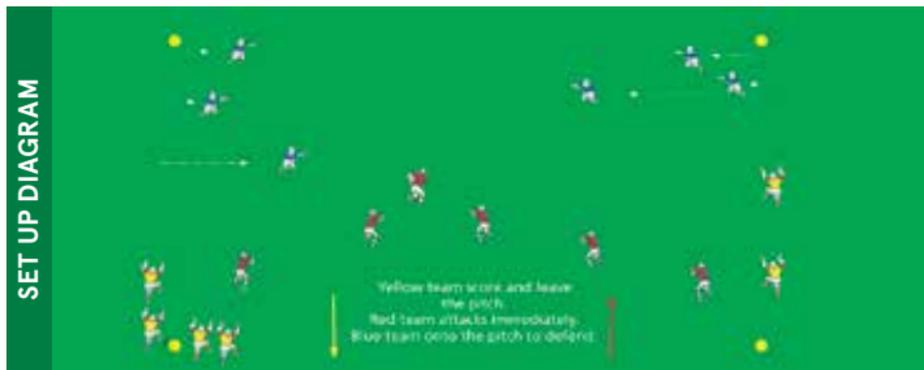
Balls	1	Bags	0
Cones	20	Suits	0
Shields	0	Bibs	50% of players

Skill Practice Requirements:

Area	40 x 60 as appropriate
Players	All
Time	Coach discretion - short intense periods

Skill Practice Description

- Players divided into 3 teams, 2 teams play whilst one waits to enter the game when a score is made
- When a score is made, the defence pick up the ball and attack immediately.
- The scoring team leave the pitch while the waiting team run on and defend.
- Turnover of possession is via a score, a forward pass, dropped ball, intercept etc.
- The rules may also stipulate a six touch turnover for example.
- The coach to observe how the waiting players spread when in the off pitch area in order to cover space when called onto the pitch. It may not be the team in possession at that time that scores.

**Key Coaching Points**

- Recognising and communicating where space to attack is available.
- Execution of handling and running skills to attack available space.
- Defensive alignment and communication.

Relevance to the Game

- Recognising, creating and attacking space.

Practice Chaos Touch

Objective Recognition and attacking of space

Equipment:

Balls	1	Bags	0
Cones	20	Suits	0
Shields	0	Bibs	Each team

Skill Practice Requirements:

Area	30 x 20
Players	All
Time	5-10 min periods with 90 sec intervals

Skill Practice Description

- Two teams play touch with the rules as stipulated by the coach.
- At any time during the game the coach may blow the whistle.
- The ball is passed to the coach and players run around whichever corner cone they are closest to, although it must be of their own try line. This ensures all players come back into the game at different times.
- The coach can reintroduce the ball to either side and play resumes.

SET UP DIAGRAM



Key Coaching Points

- Recognising and communicating where space to attack is available.
- Execution of handling and running skills to attack available space.
- Defensive alignment and communication.

Relevance to the Game

- Recognising, creating and attacking space.

Practice	Colours Touch
Objective	Recognition and attacking of space.
Equipment:	
Balls 2	Bags 0
Cones 20	Suits 0
Shields 0	Bibs Each team
Skill Practice Requirements:	
Area	30 x 20
Players	All
Time	15 minutes

Skill Practice Description

- Each player is given a colour.
- The coach will call out a colour at any time during the game.
- The defender/s who have been given that colour need to leave the defence line, run round the nearest cone of that colour and rejoin the defence.
- The attack should identify where the spatial opportunity has appeared and take immediate advantage.
- The frequency of the calls depend on how much the coach wants to work the players.
- The coach may call for all players, both defence and attack, to run around an allotted cone colour.
- Coach should have two rugby balls to ensure a fast game and a change of defence to attack at times.

SET UP DIAGRAM



Key Coaching Points

- Looking for and recognising space
- Attacking space
- Communication in attack and defence

Relevance to the Game

- This game is primarily a conditioning game which also challenges visual acuity.
- Spaces are created by the leaving defenders, which the attack have to identify, decide on the appropriate action and attack accordingly.
- By using the second ball, the coach can also develop counter attack.

Practice	Conditioning Circuit
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Objective	Pre and early season conditioning and decision making
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Equipment:

Balls 10

Bags 0

Cones 50

Suits 0

Shields 0

Bibs 50% of players

Skill Practice Requirements:

Area Full pitch

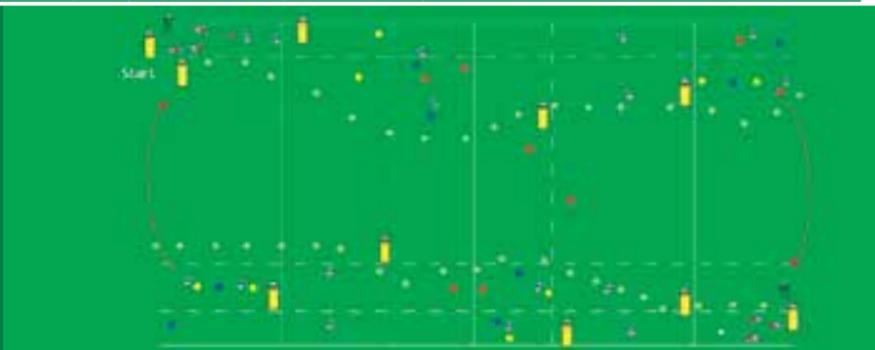
Players All

Time Discretion of the coach

Skill Practice Description

- Using the full length of the pitch the practice is a continuous 3 v 2 scenario.
- 3 attackers knock over a bag to collect a ball and attack 2 defenders in the 5m channel.
- If they fail to beat the defenders (touch/grip), the attackers run back to knock over another bag and start again.
- Having beaten the first defenders they carry on with the same ball to beat 2 further defenders who may choose a colour and start from the appropriate cone.
- If the attackers fail to beat the defence they run back to the bag and start again with another ball. The defence can choose another colour to start from.
- The next challenge is two free roaming defenders. If the attack fail they go back and knock over another bag to start again.
- Finally the defenders choose a colour to start from and if the attack fail they get another ball and the defence choose another starting colour.
- The objective is to complete the attack with the starting ball and restarts. Keep score to create competition.

SET UP DIAGRAM

**Key Coaching Points**

- Fixing the defenders to open or preserve space.
- Effective support and communication.
- Sound decision making when fatigued.
- Appropriate passing skill.

Relevance to the Game

- This activity is primarily for conditioning and developing decision making while under pressure of opposition and fatigue.
- There is always an extra attacker and success should be constant.
- Create competition by scoring the successful attacks and/or timing the attacking run through.

Practice	Continuous Rugby
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Objective	Decision making under pressure
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Equipment:

Balls	1	Bags	0
Cones	20	Suits	0
Shields	0	Bibs	Each team

Skill Practice Requirements:

Area	As appropriate for objective and age group
Players	14
Time	Discretion of the coach

Skill Practice Description

- Play 7 v 7 Continuous Rugby i.e. after a score, the team who has just scored, keeps possession and immediately starts attacking the far try line.
- This allows attacker to play against broken defences (defence not spread in a flat line across the field of play).
- This will help players to use evasive skills and maintain continuity, with more passing before being tackled (3 second recycles after a tackle or it becomes a turnover).

SET UP DIAGRAM**Key Coaching Points**

- Recognising and communicating space to attack
- Decision making
- Passing skills to attack space
- Running skills to attack space

Relevance to the Game

- Great for coaching counter attacking and challenging speed in organisation of both attack and defence.
- Any player can be ball carrier and communication is vital as is decision making in identifying space and the best way to attack it successfully.

Practice	Decision Making Development	
Objective	To develop the intuitive decision making of attackers against a broken field defence	
Equipment:	Skill Practice Requirements:	
Balls 1	Bags 0	Area 22 area of pitch
Cones 0	Suits 0	Players Max 30
Shields 0	Bibs 50% of players	Time 15 - 20 minutes

Skill Practice Description

- The coach kicks the ball out to the waiting attackers from under the posts.
- The coach calls out a number of defenders to defend (4 in the example). This number can change depending on ability.
- The attacking team need to catch the ball and attempt to score on the try line without being touched (more than 1 touch can be allowed depending on ability)
- Dropping the ball or being touched in possession results in a fail and all attackers must return to the 10m line before starting again.
- The drill can be used as a competition by allowing each team a specified number of attempts before swapping the sides, the team scoring the most tries wins.

SET UP DIAGRAM



Key Coaching Points

- Recognising and communicating space to attack and distance between attack and defence
- Decision making
- Passing skills to attack space
- Running skills to attack space - awareness of depth of attacking line and dangers of a flat line
- Creation of 3 v 2's and ultimately 2v1's

Relevance to the Game

- Attacking a broken field
- Collecting a loose kick and counter attacking with an assessment of the opportunities presented
- Selection of appropriate passing and running options to attack space.

Practice	Diamond Support
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Objective	Develop the concept of a diamond support shape
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Equipment:

Balls	1	Bags	0
Cones	20	Suits	0
Shields	0	Bibs	50% of players

Skill Practice Requirements:

Area	30 x 20
Players	All
Time	15 minutes

Skill Practice Description

- Play a game of touch or grip tackle.
- At the coach's discretion, call "slow ball!" or "freeze" and allow the attack to form a diamond behind the 1st or 2nd receiver. Then call "Play!"
- The defence will also be organised but this will be the case in a full game.
- Allow the game to progress and shorten the time they have at the slow ball scenarios. Don't be concerned if there are not four players in the formation as long as there is at least a second tier of support.
- Add short lineout options, so the diamonds are preset from set piece.
- As players become competent at forming the shape in front of the tackle line, the coach may develop the ability to form again, having made a line break.
- Develop the game into full contact.

SET UP DIAGRAM**Key Coaching Points**

- Looking for and creating space.
- Holding spaces open.
- Ball carrier to watch the defensive shape and not look round for the support. The support should be arriving at spaces.
- Listening and cooperation. Play with the eyes in front and the ears behind.
- Support to hold depth and not arrive at the tackle line flat.
- Footwork.
- Intuitive decision making.

Relevance to the Game

- This game will develop the intuitive decision making and clinical attacking skills.
- The attack uses a structure to disrupt the defensive structure.
- Having disrupted the defensive structure, the attack utilises their structure to take advantage.

Practice	Drop Off Touch
Objective	Recognition and attacking of space
Equipment:	
Balls 1	Bags 0
Cones 20	Suits 0
Shields 0	Bibs 50% of players
Skill Practice Requirements:	
Area	30 x 60 metres as appropriate
Players	All
Time	Coach discretion - short intense periods

Skill Practice Description

- The teams play touch with the ball being passed back through the legs when touched.
- The defender/s who make the touch, turn (drop off) immediately and run to their own try line.
- These drop off defenders need to realign with the defence as soon as possible.
- The attack should seek to take advantage of the space created by the drop off defender/s.
- To get maximum effort from the players, it is advised the pitch is not so long that players do not make the effort to realign in defence.
- The coach may observe the attacking players moving the ball away from the space opportunity left by the drop off player. It may be that the defence close the space left by the drop off, however this will create space elsewhere. Can the attack find the appropriate space to utilise?

SET UP DIAGRAM



Key Coaching Points

- Recognising and communicating space to attack.
- Developing passing and running skills to attack space.
- Effort in defensive realignment to cover primary threat.
- Development of team work and commitment.

Relevance to the Game

- Recognising, creating and attacking space

Practice	Fly Half Development
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Objective	To improve the fly half's perception of where to take the ball (flat or deep) off secondary phases and when to pass.
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Equipment:				Skill Practice Requirements:	
Balls	2	Bags	0	Area	30 x 20 grid
Cones	0	Suits	0	Players	
Shields	0	Bibs	3	Time	15 - 20 minutes

Skill Practice Description

- Two channels each 15metres wide
- Two attacking lines of four players; one line in each channel
- Three defenders lined up to defend the designated channel.
- SH passes ball to 1st attacking group on the coach's call.
- D1 goes for A1, D2 for A2, D3 for A3
- Attackers to fix defenders and release overlap.
- Coach shouts "Break" and the three defenders run to defend the other channel against 2nd group of attackers.
- On coach's command "Go" the 2nd ball is passed to the second line
- Rotate the groups and alternate which channel has the first strike / second strike
- Vary the timing of the second call which releases the ball for the 2nd strike. An early call frees up space for the fly half because the defenders will have little time to get into the second channel. A late call, allows defenders time to get across, and it means the fly half will have to prevent the drift and effectively use the overlap.
- Initially the coach can control the defence telling the defenders to leave the overlap and be fixed; then allow them to drift, then allow them to try anything to stop the attack. Here is also an opportunity to coach how to defend.

SET UP DIAGRAM



Key Coaching Points

- Fly half's angle of run should always be forward initially.
- Stay square - outside shoulder should be seen by scrum half
- Run at defenders aiming at the inside shoulder
- Move when the ball is in the scrum half's hands or when it is in the air.
Do not creep forward before then.

Relevance to the Game

- If the fly half passes too early, it allows the defence to drift. No-one has been fixed.
- If he passes too late, it will put pressure on the second receiver.
- If they pass too late, it will put pressure on the second receiver

Practice Half Back Development**Objective** Scanning skills, decision making, passing & kicking skills**Equipment:**

Balls	1	Bags	0
Cones	20	Suits	0
Shields	0	Bibs	50% of players

Skill Practice Requirements:

Area	30 x 20
Players	All back line players
Time	20 minutes

Skill Practice Description

- Each player is given a number.
- From any tackle point or breakdown, as the attacking team is about to start another attack, the coach calls out a number and the defending player with that allocated number retires three paces before moving forward as the others step up.
- This leaves a miss alignment in the defence line.
- The fly half is required to notice the opportunity and attack the miss alignment and deliver the ball accordingly.
- A progression is for the numbered player to step forward early, creating the opposite miss alignment.
- If the forward player is the wing, then the fly half may choose to use a kick to get behind the defence.
- The opportunity may appear on the short side and the fly half needs to be aware and communicate to the scrum half.
- Now develop the decision making further by even numbers step up and odd numbers retire.

SET UP DIAGRAM**Key Coaching Points**

- Scanning skills. • Attacking an opportunity offered by the defence alignment.
- Decision making skills. • Appropriate passing (short, long, flat, deep etc.)
- Appropriate kicking (grubber through, chip over, cross kick etc.)
- Look-Think-Do Process

Relevance to the Game

- This game promotes recognition of space to attack in the defensive shape.
- The scanning and decision making skills of the fly half are tested. Also the passing and kicking skills.
- The game promotes the concept of the fly half scanning the defence and not just looking at their own support players.

Practice

Identifying Space to Attack

Objective

Develop scanning in attack and use of support to beat a line defence

Equipment:

Balls	1	Bags	0
Cones	20	Suits	0
Shields	0	Bibs	Each attacking line

Skill Practice Requirements:

Area	Pitch A - 1 x 40m and Pitch B - 1 x 20m wide
Players	5 - 8 players each team
Time	15 minutes

Skill Practice Description

- Attacking team face away from defenders before play commences.
- Attackers spread or grouped in any formation.
- Defenders split (unseen by attack) between pitch A & B.
- Coach calls "turn" and introduces the ball to the attack who turn to scan the distribution of the defence and attack whichever pitch they choose.
- Defenders on the pitch not being attacked cannot cross over to help defend.
- If the attack breaks down, the defence gain bonus point.
- If attackers choose to attack the area with the most defenders and still score - gain a bonus point.

Progression:

- Allow the defenders in the area not being attacked to move across to support the other defence. Perhaps make the secondary defence go deeper around a cone.
- Vary the space before game starts between attack and defence - more or less time for the attackers.
- Allow defence to recover the ball to counter attack.



SET UP DIAGRAM

Key Coaching Points

- Reward close and immediate support of the ball carrier in and around contact area.
- Defenders deny space and time to the numerically superior attack.
- Attack ensure both width and depth in the attack.
- Attack to make effective use of numerical superiority through passing and support skills.

Relevance to the Game

- To help attackers to look at defence and organise support before moving.
- Attackers to use their superiority in numbers to beat the defence
- Defenders to employ principles of line discipline and effective verbal skills to counter greater numbers in attack

Practice Kicking Development

Objective Develop short and longer range kicking skills and accuracy.

Equipment:

Balls	1	Bags	0
Cones	20	Suits	0
Shields	0	Bibs	50% of players

Skill Practice Requirements:

Area	Full pitch
Players	All
Time	30 minutes

Skill Practice Description

- The teams start with kicking netball i.e. the kicker cannot run and cannot be interfered with.
- The player with the ball kicks to work the ball up field and a clean catch behind the goal line is 1 point
- Other ways to score are by a drop goal awarding 3 points.
- If a breakdown occurs the coach can award a free kick.
- The ball carrier can choose to kick to a team mate or try for a target.
- The targets can only be aimed at when the targets are in the other half of the pitch.
- If the target is missed, possession goes to the other team.
- Progression; the kickers must be 'running' when kicking the ball.
- They must kick within 5 - 8 metres of running. They cannot just keep running with ball in hand.
- Players can chip and catch for themselves.
- This gives more opportunity for free kicks to be awarded through breakdown in play.

SET UP DIAGRAM



Key Coaching Points

- Allow players to discover personal techniques of kicking with both right and left foot. Punt, Grubber etc.
- Discourage throwing the ball up and develop the drop of the ball onto the foot.
- Identify those with consistently low outcome percentages and address the relevant technical factors

Relevance to the Game

- Discover personal preference in kicking style.
- Kicking for team mates to run onto and targets to avoid opposition defence.
- Developing strategy.

Practice	Kicking Target Game
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Objective	Develop kicking accuracy
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Equipment:

Balls 1 Bags 0

Cones 10 Suits 0

Shields 0 Bibs 0

Skill Practice Requirements:

Area As appropriate

Players 2 in each game

Time 10 - 15 minutes

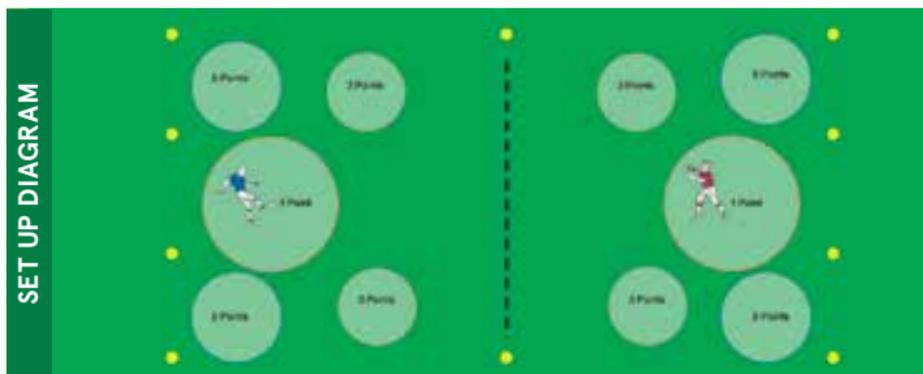
Skill Practice Description

The objective of this game is to score by kicking the ball into the opposition target areas without it being caught.

If the catching player fields the ball no point is scored by the kicker.

The kicker tries to move the catcher around so they can kick into a chosen target.

The kicker can move anywhere but not beyond the halfway.

**Key Coaching Points**

- Scan and make decisions
- Set up the kick that makes the win scenario by moving the opposition
- Correct hold of ball and drop onto foot
- Position head over ball, keep weight forward to reduce chances for error. Do not lean back as this increases chances for error
- Contact with lace, point toe and straight follow through
- Leg speed to generate power
- Catch with hands ready and elbows close
- Keep eye on the ball and watch the ball into the catch
- Gather, scan and return kick accurately.

Relevance to the Game

- Develops technical accuracy.
- Develops the anticipation of opposition movement and actions.

Practice Lineout - Lose Your Marker & Multi Directional Games

Objective Developing the principles of finding space and reacting

Equipment:

Balls	2	Bags	0
Cones	20	Suits	0
Shields	0	Bibs	50% of players

Skill Practice Requirements:

Area	Across pitch
Players	All
Time	Discretion of the coach

Skill Practice Description

- Either free jumping or with supporting pods depending on age group.
- Each team red & blue has two throwers per team.
- No one can run with the ball.
- The catcher must place the ball on the ground and move to advance up the field.
- The catching team's nearest thrower runs to the ball and looks for a free pod.
- The objective is to catch the ball cleanly beyond the relevant score zone to gain a point.
- The opposition attempt to intercept the throw and play in the other direction.
- The game progression is to narrow the pitch to a channel, more relevant to line out shape.
- Safety issue: Coaches to be aware of fatigue when constantly lifting players in a conditioned game scenario.

SET UP DIAGRAM



Key Coaching Points

- Jumpers to recognise and move into space prior to jumping
- Jumpers and support to work together and chase the jump (Age Grade depending)
- Jumper to flex at the hip and knee
- Supporters to drive up towards each other with full triple extension of hip, knee and ankle (Age Grade depending)
- Supporters to hold and lower the jumper under control (reverse of upwards support).
DO NOT DROP

Relevance to the Game

- Working a unit.
- Finding space.
- Focus on every lineout.

Practice Lineout Throwing Game

Objective Throwing accuracy and pod communication under pressure

Equipment:

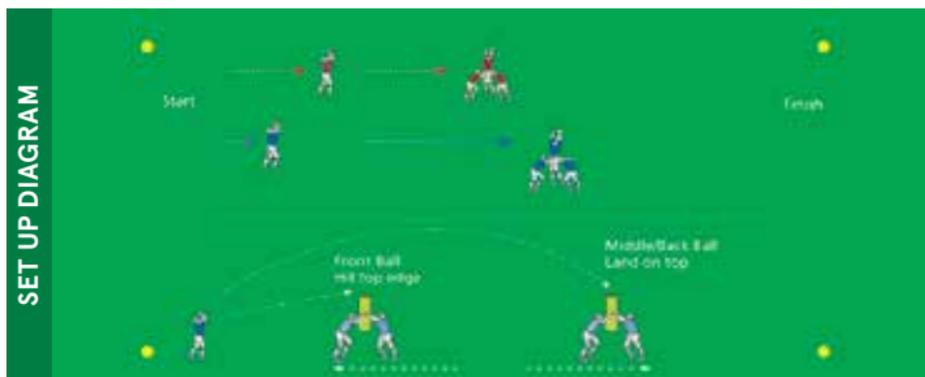
Balls	2	Bags	0
Cones	50	Suits	0
Shields	0	Bibs	50% of players

Skill Practice Requirements:

Area	Across pitch
Players	All
Time	Discretion of the coach

Skill Practice Description

- A) Pods and a thrower.
- Race to the finish line.
- When caught cleanly the catcher places the ball at their feet and runs toward the finish for next throw.
- The thrower advances to the ball and throws again.
- Can use a series of short throws or gamble with longer throws.
- B) Two pods using tackle bag as target.
- Front target, the ball must hit the front, top edge of the bag.
- Middle and Back targets, the ball must land on the top end of the bag.
- Pods to move forward or backward and lift the bag. The thrower tests reaction, timing and accuracy.



Key Coaching Points

- Stand square with both feet parallel and pointing forward.
- Push the chest proud throughout the throw.
- Arch the back and pull with the abdominals to assist power.
- Hands to follow the ball with follow through.
- Do not allow hands to drop during throw or the ball may travel low.
- Use knee and ankle extension to assist.

Relevance to the Game

- Working as a pod and thrower
- Dynamics in jumping and lifting.
- Accuracy under pressure of time and fatigue.
- Communication skills
- Accuracy of throw.

Practice	Mismatch Touch
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Objective	Scanning to pick out weaker areas of a defence.
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Equipment:

Balls	1	Bags	0
Cones	6	Suits	0
Shields	0	Bibs	x 4

Skill Practice Requirements:

Area	30 x 20
Players	All
Time	20 minutes

Skill Practice Description

- Two teams play touch rugby to standard rules.
- Two or three players (depending on numbers in each team) wear bibs of a different colour to the others.
- The players in bibs can participate in every way except their tackles do not count.
- The objective is for the team in possession to attack the areas these players defend.
- If other defenders move to cover the players in bibs, that will open space elsewhere.
- The defence may position the bibbed players in order to protect them or limit the spatial options.
- Any strategic thinking is to be encouraged.
- A progression may be to remove the bibs and nominate players to role play as non tackles or loose tackles if playing full contact.
- It is the job of the attack to identify and find these weaker areas in the defence and take advantage.
- It is the job of the defence not to leave these players exposed in too much space.

SET UP DIAGRAM**Key Coaching Points**

- The attacking team are to scan for weaker defenders.
- Once identified, keep working the attack to these areas.
- If the defence cover the weaker defenders the attack should scan to seek out alternative opportunity as a result.
- The defence to be aware of the positioning of the weaker defenders in order to strategically maximise their defensive line.

Relevance to the Game

- All teams have diverse levels of defensive strength.
- A quick player versus a slower defender guarding a wide space may be a mismatch in terms of speed into the available space.
- A quick player versus a slower defender guarding a small space may not be a mismatch as the space can be defended.

Practice Numbers Touch

Objective Develop intuitive decision making

Equipment:

Balls	1	Bags	0
Cones	4	Suits	0
Shields	0	Bibs	50% of players

Skill Practice Requirements:

Area	30 x 20
Players	All
Time	15 minutes

Skill Practice Description

- Players are given numbers (1-6 for Example).
- At any time during the game, the coach calls a number and the defender with that number kneels.
- Once the attack has gone behind the kneeling defender, they may get back into the game.
- The attack should identify the opportunity quickly and take advantage of the space created.
- With larger numbers in a game the coach may give numbers 1 - 3 for example so several defenders will have the same number. This results in several opportunities arising at any one time.
- Play is continuous.

SET UP DIAGRAM

The players whose number is called, must kneel

Key Coaching Points

- Recognising and communicating space to attack
- Developing passing and running skills to attack space
- Listening and cooperation
- Intuitive decision making.

Relevance to the Game

- This game will develop the intuitive decision making and clinical attacking skills.

Practice Outflanking Game

Objective Develop the ability to execute a 2 v 1 scenario in the wide channel

Equipment:

Balls	1	Bags	0
Cones	24	Suits	0
Shields	0	Bibs	50% of players

Skill Practice Requirements:

Area	30 x 20
Players	All
Time	20 minutes

Skill Practice Description

- The objective of this game is to develop the ability to execute the 2 v 1 with consistent efficiency.
- The attacking team initially has at least one extra players in order to create an advantage.
- There is a channel on each wing in which only 1 defender and 2 attackers may enter at any time.
- The attack works the play to get the ball into the outside channel then execute the 2 v 1.
- With the extra players, the attack can also develop opportunities to penetrate the defence and so the game is not relying on lateral moment and still incorporates the principles of 'go forward'.
- The progression is to remove the cones and see if the players can still take advantage of the 2 v 1 without the conditions set within the channelled areas .
- A further progression would be to even the numbers of each team.

SET UP DIAGRAM



Key Coaching Points

- Running lines to condense and hold defences in order to outflank.
- Running lines in order to disrupt and penetrate the defence line.
- Development of short to long passing skills.
- Alignment and depth of support

Relevance to the Game

- Attacking players often fail to fix defenders effectively and may drift or over elaborate.
- This game will assist in angles of run that fix the last defender and allow the receiver to score or provide the ball carrier a scoring opportunity depending on the reactions of the defender.
- The game will also open up opportunity to penetrate the defence in field and maintain the principles of 'go forward'.

Practice Overload Touch

Objective Recognising and attacking space

Equipment:

Balls	1	Bags	0
Cones	4	Suits	0
Shields	0	Bibs	x 3

Skill Practice Requirements:

Area	30 x 20
Players	All
Time	4 - 5 minute durations

Skill Practice Description

- The objective of the game is to have a three player overload in favour of the attacking team.
- Three players have different coloured bibs to the other players.
- These three players keep changing teams so they are constantly on the attacking team.
- The attacking team need to constantly be communicating and taking advantage of the numerical advantage.
- When one team scores the game is continuous so the team scored against take possession and attack from their own try line.

SET UP DIAGRAM



Key Coaching Points

- Scanning and observation.
- Communication to take advantage of extra numbers.
- Running lines in order to condense the defence and outflank.
- Running lines in order to spread the defence and penetrate.
- Kicking skills to kick over or through the defence when appropriate.
- Appropriate depth of alignment and clinical finishing.

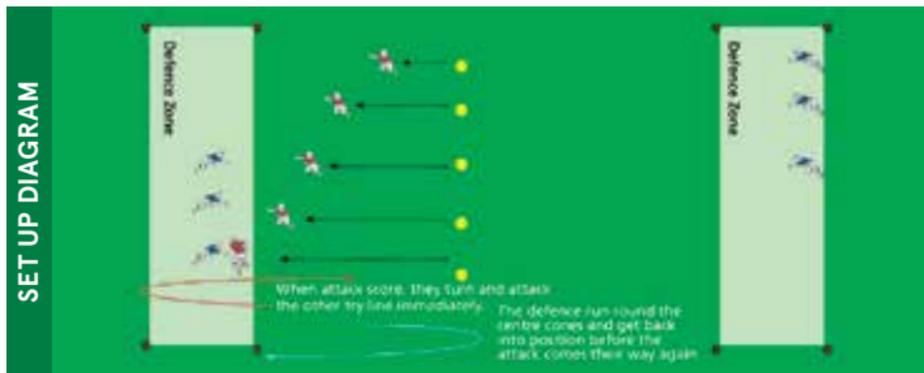
Relevance to the Game

- The attack should recognise and take advantage of the numerical advantage.
- The attack should adopt the appropriate alignment and depth in order to be continuously successful in scoring.
- The defence need to close the attack down to prevent scoring opportunity.

Practice	Parramatta Touch		
Objective	Spatial awareness, decision making, basic skill development		
Equipment:			Skill Practice Requirements:
Balls 2	Bags 0		Area 60 x 40 as appropriate
Cones 16	Suits 0		Players All
Shields 0	Bibs 50% of players		Time Coach discretion - short intense periods

Skill Practice Description

- The attack start from the centre cones and attacks one of the defensive zones.
- Attack get one chance to score.
- If the attack score, a touch is made, dropped ball, forward pass etc. the attack turns around and immediately attacks the far zone. This continues for a set time dictated by the coach.
- If the attack scores, the defence must run around the centre cones and get back to their defensive zone before the attack starts attacking them again. If the defence make a touch, they get a rest by not running round the centre cones.
- The defenders cannot play outside of their zone.
- Each team gets 10 attacks.



Key Coaching Points

- The lines of running must be effective in order to score.
- Attacking a drift and blitz defence.
- Realignment is essential in order to be continuously effective.

Relevance to the Game

- Effectively attacking with extra numbers.
- Condense the defence and outflank or spread and penetrate.
- Intuitive decision making under fatigue.

Practice	Penetrating Defence Game		
Objective	To develop running and passing in order to penetrate a defence		
Equipment:			Skill Practice Requirements:
Balls 1	Bags 0		Area 30 x 20
Cones 30	Suits 0		Players All
Shields 0	Bibs 50% of players		Time 20 minutes

Skill Practice Description

- The playing area is marked out in 5m channels.
- When defending, players must stay within their channel throughout the game.
- The attack must look to penetrate the defence by creating and preserving space.
- The defence must use a two handed touch.
- There is a 5 tackle turnover rule and once possession is turned over, the defence must get into a channel as the opposition can attack immediately.



Key Coaching Points

- Ball carrier to move the defender to the edge of the channel to open up space.
- Support players to hold their opposite number as long as possible before cutting a line to take the pass.
- The defender can close the space as far as the edge of their own channel.
- If the support player cuts too early or the ball carrier does not move their defender enough, the support player will be touched/tackled.

Relevance to the Game

- This game will help develop the footwork and running lines to effectively move defenders in order to penetrate the tackle line.
- The game will encourage turnover and counter attack before the defence has restructured from attack to defence.

Practice	Ruck Touch		
Objective	To develop ruck technique in both attack and defence and to improve decision making around the ruck		
Equipment:			Skill Practice Requirements:
Balls 1	Bags 0		Area 20 x 30
Cones 4	Suits 5		Players 10 - 12
Shields 0	Bibs 50% of players		Time 20 minutes

Skill Practice Description

- When a player is touched or gripped, the ball carrier and defender go to the floor to simulate a ruck and present the ball as far away from the opposition as possible
- The next attacking support player picks up the ball and passes it away from the ruck
- The progression is for a second defender to stand over the tackled player
- The next attacking support player should assess if they can pick up the ball. If the pressure is too great from the defender to do so, the decision may be to ruck the defender away from the ball
- The subsequent attaker should then pick up the ball and play accordingly
- Build the pressure with more defenders and supporting attack players who should assess the needs of the breakdown
- At some stage take a team away who will defend only. Condition the defenders to stand in guard positions only, leaving the middle open and see how long it takes before the attack realise they can pick up and go through the middle of the tackle.

SET UP DIAGRAM



Key Coaching Points

- Attacking support should not just ruck but assess if the ball can be pick up and played.
- If ruck required ensure the arriving players are coached in correct body position, leg drive, clearing skills
- Depth of support
- Angle of running and movement on to the ball

Relevance to the Game

- Highlights the importance of the supporting players to the ball carrier in contact situations in order to maintain possession and produce quick ball for continuity.
- Body positions for rucking must also be coached for attack and defence.
- Counter rucking may also be introduced.

Practice	Scatter Defence Game
Objective	Attacking defensive shapes.
Equipment:	
Balls 1	Bags 0
Cones 50	Suits 0
Shields 0	Bibs 50% of players
Skill Practice Requirements:	
Area	30 x 20
Players	All
Time	15 minutes

Skill Practice Description

- Ideal practice for when defences break up later in games or with counter attack decision making.
- Attackers stand in front of a numbered cone and ball.
- The coach calls a number and all attackers must run around their own numbered cone but whichever number was called, that ball becomes active.
- At the same time a colour is called for the defenders and all defenders must turn and run around a cone of that colour. They must however choose different cones.
- If a touch is made, the teams swap over roles.
- If a try is scored, the attackers stay the same.
- First to five tries wins.

SET UP DIAGRAM



Key Coaching Points

- Recognising and communicating space to attack
- Developing passing and running skills to attack space
- Quickness of reaction to attack disorganised defence
- Execution of attacking decisions
- Importance of getting in behind defenders

Relevance to the Game

- Counter attack of disorganised defences from differing angles
- Any player can be ball carrier and communication is vital as is decision making in identifying space and the best way to attack it successfully
- Cones can be placed to shape different types of defence. Organised or scattered.

Practice Support Line & Off-load Game

Objective Developing effective support for continuity ball in hand

Equipment:

Balls	1	Bags	0
Cones	8	Suits	0
Shields	0	Bibs	50% of players

Skill Practice Requirements:

Area	30 x 20
Players	All
Time	20 minutes

Skill Practice Description

- The game begins with touch tackles.
- Once tackled the ball carrier is allowed to step beyond the tackle line and the support from either side run toward (or attack) the ball.
- The pass must be delivered behind the tackle line and not put back in front of the defence, so speed and decision making is vitally important.
- Develop the game to grip tackles below the rib cage so the ball can be off loaded.
- Progress to full tackles and the ball carrier must fight to keep the ball available.
- The support must be aggressive in attacking the ball and getting between and beyond defenders.
- When in full contact and the ball carrier cannot off load immediately, rucks and mauls may be played.

SET UP DIAGRAM



Key Coaching Points

- Attack the space between defenders and accelerate through gaps
- Keep the ball available to off-load but safe in the grip
- Scan with the eyes in front and ears behind
- Aggressive and immediate support attacking the ball for the off-load
- Support to get in behind the defence
- Look-Think -Do Process

Relevance to the Game

- The game relies on good support play in all areas. This game illustrates the need for consistent and aggressive support as well as sound 1 v 1 skills of the ball carrier
- The supporting players need to work for the ball carrier and attack the ball, getting in behind the defence for an off load
- Once the tackle line has been breached the attack must not allow the defence time to reorganise
- When progressed to full contact, the demand on decision making increases.

Practice	Support Line Breaks
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Objective	Effective support in attack
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Equipment:

Balls	1	Bags	0
Cones	10	Suits	0
Shields	0	Bibs	Each team

Skill Practice Requirements:

Area	20 x 30
Players	All
Time	10 minutes

Skill Practice Description

- The objective is to increase the commitment to supporting a line break.
- The teams play continuous touch, grip or tackle.
- Stage 1: when a score is made all attacking players must touch the try line within 3 seconds or the try is disallowed and a turn over is awarded.
- Stage 2: when a try is scored all attacking players must touch the ball on the ground within 5 seconds or the try is disallowed and a turnover is awarded.
- Play starts again direct from the try line.
- The coach may split the defence so cover defenders can challenge the effect of support play once the first line has been breached.

SET UP DIAGRAM

1) All attackers must touch the try line within 3 seconds for the try to count

2) All attackers must touch the ball within 5 seconds for the try to count

Key Coaching Points

- Encourage supporting players to angle toward the line break and not stay wide and lateral.
- Encourage all attacking players to react and support a line break.
- Speed of reaction.
- Communication and team work.

Relevance to the Game

- Develops commitment to supporting line breaks
- Players will not be allowed to watch a player run through and away from the first line of defence.
- All attacking players will support the break or have a try disallowed.

Practice	Tactical Scoring Game
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Objective	To challenge tactical thinking and analytical decision making
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Equipment:

Balls	1	Bags	0
Cones	30	Suits	0
Shields	0	Bibs	Each team

Skill Practice Requirements:

Area	25 x 20
Players	Small groups - say 7 v 7
Time	15 minutes

Skill Practice Description

- Play 7v7 in the game area but mark different scoring zones along the try lines (use coloured cones).
- Mark 5 metres in from each try line with red markers and if a try is scored in either of these areas then it will be worth 8pts.
- The next two 5 metre zones moving inwards would be worth 5 pts and the rest of the try line worth 3pts.
- This should challenge the ability to outflank or penetrate in order to build a score.
- It may be that the defenders primarily defend in the outside channels leaving the middle with more space.
- The attack can then take advantage of this new situation, scoring in the middle zone. Thus identifying the weaknesses of the defence.

SET UP DIAGRAM**Key Coaching Points**

- Recognising and communicating space to attack
- Developing passing and running skills to attack space
- Quickness of reaction to attack disorganised defence
- Execution of attacking decisions

Relevance to the Game

- This game challenges the decision making of both attack and defence.
- If for example a turn over occurs, which score area does the attack target?
- Which area does the defence cover and defend first?

Pitch Side Concussion Guide

CONCUSSION SYMPTOMS AND SIGNS:

- Loss of consciousness or unresponsiveness (even temporarily)
- Seizure/convulsion (uncontrolled jerking of arms and legs)
- Poor memory of recent events
- Sensitivity to light
- Sensitivity to noise
- Feeling slowed down
- “Don’t feel right”
- Difficulty concentrating
- Difficulty remembering

*A player does NOT have to lose consciousness
to have suffered a concussion*

IF THE PLAYER HAS ANY OF THESE SYMPTOMS OR SIGNS THEY SHOULD NOT RETURN TO PLAY

- Headache, feeling dazed or “in a fog”
- “Pressure in head”
- Neck pain
- Nausea or vomiting
- Dizziness
- Blurred vision
- Balance problems
- Fatigue or low energy
- Confusion
- Drowsiness
- More emotional than usual
- Irritability
- Sadness
- Nervous or anxious



**IF CONCUSSION IS SUSPECTED -
ASK THE FOLLOWING QUESTIONS**

1. Which ground are we at today?
2. Which half is it now?
3. Who scored last in this game?
4. What team did you play last week or game?
5. Did your team win the last game?

UNUSUAL UNCERTAINTY OR AN INCORRECT ANSWER SHOULD BE CONSIDERED ABNORMAL AND THE PLAYER SHOULD NOT RETURN TO PLAY.

FOLLOWING A SUSPECTED CONCUSSION, THE PLAYER MUST BE MONITORED BY A RESPONSIBLE ADULT AND SEEN BY A DOCTOR AS SOON AS POSSIBLE

BALANCE TESTING

A simple balance test may also be carried out.

Ask the player to:

- stand heel to toe (with their non dominant foot at the back)
- evenly distribute their weight across both feet
- place their hands on their hips
- close their eyes
- try to maintain their balance for 20 seconds

The assess or starts timing the 20 seconds when the player is set and has eyes closed. If they stumble out of position, they need to open their eyes and return to the start position and continue balancing. If the player makes more than 5 errors (such as lift their hands off their hips; open their eyes; lift their forefoot or heel; step, stumble or fall; or remain unable to set the start position for more than 5 seconds) then this may suggest concussion.



RETURN TO PLAY GUIDANCE

- A player who has been concussed must not play for a minimum of three weeks (unless over 19 and cleared to do so by an approved doctor competent in managing concussion - see web link below for detail)
- AND should not return to play or training until symptom free
- AND should only return to play or training with medical clearance
- This applies to all clubs/school sides a player belongs to and it is their/parents responsibility to advise other clubs/schools of the concussion

“WHEN IN DOUBT, SIT THEM OUT”

CONCUSSION ADVICE
(GIVE TO PLAYER/PARENT/GUARDIAN)
SYMPTOMS AND SIGNS TO WATCH FOR
IN FIRST 24 - 48 HOURS

Before you see your doctor or if your doctor lets you go home, you must go to hospital at once if you experience any of the following:

- Increasing drowsiness
- Worsening headache
- Confusion or strange behaviour
- Two or more bouts of vomiting
- Loss of use of part of the body
For example, weakness in an arm or leg
- Dizziness, loss of balance or convulsions
- Any visual problems such as blurring of vision or double vision
- Blood, or clear fluid, leaking from the nose or ear
- Unusual breathing patterns



DO NOT

Drink alcohol, or take sleeping pills for at least 48 hours, drive a car, ride a motorbike or bike, or operate machinery until fully recovered.

Drowsiness

After a knock to the head, it is quite common for the person (especially children) to want to sleep for a short while. This is normal. However, it will appear to be a normal 'peaceful' sleep, and they wake up after a nap. Once they have been medically assessed, if they want to sleep, let them. Drowsiness means they cannot be roused. If you have a concern, wake them up after an hour or so. They may be grumpy about being woken up, but that is reassuring. You can then let them go back off to sleep again. You can do this a few times during the night if there is particular concern. When asleep, check to see that he or she appears to be breathing normally and is sleeping in a normal position.

Headache

It is normal after a knock to the head to have a mild headache. Sometimes there is also tenderness over bruising or mild swelling of the scalp. Some paracetamol will help (such as Calpol or Disprol for children). Do not take tablets containing aspirin. It is a headache that becomes worse and worse which is of more concern.

**DON'T HESITATE. IF IN DOUBT,
CONSULT YOUR DOCTOR OR NHS DIRECT**

Further guidance on return to play is available at:
rfu.com/firstaid and www.irbplayerwelfare.com

NHS Direct
www.nhsdirect.nhs.uk
Digital TV
Telephone 0845 4647
Available 24 hours



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Rugby



englandrugby.com/play