

# COACHING TAG & MINI RUGBY



Long term player development  
stages 1 and 2.

FUNdamentals and Learning to Play





## INTRODUCTION

Following the launch of Scottish Rugby's Long Term Player Development (LTPD) Strategy and the subsequent production of our LTPD Guide for Clubs and Schools, Scottish Rugby has produced this resource to support coaches and teachers who are working with primary school age players in the first two LTPD stages: **FUNDamentals and Learning to Play**.

This resource contains guidance for each stage to enable coaches and teachers to fully develop every player in their squad taking into consideration such factors as:

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| <ul style="list-style-type: none"> <li>■ Rugby's core values</li> <li>■ Coaching children</li> <li>■ Creating a safe "RugbyReady" environment</li> <li>■ LTPD stage philosophy</li> <li>■ Role of the coach</li> <li>■ Skill competence</li> <li>■ Key National Theme (KNT) competence</li> <li>■ Physical competence</li> </ul> | <ul style="list-style-type: none"> <li>■ Mental factors</li> <li>■ Lifestyle factors</li> <li>■ Competition guidance</li> <li>■ Game coaching guidance</li> <li>■ Role of the parent</li> <li>■ Coaching Code of Conduct</li> <li>■ Recommended coaching qualifications</li> </ul> |
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Long term player development (LTPD) is a player-centred approach to achieving a player's full potential throughout their involvement in rugby.

The Scottish Rugby LTPD model represents a seven stage progression, each stage relative to the important physical, psychological and social developments in a young person's life. LTPD is about achieving appropriate training, competition and recovery throughout a player's career, particularly in relation to these important growth stages.

The following diagram below highlights the seven stages of our model as well as the coaching focus:



## LTPD - AGE AND SCHOOL YEAR TABLE

School Year	P1	P2	P3	P4	P5	P6	P7
Age of player	5	6	7	8	9	10	11
Age Group	U6	U7	U8	U9	U10	U11	U12
LTPD Stage Boys	FUNDamentals	FUNDamentals	FUNDamentals	FUNDamentals	FUNDamentals / Learning to Play	Learning to play	Learning to play
LTPD Stage Girls	FUNDamentals	FUNDamentals	FUNDamentals	FUNDamentals / Learning to play	Learning to play	Learning to play	Learning to play / Developing the player

School Year	S1	S2	S3	S4	S5	S6
Age of player	12	13	14	15	16	17
Age Group	U13	U14	U15	U16	U17	U18
LTPD Stage Boys	Learning to play / Developing the player	Developing the player	Developing the player	Developing the player	Developing the player / Learning to compete	Learning to compete
LTPD Stage Girls	Developing the player	Developing the player	Developing the player	Developing the player / Learning to compete	Learning to compete	Learning to compete



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## HOW TO USE THIS RESOURCE

This resource contains a summary of each LTPD stage as well as guidance on what each player should be able to achieve by the end of the stage in terms of physical, skill, Key National Theme skill, mental and lifestyle competence. This guidance takes a progressive staged approach to developing the player.

The FUNdamental stage of LTPD is divided into four phases, each phase with a number of sessions and activities relevant to the aim of the phase. The four phases commence with an introduction to tag and touch rugby and work up to an introduction to contact (**note that contact should only be introduced once a player reaches Primary Four of their education.**)

The Learning to play stage of LTPD is divided into four phases, each phase with a number of session and activities relevant to the aim of the phase. The four phases build on the development of the player from the FUNdamentals stage and further develops invasion / evasion skills prior to more of a focus on contact, set piece and overall game understanding.

The sessions are not exhaustive but provide guidance for novice and experienced coaches alike. Coaches and teachers are encouraged to create progressive sessions to continue to develop their players.

Every player must be suitably prepared physically to play the game; this is known as Physical Competence. Rugby is an invasion (enter opposition team's territory) and evasion (don't get caught doing so) type game which involves physical contact (from Primary Four onwards). Through development of their players' physical competence, coaches and teachers will prepare their players to play the game in the present and provide a strong foundation for their physical development through future LTPD stages.

To help you deliver appropriate LTPD stage specific physical competence, this resource provides guidance for warm-ups and cool-downs. Delivering these, in conjunction with game-centred coaching should fully address the players' physical competency needs.

Web support pages on [www.scottishrugby.org](http://www.scottishrugby.org) are currently being developed to compliment this resource and will be available soon. Here you will be able to download activities as well as watch video clips of these sessions in action including appropriate warm-ups and cool-downs. In order to guide your players' development and to plan future sessions, player progress guides for each stage have been developed. These are simple to use tick sheets which should be used to highlight areas for development with the goal of almost every player achieving full competency in each facet by the end of the FUNdamental and Learning to play stages.

**Note - these are developmental guides and should not be used as selection tools.** These can be found in section 7.



## USE BY SCHOOL TEACHERS - CURRICULUM FOR EXCELLENCE

Sport, and rugby in particular, is an ideal vehicle for developing young people. By delivering rugby both in curriculum time and as an extra-curricular sport within your school and community, you will be providing each child with opportunities to develop across the four capacities – successful learners, confident individuals, responsible citizens and effective contributors.

Rugby offers opportunities not only to develop the learner within curriculum subjects (by assisting you to achieve your selected health and well being outcomes) but also across disciplines, within the ethos and life of the school. Delivery of rugby can also offer significant opportunities for personal achievement. On a wider scale, rugby can also offer significant learning opportunities through its community delivery.

As such, Scottish Rugby encourages every school to develop meaningful partnerships with our Community Rugby Department via our regional development structure incorporating our member clubs, Club Development Officer network and Community Coach programme. These partnerships will enable your school to create pathways which link your physical education and physical activity programmes to school and community based rugby. Partnerships will also provide opportunities to recognise and value, capture and encourage the learning coherence and progression that occurs beyond the classroom and may also offer up further opportunities such as the effective use of facilities or coaching support. For details on how to link with our regional development structure please contact your Regional Development Manager (contact details are available from Scottish Rugby on 0131 346 5000 or visit [www.scottishrugby.org](http://www.scottishrugby.org)).

To ensure currency of practice, Scottish Rugby encourages all teachers to develop their rugby knowledge in order to be able to develop every player to their fullest potential and, as such, offers a range of appropriate qualifications and CPD opportunities as well as a number of stage specific resources to support.

Details of these qualifications and resources are available at [www.scottishrugby.org/coaching](http://www.scottishrugby.org/coaching).

In order to guide your players' development and to identify learning intentions and success criteria of your lessons, player progress guides for each stage have been developed. These are simple to use tick sheets which should be used in conjunction with the activities provided to highlight areas for development with the goal of almost every player achieving full competency in each facet by the end of the FUNdamental and Learning to play stages.

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## RUGBY'S CORE VALUES

Extract from the International Rugby Board (IRB) Playing Charter and Core Values

Rugby is valued as a sport for men and women, boys and girls. It builds teamwork, understanding, co-operation and respect for fellow athletes. Its cornerstones are, as they always have been, the pleasure of participating; the courage and skill which the game demands; the love of a team sport that enriches the lives of all involved; and the lifelong friendships forged through a shared interest in the game.

It is because of, not despite, rugby's intensely physical and athletic characteristics that such great camaraderie exists before and after matches. The long-standing tradition of players from competing teams enjoying each other's company away from the pitch and in a social context, remains at the very core of the game.

Rugby has fully embraced the professional era but has retained the ethos and traditions of the recreational game. In an age in which many traditional sporting qualities are being diluted or even challenged, rugby is rightly proud of its ability to retain high standards of sportsmanship, ethical behaviour and fair play.

<b>INTEGRITY</b>	Integrity is central to the fabric of the game and is generated through honesty and fair play
<b>PASSION</b>	Rugby people have a passionate enthusiasm for the game. Rugby generates excitement, emotional attachment and a sense of belonging to the global rugby family
<b>SOLIDARITY</b>	Rugby provides a unifying spirit that leads to lifelong friendships, camaraderie, teamwork and loyalty which transcends cultural, geographic, political and religious differences
<b>DISCIPLINE</b>	Discipline is an integral part of the game, both on and off the field, and is reflected through adherence to the laws, the regulations and rugby's core values
<b>RESPECT</b>	Respect for team mates, opponents, match officials and those involved in the game is paramount

In order for Scottish Rugby to play its part in upholding the spirit and traditions of the game, we encourage everyone involved to exhibit these values at all times. It is vital that young players are introduced to and uphold these values at the earliest opportunity.

## COACHING CHILDREN

Introducing young children to rugby and developing their skills can be a very satisfying experience for any coach, teacher and parent. Creating the right learning environment is crucial in order to ensure that every child is given the best opportunity to reach their fullest potential in a safe and secure environment. These young players are the future guardians of the game and will be the next generation of players, fans, officials and volunteers who keep the traditions of the game alive.

As a result it is vital that you not only try to develop your players **IN** rugby but also **THROUGH** rugby. This means adopting a holistic approach to your coaching, which will not only help develop better rugby players but also better people.

Scottish Rugby's Long Term Player Development Strategy guide for clubs and schools highlights the following components through which we can develop the young rugby player: technical, tactical, mental, movement, physical and lifestyle. The guide provides guidance on what and how the players should be coached in each of these areas.



Research in the field of coaching children - highlighted in sportscoach UK's publication – *“Coaching the Whole Child: Positive Development Through Sport”*, Haskins, D (2010) has shown the need to integrate the personal and social developmental components into a child's learning through sport.

Haskins has adapted previous definitions into five components for use in sports coaching. The five components with descriptors and guidance indicating how they could be included in your coaching programmes are taken from the resource and are listed opposite.

Scottish Rugby encourages all coaches working with young children to read the above booklet and complete the reflective activities it contains. This will then help you to better develop your players to become as good as they can be. Copies of the resource can be obtained from [www.1st4sport.com](http://www.1st4sport.com)

Component	Descriptor	Participants should:
Competence	Positive view of one's actions with appropriate capability	<ul style="list-style-type: none"> <li>Be in an environment where appropriate techniques and skills are learnt in a progressive and enjoyable way</li> </ul>
Confidence	An internal sense of overall positive self-worth and being good at things	<ul style="list-style-type: none"> <li>Enjoy success when practising and receive positive and beneficial feedback</li> </ul>
Connection	Positive bonds with people and institutions	<ul style="list-style-type: none"> <li>Work by themselves and in groups so they enjoy the benefits of team play</li> <li>Work with others and eventually enjoy the independence of community sport</li> <li>Understand and state the benefits of exercise, and when and where it can be accessed appropriately</li> </ul>
Character and Caring	Respect for social and cultural rules, possession of standards for correct behaviours, a sense of right and wrong, and a sense of sympathy and empathy for others	<ul style="list-style-type: none"> <li>Practise in an environment that respects players, coaches, officials and the rules of all sports</li> </ul>
Creativity	Finding one's own solutions	<ul style="list-style-type: none"> <li>Be encouraged to find their own solutions to problems so they learn and understand, rather than simply copying and repeating</li> </ul>

Creating a positive learning environment for the young player is crucial - in order to develop players who can make correct decisions during a match, the coaching environment should be conditioned to allow them to practice recognising situations, working out solutions and then reacting accordingly. It is here that coaches can make the most significant impact by encouraging players to try things and learn from their mistakes.

Here are some simple tips to help create a positive learning environment when coaching:

- always have a purpose / objective to your session
- question your players to check for understanding to ensure they are aware of:
  - what they are doing (technical detail)
  - how it relates to the principles of play (tactical detail)
  - what the effect of their actions will be on play
- allow your players to make mistakes and work out solutions to the problems with support from the coach
- observe and analyse critically
- provide high quality positive and constructive individualised feedback against specific key factors
- correct faults as a result and highlight good practice
- work on your questioning skills to encourage learning – rather than tell your players what to do (coach centered coaching style) – use effective questioning skills to encourage your players to reflect on their performance (player centered coaching style)
- reward effort as well as achievement – why not award the player that tries the hardest a status prize which they can wear next session? This will encourage players to increase their effort levels for the next session. One current example of this suggested by Positive Coaching Scotland is an “effort shirt” similar to the Tour de France King of the Mountains polka dot jersey.

The following guidelines have been amended from the UK Coaching Certificate Rugby Union Level 1 learning resources and are excellent principles for all coaches.

Good coaching requires the ability to:

- get the best out of **ALL** players
- continually improve **ALL** players
- develop techniques into skills  
(by placing players into game situations)
- develop players ‘game sense’.

Each coaching session should be APES:

- Active
- Purposeful
- Enjoyable
- Safe.

The good coach:

- sees what is right and praises it
- sees what is wrong
- recognises why it is wrong; and
- knows how to correct it.



## COACHING THROUGH GAMES

Modified games are extremely useful to help players to develop both their skills and game understanding. In order to improve all players, coaches should ensure that they actually coach through the game (focus on specifics, observe and analyse critically, correct errors, praise good practice and encourage learning) rather than manage the activity (e.g. commentating on play).

This means providing specific feedback on both good practice and areas to develop, in relation to the aim set out at the start. It is important that this focus (e.g. tackle technique) is maintained throughout the game as the tendency can be for the coach to fix 'everything else'. This can result in the key messages to the players being diluted through a focus on too much detail at once.

Breaking a skill into manageable parts (key factors) can help players absorb points more easily. A number of key factors can be focused on over a session or number of sessions, but a coach should only look to focus on a maximum of two or three key factors at any one time. Once players are performing consistently well under pressure, the coach can then look to progress and challenge players.

Consider the following when coaching through games:

- What is your main objective / purpose for the practice?
- What skills and tactics do you want to develop within the game?
- What modifications / progressions can you make to emphasise these skills and tactics?
- What will be the main problem for the players to solve?
- What are the boundaries and safety laws?
- What is the scoring system?
- How will the game restart after scoring?
- What are some key questions you can ask to emphasise technical and tactical aspects?
- What progressions and regressions will you need to ensure every player develops?

The Whole-Part-Whole method of structuring a session can be a very useful way in using both games and skill practices together. With this method, the coach can start with a game (whole) and if there is a particular area that requires more practice, the coach can then use a skill practice (part) to focus more on the technique. The coach can then put this back into a game or modified activity (whole) to challenge the players further through a more game-like environment.

### Progression and regression of games and practices

In order to fully develop all players, every session should be progressive with the option to regress if necessary. If the players are not able to perform the activity at the desired level, the coach should not be afraid to go back a step and refocus on factors previously introduced. Some of your players will be more capable than others so you will need to differentiate between these players and set goals appropriate to the individual's ability.

It is very easy for players to execute skills and make decisions in unopposed conditions as there is little or no pressure on them to perform. This success however, brings about a false impression of their ability to deliver the same level of performance under match conditions.

Pressure can be applied in different ways:

- reduce time
- reduce space
- increase intensity
- condition the opposition (e.g. – more attackers than defenders, defenders only able to tackle in a particular zone etc).

Most often, opposition increases the pressure on players to perform. This will ultimately affect their ability to apply their skill during a match situation.

Examples of some modifications / conditions that can be made to progress or regress practices include:

- positioning and numbers of areas that can be scored in
- dimensions of playing area (e.g. narrow for developing tight play)
- number of passes allowed
- banning kicking / promoting kicking in certain areas
- altering the number of players in attack / defence
- developing a scoring system (e.g. points awarded for number of passes completed or successful offloads)
- risk / rewards
- time allowed
- specific roles for players
- adding / deleting game rule.

## DEVELOPMENT VERSUS WINNING – A FOCUS ON DEVELOPMENT

Children and adults play rugby to play games. Games, or competition, can have different emphasis. For the Scotland team, the most important element in every Six Nations match is winning, but what about at the other extreme? What should an eight-year old player focus on? At this age children have limited attention span and have limited ability to process complex situations. This is the optimum time to develop skills. This indicates that for this age, the focus of competition and therefore coaching and parental support should be on developing the player rather than focusing on competitive outcomes (winning the game).

Many people confuse the message of not emphasising the result with not developing a ‘winning mentality’. The key message is that if we develop better players who are committed, who play and train with intensity, who can set their own goals and evaluate their own performance, then the winning mentality will be nurtured.

An environment that praises effort (developing commitment and problem solving) over ability (when one way of doing something is reinforced) and which encourages ‘critical’ (evidence-based) evaluation of performance, with players assuming responsibility for their actions, will develop players who want to win.

Children are competitive by nature - coaches and parents should harness this desire to improve performance by encouraging, supporting and praising individual improvement. By doing this we will support players’ development for the long term. This means, for example, supporting coaches of mini teams when they enforce equal playing time for all regardless of their ability and the stage of competition that the game is in.

*“Success and winning are different. For success, striving to win is more important than actually winning. The child can execute the best performance of their life and still lose. This child can feel positive because ..... success is equal to good performance” (Dr Lynn Kidman)*

## DEFINING A SUCCESSFUL COACH

*“The win at all costs attitude (perpetrated by some adults) can significantly affect the way children perceive success. It reinforces their perception that if they do not win they are not successful...many children drop out of sport due to stress and their perception that they cannot be accepted” (Dr Lynn Kidman)*

How do you define success for a mini rugby coach?

Ask yourself the following questions and reflect on your answers.

- Why do the players come to me and this club / school for their coaching?
- What are my motivations for coaching these players?
- How do I define success as a coach – what does it mean to me, what does it mean to these mini players?
- Am I an autocratic (tell focussed) or a player centered (questioning) coach?
- How important is the result of a match in terms of being a successful coach?
- How important is it that every player in my squad reaches their potential?
- Where do I see my players next year, in five years’ time and in ten years’ time?
- How do I structure my coaching sessions at present – what is the focus, individual development or team development – does one far outweigh the other?
- Do I educate my players in the core values of the game and uphold the spirit and traditions that make rugby union unique?
- On reflection, are there any changes I could make to my coaching to aid my players’ development?

On answering these questions you should be able to formulate your coaching philosophy – what your role is and how you intend to deliver to your players.

## GOLDEN RULES FOR COACHING CHILDREN (APES)

### Active

- Use small-sided games / activities that include everyone, are enjoyable, have an element of competition and develop players’ skills. Encourage skill learning for everyone, slow starters could be successful later
- Keep activity levels high – less talking, more activity

### Purposeful

- Only focus on one or two key factors at a time
- Involve players in their own learning through asking questions
- Allow all players to experience every playing position – the prop of today could be the scrum half of tomorrow!  
Rugby is a late specialisation sport – so no need to pigeon-hole players into position too early - if you do so you may actually be limiting their development
- Use a range of different coaching styles during sessions
- Review your session through self reflection, discussion with other coaches and players

## Enjoyable

- Ensure you plan your session – keep it fun and enjoyable for all. Provide variety from session to session and don't deliver a session that you wouldn't enjoy taking part in yourself
- Think about the long term effects of your coaching – avoid a 'win at all costs' attitude
- Reward effort as well as achievement. Ensure players understand that success comes from working hard to be better players – not just winning
- Promote respect for opponents, match officials, opposing coaches and spectators

## Safe

- Ensure sessions and practices are safe – ensure you attend the mandatory RugbyReady practical course every year. Don't continue the session if safety is being compromised
- Group children according to physical development, using height and weight as a yardstick. Avoid matching children with very different development levels, especially in early development of contact
- Be consistent when dealing with poor behaviour
- Include warm-up and cool down every time – this will ensure your players develop the physical competencies required to play the game

## CREATING A SAFE "RUGBYREADY" ENVIRONMENT

The **Are You Ready to Play Rugby?** campaign was launched by Scottish Rugby at the start of 2009 to ensure that a consistent approach to player safety is adopted across Scotland by all coaches, teachers, referees and volunteers.

Rugby is a safe sport played by tens of thousands of people in Scotland each year however, like all contact sports there is a risk of injury. Although the instances of serious injury in rugby remain low there has been an increase in serious neck injuries in recent seasons. As a result, it is paramount that we all work together to reduce the risk of serious injury.

The **Are You Ready to Play Rugby?** campaign resulted in a number of changes to the game at the start of season 2009/10. Early indications on the initial impact of these changes in the game are positive, with no instances of serious neck injuries reported over the last two seasons. However, it is too early to say if this is a result of the changes that have been made and conclusions can only be drawn after monitoring injury trends over a number of seasons.

Over the last three years, Scottish Rugby has been working very closely with the Scottish Committee of Orthopaedic and Trauma Surgeons (SCOT) and the Scottish Government to implement safety changes. We would like to thank them for their continued support and guidance. Scottish Rugby would also like to thank the rugby clubs and schools for working with us to improve safety through implementing these policy changes.

Full information, including the relevant policies and forms, is available in the **Are You Ready to Play Rugby?** section of [www.scottishrugby.org](http://www.scottishrugby.org)

Especially relevant during the early stages of a player's development is ensuring that they are not introduced to contact rugby until they have been properly introduced to the game (ie. competent in invasion and evasion running skills, passing and support skills) and have a level of physical competence that will prepare them for the introduction of contact skills when they enter Primary Four.



## RECOMMENDED QUALIFICATIONS

### FUNDamentals stage

**Minimum standard** - Every coach must complete the mandatory RugbyReady Practical Course and online assessment (available at [www.irbrugbyready.com](http://www.irbrugbyready.com)) on a yearly basis.

*It is recommended that coaching should be delivered by a suitably qualified coach / teacher with a minimum UKCC Rugby Union Level 1 qualification.*

*Coaches should also complete the IRB Laws self-assessment each year - available at [www.irblaws.com](http://www.irblaws.com)*

### Learning to play stage

**Minimum standard** - Every coach must complete the mandatory RugbyReady Practical Course and on-line assessment (available at [www.irbrugbyready.com](http://www.irbrugbyready.com)) on a yearly basis.

*It is recommended that coaching should be delivered by a suitably qualified coach / teacher with a minimum UKCC Rugby Union Level 2 qualification as well as a Scottish Rugby / UKSCA Level 1 Strength and Conditioning qualification and a Scottish Rugby Speed and Agility Module.*

*Coaches should also complete the IRB Laws self-assessment each year - available at [www.irblaws.com](http://www.irblaws.com)*

For information on these qualifications and Scottish Rugby's coaching structure please visit [www.scottishrugby.org/coaching](http://www.scottishrugby.org/coaching)

Scottish Rugby recommends coaches to attend appropriate CPD workshops and other seminars to keep their coaching skills up to date. Continual development for coaches can take many forms but in order to provide the best coaching for young players coaches should challenge themselves to be the best they can be. Coaches should contact their Club Coach Co-ordinator for details.



# COACHING FUNDamentals – LTPD STAGE 1

(6-9 males, 6-8 females)

## DRIVING PHILOSOPHY - Learning to love the game, learning to move

The major objective of this stage is to develop the players' physical literacy through participation in rugby and other sports.

These physical literacy skills should be developed through:

- games-based and FUN (Foundation, Understanding, Nurturing) activities, with 100% involvement at all times
- Festivals and small-sided tag and touch games that allow the opportunity to express enjoyment and develop skills

**RATIONAL** – Without speed, agility, balance and co-ordination, as well as the ability to run, jump, throw, kick, catch and control the body (sensory awareness), children will not only be incomplete as rugby players, but will not have the confidence nor competence to take part in many sporting activities.

**ROLE OF THE COACH** – to provide well organised, well communicated, well planned and well structured practices that involve 100% activity and enjoyment. All practices should promote FUNDamental skills that will underpin future player development.

## DELIVERING YOUR SESSION

All sessions to follow APES principles (Active, Purposeful, Enjoyable, Safe)

Coaching through games to be used as much as possible

Recommended format and timings for a mini rugby session are as follows:

Total length of session approx 60 minutes

- Warm up (developing physical competence as directed in this resource) – approx 15 minutes
- Main body of session – game sense or whole-part-whole coaching – approx 35-40 minutes
- Cool Down (developing physical competence as directed in this resource) – approx 8 minutes.

Every session should have an aim or purpose as part of a longer term plan for developing the players rather than just correcting what did not go well last match.

The coach will be required to act as a game coach with both their players as well as those from other clubs / schools during competition. When in control of a mini rugby game, best practice is to know the full laws of the game and to referee the match as per Scottish Rugby's Age Grade Law Variations, together with providing positive and constructive feedback to the players. For further guidance on how to game coach effectively please refer to Scottish Rugby's 2011 RugbyReady Practical Course manual and Age Grade Law Variation booklet.

**FUNDAMENTALS CURRICULUM** – *by the end of this stage, players should be able to demonstrate competence in the following areas:*

## PHYSICAL COMPETENCE

Physical competence should be developed through following the warm-up and cool down guidance provided in this resource and the delivery of game sense coaching.

- **Agility, Balance and Speed**
  - sprinting, acceleration, deceleration, change of direction, jumping, falling, getting back to feet
- **Co-ordination**
  - spatial awareness and body (sensory) awareness developed through gymnastic activities and game sense coaching
- **Strength**
  - developed through effective warm-ups incorporating animal walks and body weight exercises, game based activity and appropriate cool-downs
- **Endurance**
  - developed through game sense coaching
- **Flexibility and recovery**
  - through effective warm-ups and appropriate cool-downs

## How to build a FUNdamental warm-up

The warm-up section of your session should last for approximately 15 minutes and should progressively prepare your players for their session. Remember this is also an opportunity to coach specific skills appropriate to the objective of your session. Each warm-up should contain the following elements:

- Generalised movements - enabling increased blood flow round body – **3 minutes**
- Gradual build up range of movements - dynamic flexibility based around the specific movement of the session
- Use animal walks and gymnastic activities to improve players' physical competence – **6 minutes**
- Multi-direction speed technique / evasion – aimed at getting the players up to maximum speed for the session – the use of specific exercises here will aid speed development, decision making and reaction, acceleration, deceleration and change of direction – **3 minutes**
- Preparation for contact and strength development – aimed at building intensity while focusing on strength development. The use of body weight exercises and wrestling activities will enable increased levels of intensity to be achieved – **3 minutes**

## The importance of a cool-down

It is important for players to cool down appropriately after a session. Again this needs to be structured accordingly to enable the body and mind to return to resting activity levels. This can be an opportunity to continue coaching specific skills at a lower intensity. Each cool down should contain the following elements:

- Generalised movements – ensure activity / games are not above jogging pace – **3 minutes**
- Static stretching – this will improve players' levels of flexibility and lessen future injury potential – **5 minutes**.

## Content for warm-ups and cool-downs

The FUNdamental warm-up indexes and activities can be found in section 1 and section 4. The Cool Down index can be found in section 3.

These provide direction and content to structure your warm-up and cool down appropriately. Scottish Rugby run a number of strength and conditioning courses to aid your development in this area. Please log on to [www.scottishrugby.org/coaching](http://www.scottishrugby.org/coaching) for details.

## SKILLS COMPETENCE

The coaching of skills should be developed through game-sense or whole-part-whole coaching and effective warm-up and cool-downs.

- **Handling**
  - Passing in all directions including the lateral pass
  - Catching – early hand catch, high ball, above head (jump and catch), low catch
- **Running**
  - Evasive skills – how to dodge and evade defenders
- **Defending**
  - Tackling – all players should be introduced to contact in Primary Four – by the end of this year they should be competent in the individual tackle technique for the front, side and rear tackle
- **Teamwork**
  - How to attack and defend as a team, go forward, communication
- **Continuity**
  - Keeping the ball alive

## KEY NATIONAL THEMES (KNT)

Four KNT have been identified and agreed by national, pro-team and age-grade coaches, which will help develop a game structure that challenges individual players and their skills at all levels:

- Hand catch/grab
- Offload
- Ball presentation
- Individual tackle

These skills are vital if players are to:

- have the option of attacking using the whole width of the field
- speed up the contact area when tackled
- speed up general play when on their feet in front of and in between defences
- improve the most important aspect of their defence

The key factors for LTPD stage 1 (FUNDamentals) have been amended from Scottish Rugby's KNT resource (LTPD stage 3 – Developing the player).

The coaching of KNT skills should be developed through game-sense or whole-part-whole coaching and effective warm-up and cool-downs.

*Players should be aware of and be able to demonstrate competence in the following:*

#### Hand catch

- Hands out in the ready position, with palms facing the ball and thumbs together
- Catch the ball in their hands – not on the stomach
- Ball remains off the shirt – catch and pass in one movement

#### Off load

- Avoid head-on tackles – try to dodge the defender first
- Two hands on the ball
- If tackled – drive the legs to keep moving forward and look for support
- Pass to a support runner coming onto the ball at pace

#### Ball Presentation

- Avoid head-on tackles – try to dodge the defender first
- When tackled – drive the legs to keep moving forward
- When brought to ground extend the arms and with two hands present the ball as close to support as possible and as far away from the opposition as possible

#### Individual Tackle Technique

- Sight correct contact area – **eye to thigh**
- Adopt low, strong body position to ensure correct tackle height – **must be below waist**
- Select correct shoulder to tackle with to ensure head is protected – keep head close to opposition backside – **cheek to cheek** (head should never be placed in front of attacker)
- Make tight contact with shoulder on thigh – **boulder shoulder**
- Clamp arms round opposition legs – **band of steel**
- Dynamic small steps – **leg drive** – until player successfully brought to ground
- Ensure tackle is **completed** – ie attacker is brought to ground
- Work hard to get **back to feet** and back into the game

## MENTAL FACTORS

Coaches should strive to build a foundation built on confidence in each of their players.

Coaches can model confidence in their players by providing opportunities for players to be successful and by setting basic goals for players to better their performance in all areas, physical, skills, KNT, mental and lifestyle.

Involve every player as much as possible in the session – try to ensure as much activity as possible for all players during your coaching by adopting a game based approach. Drill based coaching where players are standing waiting for their turn or are not engaged should be avoided. Manipulate the conditions of your games to encourage every player to develop. For those more skilled you may need to set different goals during the sessions – likewise you may need to set different goals for those who need additional support.

Try to encourage self-motivation (intrinsic) by making your sessions as much fun as possible and by challenging players to practice and play whilst at home and away from your sessions.

By coaching through games you are able to introduce imagery skills – by highlighting things that worked you can ask your players to reflect on what worked best for them and to reinforce positive thoughts for next time. For example, if a player scores a try by executing a 2-on-1 situation – ask them what they did that worked well and therefore what they will try to do next time to ensure success? You can also ask other players to imagine what they would do in similar situations.

## LIFESTYLE FACTORS

This stage is an ideal time to get your players into sporting habits that will stay with them for the rest of their sporting careers.

**Safety:** Scottish Rugby recommends that all players use a gumshield – these can be obtained easily and cheaply from most good sports shops.

**Values:** At this stage it is vital to introduce the spirit and values of rugby union and team sports such as partnership and team working, respect for team-mates, opposition and officials – not to mention other volunteers.

**Hydration:** Always ensure there are water bottles available for players – encourage your players to be responsible for bringing their own.

**Nutrition and rest:** Work with players and parents to reinforce the benefits of healthy nutrition and sleep for young players' development. For guidance on healthy nutrition for this age group please visit the web site of the Food Standards Agency [www.food.gov.uk/scotland](http://www.food.gov.uk/scotland)

## PUTTING IT INTO PRACTICE

The Fundamental stage of LTPD is divided into four phases, each phase with a number of sessions and activities relevant to the aim of the phase. The four phases commence with an introduction to tag and touch rugby and work up to an introduction to contact (**note that contact should only be introduced once a player reaches Primary Four of their education**). These activities should follow your warm-up and should form the bulk of the session. The activity plans can be found in section 5.

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2	Relay races – ball familiarisations	6	3	Breakout touch – progress to tackle	9
3	Rats and rabbits	7	4	Pop-off-the-ground touch	25
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PHASE 2	DEVELOPING TOUCH / TAG	ACTIVITY NUMBER	PHASE 4	DEVELOPING CONTACT	ACTIVITY NUMBER
Session 1			Session 1		
1	Overload touch	12	1	Ruck touch	29
2	L shape passing practice	13	2	Ruck around the clock	30
3	Overload touch – using a progression	12	3	Mini rugby game (using Law Variations)	n/a
Session 2			Session 2		
1	Corner ball – using a progression	5	1	Parramatta touch	31
2	Simple passing	14	2	Pop-off-the-ground (with tackle)	25
3	4 v 2 continuous touch	15	3	Overload touch (contact progression)	12
Session 3			Session 3		
1	Any direction touch (4 goals)	16	1	Overload touch (contact progression)	12
2	Passing gauntlet	17	2	Sharks and fishes (contact progression)	3
3	Offload touch	18	3	Mini rugby game (using Law Variations)	n/a
Session 4			Session 4		
1	Drop down touch	19	1	Overload touch (contact progression)	12
2	Middle man passing relay	20	2	Breakout touch – (contact progression)	9
3	L shape passing practice	13	3	Mini rugby game (using Law Variations)	n/a
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				Pyramid attack	32
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(Further information to assist you in your coaching of physical and skills competence for this stage can be obtained from [www.coachingfundamentals.org.uk](http://www.coachingfundamentals.org.uk)).



## COACHING LEARNING TO PLAY – LTPD STAGE 2

(9-12 males, 8-11 females)

### DRIVING PHILOSOPHY – Learning the basic skills of the game

These ages are known as the skill hungry years as, motivationally speaking, children are geared to learn skills at this time, so this is an ideal opportunity to focus on building the skills of the game on to the movement skills of the children that have been developed in the earlier stage.

Using games based approaches to skill learning the emphasis should be on developing basic running, handling and contact skills that will form the foundation of the players' future participation in the game. Competition opportunities should reflect developmental principles (e.g. equal playing time for all) through small-sided games (tag and mini rugby); these will allow enough involvement in the action to develop the necessary endurance fitness in children without additional training.

Key physical qualities to develop in every training session are speed and agility. The growth of the nervous system continues until approximately 12 years of age and the development of fast-twitch muscle fibres (the fibres that generate power) is still able to be influenced.

Coaches should focus on developing confidence, the vital ingredient to future participation and performance, through fostering and reinforcing success in achieving basic goals or targets for each player. Focusing on praising and reinforcing effort is very important; without understanding why it is important to try hard, players will not develop characteristics such as commitment and training intensity that will enable them to succeed (in life and rugby) in later years. The basis of commitment to future training is formed at this stage and coaches should encourage 'homework' and independent practice in children, as well as participation in a range of sports, including team games and athletics, gymnastics and swimming. This could include informal play and non-structured practices and games (for example, games of touch rugby between friends).

### ROLE OF THE COACH – To motivate and stimulate confidence in children to develop skills and game sense through planning and delivering well-structured programmes with progression within and between sessions.

- Provide an enjoyable environment that fosters a love of the game and promotes an environment that encourages children to continually challenge themselves
- Challenge by setting basic goals; valuing effort and persistence; and reinforcing improvement by providing objective and constructive feedback. Differentiate between individuals within a practice – make things more challenging for those who can do a task, less challenging for those who can't yet do it, but keep the task the same. This helps the player develop both self-esteem and the ability to realistically evaluate their performance. An example of this could be when running a session to develop handling skills challenge those who cannot pass well to work to achieve a certain number of accurate passes. For those who can pass reasonably well then set them a higher number. For those who can pass very well then set them a higher number of passes but ask them to also get in a supporting position once the pass has been completed.
- Provide equal playing and training opportunities for all players, regardless of how good you think they might be at this stage
- Foster an understanding of, and respect for, rugby's laws, spirit and values.

### DELIVERING YOUR SESSION

All sessions to follow APES principles (Active, Purposeful, Enjoyable, Safe).

Coaching through games to be used as much as possible.

Recommended format and timings for a mini rugby session are as follows:

Total length of session approx 60 minutes

- Warm-up (developing physical competence as directed in this resource) – approx 15 minutes
- Main body of session – game sense or whole-part-whole coaching – approx 35-40 minutes
- Cool down (developing physical competence as directed in this resource) – approx 8 minutes

Every session should have an aim or purpose as part of a longer term plan for developing the players rather than just correcting what did not go well last match.

The coach will be required to act as a game coach with both their players as well as those from other clubs / schools during competition. When in control of a mini rugby game, best practice is to know the full laws of the game and to referee the match as per Scottish Rugby's Age Grade Law Variations, together with providing positive and constructive feedback to the players. For further guidance on how to game coach effectively please refer to Scottish Rugby's 2011 RugbyReady Practical Course manual and Age Grade Law Variation booklet.

# LEARNING TO PLAY CURRICULUM – by the end of this stage, players should be able to demonstrate competence in the following areas:

## PHYSICAL COMPETENCE

Physical competence should be developed through following the warm-up and cool down guidance provided in this resource and the delivery of game sense coaching.

### Agility, Balance and Speed

- Sprinting, acceleration, deceleration, change of direction, jumping, falling, getting back to feet. Developed through running and agility activities, jumping, throwing, team games, wrestling activities, ground to feet activities, rotational, gymnastic and reaction activities

### Co-ordination

- Spatial awareness and body (sensory) awareness developed through gymnastic activities and game sense coaching. Players should be able to combine a number of gymnastic and dynamic movements into a fluid motion within a confined space – ie jump – forward roll – back to feet – accelerate away

### Strength and Power

- Developed through game related skills, light medicine ball activities, jumping and hopping, body weight activities, gymnastic and postural integrity. Introduction to Olympic lifting technique (broom handle resistance) should also occur during this stage

### Endurance

- Developed through game based activity

### Flexibility and recovery

- Through effective warm-ups, animal walks and appropriate cool-downs. Players should also gain an understanding of benefits of range of movement in developing skill and injury prevention

## Assessing physical competence – by the end of this stage a player should be able to demonstrate competence in the following activities (guidance provided in the appendices)

Prone stabilisation	Walking lunge
Lateral stabilisation	Standing long jump
Forwards / backwards roll	Forward / lateral hop and hold
Overhead squat	Press-up
Double leg squats	Medicine ball rotations

## How to build a Learning to play warm-up

The warm-up section of your session should last for approximately 15 minutes and should progressively prepare your players for their session. The Learning to play warm-up is more advanced than the FUNDamental warm-up and there is more emphasis on strength and speed development.

Remember this is also an opportunity to coach specific skills appropriate to the objective of your session. Each warm-up should contain the following elements:

- Generalised movements – light general movement enabling increased blood flow round body – **2 minutes**
- Light specific movement – more of a focus on the content of your session – **2 minutes**
- Gradual build up range of movements – dynamic flexibility based around the specific movement of the session. Use animal walks and gymnastic activities to improve players' physical competence – **5 minutes**
- Movements to build intensity using specific exercises to aid speed development, strength development and contact skills – **2 minutes**
- Specific strength, speed and contact-based exercises at full intensity. Use body weight exercises, gymnastic and wrestling activities to enable increased levels of intensity to be achieved – **4 minutes**

## The importance of a cool-down

It is important for players to cool down appropriately after a session. Again this needs to be structured accordingly to enable the body and mind to return to resting activity levels. This can be an opportunity to continue coaching specific skills at a lower intensity. Each cool-down should contain the following elements:

- Generalised movements – ensure activity / games are not above jogging pace – **3 minutes**
- Static stretching – this will improve players' levels of flexibility and lessen future injury potential – **5 minutes**

## Content for warm-up and cool-downs

The Learning to play warm-up indexes and activities can be found in section 2 and section 4.

The cool-down index can be found in appendix 3.

These provide direction and content to structure your warm-up and cool down appropriately. Scottish Rugby run a number of strength and conditioning courses to aid your development in this area. Please log on to [www.scottishrugby.org/coaching](http://www.scottishrugby.org/coaching) for details.

## SKILLS COMPETENCE

The coaching of skills should be developed through game-sense or whole-part-whole coaching and effective warm-up and cool-downs.

### Handling

- Passing – lateral, switch, loop, pop, clearing, chest
- Catching – hand catch, high ball, above head (jump and catch), low
- Throwing – football shy
- Being able to pass to support in space

### Running

- Evasive skills – dodge / evade, react to others, side-step, swerve, recognise and attack space

### Contact

- Strong body shape maintained pre, during and post contact
- Leg drive / ability to stay on feet when tackled
- Confident in contact situations
- Ball presentation
- Decision making pre, during and post contact
- Winning the ball on the ground / getting back to feet

### Defending

- Tackling – individual technique – front, side and rear tackle and correct selection
- Going forward in defence
- Working as a team in defence

### Teamwork

- Working within a team to attack space and defend, go forward in attack and defence, communication with team in attack and defence

### Continuity

- Keeping the ball alive (the hierarchy of contact **SOS** – Step to evade defender/take a side on tackle, **O**ffload pre / during / post tackle, **S**et-up ruck / maul as last resort)

### Kicking and catching

- Kicking and fielding skills – place kick, drop kick, punt kick, kicking on the run, fielding a high ball

### Set piece

- Understanding the role of the set piece as a restart play with a contest for possession and an opportunity to create space for attack
- **Scrum**
  - strong / safe body position maintained (every player)
  - safe engagement procedure – crouch, touch, pause, engage (every player)
- **Lineout**
  - ability to outmanoeuvre and out-jump opposition in the lineout (every player)
  - ability to throw accurately to a moving jumper (every player)

## KEY NATIONAL THEMES (KNT)

Four KNT have been identified and agreed by national, proteam and age-grade coaches, which will help develop a game structure that challenges individual players and their skills at all levels:

- Hand catch/grab
- Offload
- Ball presentation
- Individual tackle

These skills are vital if players are to:

- have the option of attacking using the whole width of the field
- speed up the contact area when tackled
- speed up general play when on their feet in front of and in between defences
- improve the most important aspect of their defence

The key factors for LTPD stage 2 (Learning to play) have been amended from Scottish Rugby's KNT resource (LTPD stage 3 – Developing the player).

The coaching of KNT skills should be developed through game-sense or whole-part-whole coaching and effective warm-up and cool-downs.

*Players should be aware of and be able to demonstrate competence in the following:*

### Hand catch

- Hands in the ready position, with palms facing the ball and thumbs together
- Early reach – catch / grab the ball as early as possible
- Watch the ball all the way into the hands
- Once caught, turns to identify the receiver
- Keep ball up between waist and chest area – moves the ball quickly across the body
- Follow through and fingers point to target after the ball is released

## Offload

- Carry the ball in two hands
- Avoid head-on tackles – try to dodge the defender first
- Win space behind the defender by driving the legs to keep moving forward and look for support
- Successful pass behind the defender to a support runner coming onto the ball at pace
- Support players arrive at the contact area anticipating receipt of pass (hands out ready)

## 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 forward
- When brought to ground extend the arms and, with two hands, present the ball as close to support as possible and as far away from the opposition as possible

## Individual Tackle Technique

- Sight correct contact height – **eye to thigh**
- Adopt low, strong body position to ensure correct tackle height – **must be below waist**
- Select correct shoulder to tackle with to ensure head is protected – keep head close to opposition between backside and **cheek to cheek** (head should never be placed in front of attacker)
- Make tight contact with shoulder on thigh – **boulder shoulder**
- Clamp arms round opposition legs – **band of steel**
- Dynamic small steps – **leg drive** until player is successfully brought to ground
- Ensure tackle is **completed** – i.e. attacker is brought to ground
- Work hard to get **back to feet** and back into the game

## MENTAL FACTORS

Coaches should strive to create a foundation built on confidence in each of their players.

Coaches can model confidence in their players by providing opportunities for players to be successful in increasingly challenging practices with the coach providing constructive feedback which will develop self-confidence.

Involve every player as much as possible in the session – try to ensure as much activity as possible for all players during your coaching by adopting a game-based approach. Drill based coaching, where players are standing waiting for their turn or are not engaged, should be avoided. Manipulate the conditions of your games to encourage every player to develop. For those more skilled, you may need to set different goals during the sessions – likewise you may need to set different goals for those who need additional support. Ability should be acknowledged however it is effort that should be rewarded and praised. This will encourage hard work and will provide the foundation for committed effort to overcome challenges.

Structure your sessions to encourage decision-making by your players by providing constructive feedback into what the consequences of their decisions were in relation to the principles of play and the aims and objectives of your coaching session. Try to encourage intrinsic (self) motivation as opposed to extrinsic (coach-led) motivation by making your sessions as much fun as possible and by challenging players to practice and play whilst at home and away from your sessions.

Your demonstrations and feedback during these sessions should be focussed on the relevant information your players need to be able to achieve success – this will help develop their attention-control skills. By coaching through games you are able to introduce imagery skills – by highlighting things that worked you can ask your players to reflect on what worked best for them and to reinforce positive thoughts for next time. For example, if a player scores a try by executing a 2-on-1 situation – ask them what they did that worked well and therefore what they will try to do next time to ensure success? You can also ask other players to imagine what they would do in similar situations.

Promote a positive attitude to training and its relation to performance. If your players train poorly then they will more than likely play poorly. Set your standards as a group for both training and playing.

## LIFESTYLE FACTORS

The aim at this stage is to further promote sporting habits that will stay with the players for the rest of their sporting careers. Work with players and parents to reinforce the following:

**Safety:** Scottish Rugby recommends that all players use a gumshield – these can be obtained easily and cheaply from most good sports shops.

**Values:** At this stage it is vital to introduce and further promote the spirit and values of rugby union and team sports such as partnership and team working, respect for team-mates, opposition and officials – not to mention other volunteers. Foster an understanding of the laws of the game and the values of the game.

**Hydration:** Always ensure there are water bottles available for players – encourage them to be responsible for bringing their own.

**Nutrition:** The benefits of healthy nutrition and the impact this can have on performance.

**Rest:** The importance of sleep and the impact that has on recovery.

## PUTTING IT INTO PRACTICE

The Learning to play stage of LTPD is divided into four phases, each with a number of sessions and activities relevant to the aim of the phase. The four phases build on the development of the player from the FUNdamentals stage and further develop invasion / evasion skills prior to more of a focus on contact, set piece and overall game understanding. These activities should follow your warm-up and should form the bulk of your session. It will be necessary at many points during the season to revisit some FUNdamental stage activities particularly regarding the introduction of the tackle to ensure all players are able to tackle in a safe and effective manner. All coaches should be competent in coaching the tackle and scrum following attendance at the mandatory RugbyReady Practical Course on a yearly basis.

PHASE 1	DEVELOPING THE INVASION AND EVASION GAME	ACTIVITY NUMBER	PHASE 3	ROLE OF THE SET PIECE	ACTIVITY NUMBER
Session 1			Session 1		
1	Overload touch variations	34	1	Lineout end ball	49
2	Sharks and fishes variations	35	2	Lineout move and catch	50
3	Group touch	36	3	Lineout end ball (progression)	49
Session 2			Session 2		
1	End ball variations	37	1	1 v 1 scrum practice / game	51 a/b
2	Channel challenge	38	2	2 v 2 scrum practice / game	51 a/b
3	Number touch	39	3	3 v 3 scrum practice / game	51 a/b
			4	5 v 5 scrum practice / game	51 a/b
Session 3			Session 3		
1	Wide touch	40	1	Mini game — Full game contact (law variations) — Lineout at every breakdown	n/a
2	Diamond offload	41	2	Lineout circle (jump only)	52
3	Mini game — Full game contact (Law Variations)	n/a	3	Mini game — Full game contact (law variations) — Lineout at every breakdown	n/a
Session 4			Session 4		
1	Parramatta touch	42	1	Lineout end ball	49
2	4 v 2 continuous touch	43	2	Lineout move and catch	50
3	Parramatta touch variations	42	3	Mini game — Full game contact (law variations)	n/a
PHASE 2	FURTHER DEVELOP CONTACT SKILLS		PHASE 4	DEVELOPING GAME PLAY / UNDERSTANDING	
Session 1			Session 1		
1	Ruck touch	44	1	Wide touch	40
2	Ruck-around the-clock	45	2	4 v 2 continuous touch	43
3	Ruck touch variations	44	3	Group touch	36
Session 2			Session 2		
1	Overload touch (progression)	34	1	2 ball end ball progression	53
2	Channel challenge	38	2	Switch and loop pass exercise	54
3	Mini game — Full game contact (Law Variations)	n/a	3	Mini game — Full game contact (law variations) — emphasis on loop / switch	n/a
Session 3			Session 3		
1	Drop off touch contact variation	46	1	Offload touch (tackle progression)	55
2	3 v 3 breakdown challenge	47	2	Diamond offload	41
3	Number touch contact variation	39	3	Mini game — Full game contact (law variations) — emphasis on support and attacking space	n/a
Session 4			Session 4		
1	Contact game — nearest 3 in	48	1	Rugby tennis	56
2	Sharks & Fishes — (tackle variations)	35	2	Paired kicking	57
3	Mini game — Full game contact (law variations)	n/a	3	Rugby rounders	58
			Supplementary sessions		
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				Single line try touch	60
				Ruck and roll	61
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				Colour touch	66
				Breakout touch	67
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## MINI RUGBY COMPETITION GUIDANCE

Competition is vital to foster / support our players' rugby development. However, the coach should not be focussed on winning at this stage but on developing every player to become as good as they can be. The focus therefore for coaches and parents at this stage is on the development of skill and physical competency rather than on competitive outcomes. It is important not to impart adult sporting values on to what is a child's sporting experience.

*"...the reasons for dropping out tend to be that children had other interests, the coach was too tough / mean, it was no longer fun, or the children did not get enough chance to participate. Interestingly, children seldom say that their desire 'to win' is a reason for participating."*

(Gould & Petchlichkoff, 1988, Participation motivation and attrition in young athletes).

Competition should be in the following formats:

- Introduction to fun tag and mini rugby gatherings / festivals in the better weather
- Indoor training periods during December, January, February
- Two festivals per month – September, October, November, March, April
- Round robin, equal gametime, emphasis on team play, fair play and fun
- Points awarded for best pass, best run, effort etc
- All players in club section brought to festivals not just small selected squad
- Summer camp activities where possible including come and try multi-sport camps

Rationale: sport is competitive at whatever level, however well organised family festivals / gatherings – where youngsters play in teams and experience events, and other teams – is part of their overall development.

Scottish Rugby's Age Grade Law Variations must be adhered to in all competitions.

Information on local festival programmes can be obtained from your Regional Development Manager.

## ROLE OF THE PARENT

The environment that the child is brought up in has a massive influence on who they become. Parents are the single biggest influence in this, and therefore we value them and the positive role that they can play in developing the young player. We understand that, in the heat of the moment on the touchline, many people may have an opinion on what the coach and players are doing, but it is important to realise that such decisions are done for reasons that are not always obvious to all. We have provided a few suggestions that parents can adopt to assist the coaches in developing children towards excellence – not just in the rugby context but also in terms of life skills.

### Before your child's match / training session

- Help your child to get their kit ready – it is their responsibility, not yours, but they need to learn how to do this
- Provide an environment where you praise effort and reinforce commitment – a young player choosing to do something will, if praised, seek to do something well if they enjoy it. This is the basis for developing commitment in players
- Help your child to fuel correctly – a balanced diet is as important to their health as it is to a successful training session
- Ask your child if they have packed their water bottle – the best way to get players drinking enough is to have a drink available to them at all times. Educate your child to take responsibility for this important piece of kit!
- Help your child to get enough rest
- Help your child go to play and practice in a positive frame of mind. (This includes things such as educating them to clean their boots and their gumshield after games and training sessions)

### During your child's match / training session

- Work with the coach to praise effort – this will encourage every player to try their best at executing skills, discipline and sportsmanship. This will lead to players who are willing to try things, take responsibility for making decisions and will ultimately make the players real winners!
- Remember that the game is about more than the result – it is part of the learning process of the player and it is about the players having fun
- The coach is responsible for how the team and the players develop. They will make decisions that are part of the coaching plan – please support the coach in the decisions made, even if you don't understand them at the time
- Make sure your body language is positive at all times
- Represent your child in a positive manner. The players and coaches will deal with their decisions and those of others – you should respect this
- Your child will thank you for praising effort and not criticising mistakes – children must not be frightened to try things and learn from their actions
- Don't shout at the player with the ball – he / she is busy!
- Make sure your child is as proud of your touchline behaviour as you are of their playing

### After your child's match / training

- Provide praise for the effort your child has given. Praising effort encourages the child to work harder – focusing on ability encourages the child to carry on doing what they currently do!
- Provide them with unconditional support and encouragement
- Identify with the child the things that they can learn from this match / practice and use this to help them improve
- Engage with the coach to identify things that you can encourage your child to practice away from the rugby club
- As a parent, you are not just a transport manager but part of the rugby community and the social network of the club.
- Mix with other parents, especially after the game. Support the rugby club as a vibrant community that is trying to provide many people with the opportunity to play and develop through sport



## COACHING CODE OF CONDUCT

The following is an extract from Scottish Rugby's Code of Conduct and Protocols for Clubs, Coaches, Players and Match Officials. Code of Conduct for Game 2010: 12/1/10. The full document is available to download from [www.scottishrugby.org](http://www.scottishrugby.org)

### Everyone:-

1. must ensure that the game is played and conducted in accordance with disciplined and sporting behaviour and must acknowledge that it is not sufficient to rely solely upon the match officials to maintain those principles;
2. shall co-operate in ensuring that the spirit of the Laws of the Game is upheld. Clubs shall refrain from selecting players guilty of foul play;
3. shall not repeatedly breach the Laws of the Game;
4. shall accept and observe the authority and decisions of referees, assistant referees, other match officials and all rugby disciplinary bodies, subject to the International Rugby Board's Regulation 17 (Illegal and / or Foul Play and Misconduct);
5. shall not publish or cause to be published criticism of the manner in which a referee or assistant referee handled a match;
6. shall not publish or cause to be published criticism of the manner in which Scottish Rugby handled or resolved any dispute or disciplinary matter resulting from a breach of the Bye-Laws, Rules and Regulations, or Laws of the Game;
7. shall not engage in any conduct or any activity on or off the field that may impair public confidence in the honest and orderly conduct of a match, tour, tournament or series of matches (including, but not limited to, the supply of information in relation to the game, directly or indirectly, to bookmakers) or in the integrity and good character of any person;
8. shall promote the reputation of the game and take all possible steps to prevent it from being brought into disrepute;
9. shall not commit a doping offence as defined in IRB Regulation 21 (Anti-Doping);
10. shall not abuse, threaten or intimidate a referee, assistant referee or other match official, whether on or off the field of play;
11. shall not use foul or abusive language or gestures towards referees, assistant referees or other match officials, players or team personnel or spectators;
12. shall not do anything which is likely to intimidate, offend, insult, humiliate or discriminate against any other person on the ground of religion, race, colour, national or ethnic origin, sex or sexual orientation.
13. shall not do anything which adversely affects the game of rugby football, Scottish Rugby, any member club or Union or any commercial partner of the Game.

Every person is under an obligation to comply with this Code of Conduct.

Scottish Rugby is under an obligation to adopt procedures to monitor compliance with and impose sanctions for breaches of the Code of Conduct by persons under its jurisdiction.

For breaches of the Code of Conduct, the Discipline Panel of Scottish Rugby may impose such penalties as it deems appropriate, subject to the list of recommended sanctions published in the Rules of Disciplinary Procedures, copies of which are with the clubs.

## SUPPORTING RESOURCES AND FURTHER READING

This resource should not be used in isolation but in conjunction with other Scottish Rugby, IRB and sportscotland learning resources such as:

- UKCC Level 1 & 2 support materials
- SCOTTISH RUGBY / UKSCA Strength & Conditioning support materials
- Scottish Rugby's Key National Themes support materials
- Scottish Rugby's "Are You Ready to Play Rugby?" policy, and practical course manuals
- Scottish Rugby's Age Grade Law Variations
- IRB Beginners Guide to Rugby

Scottish Rugby recommends the following publications to any aspiring coach:

Title	Author	Produced by	Available
How to Coach Children in Sport	SportscoachUK	SportscoachUK	<a href="http://www.1st4sport.com">www.1st4sport.com</a>
Coaching the Whole Child: Positive Development Through Sport	David Haskins	SportscoachUK	<a href="http://www.1st4sport.com">www.1st4sport.com</a>
Developing Decision Makers: An Empowerment Approach to Coaching	Lynn Kidman	Innovative Print Communications Ltd; 1st edition (2001)	Good bookshops
Athlete-Centred Coaching: Developing Decision Makers	Lynn Kidman and Bennett J Lombardo	IPC Print Resources; 2nd Revised edition (Feb 2010)	Good bookshops
Athlete Centred Coaching: Developing Inspired and Inspiring People	Lynn Kidman	IPC Print Resources (formerly Innovative Print Communications Ltd); 1st edition (2005)	Good bookshops
The Coaching Process: A Practical Guide to Becoming an Effective Sports Coach	Lynn Kidman and Stephanie J. Hanrahan	Routledge; 1 edition (16 Dec 2010)	Good bookshops
Coaching for Long-term Athlete Development	Ian Stafford with Istvan Balyi	SportscoachUK	<a href="http://www.1st4sport.com">www.1st4sport.com</a>
Long Term Player Development Strategy - a guide for clubs and schools	Scottish Rugby	Scottish Rugby	<a href="http://www.scottishrugby.org">www.scottishrugby.org</a>

Scottish Rugby recommends the following web sites to assist you in your coaching:

[www.scottishrugby.org/coaching](http://www.scottishrugby.org/coaching)

[www.irbrugbyready.com](http://www.irbrugbyready.com)

[www.keeprugbyclean.com](http://www.keeprugbyclean.com)

[www.positivecoachingscotland.com](http://www.positivecoachingscotland.com)

[www.sportscotland.org.uk](http://www.sportscotland.org.uk)

[www.uksc.org.uk](http://www.uksc.org.uk)

[www.irbcoaching.com](http://www.irbcoaching.com)

[www.irblaws.com](http://www.irblaws.com)

[www.coachingfundamentals.org.uk](http://www.coachingfundamentals.org.uk)

[www.irb.com](http://www.irb.com)

[www.sportscoachuk.org](http://www.sportscoachuk.org)

[www.food.gov.uk/scotland/scotnut](http://www.food.gov.uk/scotland/scotnut)

## FUNDAMENTALS WARM-UPS

### GENERALISED MOVEMENTS

#### LIGHT GENERAL MOVEMENT (aimed at getting the blood moving around the body)

Start with light activity, general movements, jogging, passing, ball handling etc, build this to a moderate pace. This can include low intensity tig games and low intensity small sided games. This can also include handling and passing drills.

#### Pick one activity

##### General warm up.

- Tig
- Build up tig
- Chain tig
- Octopus tig
- Freeze tig

##### Contact warm up

- Chain tig
- Octopus tig
- Leap Frog tig
- Tunnel tig

##### Handling and skills warm up

- 5 pass game
- Ball familiarity and handling
- Circle drills
- Ball familiarity drills
- Tennis ball one hand catch and pass

### GRADUALLY BUILD UP RANGE OF MOVEMENT

Dynamic flexibility based around the specific movement of the session. Using animal walks and gymnastic activities to improve physical literacy.

#### Pick two activities from section one and two activities from section two

#### Section one: Animal walks (flexibility and strength)

##### General warm up

- Bear crawl
- Cricket walk
- Duck walk
- Backwards roll
- Monkey walk

##### Contact warm up

- Crab walk
- Kangaroo hop
- Backwards roll
- Crocodile walk
- Bear crawl
- Duck walk

##### Handling and skills warm up

- Bear crawl
- Cricket walk
- Duck walk
- Monkey walk

#### Section two: Gymnastic activities for flexibility and strength

##### General warm up

- Forward hop and hold
- Lateral hop and hold
- Single leg balances (with ball pass)
- Prone stabilisation
- Standing long jumps
- Lateral hops
- Walking lunge
- Walking lunge (with ball pass)
- Shapes and balances

##### Contact warm up

- Prone stabilisation (on hands with ball pass)
- Overhead squat (broom handle)
- Forward roll
- Backward roll
- Wheelbarrow / walking on hands
- Lateral hop and hold

##### Handling and skills warm up

- Single leg balances (with ball pass)
- Forward hop and hold
- Lateral hop and hold
- Walking lunge (with ball pass)
- Shapes and balances
- Prone stabilisation (on hands with ball pass)

### MOVEMENT SPECIFIC TO THE SESSION

#### Pick one activity from section one and one activity from section two

#### Section one: multi directional speed technique / evasion

Aimed at getting the players up to maximum pace for sessions. Using specific exercises to aid speed development focusing on decision making and reaction, acceleration, deceleration and change of direction.

#### Build up pace through reactive and tig games

- Rats and rabbits
- Sharks and fishes
- Relays, running races
- Rob the nest
- Relay, running races
- 1 v 1
- 2 v 1

#### Section two: preparation for contact and strength development

Aimed at building intensity for any session while focusing on strength development. Using body weight exercises and wrestling activities to reach training intensity.

#### Build up pace and contact through wrestling and reactive tig games (development of strength using body weight exercises)

- Press up battles
- Gauntlet
- King of the ring
- Partner carries
- Cuban wrestling (hold on the floor)
- Wheelbarrow races



## LEARNING TO PLAY WARM-UPS

## GENERALISED MOVEMENTS

## LIGHT GENERAL MOVEMENT (aimed at getting the blood moving around the body)

Start with light activity, general movements, jogging, passing, ball handling etc. Light general skills specific to your role, build this to a moderate pace. This can include low intensity tig games and low intensity small sided games. This can also include handling and passing games / drills.

## Pick one activity from below

## Speed based warm-up

- Tig
- Build up tig
- Chain tig
- Octopus tig
- Freeze tig
- Tunnel tig

## Strength based warm up

- Chain tig
- Octopus tig
- Leapfrog tig
- Tunnel tig

## Contact based warm up

- Chain tig
- Octopus tig
- Tunnel tig

2 MINUTES

## LIGHT SPECIFIC MOVEMENT (aimed at getting the blood moving around the body)

Continue with the light movement to raise body temperature but do this through more specific drills for the session. i.e. speed, strength or contact based drills done at a low intensity.

## Pick one activity from below

- 5 pass game
- Corner ball
- Evasion / ball familiarity and handling
- Circle drill

- Circle drill
- Evasion / ball familiarity and handling

- 5 pass game
- Corner ball
- Evasion / ball familiarity and handling
- Circle drill

2 MINUTES

## GRADUALLY BUILD UP RANGE OF MOVEMENT

Dynamic flexibility based around the specific movement of the session. Focusing on dynamic movements to improve physical literacy. Players should become increasingly familiar with these movements to enable them to develop their own warm-ups as they progress through the LTPD stages. This will then enable them to be increasingly responsible for their own warm-up provision.

## Pick two activities from section one and two activities from section two

## Section one: Dynamic flexibility

## Speed based warm-up

- Postural dynamics for speed**
- Walking lunge
  - High knee walk
  - Hurdle walk
  - Reverse hurdle walk

## Active dynamic stretches

- Skipping (rhythm)
- Skipping high knee
- Forward hop and hold
- Icky shuffle
- Heel kicks
- Carioca

## Strength based warm-up

- Postural dynamics for strength**
- Prone balance with throw catch
  - Forward hop and hold
  - Lateral hop and hold
  - Overhead squat

## Build up the range of motion through active dynamic stretches

- High knee walk
- Hurdle walk
- Reverse hurdle
- Walking lunge

## Contact based warm-up

- Postural Dynamics for contact**
- Prone balance with throw catch
  - Bear crawl

## Build up the range of motion through active dynamic stretches

- High knee walk
- Hurdle walk
- Reverse hurdle

5 MINUTES

## Section 2: Specific animal walks

## Speed based warm-up

- Animal walks based around flexibility**
- Bear crawl
  - Duck walk
  - Monkey walk
  - Cricket walk

## Strength based warm-up

- Animal walks for strength**
- Crab walk
  - Crocodile walk
  - Kangaroo hop
  - Bear crawl

## Contact based warm-up

- Animal walks for contact**
- Crab walk
  - Crocodile walk
  - Bear crawl
  - Duck walk

## BUILD UP INTENSITY SPECIFIC TO THE SESSION

Pick one activity from section one and two activities from section two

### Section one: movements to build up intensity

Aimed at getting the players up to maximum pace for sessions. Using specific exercises to aid speed development, strength and contact skills.

#### Build up intensity through evasion and chaotic speed

- Rob the nest
- Shadowing
- Agility course (relay)
- Cluster drill

#### Build up intensity through wrestling games and body weight exercises

- Press up battle
- Gauntlet
- Base
- Spinner
- Cuban wrestling
- Kneeling struggle
- Wheelbarrow races

### Section two: specific strength speed and contact based exercises at full intensity

Aimed at gradually building intensity for any sessions while focusing on strength development, using body weight exercises, gymnastic and wrestling activities.

#### Straight line speed

- Accelerations (from different start positions)
- Relay races
- Standing long jumps
- Cluster drill
- Resisted accelerations

#### Strength development using light medicine balls and body weight exercises

- Medicine ball slams
- Medicine ball throws for distance
- Medicine ball throws for height
- Falling circle
- Medicine ball chest pass
- Medicine ball shot putt
- Round heads
- Partner carries
- Partner press-ups
- Zero

#### Contact preparation and strength development drills

- 1 v 1 scrummaging
- Partner resisted sprints
- Falling circle
- King of the ring
- Gauntlet
- Floor drags
- Partner pulls
- Crawling

2 MINUTES

4 MINUTES

## FUNDAMENTAL AND LEARNING TO PLAY– COOL-DOWNS

TIMINGS

### GENERALISED MOVEMENTS

The cool-down should begin with light general movement. Choose from one of the games below. When coaching the cool-down reduce the size of the area so that the intensity is much lower (no player should be above a jogging level). Any low intensity drill or game can be used at this stage.

3 MINUTES

- Tig
- Build up tig
- Chain tig
- Octopus tig
- Freeze tig
- Tunnel tig

### FLEXIBILITY

Choose four stretches from the list below. All stretches should be held for a minimum of 30 seconds and performed at least twice on each side of the body.

5 MINUTES

- Raised leg hamstring stretch
- Glute stretch 1
- Hip flexors
- Groin stretch
- Glute stretch 2
- Quadriceps
- Crucifix
- Back extension

FUNDAMENTALS &  
LTP COOLDOWNS



## EXERCISE DESCRIPTORS

### ANIMAL WALKS

#### BEAR CRAWL

Equipment None

On all fours, arms extended, player crawls forwards on feet instead of knees with back in straight position, hips above shoulders.



#### DUCK WALK

Equipment None

Player puts hands behind head, squats down, and starts walking like a duck forwards and backwards.



#### MONKEY WALK

Equipment None

Player walks around on two feet and only one hand. Alternates hands only when the walking hand gets fatigued.



#### CRICKET WALK

Equipment None

Player squats down with arms between legs grabbing ankles. Player starts walking. Walks forward, backwards and side-to-side.



#### CRAB WALK

Equipment None

Player reverses down on all fours (so it looks like they are almost like a chair), stomach facing upwards, then moves left leg and left arm, and then right leg and right arm. Walks forward, backwards and sideways.



#### CROCODILE WALK

Equipment None

Player lies on floor to start then raises up on arms and feet. Chest as close to floor as possible. Elbows high. Moves forward moving left arm and left leg simultaneously, then follows with the right arm and right leg, just like a crocodile walks.



#### KANGAROO HOP

Equipment None

Player assumes a half squat position and jumps as high and as far as possible. On landing, lands in the half squat position and repeats.



### GYMNASTIC MOVEMENTS

#### FORWARD ROLL

Equipment None

Player squats with knees together and places both hands flat on the floor in front, tucks head down whilst pushing legs. Keeps some weight supported with arms and rolls forward. Player should attempt to stand up without pushing on the floor with their hands.



#### BACKWARDS ROLL

Equipment None

Player squats down, as their bottom moves towards floor, arches back and rolls backwards, chin and knees tucked into their chin and knees tucked into their chest. As they roll over, hands should make contact with floor pointing towards direction they have just rolled from. Player should finish standing up.



<p><b>FORWARD HOP AND HOLD</b></p> <p>Equipment: None</p>	<p>Player starts standing on a single leg, with other leg raised up to 90 degrees, then pushes off standing leg forwards, attempting to hop as far as possible - player should land on the same leg and stick in the position like a statue on landing for 3 seconds. Repeat with other leg.</p>	
<p><b>LATERAL HOP AND HOLD</b></p> <p>Equipment: None</p>	<p>Same as forward hop and hold - but player attempts to move laterally (sideways) from starting position. Player moves one way then the other, holding each hop for 3 seconds.</p>	
<p><b>SINGLE LEG BALANCES</b></p> <p>Alternative: With ball pass</p> <p>Equipment: Ball (various)</p>	<p>Same starting position as forward hop and hold. Player stands upright with one knee up toward chest, with both hands free. Player attempts to balance for 10 seconds then changes legs. Progression - add ball, by catching and passing back with two / one hand in any direction.</p>	
<p><b>STANDING LONG JUMPS</b></p>	<p>Player starts standing with feet shoulder width apart and attempts to jump as far as possible and stick the position on landing like a statue for 3 seconds.</p>	
<p><b>LATERAL HOPS</b></p>	<p>Player starts standing with feet shoulder width apart and attempts to jump forward and sideways at a 45 degree angle onto one leg, sticking in the position on landing like a statue for 3 seconds. After which push off landing leg onto other leg and repeat.</p>	
<p><b>SHAPES AND BALANCES</b></p> <p>Symmetrical balances</p>	<p>Players perform 3 symmetrical balances while standing (balances where both sides of the body are in the same position). Perform 3 symmetrical balances while on the floor.</p>	
<p>Asymmetrical balances</p>	<p>Players perform 3 asymmetrical balances (balances where one side of the body is in a different position to the other – for example standing on one leg). Perform 3 asymmetrical balances while on the floor.</p>	
<p>Moving balances</p>	<p>Players run around in a small area and on the coach's command perform either symmetrical or asymmetrical balances.</p>	
<p><b>STRENGTH AND STABILISATION EXERCISES</b></p>		
<p><b>SQUATS</b></p> <p>Double leg squat</p>	<p>Player stands upright and holds arms ahead for balance. Slowly sits back into a squat position (head up, chest up, back straight, and thighs parallel to the floor). Heels must stay in contact with the floor at all times and the trunk stays upright with neck aligned to the feet.</p>	
<p>Overhead squat</p> <p>Equipment: Broomstick (handle)</p>	<p>Player stands upright, using broomstick held across waist with hands a little bit more than shoulder width apart. Once ready, move bar overhead with straight arms in line with ears. Keeping chest and head up, and maintaining a strong posture, squats as low as possible, then returns to starting position and repeat.</p>	

**WALKING LUNGE**  
 Alternative: With ball pass  
 Equipment: Ball (various)

From a standing start, player lifts one knee up toward chest, leans forwards and strides placing foot in a controlled manner in front (not heavy landing). Player pushes off leg forwards and repeats for other leg as if marching whilst keeping chest up and back tight in a rigid position therefore minimising lateral movement and remaining stable throughout. Progression 1) Add ball - catch and pass back during movement. 2) Backward walking lunge.



**PRONE STABILISATION**  
 Alternative: On hands with ball throw and catch  
 Equipment: Ball (various)

Player assumes a press-up position. Pulls belly-button in as tight as possible, whilst squeezing glutes (bum-cheeks) together to maintain a rigid plank-like position for set period of time. Progression — catch and pass a ball back in one hand whilst retaining rigid position on other extended arm.



**LATERAL STABILISATION**  
 Lateral bridge on forearm

Player lies down sideways and supports themselves with one arm. The other arm rests on the hip. Player should keep entire body straight. The legs have to be extended and in one line with the spine and the head. Player must not let hips hang down. The forearm of the supporting arm should remain flat on the ground and the hand closed. The angle between trunk and supporting upper arm should be 90 degrees. This position is held until the player can no longer hold perfect form.



Lateral bridge on hand

The same action as above but the player supports their weight on their hand not forearm. i.e. their arm is fully extended at a right angle to their body and they are supporting their weight on their hand. This position is held until the player can no longer hold perfect form.



**PRESS UPS**

The player sets their shoulder blades back and down and supports their weight on their hands and feet. Hands are aligned under the shoulders, fingers facing forward. Glutes are contracted and abdomen is drawn in. Player lowers the chest to the floor and returns to starting position. The trunk remains fixed and straight at all times.



**MEDICINE BALL ROTATIONS**  
 Seated

Medicine ball (various loads)

Player sits with their feet in front of them, knees at a 90 degrees angle and back tight. Arms straight out in front (in line with chest) and a medicine ball in their hands. While keeping their legs and hips fixed, player rotates the upper body through 180 degrees while keeping arms straight and back tight. Increase the difficulty by receiving the medicine ball from a pass, rotating upper body through 90 degrees and passing it on.



Standing

Medicine ball (various loads)

As above but in a standing position.

**STRENGTH AND WRESTLING MOVEMENT DRILLS**

**ZERO**  
 Light medicine ball

Player stands with feet shoulder width apart and holds the medicine ball level with ground on left hip. Keeping arms straight player lifts ball over the top of head and down to right hip and repeats.



**ROUND-HEADS**  
 Light medicine ball

Player stands with feet shoulder width apart, holding a medicine ball vertically in both hands. Player passes the medicine ball around head in clockwise / anti-clockwise direction, with centre of the medicine ball level with their eye-line.

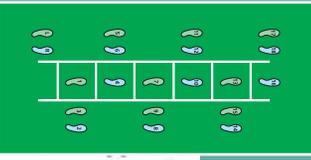


**CRAWLING**  
 (Multi-directional)  
 Crocodile crawl

In bear crawl position, player crawls 10-15m forwards, backwards, sideways in addition to crossing over hand. If performing Crocodile crawl — player must keep body as low as possible to ground.



<b>WHEELBARROWS</b>	With a partner, player assumes a wheelbarrow position the hand walks 10-20m.		
Wheelbarrow jumps	Same as above, except the 'wheelbarrow' has to hand jump (both hands push off ground) as far as possible over 10-20m.		
Sideward wheelbarrow	"Wheelbarrow" hand walks or jumps sideways over set distance.		
<b>PARTNER CARRIES</b> Fireman	Partner lies over carrier's shoulder while carrier walks 20m.		
Baby	With arms extended, carrier picks up partner under armpits and back as well as back of legs, carrying partner in front of them for 20m whilst walking.		
Piggy-back	Partner climbs on carrier's back, arms over shoulders and around collar, while carrier lifts partner legs and walks for 20m.		
<b>FLOOR DRAGS</b> Front	Lying on front, player pulls themselves using arms only (no legs) for 10m.		
<b>PARTNER PULLS</b> Wrists / Ankles	With a partner lying on back, working individual holds partner's wrists or ankles and drags partner 20m.		
<b>PARTNER PRESS-UPS</b> Shoulder press-ups	One player standing upright, while partner leans forward to player (facing each other). Standing player holds other person on shoulders while they maintain a rigid 45 degree angle (body taut). Standing player then presses partner like a press-up for 20-30 seconds.		
Neck press-ups	Same as above, except standing player places hands on partner's head. Player being pressed braces neck while working player presses for 10 seconds.		
<b>CUBAN WRESTLING</b> Soft ground (grass or mat)	Player must attempt to wrestle opponent to ground or push out of matted area. Must not last more than 15 seconds.		
<b>BASE</b> Soft ground (grass or mat)	The defensive wrestler begins flat on his stomach with the offensive wrestler on top. On the coach's command the defensive wrestler must take the initiative and work to get back to his "base" or on his hands and knees while the offensive wrestler tries to keep him flat. The time interval should be short (5 to 15 seconds).		

<p><b>SPINNER</b></p> <p>Soft ground (grass or mat)</p>	<p>The defensive wrestler remains stationary on his hands and knees while the offensive wrestler assumes a starting position with his chest in contact with the defensive wrestler's back. On the coach's command the offensive wrestler initiates a spinning movement around the defensive wrestler contacting the mat with only his toes and contacting his opponent with only his chest. Each time the offensive wrestler reaches his opponents head, he should change directions. The spinning should continue for intervals of 15 seconds to 1 minute.</p>	
<p><b>KNEELING STRUGGLE</b></p> <p>Soft ground (grass or mat)</p>	<p>The wrestlers assume a kneeling position facing each other in some type of tie-up position (hand to hand or shirt grab). On the coach's command, both wrestlers try to pull or push or twist each other to the mat while remaining on their knees and in tie position (ie don't release grip). Intervals should be 30 seconds to 1 minute.</p>	
<p><b>SPEED BASED MOVEMENTS</b></p>		
<p><b>HEEL KICKS</b></p>	<p>While walking or jogging, when the player's foot breaks contact with the ground it is immediately dorsi-flexed and lifted to the hip (heel to butt). Only the outside ball of the foot makes contact with the ground at any time. Make sure the player's body is held in correct posture (chest up, shoulders back) and heel comes to butt every stride.</p>	
<p><b>WALKING HEEL KICKS</b></p>	<p>Heel kick performed as a walk. Make sure player's body is held in correct posture (chest up shoulders back) and heel comes to butt every stride.</p>	
<p><b>HIGH KNEE DRILL</b></p>	<p>Jogging with high knees the player's weight should be on the balls of the supporting foot. The working leg is raised to 90 degrees with the toe pointing upwards. Make sure body is held in correct posture (chest up shoulders back), the foot is driven into the ground by the hip and the hip reaches full extension.</p>	
<p><b>HIGH KNEE WALK</b></p>	<p>High knee drill performed as a walk.</p>	
<p><b>HIGH KNEE SKIP</b></p>	<p>High knee drill performed as a skip.</p>	
<p><b>HURDLE WALK</b></p>	<p>Player walks in a straight line and lifts alternate legs as if going over high hurdles. Make sure player's body is held in correct posture (chest up shoulders back), maintaining full extension at the hip of the supporting leg.</p>	
<p><b>REVERSE HURDLE WALK</b></p>	<p>Player performs a hurdle walk while walking backwards.</p>	
<p><b>ICKY SHUFFLE</b></p>	<p>Player stays on the balls of their feet moving forward with short quick steps, performing the following pattern: Two steps left, one step forward, two steps right, one step forward and repeat for a set distance. Make sure player's body is held in correct posture (chest up shoulders back), maintaining full extension at the hip of the supporting leg.</p>	
<p><b>CARIOCA</b></p>	<p>Moving laterally, the rear foot of the player crosses the front of their body and then moves around the back. Simultaneously the lead foot does the opposite. Make sure the player's body is held in correct posture (chest up shoulders back). Make sure the heel touches the butt every stride.</p>	

## FLEXIBILITY

### RAISED LEG HAMSTRING STRETCH

Whilst standing, player raises one leg onto a level and stable surface. Player keeps their raised leg and their back straight and their head up.



### GLUTE STRETCH 1

In full squat, player puts their hands forwards onto the floor with their elbows on their inside thigh close to knees. As they lean in they should push their elbows apart forcing their knees apart until they will not go any further. Players should try to straighten their back in this position.



### HIP FLEXORS

Putting one foot forwards, players keep the front knee at 90 degrees and put the same shoulder to the knee. Players should keep this front leg position using the rear foot to creep the rear leg backwards. At the limit, players should push the groin area forwards as far as possible. Hold for 30 seconds.



### GROIN STRETCH

In sitting, players should cross one foot over the other knee, use their arms to pull the knee towards the opposite shoulder. Players should feel the stretch in the buttock area. Hold for 30 seconds.



### GLUTE STRETCH 2

Players lie on back and put one ankle on the opposite knee, reach around either side of the knee and pull towards their chest. Players should try to get their lower legs perpendicular. Hold for 30 seconds.



### QUADRICEPS

Players lie face down, clasping an ankle and pull it up to their buttock. If they cannot reach the ankle they should start on their side and then roll onto their front.



### CRUCIFIX

Players lie on their back, keeping their shoulders on the floor. Then they should take one leg across the body keeping the knee bent to 90 degrees, lift the hips slightly in the opposite direction and then relax them. Players should use their opposite hand to pull the knee down towards the floor.



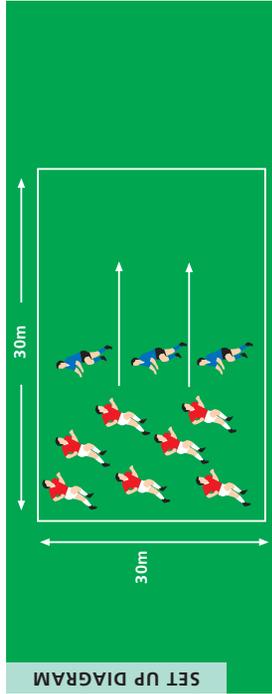
### BACK EXTENSION

Player lies face down, placing their hands at shoulder level and lifting their shoulders by straightening elbows. Players should allow their hips to drop down by relaxing and breathing out. Hold for 10 seconds and then repeat.



<b>Activity</b>	<b>Sharks &amp; fishes</b>			
<b>Objective</b>	To develop evasion / invasion skills			
<b>Key Factors</b>	1) Evasion skills – side-step, change of pace, change of direction, 2) Defensive principles – move forward, ready position			
<b>Equipment Requirements</b>				
<b>Balls</b>	Balls for each player	Bags	n/a	Area 30m x 30m adjust to suit number of players
<b>Cones</b>	1 stack	Suits	n/a	Players 16-20
<b>Shields</b>	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 touched 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.

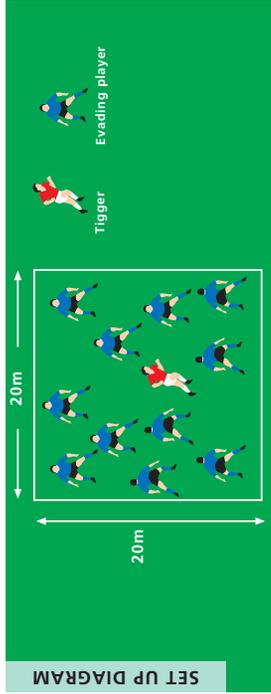


**Practice Progression / Regression** The coach can select more defenders depending on the size / ability of group. The size of the area can also be increased or decreased to either allow more space or increase pressure on players. Attacking players should all carry a ball if there is enough equipment.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

<b>Activity</b>	<b>Tig</b>			
<b>Objective</b>	To develop evasion / invasion skills and increase heart rate for the session to follow			
<b>Key Factors</b>	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.			
<b>Equipment Requirements</b>				
<b>Balls</b>	Balls for each player (optional)	Bags	n/a	Area 20m x 20m adjust to suit number of players
<b>Cones</b>	1 stack	Suits	n/a	Players 16-20
<b>Shields</b>	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 ticked. Once a player has been ticked they then assume the role of tigger while the person who originally ticked them is now an evading player.

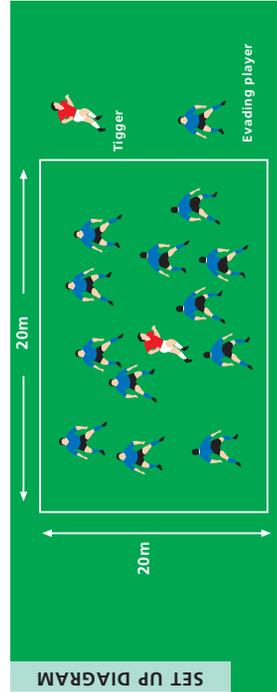


**Practice Progression / Regression** The coach can select more 'tiggers' depending on the size / ability of group. The size of the area can also be increased or decreased to either allow more space or increase pressure on players. Tigger carries a ball in their hands and must make tig using the ball in the hands. No 'back-tags' – the person who just 'ticked' them.

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

<b>Activity</b>	<b>Build-up tig</b>
<b>Objective</b>	Raise player heart rate for following session and to develop evasion skills
<b>Key Factors</b>	<b>Evasion Skills:</b> 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. <b>Spatial Awareness:</b> 1. Keeping head up at all times. 2. Quickly moving into space and scanning for the next space to move into.
<b>Equipment Requirements</b>	
<b>Balls</b>	Balls for each player
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	n/a
<b>Area</b>	20m x 20m adjust to suit No of players
<b>Time</b>	16-20
<b>Players</b>	2-5 mins

**Practice Description** One player is appointed the tigger — who must try to tig the evading players with two hands. Other players must attempt to move about inside grid without being tiggered. If a player is tiggered they then join with the other tigger(s) to try and tig the remaining evading players. The last person who remains untiggered wins and assumes the role as starting tigger in the next game.

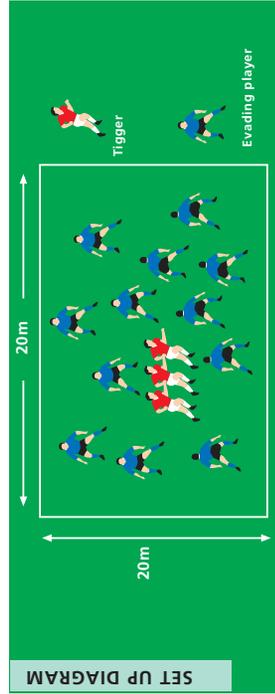


**Practice Progression / Regression** The size of the area can also be increased or decreased to either allow more space or increase pressure on players.

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

<b>Activity</b>	<b>Chain tig</b>
<b>Objective</b>	Raise player heart rate for following session and to develop evasion skills
<b>Key Factors</b>	<b>Evasion Skills:</b> 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. <b>Spatial Awareness:</b> 1. Keeping head up at all times. 2. Quickly moving into space and scanning for the next space to move into. <b>Co-ordination:</b> 1. Synchronise movements as a chain to improve speed and agility as a group.
<b>Equipment Requirements</b>	
<b>Balls</b>	Balls for each player
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	n/a
<b>Area</b>	20m x 20m adjust to suit number of players
<b>Time</b>	16-20
<b>Players</b>	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.



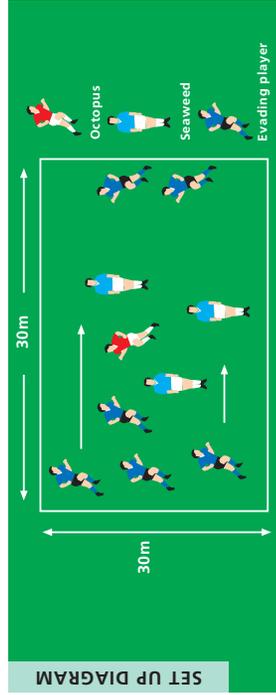
**Practice Progression / Regression** The size of the area can also be increased or decreased to either allow more space or increase pressure on players.

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

<b>Activity</b>	<b>Octopus tig</b>
<b>Objective</b>	Raise player heart rate for following session and to develop evasion skills
<b>Key Factors</b>	<p>Evasion Skills:</p> <ol style="list-style-type: none"> <li>1. Side-step — focusing on transfer of weight from one foot to the other followed by an aggressive acceleration.</li> <li>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.</li> <li>3. Acceleration — focus on aggressive arm and high knee for leg drive.</li> </ol> <p>Spatial Awareness:</p> <ol style="list-style-type: none"> <li>1. Keeping head up at all times.</li> <li>2. Quickly moving into space and scanning for the next space to move into.</li> </ol>

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

**Practice Description** The tiger 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.



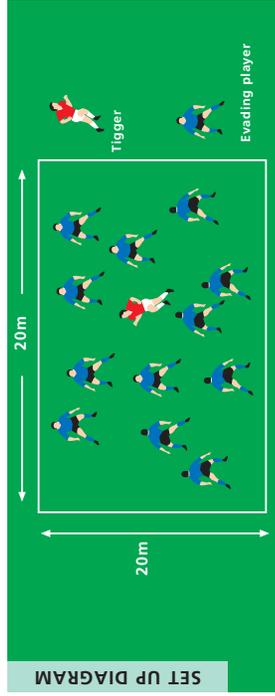
**Practice Progression / Regression** The size of the area can also be increased or decreased to either allow more space or increase pressure on players.

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

<b>Activity</b>	<b>Freeze tig</b>
<b>Objective</b>	Raise player heart rate for following session and to develop evasion skills
<b>Key Factors</b>	<p>Evasion Skills:</p> <ol style="list-style-type: none"> <li>1. Side-step — focusing on transfer of weight from one foot to the other followed by an aggressive acceleration.</li> <li>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.</li> <li>3. Acceleration — focus on aggressive arm and leg drive.</li> </ol> <p>Spatial Awareness:</p> <ol style="list-style-type: none"> <li>1. Keeping head up at all times.</li> <li>2. Quickly moving into space and scanning for the next space to move into.</li> </ol>

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

**Practice Description** When a player is tagged, they don't become 'it', but they must hold their hand in place where they were tagged on their body. The second time they are tagged, they must hold their other hand where they were tagged the second time, while still holding their first hand in place. The third time they are tagged, they are 'it'. Another version of the game is where if they are tagged they are still not 'it' but must stay frozen. If another player that has not been tagged touches a frozen person, the person is back in. This form of the game usually goes on for a very long time until the person who is 'it' gives up or all the people are frozen.

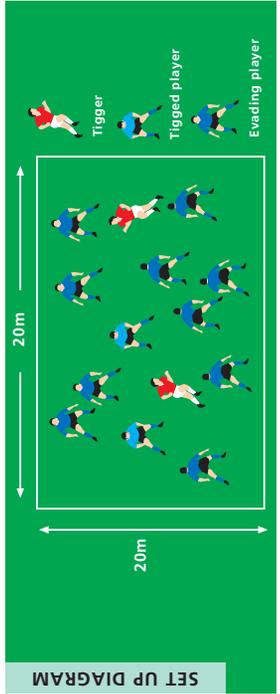


**Practice Progression / Regression** The size of the area can also be increased or decreased to either allow more space or increase pressure on players. The coach can select more triggers depending on the size/ability of group.

**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	<p>Evasion Skills:</p> <ol style="list-style-type: none"> <li>1. Side-step – focusing on transfer of weight from one foot to the other followed by an aggressive acceleration.</li> <li>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.</li> <li>3. Acceleration – focus on aggressive arm and high knee for leg drive.</li> </ol> <p>Spatial Awareness:</p> <ol style="list-style-type: none"> <li>1. Keeping head up at all times.</li> <li>2. Quickly moving into space and scanning for the next space to move into.</li> </ol> <p>Landing Mechanics:</p> <ol style="list-style-type: none"> <li>1. Focus on a soft landing.</li> </ol>
Equipment Requirements	
Balls	Balls for each player
Cones	1 stack
Shields	n/a
Bags	n/a
Suits	n/a
Bibs	n/a
Area	20m x 20m adjust to suit number of players
Players	16-20
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.

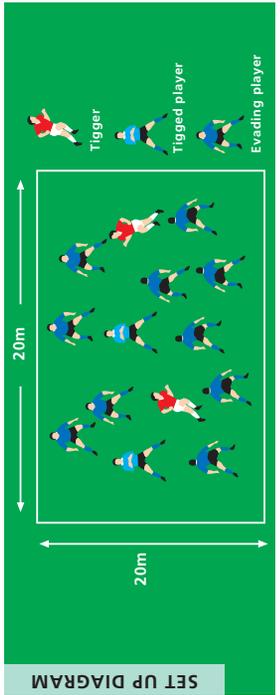


**Practice Progression / Regression** The coach can select more tiggers depending on the size / ability of the group. The size of the area can also be increased or decreased to either allow more space or increase pressure on players. Tigger carries a ball in their hands and must make tig using the ball 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"> <li>1. Side-step – focusing on transfer of weight from one foot to the other followed by an aggressive acceleration.</li> <li>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.</li> <li>3. Acceleration – focus on aggressive arm and leg drive.</li> </ol> <p>Spatial Awareness:</p> <ol style="list-style-type: none"> <li>1. Keeping head up at all times.</li> <li>2. Quickly moving into space and scanning for the next space to move into.</li> </ol> <p>Working off the ground:</p> <ol style="list-style-type: none"> <li>1. Get off the ground as quickly as possible.</li> <li>2. Hips up first when getting off the ground so you can engage your glutes.</li> </ol>
Equipment Requirements	
Balls	Balls for each player
Cones	1 stack
Shields	n/a
Bags	n/a
Suits	n/a
Bibs	n/a
Area	20m x 20m adjust to suit number of players
Players	16-20
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.

<b>Activity</b>	<b>Circle drill</b>		
<b>Objective</b>	Raise player heart rate for following session and prepare them for lateral movement whilst incorporating handling and skills		
<b>Key Factors</b>	<b>Co-ordination:</b> 1. Co-ordinated movement – all players moving at the same speed in the same direction. 2. Focus on a quick co-ordinated change of direction on the coach's command.		
<b>Equipment Requirements</b>			
<b>Balls</b>	1-2 per group	<b>Area</b>	20m x 20m adjust to suit number of players
<b>Cones</b>	1 stack	<b>Suits</b>	n/a
<b>Shields</b>	n/a	<b>Bibs</b>	n/a
		<b>Time</b>	2-5 mins

**Practice Description** Players move (sidestep) clockwise in a circle while passing the ball anti-clockwise. On coach's call of 'change!', players change direction of circle and ball simultaneously.

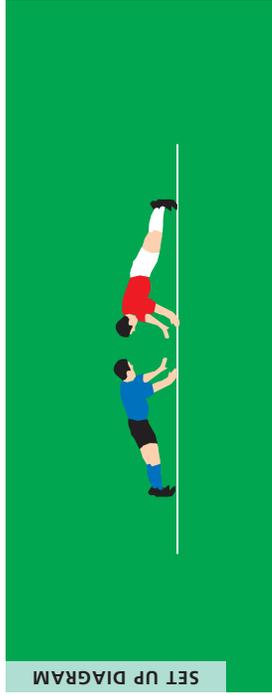


**Practice Progression / Regression** On coach's shout of 'Go!' player with ball has to run into middle, turn and pop-pass ball to next player (players continue to follow person in front into middle of circle to receive the pop-pass ball to next player), after which they quickly rejoin the circle (which continues to move round while this is going on). Players can adapt this progression (above) by rolling the ball to following player who does the same.

**Game Coaching Guidance** The coach should encourage players to communicate effectively.

<b>Activity</b>	<b>Press-up battle</b>		
<b>Objective</b>	Prepare player for session involving co-ordination, running and contact		
<b>Key Factors</b>	<b>Core stability:</b> 1. Focus on keeping whole body rigid. 2. Keep any lateral movement in the trunk to a minimum. <b>Shoulder stability:</b> 1. Focusing on keeping balanced and strong when balancing body weight on one hand. <b>Co-ordination:</b> 1. Focus on keeping one hand on the ground while grappling with opponent with the other and swapping over to catch opponent off guard.		
<b>Equipment Requirements</b>			
<b>Balls</b>	n/a	<b>Bags</b>	n/a
<b>Cones</b>	n/a	<b>Suits</b>	n/a
<b>Shields</b>	n/a	<b>Bibs</b>	n/a
		<b>Area</b>	n/a
		<b>Players</b>	2+
		<b>Time</b>	2 mins

**Practice Description** Players face each other using the set-up below. In competition, they must attempt to quickly try and pull each other's standing hand away whilst attempting to move their own hands quickly enough to prevent themselves falling to the ground. Using example bouts of 'best of three' can be deployed effectively.



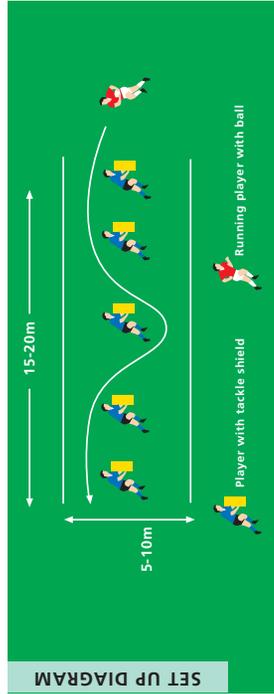
**Practice Progression / Regression** Players can attempt to balance on one leg while doing this.

**Game Coaching Guidance** Keeping the back in a neutral position is essential (i.e. in good press-up position as above). Players will twist and move a lot during this but must attempt to maintain good posture (works on glutes, back, hamstrings, shoulders and arms).

<b>Activity</b>	<b>Gauntlet</b>
<b>Objective</b>	Prepare player for session involving co-ordination, running and contact
<b>Key Factors</b>	<p><b>Evasion Skills:</b></p> <ol style="list-style-type: none"> <li>1. Side-step — focusing on transfer of weight from one foot to the other followed by an aggressive acceleration.</li> <li>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.</li> <li>3. Acceleration — focus on aggressive arm and high knee for leg drive.</li> </ol> <p><b>Spatial Awareness:</b></p> <ol style="list-style-type: none"> <li>1. Keeping head up at all times.</li> <li>2. Quickly moving into space and scanning for the next space to move into.</li> </ol>

<b>Equipment Requirements</b>			
<b>Balls</b>	Balls for running player	<b>Area</b>	5-10m x 15-20m Channel
<b>Cones</b>	1 stack	<b>Suits</b>	n/a
<b>Shields</b>	3 to 6 (junior size)	<b>Bibs</b>	n/a
		<b>Players</b>	4+
		<b>Time</b>	4 mins

**Practice Description** Player with ball attempts to run to other end of channel without being pushed outside of channel by player with tackle shield. Player with shield can only move sideways - not forward or back.



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

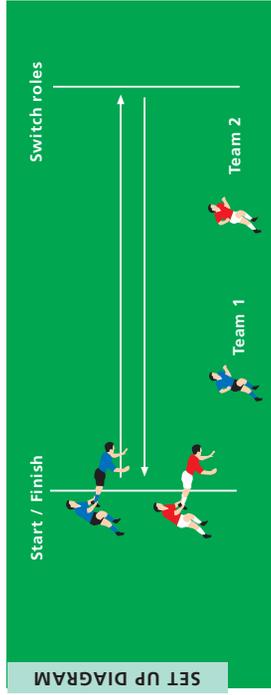
Players with shield can move within 5m zone in any direction.

**Game Coaching Guidance** Sets / reps for each player are at coach's discretion e.g. three attempts to make it to other end for each player. Ensure use of junior-sized shields.

<b>Activity</b>	<b>Wheelbarrow races</b>
<b>Objective</b>	Prepare player for session involving co-ordination, running and contact
<b>Key Factors</b>	<p><b>Core stability:</b></p> <ol style="list-style-type: none"> <li>1. Focus on keeping whole body rigid.</li> <li>2. Keep any lateral movement in the trunk to a minimum.</li> </ol> <p><b>Shoulder stability:</b></p> <ol style="list-style-type: none"> <li>1. Focusing on keeping balanced and strong when balancing body weight on one hand.</li> </ol> <p><b>Co-ordination:</b></p> <ol style="list-style-type: none"> <li>1. Focus on smooth and controlled movement across the ground, once this is established speed the movement up.</li> </ol>

<b>Equipment Requirements</b>			
<b>Balls</b>	n/a	<b>Bags</b>	n/a
<b>Cones</b>	n/a	<b>Suits</b>	n/a
<b>Shields</b>	n/a	<b>Bibs</b>	n/a
		<b>Area</b>	n/a
		<b>Players</b>	4+
		<b>Time</b>	4 mins

**Practice Description** One partner gets into press-up position, with team-mate lifting legs around ankles. Team then has to hand walk / walk as fast as possible to other side of course, at which point they switch roles and return to start / finish line. Players can be split into teams and race to complete set course.



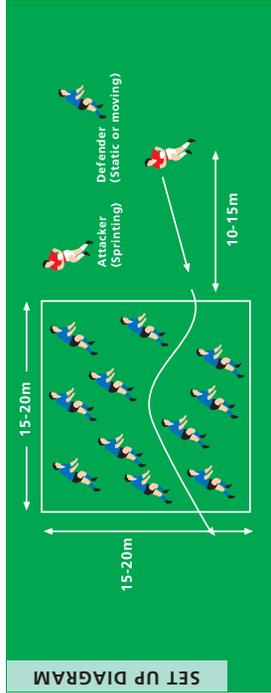
**Practice Progression / Regression** The size of the area can also be increased or decreased dependent on player needs / ability. Coach can set up a course with obstacles which teams have to get round.

**Game Coaching Guidance** Sets / reps for each team are at coach's discretion.

<b>Activity</b>	<b>Cluster drill</b>
<b>Objective</b>	Speed and agility
<b>Key Factors</b>	<p><b>Evasion Skills:</b></p> <ol style="list-style-type: none"> <li>1. Side-step — focusing on transfer of weight from one foot to the other followed by an aggressive acceleration.</li> <li>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.</li> <li>3. Acceleration — focus on aggressive arm and high knee for leg drive.</li> </ol> <p><b>Spatial Awareness:</b></p> <ol style="list-style-type: none"> <li>1. Keeping head up at all times.</li> <li>2. Quickly moving into space and scanning for the next space to move into.</li> </ol>

<b>Equipment Requirements</b>	
<b>Balls</b>	n/a
<b>Cones</b>	1 Stack
<b>Shields</b>	n/a
<b>Area</b>	15-20m x 15-20m
<b>Players</b>	6+
<b>Time</b>	4 mins

**Practice Description** Attacker attempts to sprint through cluster of static defenders as fast as possible. Players must react to defenders and try to take quickest route possible to get through to other end.



**Practice Progression / Regression** Defenders can walk around grid at random. Defenders can jog around grid at random. Defenders can jog around grid at random and try to body check attacker. The size of the area can also be increased or decreased dependent on player ability.

**Game Coaching Guidance** Coach should begin with static defenders and progress drill appropriately depending on ability of player. Coach should ensure work to rest ratio is 1:6 (Speed work to be done without fatigue).

<b>Activity</b>	<b>Falling circle</b>
<b>Objective</b>	Prepare players for session involving skills, speed and contact

**Key Factors**

**Strength:**

1. Players must push the person in the middle back hard enough so that they fall onto the other side of the circle.

**Reaction:**

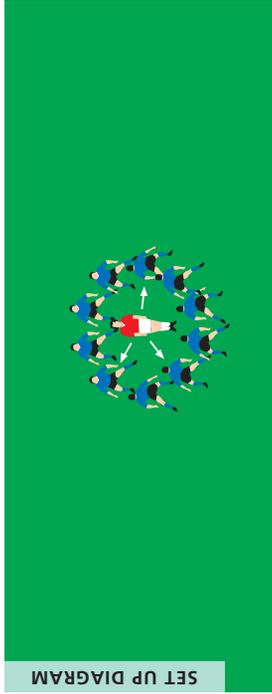
1. Players should react to the person in the middle falling in their direction by pushing them away quickly.

**Balance and stability:**

1. Players must stay well balanced so the person in the middle's momentum does not knock them over when they fall into them.
2. Stability of the person in the middle, they must focus on staying as stiff as a board, so they can be pushed efficiently.

<b>Equipment Requirements</b>	
<b>Balls</b>	n/a
<b>Cones</b>	n/a
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	n/a
<b>Area</b>	n/a
<b>Players</b>	8+
<b>Time</b>	4 mins

**Practice Description** Players form tight circle, all facing in and shoulder to shoulder with hands up. Player in middle must stand upright (staying as rigid as possible) and fall in any direction, keeping feet in middle. Players in circle push player back around square trying to keep middle player moving and as upright as possible.

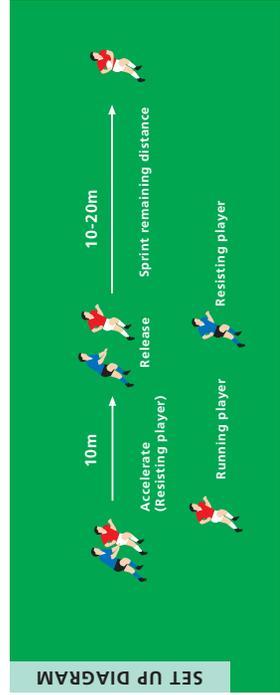


**Practice Progression / Regression** Breakout circle — Player in middle no longer falls, but tries to get out of the circle and players on outside have to try and stop player escaping.

**Game Coaching Guidance** This exercise incorporates physical strength and speed — it should be done for short period of time for each individual (e.g. Breakout circle — 30 seconds to escape).

<b>Activity</b>	<b>Partner resisted sprints</b>
<b>Objective</b>	Prepare players for session involving skills and speed
<b>Key Factors</b>	<b>Acceleration:</b> 1. The player who is sprinting must maintain an acceleration posture (45 degree angle to the ground while maintaining a rigid posture). 2. They must stay on the balls of the feet. 3. Focus on an aggressive arm and high knee for leg drive. <b>Balance:</b> 1. Maintain 45 degree angle without falling forward.
<b>Equipment Requirements</b>	<b>Bags</b> n/a <b>Suits</b> n/a <b>Bibs</b> n/a <b>Area</b> 20-30m <b>Players</b> 8+ <b>Time</b> 4 mins

**Practice Description** Holding on to running player shorts from behind, resisting player attempts to provide enough resistance so that running player has to sprint hard and fast (not so much that his sprint technique is affected). After 10m resisting player releases sprinting player who accelerates a further 10-20m.



**Practice Progression / Regression**  
 Add in change of direction for running player.  
 Add visual / audio cue for running player to change direction.  
 Running player receives pass on release.  
 Running player has to attack and beat defender (agility).

**Game Coaching Guidance** This exercise incorporates physical strength and speed — it should be done for short period of time for each individual (Speed work — quality not quantity).  
 Coach should ensure work to rest ratio is 1:6 (Speed work to be done without fatigue)

<b>Activity</b>	<b>King of the ring</b>
<b>Objective</b>	Prepare players for session involving speed and contact
<b>Key Factors</b>	1) Strength 2) Speed 3) Balance
<b>Equipment Requirements</b>	<b>Bags</b> n/a <b>Suits</b> n/a <b>Bibs</b> n/a <b>Area</b> Circular Ring 10-15m <b>Players</b> 4+ <b>Time</b> 4 mins

**Practice Description**  
 Wrestling-based exercise. Every player for themselves — each player must attempt to pin (both shoulders to floor) or push other players out of the ring whilst evading others themselves. Last man standing wins.



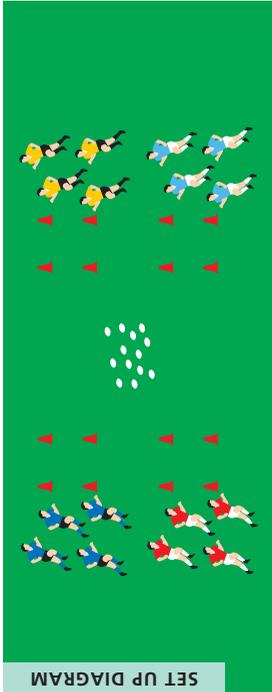
**Practice Progression / Regression**  
 Increase / decrease area depending on player ability.  
 Implement Rules(e.g.):  
 - Upper body offensive manoeuvre only  
 - No lifting  
 - Fending only — no grappling

**Game Coaching Guidance** This exercise incorporates physical strength and speed — monitor player individual ability (e.g. two groups — one ring for larger players / one ring for smaller players).

<b>Activity 1</b>	<b>Rob the nest</b>				
<b>Objective</b>	To develop evasion, decision-making and ball familiarisation skills				
<b>Key Factors</b>	1. Ball in two hands, 2. Head up when running, 3. Dodge fellow players 4. Communication skills				
<b>Equipment Requirements</b>					
<b>Balls</b>	12 balls (or even nos)	<b>Bags</b>	n/a	<b>Area</b>	15m x 15m square
<b>Cones</b>	1 stack	<b>Suits</b>	n/a	<b>Players</b>	16
<b>Shields</b>	n/a	<b>Bibs</b>	if available	<b>Time</b>	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).



**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.

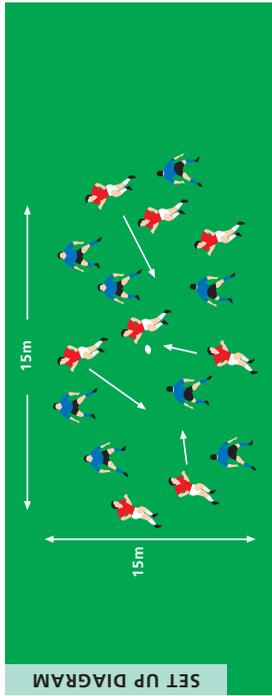
**Game Coaching Guidance**

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.

<b>Activity 2</b>	<b>5 pass game</b>				
<b>Objective</b>	Develop handling ability within an evasive, chaotic environment				
<b>Key Factors</b>	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.				
<b>Equipment Requirements</b>					
<b>Balls</b>	2	<b>Bags</b>	n/a	<b>Area</b>	15m x 15m
<b>Cones</b>	1 stack	<b>Suits</b>	n/a	<b>Players</b>	16
<b>Shields</b>	n/a	<b>Bibs</b>	8	<b>Time</b>	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.



**Practice Progression / Regressions**

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)

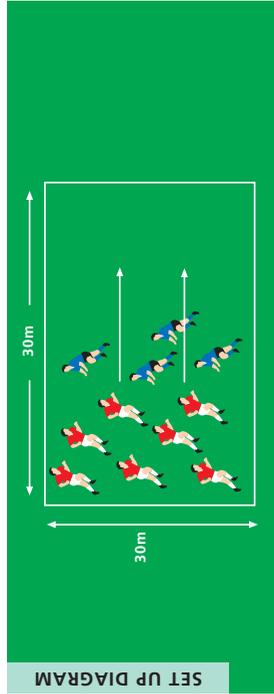
**Game Coaching Guidance**

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.

<b>Activity 3</b>	<b>Sharks and fishes (touch)</b>
<b>Objective</b>	To develop evasion and defensive skills
<b>Key Factors</b>	1) Evasion skills – side-step, change of pace, change of direction. 2) Defensive skills – move forward, ready position.
<b>Equipment Requirements</b>	
<b>Balls</b>	Balls for each attacking player
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
	<b>Bags</b> n/a
	<b>Suits</b> n/a
	<b>Bibs</b> n/a
	<b>Area</b> 30m x 30m adjust to suit player numbers
	<b>Players</b> 16-20
	<b>Time</b> 10-15 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. Attackers try to reach the opposite side of the pitch to the safe zone. This continues until the last attacking player has 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. This game can also be used to develop all types of tackle (once players reach Primary Four only). Defensive principles can also be added for defending players.

#### Game Coaching Guidance

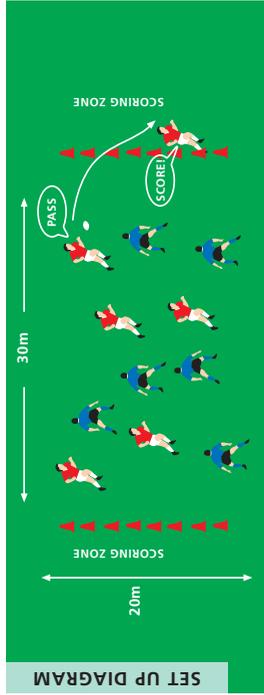
Give individual and group feedback in relation to the key factors being worked on. Tags can be used to help the coach see who has been caught. Praise effort as well as achievement.

<b>Activity 4</b>	<b>End ball</b>
<b>Objective</b>	Develop passing accuracy and strength / type of pass. Can improve spatial awareness, lines of running, communication, decision making and evasion
<b>Key Factors</b>	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.
<b>Equipment Requirements</b>	
<b>Balls</b>	1
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
	<b>Bags</b> n/a
	<b>Suits</b> n/a
	<b>Bibs</b> 6
	<b>Area</b> 30m x 20m
	<b>Players</b> 12
	<b>Time</b> 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 / Regressions

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.

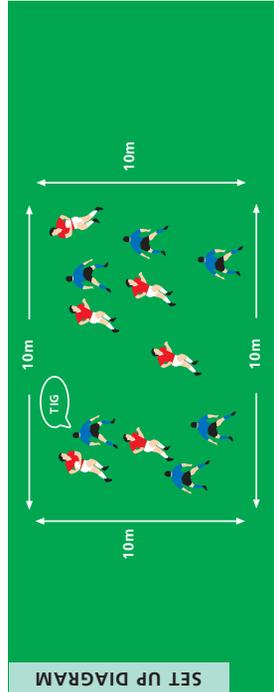
#### Game Coaching Guidance

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.

<b>Activity 5</b>	<b>Corner ball</b>
<b>Objective</b>	Develop passing ability within a pressured environment
<b>Key Factors</b>	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.
<b>Equipment Requirements</b>	
<b>Balls</b>	1 to 6
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	6
<b>Area</b>	10m x 10m
<b>Players</b>	12
<b>Time</b>	10-15 mins

#### Practice Description

Players must stay inside grid. The ball is passed amongst the members of one team. Aim to corner and tig a member of the opposite team with the ball. Players can move when in possession of the ball. Once a player is tiggd they join the catching/attacking team. If the ball is dropped the game continues.



#### Practice Progression / Regressions

Start off with more attackers with the ball (easier). Give each opposition player a ball, so that they can evade with ball-in-hand. Increase / decrease the grid size to make it harder/easier for the attackers. When a player is in possession of the ball, they are unable to move.

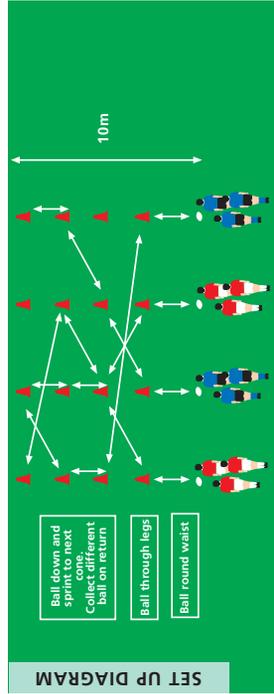
#### Game Coaching Guidance

Try to ensure tigs are made at waist height or below to replicate mini rugby law variations. Praise effort as well as achievement.

<b>Activity 6</b>	<b>Multi directional relay races – ball familiarisation</b>
<b>Objective</b>	Develop players ability to control the ball in a variety of challenging settings
<b>Key Factors</b>	1. Carry ball in two hands. 2. Ball remains off the shirt. 3. Hands in the ready position with palms facing the ball and thumbs together. 4. Catch the ball in the hands.
<b>Equipment Requirements</b>	
<b>Balls</b>	1 per group
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	optional
<b>Area</b>	n/a
<b>Players</b>	Any amount
<b>Time</b>	10-15 mins

#### Practice Description

Players split into groups of 4 or 5 (not too small as this will make players fatigue quickly). Place end marker cone 10m from start position and 2-3 cones in between end cone and line of players. Introduce a series of activities for each player to undertake at each cone. Once players return to line pass to the next player in line. Players cannot run to the same cones that the player before in their group used. Introduce competition into the session – First group to complete the relay = winner.



#### Practice Progression / Regressions

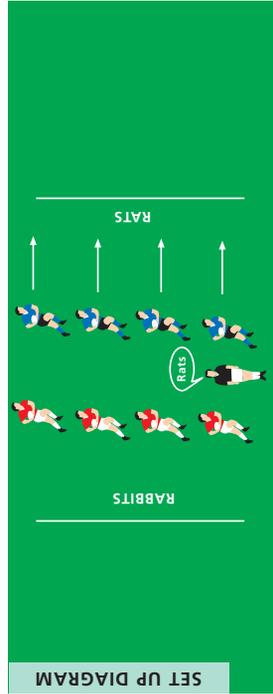
Allow players to develop their own activities at each cone. Introduce short sprints, down-and-ups etc. Widen the grid and introduce two players, ball in hand, passing and undertaking activities.

#### Game Coaching Guidance

Ensure players are completing the exercises fully as requested by the coach. Remember to provide feedback and correct faults during each activity. Praise effort as well as achievement.

<b>Activity 7</b>	<b>Rats and rabbits</b>
<b>Objective</b>	To develop reaction and evasion skills
<b>Key Factors</b>	1. Quick feet. 2. Stay on toes. 3. Ball in two hands.
<b>Equipment Requirements</b>	
<b>Balls</b>	1 per player if available
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	n/a
<b>Area</b>	15m x 15m (approx)
<b>Players</b>	16-20
<b>Time</b>	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 reach their try line.  
 Once a player has either been caught, or scored a try over the line, both players should return to the middle.

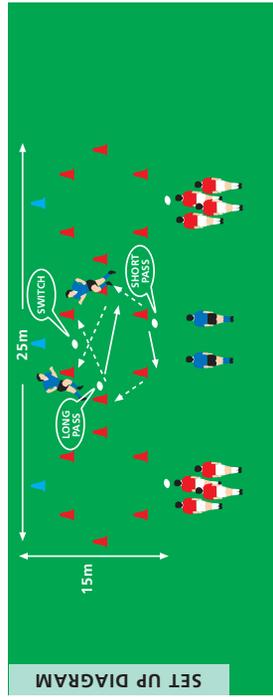


**Practice Progression / Regression**  
 The coach can change the starting positions of the players to increase the difficulty – sitting, lying on fronts, legs crossed etc. The coach can also increase the distance players are standing from each other as they improve. This game can also be used when developing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

<b>Activity 8</b>	<b>Relay races pairs</b>
<b>Objective</b>	Develop players ability to pass and catch accurately whilst under pressure
<b>Key Factors</b>	1. Hands in the ready position with palms facing the ball and thumbs together. 2. Catch the ball in the hands. 3. Ball remains off the shirt.
<b>Equipment Requirements</b>	
<b>Balls</b>	3
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	n/a
<b>Area</b>	n/a
<b>Players</b>	min 12
<b>Time</b>	10-15 mins

**Practice Description**  
 Players split into groups of 4/5 – not too small as this will fatigue players quickly  
 Place blue end marker cone 15m from start position.  
 Players work in pairs and pass to the blue cone. Coach can decide length / type of pass required.  
 Red cones are marked out as guides for players to run to.  
 Players run to blue cones when finished and then return to group.  
 Introduce competition into the session – first group through the relay = winner

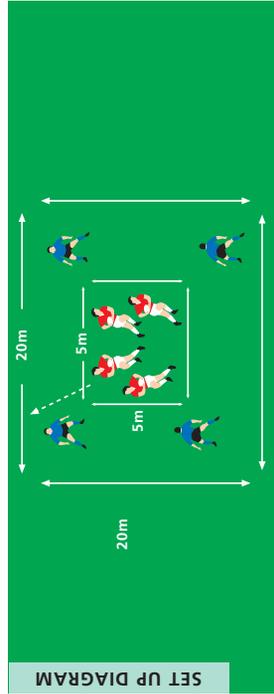


**Practice Progression / Regressions**  
 Allow players to develop their own activities at each cone.  
 Introduce fun activities such as ball round the waist or throw ball up and clap before catching.  
 Widen the grid and introduce different passes – loop etc.  
 Introduce defender at one of the stages to put pressure on pass – static defender at first.

**Game Coaching Guidance**  
 Observe and analyse and provide resultant feedback specifically on the key factors being worked on.  
 Praise effort as well as achievement.

<b>Activity 9</b>	<b>Breakout touch rugby</b>
<b>Objective</b>	Developing evasive skills with ball in hand through 1 v 1 game related activity
<b>Key Factors</b>	1. Ball in two hands. 2. Look for the space and accelerate. 3. Dodge defenders.
<b>Equipment Requirements</b>	
<b>Balls</b>	4
<b>Suits</b>	n/a
<b>Bibs</b>	8
<b>Area</b>	20m x 20m
<b>Players</b>	8
<b>Time</b>	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.

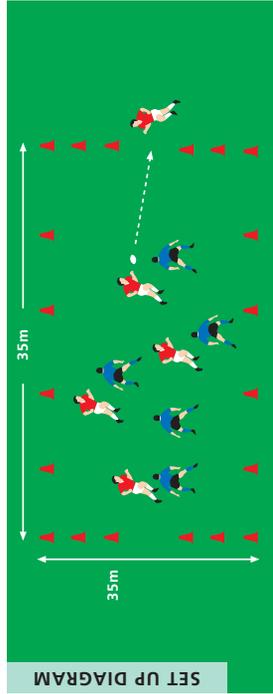


**Practice Progression / Regressions**  
Play with 1 or 2 balls so that player or players have the option of passing to beat defender. Use tag belts – players must reach outside without being tagged. Increase to tackling – at later stages of FUNDAMENTALS. Two players work with one ball to bring passing 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.

<b>Activity 10</b>	<b>Multi direction end ball</b>
<b>Objective</b>	Develop passing accuracy and strength of pass. Can improve spatial awareness, lines of run, communication, decision making and evasion.
<b>Key Factors</b>	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.
<b>Equipment Requirements</b>	
<b>Balls</b>	1
<b>Suits</b>	n/a
<b>Bibs</b>	5
<b>Area</b>	35m x 35m
<b>Players</b>	10
<b>Time</b>	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.

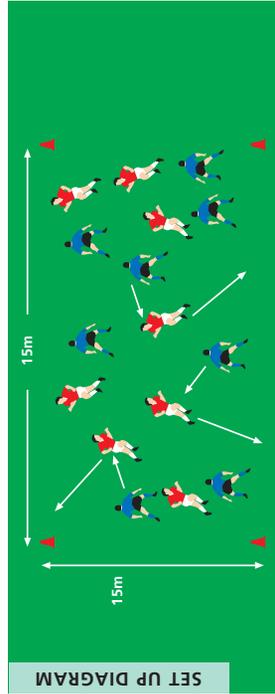


**Practice Progression / Regressions**  
Coach to determine which try lines to be used. Coach adds in another ball so that two games are going at same time. Play one touch turnover to challenge players.

**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.

<b>Activity 11</b>	<b>Tag thief</b>
<b>Objective</b>	Develop evasive running in a chaotic environment and to develop understanding of basic defensive skills
<b>Key Factors</b>	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.
<b>Equipment Requirements</b>	
<b>Balls</b>	n/a
<b>Tags</b>	16
<b>Area</b>	15m x 15m
<b>Cones</b>	1 stack
<b>Belts</b>	16
<b>Shields</b>	n/a
<b>Bibs</b>	8
<b>Time</b>	10-15 mins

**Practice Description**  
All players wear a tag belt with one tag placed on the back of their belt. The coach shouts GO!, at which point, players move around the grid and attempt to steal the opposition teams' tags. If a tag is stolen, it gets put on thief's tag belt. Game is played for two minutes, after which the tags are counted up. The team with the greatest number of tags is the winner.



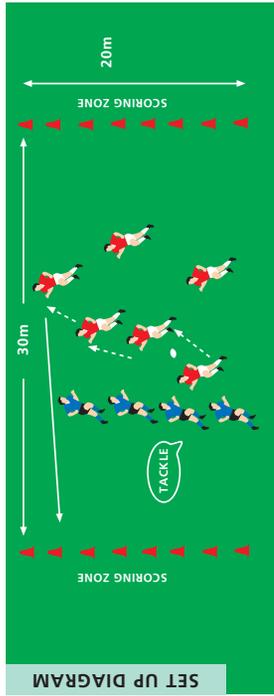
**Practice Progression / Regressions**  
Introduce more than one tag per player.  
Split players into more than two teams to increase difficulty.  
Expand or decrease playing grid to manipulate free space.  
Introduce the two handed tag grab to increase difficulty.

**Game Coaching Guidance**  
If you have many players, split into more teams or play more than one game at once.  
Observe and analyse objectively – relative to key factors, correct faults both individually and as a group.

<b>Activity 12</b>	<b>Overload touch</b>
<b>Objective</b>	Develop passing accuracy and strength of pass. Can improve spatial awareness, lines of run, communication, decision making and evasion. Defensive organisation and communication
<b>Key Factors</b>	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.

<b>Equipment Requirements</b>	
<b>Balls</b>	1
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	4 or 6
<b>Area</b>	30m x 20m
<b>Players</b>	10
<b>Time</b>	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

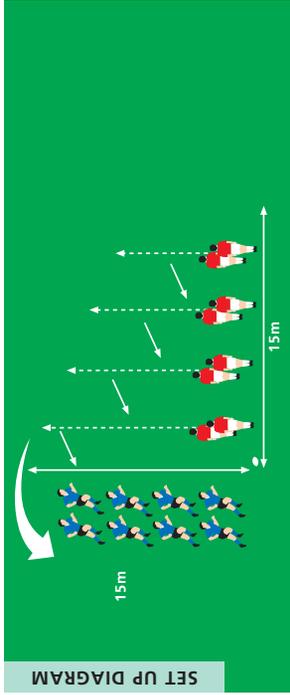


**Practice Progression / Regressions**  
Increase width of pitch to create more space and scoring options.  
Introduce so that minimum of 2/3 players must be in the scoring zone before a score can be made.  
Progress to tackle, using only 1-on-1 tackles (Refer to tackle key factors LTPD stage 1 Fundamentals).  
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.

<b>Activity 13</b>	<b>L shape passing practice</b>
<b>Objective</b>	To develop the lateral pass, hand catch technique and depth of running
<b>Key Factors</b>	<ol style="list-style-type: none"> <li>Hands in the ready position with palms facing the ball and thumbs together.</li> <li>Catch the ball in their hands.</li> <li>Ball remains off the shirt.</li> <li>Follow through on pass towards target.</li> <li>Accurate communication between attacking team players.</li> <li>Run from depth.</li> </ol>
<b>Equipment Requirements</b>	
<b>Balls</b>	5
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	n/a
<b>Area</b>	15m x 15m grid
<b>Players</b>	16
<b>Time</b>	10-15 mins

**Practice Description**  
 15m x 15m grid.  
 Two groups of four players on each part of the L.  
 Ball starts at wide player — when ball reaches end player, next group of four take over.  
 Players realign in groups of four once passes have been completed.

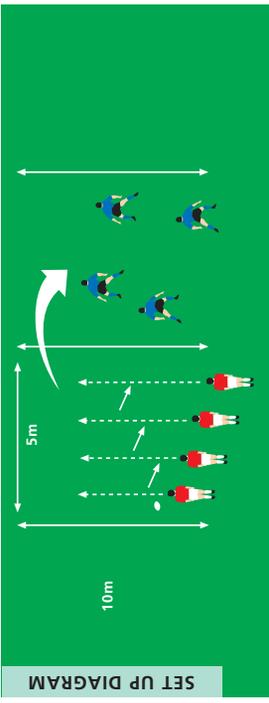


**Practice Progression / Regressions**  
 Option to add 1 / 2 / 3 static defenders to add pressure.  
 Widen / shorten grid to manipulate length of pass.  
 Players to perform loop, miss, switch.  
 Regress to walking / jogging pace.  
 Add in a second ball — more pressure to realign and communicate with other groups.

**Game Coaching Guidance**  
 Watch out for forward passes and encourage accurate hand catches.  
 Observe and analyse and provide resultant feedback specifically in relation to the key factors.

<b>Activity 14</b>	<b>Simple passing</b>
<b>Objective</b>	To develop the lateral pass and hand catch technique
<b>Key Factors</b>	<ol style="list-style-type: none"> <li>Hands in the ready position with palms facing the ball and thumbs together.</li> <li>Catch the ball in their hands.</li> <li>Ball remains off the shirt.</li> <li>Follow through on pass towards target.</li> <li>Accurate communication between attacking team players.</li> <li>Run from depth.</li> </ol>
<b>Equipment Requirements</b>	
<b>Balls</b>	5
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	4
<b>Area</b>	5m x 10m channels
<b>Players</b>	16
<b>Time</b>	10-15 mins

**Practice Description**  
 Two 5m x 10m channels.  
 Four players (with ball) in first channel — pass ball up to the end of the first channel.  
 Aim is to make accurate, quick passes — concentrating on hand catch.  
 Ball carriers then enter channel two where they are faced with four static defenders.  
 Players at first channel can start staggered to help promote depth of running.



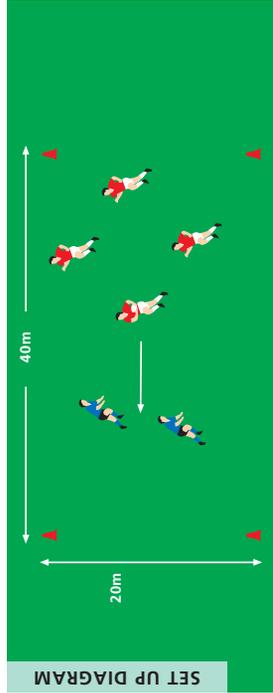
**Practice Progression / Regressions**  
 Widen / narrow channels.  
 Ask players to follow pass once they made it — support ball carrier.  
 Ask defenders to pair up — forming a 4 v 2 situation.  
 Defenders are static at first then are allowed to move any direction.

**Game Coaching Guidance**  
 Watch out for forward passes and encourage accurate hand catches.  
 Feedback in a positive manner on the key factors players are working on — ensure you correct faults.

<b>Activity 15</b>	<b>4 v 2 continuous touch rugby</b>
<b>Objective</b>	Develop effective accurate passing — under pressure. Will also improve the decision making of the ball carrier and support players to recognise space.
<b>Key Factors</b>	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.
<b>Equipment Requirements</b>	
<b>Balls</b>	2
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	6
<b>Area</b>	20m x 40m
<b>Players</b>	6
<b>Time</b>	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 / Regressions**

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.

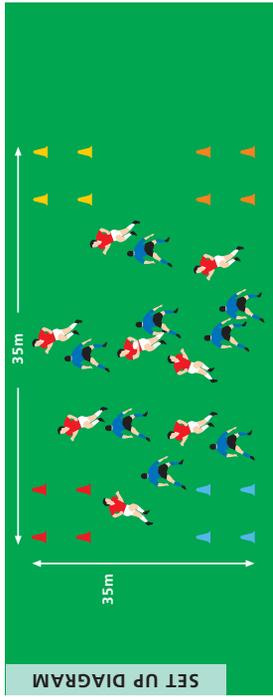
**Game Coaching Guidance**

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.

<b>Activity 16</b>	<b>Any direction touch (4 goals)</b>
<b>Objective</b>	Will develop hand catch and passing accuracy. Can improve spatial awareness, communication, decision making and evasion.
<b>Key Factors</b>	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.
<b>Equipment Requirements</b>	
<b>Balls</b>	2
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	8
<b>Area</b>	35m x 35m
<b>Players</b>	16
<b>Time</b>	10-15mins

**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 / Regressions**

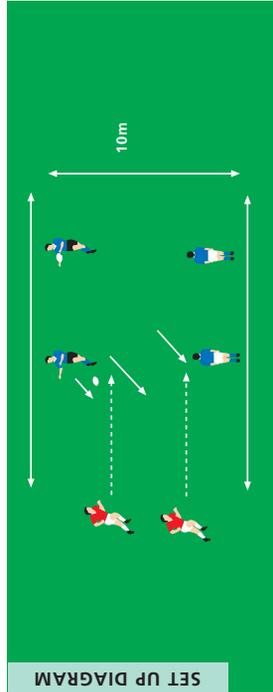
Coach to determine which scoring areas to be used. Coach adds in another ball so that two games are going at same time. Expand pitch boundary to encourage increased movement and longer passing. Modify game / play one touch turnover depending on ability.

**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 .....”

<b>Activity 17</b>	<b>Passing gauntlet</b>
<b>Objective</b>	To further develop the lateral pass and hand catch technique
<b>Key Factors</b>	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. Time run onto the ball to ensure go-forward.
<b>Equipment Requirements</b>	
<b>Balls</b>	2
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	4
<b>Area</b>	10m x 30m channels
<b>Players</b>	6 per channel
<b>Time</b>	15 mins

**Practice Description**  
Practice is set out in a channel approx 10m in width. The two passing players go forward and receive a pass from yellow player. The aim is to make accurate, quick passes to the other yellow player – concentrating on hand catch. Once the players have completed the gauntlet, they turn and go back through the other way.



**Practice Progression / Regressions**

Widen / narrow channel.

Work on passes from each direction to ensure players can pass as well in each direction.

**Game Coaching Guidance**

Watch out for forward passes and encourage accurate hand catches.

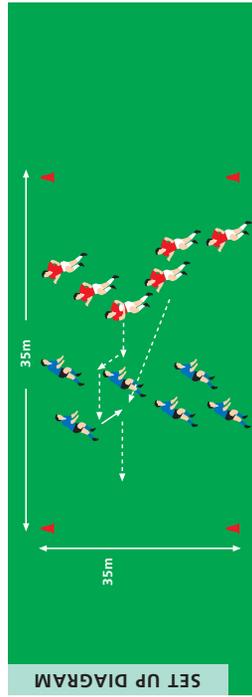
The coach should ensure players are passing off both sides.

Praise effort as well as achievement – give group and individual feedback to correct faults.

<b>Activity 18</b>	<b>Offload touch rugby</b>
<b>Objective</b>	Develop players' ability to give effective offloads, as well as the support players running lines
<b>Key Factors</b>	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 forward and look for support. 4. Pass to a support runner coming onto the ball at pace. 5. Support runner has hands up to hand catch effectively.
<b>Equipment Requirements</b>	
<b>Balls</b>	2
<b>Cones</b>	1 Stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	6
<b>Area</b>	35m x 35m
<b>Players</b>	12
<b>Time</b>	10-15 mins

**Practice Description**

Six attackers and six defenders. The defenders have to two-hand touch the ball carrier to stop the attack. Once touched, the ball carrier looks to offload to a support player running through. If the player isn't able to offload within two seconds they go to ground and 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 / Regressions**

Offloads must be within two metres of tackle. If not, turn ball over to other team.

If offload not made, ball carrier goes to ground and presents the ball. One player from each team go over top of ball to create ruck. Introduce more than one option in support, i.e. having one supporter either side and one behind creating a diamond shape.

If ball is not offloaded within two seconds then possession is turned over to the other team.

Progress to tackle, using only 1-on-1 tackles (Refer to tackle key factors LTPD stage 1 FUNDAMENTALS). If player runs directly into contact the ball is turned over to the other team.

**Game Coaching Guidance**

Observe footwear in contact, making sure players attack spaces, commenting on success if players hit a gap. Regularly switch players between attack and defence and maintain a good level of activity. Watch support players following ball players into contact. If the offload does not occur, what do they do? (get in position to ruck etc.)

Coach should highlight when a good offload occurs, asking players what caused the success.

<b>Activity 19</b>	<b>Drop down touch</b>
<b>Objective</b>	Develop hand catch and passing accuracy. Can also develop defensive organisation and communication.
<b>Key Factors</b>	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).
<b>Equipment Requirements</b>	
<b>Balls</b>	1
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	6
<b>Area</b>	35m x 35m
<b>Players</b>	12 (ideally)
<b>Time</b>	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.



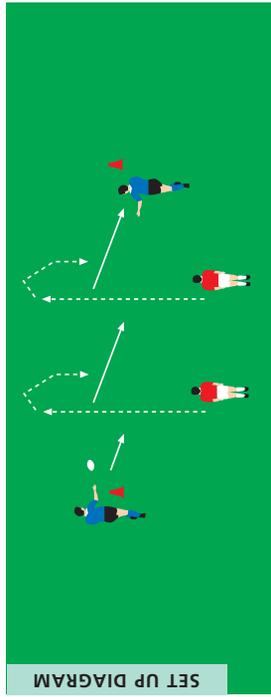
**Practice Progression / Regressions**  
Player cannot catch unless on the move – promotes agility / evasion on and off the ball.  
Increase width of pitch to create more space and scoring options.  
Introduce so that minimum 2/3 players must be in the scoring zone before a score can be made.  
Play 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.

<b>Activity 20</b>	<b>Middle man passing relay</b>
<b>Objective</b>	To develop the lateral pass, hand catch technique and realignment
<b>Key Factors</b>	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. Time run onto the ball to ensure go-forward.
<b>Equipment Requirements</b>	
<b>Balls</b>	1
<b>Cones</b>	2
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	n/a
<b>Area</b>	5m x 5m grid
<b>Players</b>	4
<b>Time</b>	10 mins

**Practice Description**  
Group of four players, two players working in the middle while other players work as feeders.

Players in middle align themselves to receive the ball from the feeders.  
First player runs forwards and takes the pass from the feeder.  
Player with ball then passes to second runner who passes it on to second feeder.  
Once players have run through, they turn and realign to go back the other way.



**Practice Progression / Regressions**  
Option to add in further players working in the middle.  
Widen / shorten distance between feeders to manipulate length of pass.  
Players to perform loop / miss / switch.  
Start off walking / jogging pace.  
Add in defender(s).

**Game Coaching Guidance**  
Watch out for forward passes and encourage accurate hand catches.  
Watch for realignment, commenting on timing of run and depth.  
Encourage players to take ball while moving forward.  
Praise effort as well as achievement.

## 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.

Tackling should be introduced at Primary 4. 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.

**Tap tackle**

1. Chase the ball carrier until within diving distance.
2. Dive and make contact with the ball carrier's feet / ankles with an outstretched arm.
3. Keep the head away from the ball carrier's feet.

**Note:** Unless the ball carrier is held after being brought to ground, then in Law, a tackle has not been made and the referee will allow open play to continue.

**Jersey tackle**

1. Chase the ball carrier until within grabbing distance.
2. Grab the ball carrier's jersey and pull towards you.
3. With head to the side, make contact with the shoulder and arms around the ball carrier's waist.
4. Squeeze arms tight and slide down the ball carrier's body to finish on top.

Once a player's tackle technique has developed to the point in which it is safe and effective, coaches should progress to introducing team defensive skills, such as moving forward together in a defensive line with effective communication.

### Arriving players

- All arriving players must enter the tackle area through the gate.
- Only players on their feet may compete for the ball.
- Players arriving at an attempted but incomplete tackle:
  - Maintain a strong, stable and low body position
  - Use the arms to grasp ball carrier
  - Avoid contact with other players' heads and necks
- If clearing or driving out defenders:
  - Bring the ball carrier safely to the ground.
  - 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.

For guidance on how the tackle gate forms, including video and graphic representations, please visit [www.irbrugbyready.com](http://www.irbrugbyready.com) or refer to the 2011 Edition of IRB RugbyReady.

### Coaching tips

Poorly executed tackles tend to be the result of poor positioning by the tackler rather than poor tackle technique. Correct positioning can and should be practised. It involves the tackler closing down the ball carrier's space and then establishing balance and stability before stepping in close with the lead foot to allow shoulder and arm contact, which should then allow leg drive in the tackle.

Use the key points to improve the players' tackle skills in a safe manner. Focus on one or two key points at a time – don't try to coach too many key factors at once.

Observe and analyse players to highlight good practice and correct faults. Provide positive and constructive feedback to improve players.

Construct coaching sessions to encourage progressive development and build confidence.

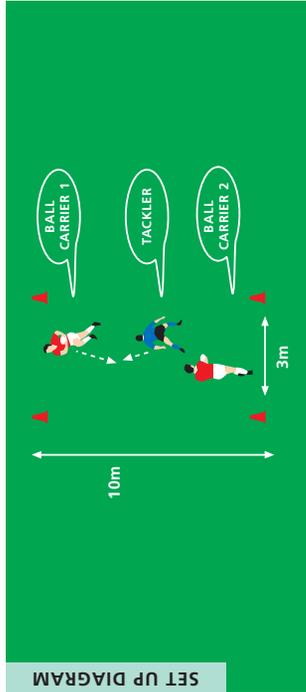
An example of the tackle progression for the side-on tackle is as follows:

- Ball carrier kneel – tackler kneel (only for side-on tackle to demonstrate head position)
- Ball carrier stand – tackler kneel (encourage leg drive)
- Ball carrier walk – tackler on one knee
- Ball carrier stand – tackler squat
- Ball carrier walk – tackler walk
- Ball carrier run – tackler run.

Avoid gender, size, age and experience mismatches when introducing and developing skills.

Ensure players practise in sufficient space to avoid accidental collisions with unseen players.

<b>Activity 21</b>	<b>Front-on tackle activity</b>
<b>Objective</b>	To develop basic tackle technique of the front-on tackle. Develop players' awareness of safe tackle technique whilst developing confidence in contact.
<b>Key Factors</b>	<ol style="list-style-type: none"> <li>1. Use effective footwork to enable correct tackle technique – position to one side of the ball carrier.</li> <li>2. Ensure head and neck muscles are engaged and that head is kept to the side of ball carrier.</li> <li>3. Sight correct contact area (eye to thigh).</li> <li>4. Adopt low, strong body position to ensure correct tackle height (must be below waist).</li> <li>5. Select correct shoulder to tackle with to ensure head is protected – keep head close to opposition backside (cheek to cheek).</li> <li>6. Make tight contact with shoulder on thigh (boulder shoulder).</li> <li>7. Clamp arms round opposition legs (band of steel).</li> <li>8. Dynamic small steps (leg drive) until player successfully brought to ground.</li> <li>9. Ensure tackle is completed (i.e. attacker is brought to ground).</li> <li>10. Work hard to get back on feet and back into the game</li> </ol>
<b>Equipment Requirements</b>	
<b>Balls</b>	2
<b>Cones</b>	n/a
<b>Shields</b>	n/a
	<b>Area</b> 3m x 10m grid
	<b>Players</b> 3
	<b>Time</b> 15 mins



#### Description

Three players – two attackers (with ball) and one tackler (blue player). Narrow channel to force the front-on tackle – blue player to make four tackles before changing roles.

Tackler to follow key factors.

Once tackle is made on ball carrier 1, tackler rotates 180 degrees to face ball carrier 2 – repeat tackle.

Ball carriers aim to reach other side of grid without being tackled.

#### Practice Progression / Regressions

Widen / narrow grid to allow ball carrier more / less space to evade tackler. This makes it harder/easier for the tackler to get close to attacker.

Reduce length of grid to reduce the space between start and finish line of the ball carrier. Less space means the ball carriers speed is reduced.

Ball carrier uses evasive skill to beat defender who has to work harder to make an effective tackle.

#### Game Coaching Guidance

Ensure tackler releases ball carrier when tackle is complete.

Ensure tackled player places the ball once tackle is completed.

Ensure players are aware of the definition of a tackle – Law 15.

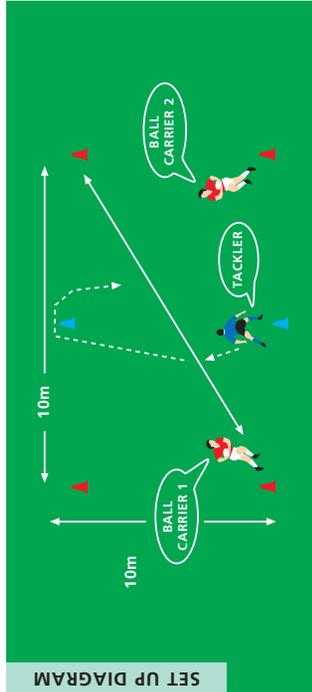
*A tackle occurs when the ball carrier is held by one or more opponents and is brought to ground.*

*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.*

<b>Activity 22</b>	<b>Side-on tackle activity</b>				
<b>Objective</b>	To develop basic tackle technique of the side-on tackle. Develop players' awareness of safe tackle technique whilst developing confidence in contact.				
<b>Key Factors</b>	<ol style="list-style-type: none"> <li>1. Sight correct contact area (eye to thigh).</li> <li>2. Adopt low, strong body position to ensure correct tackle height (must be below waist).</li> <li>3. Select correct shoulder to tackle with to ensure head is protected – keep head close to opposition backside (cheek to cheek).</li> <li>4. Make tight contact with shoulder on thigh (boulder shoulder).</li> <li>5. Clamp arms round opposition legs (band of steel).</li> <li>6. Dynamic small steps (leg drive) until player successfully brought to ground.</li> <li>7. Ensure tackle is completed (i.e. attacker is brought to ground).</li> <li>8. Work hard to get back on feet and back into the game.</li> </ol>				
<b>Equipment Requirements</b>					
<b>Balls</b>	2	<b>Bags</b>	n/a	<b>Area</b>	10m x 10m
<b>Cones</b>	6	<b>Suits</b>	n/a	<b>Players</b>	3
<b>Shields</b>	n/a	<b>Bibs</b>	n/a	<b>Time</b>	15 mins



### Description

Three players – two attackers (with ball) and one tackler (blue player). Ball carriers aim to reach opposite cone without being tackled. Tackler must start on blue cone and attempt to tackle ball carrier before they reach their opposite cone. Only one ball carrier runs at once – once ball carrier 1 has been tackled, tackler runs round other blue cone.

Ball carrier 2 starts their run once tackler runs round blue cone. Tackler to make four tackles and then swap roles (two left shoulder and two right shoulder tackles).

### Practice Progression / Regressions

Change angle of ball carrier's run by moving cones to different place. Start so that the ball carriers can only walk – this can be used when introducing the tackle.

### Game Coaching Guidance

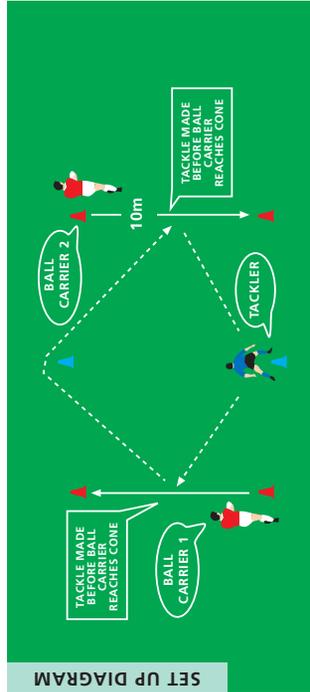
Ensure tackler releases ball carrier when tackle is complete. Ensure tackled player places the ball once tackle is completed. Ensure players are aware of the definition of a tackle – Law 15.

*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.*

<b>Activity 23</b>	<b>Rear tackle activity</b>				
<b>Objective</b>	To develop basic tackle technique of the rear tackle. Develop players' awareness of safe tackle technique whilst developing confidence in contact.				
<b>Key Factors</b>	<ol style="list-style-type: none"> <li>1. Get close to ball carrier using effective footwork.</li> <li>2. Target and make contact with the shoulder on the ball carrier's waist.</li> <li>3. Adopt low, strong body position to ensure correct tackle height (must be at waist height or below).</li> <li>4. Select correct shoulder to tackle with to ensure head is protected — keep head close to opposition backside (cheek to cheek).</li> <li>5. Make tight contact with shoulder on waist/backside.</li> <li>6. Squeeze the arms tight while sliding down the ball carrier's legs.</li> <li>7. Bring to ground with tight grip round lower legs (band of steel).</li> <li>8. Ensure tackle is completed (i.e. attacker is brought to ground).</li> <li>9. Work hard to get back on feet and back into the game.</li> </ol>				
<b>Equipment Requirements</b>					
<b>Balls</b>	2	<b>Bags</b>	n/a	<b>Area</b>	5m x 5m
<b>Cones</b>	6	<b>Suits</b>	n/a	<b>Players</b>	3
<b>Shields</b>	n/a	<b>Bibs</b>	n/a	<b>Time</b>	15 mins



### Description

Three players — two attackers (with ball) and one tackler (yellow player). Ball carriers start on red cone and aim to reach opposite red cone without being tackled. Tackler must start on blue cone and attempt to tackle ball carrier before they reach their opposite cone.  
Only one ball carrier runs at once — once ball carrier 1 has been tackled, tackler runs round their blue.  
Ball carrier 2 starts their run once tackler runs round blue cone.

### Practice Progression / Regressions

Change angle of ball carrier's run by moving cones to different place. Start so that the ball carriers can only walk — this can be used when introducing the tackle.

### Game Coaching Guidance

Ensure tackler releases ball carrier when tackle is complete.  
Ensure tackled player places the ball once tackle is completed.  
Ensure players are aware of the definition of a tackle — Law 15.

*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.*

### Activity 24 Grid tackles (tackle mania)

**Objective** Developing basic technique of all types of tackle

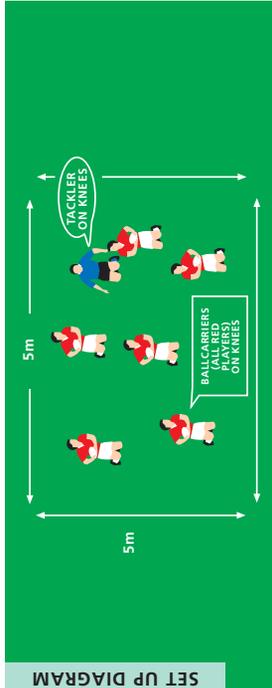
**Key Factors** 1. Slight contact area (eye to thigh). 2. Adopt a low strong body position to ensure tackle height (must be below waist). 3. Select correct shoulder to tackle with to ensure head is protected (cheek to cheek). 4. Make tight contact with shoulder on thigh (boulder shoulder). 5. Clamp arms around opposition legs (bands of steel).

#### Equipment Requirements

<b>Balls</b>	6	<b>Bags</b>	n/a	<b>Area</b>	5m x 5m
<b>Cones</b>	1 stack	<b>Suits</b>	n/a	<b>Players</b>	7
<b>Shields</b>	n/a	<b>Bibs</b>	1/2	<b>Time</b>	15 mins

#### Practice Description

All seven players (one tackler and six attackers) inside 5m x 5m grid. All players on knees. Ball carriers to each have a ball to emphasise handling skills in the tackle. Ball carriers try to evade tackler (staying on knees). Tackler attempts to make as many tacklers as possible in 30 seconds. Once tackled, ball carriers present the ball and then get back to knees.



#### Practice Progression / Regressions

Add in second or third tackler or increase number of ball carriers. Progress to players on feet.

#### Game Coaching Guidance

Ensure tackles are made at waist height or below to replicate mini rugby law variations. Ensure players have an equal opportunity to tackle and be tackled. Ensure players are aware of the definition of a tackle – Law 15. 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.

### Activity 25 Pop off the ground touch

**Objective** Develop players' ability to offload the ball during and post tackle / touch. Activity also aids players' hand catch technique and evasive skill.

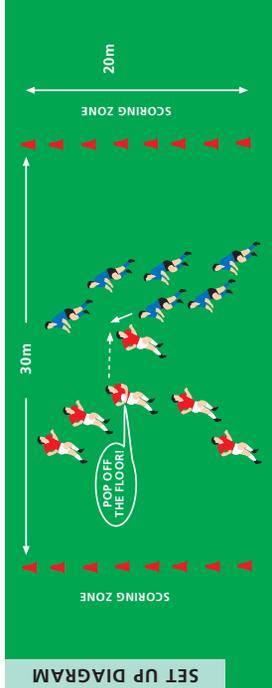
**Key Factors** 1. Avoid head-on tackles – try to dodge the defender first. 2. Two hands on the ball. 3. If tackled, drive the legs to keep moving before falling to ground. 4. Look for support by turning body towards team mates. 5. Pass to a support runner coming onto the ball at pace.

#### Equipment Requirements

<b>Balls</b>	1	<b>Bags</b>	n/a	<b>Area</b>	30m x 20m
<b>Cones</b>	1 stack	<b>Suits</b>	n/a	<b>Players</b>	12
<b>Shields</b>	n/a	<b>Bibs</b>	6	<b>Time</b>	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 / Regressions

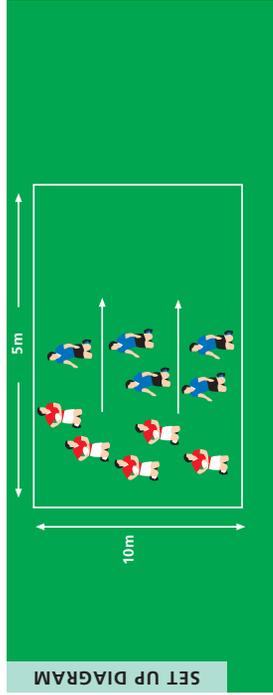
Introduce minimum / maximum passing distance (either when scoring or after tackle). Supporting player cannot catch ball unless on the move – promotes agility / evasion on and off the ball. Introduce so that minimum 2 / 3 players must be in the scoring zone before a score can be made. Play game with tags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

<b>Activity 26</b>	<b>Sharks and fishes (on knees tackle)</b>
<b>Objective</b>	To develop basic tackle technique
<b>Key Factors</b>	1. Slight contact area (eye to thigh). 2. Adopt a low strong body position to ensure tackle height (must be below waist). 3. Select correct shoulder to tackle with to ensure head is protected (cheek to cheek). 4. Make tight contact with shoulder on thigh (boulder shoulder). 5. Clamp arms around opposition legs (bands of steel).
<b>Equipment Requirements</b>	
<b>Balls</b>	Balls for each player
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	n/a
<b>Area</b>	10m x 5m adjust to suit
<b>Players</b>	No of players
<b>Time</b>	16-20
	10-15 mins

**Practice Description**  
On the coach's call, players must run (on knees) to the line opposite without being tackled by selected defender(s). Once tackled, that player joins the defending team. This continues until the last attacking player has been caught. No more than one defender at a time should attempt to tackle any one player.



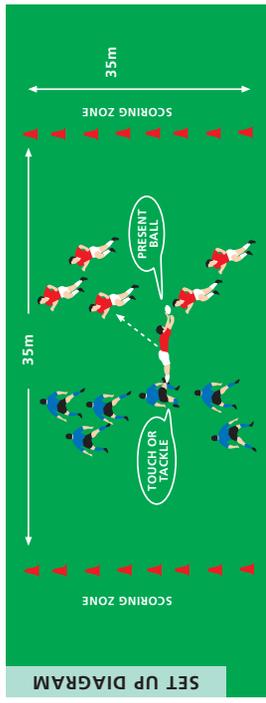
**Practice Progression / Regression**  
The coach can select more defenders depending on the size / ability of group. The size of the area can also be increased or decreased to either allow more space or increase pressure on players. Attacking players should all carry a ball. Ball carriers should be encouraged to present the ball effectively.

#### Game Coaching Guidance

The coach should encourage fair play. Observe and analyse objectively. Provide specific positive feedback through a questioning approach to individuals and the whole group.

<b>Activity 27</b>	<b>Ball presentation touch</b>
<b>Objective</b>	Develop ball presentation understanding and technique, as well as game sense in a pressure environment.
<b>Key Factors</b>	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.
<b>Equipment Requirements</b>	
<b>Balls</b>	1
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	6
<b>Area</b>	35m x 35m
<b>Players</b>	12 (ideally)
<b>Time</b>	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 / Regressions

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.

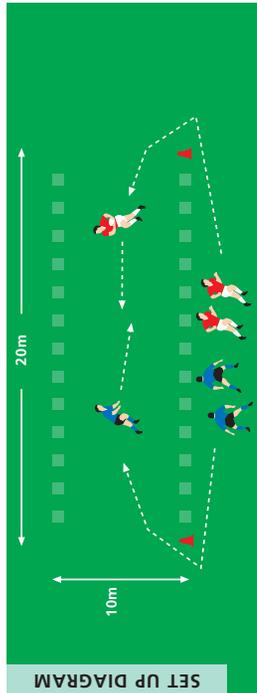
#### Game Coaching Guidance

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 28	Channel challenge
<b>Objective</b>	Develop players' decision-making and contact skills
<b>Key Factors</b>	1. Slight contact area (eye to thigh). 2. Adopt a low strong body position to ensure tackle height (must be below waist). 3. Select correct shoulder to tackle with to ensure head is protected (cheek to cheek). 4. Make tight contact with shoulder on thigh (boulder shoulder). 5. Clamp arms around opposition legs (bands or steel). 6. Dynamic small steps (leg drive) until player is successfully brought to ground. 7. Ensure tackle is completed. 8. Work hard to get back onto feet. 9. Hand catch key factors can be reinforced for attackers as necessary.
<b>Equipment Requirements</b>	
<b>Balls</b>	3
<b>Cones</b>	stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	n/a
<b>Area</b>	10m x 20m
<b>Players</b>	6
<b>Time</b>	10-15 mins

#### Practice Description

One half of squad work as attackers, while the other half are defenders (if you have large numbers of players and an additional coach(es) then have two (or more) games running). When coach says GO!, one attacker goes round cone at end of channel while one defender goes round cone at opposite end. As attacker goes around the cone the ball is fed to them. Players meet in channel and tackler tries to make tackle while attacker uses evasion skills to beat defender and score.



#### Practice Progression / Regressions

Ball can be fed to attacker in different ways i.e. roll it, throw it high / low, kick it. Coach can alter number of players to create 2 v 1, 3 v 2, 3 v 1 etc. Coach can manipulate how long the attacker has before the tackle, by changing entry position of defender. Coach can change the side and position from where the defender is coming to change the direction of tackle.

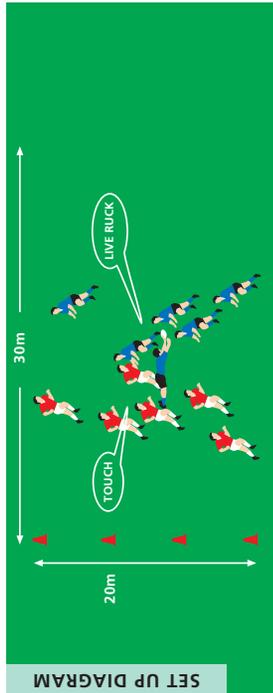
#### Game Coaching Guidance

Compliment good footwork when players evade contact, ask them why they managed to evade contact. When bringing in extra players, make sure they come from depth and show early hand catch. Stop activity if tackles are unsafe or incorrect and regress activity to highlight good technique. Objectively observe and analyse and provide feedback relevant to the specific key factors you are coaching.

Activity 29	Ruck touch rugby
<b>Objective</b>	Develop rucking ability of defenders and attackers. The touch game will also develop hand catch, offload and spatial awareness skills.
<b>Key Factors</b>	<b>Hand catch:</b> 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. Support the ball carrier into contact. <b>Ball presentation:</b> 1. Avoid head on tackles — try to dodge the defender first. 2. When tackled — drive the legs to keep moving forward. 3. When brought to ground extend the arms and with two hands present the ball as close to support as possible and as far away from the opposition as possible. <b>Support players:</b> 1. Anticipate contact. 2. Be prepared to receive the offload or clearout defenders.
<b>Equipment Requirements</b>	
<b>Balls</b>	2
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	6
<b>Area</b>	30m x 20m
<b>Players</b>	12
<b>Time</b>	10-15 mins

#### Practice Description

Usual touch laws — offload after two steps or two seconds. When touch is made, ball carrier goes to ground and presents — live ruck — no more than 1 player from each side in the ruck. Ensure ball presentation skills are high, even if a tackle has not been made.



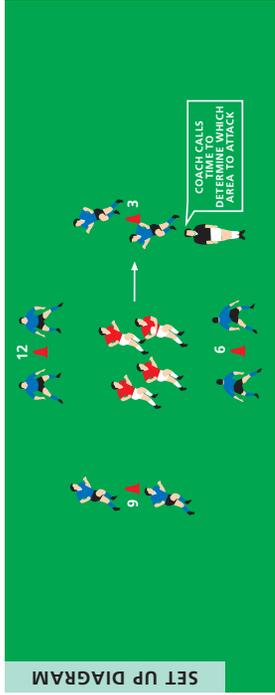
**Practice Progression / Regressions** Coach to determine how active defenders are (depending on success of attack). Coach can add or remove defenders from areas.

Coaches call 'tackle' when they want the next touch to be a tackle — this will keep players thinking. Progress to more than one attacker and defender in the contact.

**Game Coaching Guidance** To ensure successful attack, manipulate the defence to allow scores to happen. Reverse may happen when the attack becomes competent — manipulate defence to make attack less successful — harder decision making options.

<b>Activity 30</b>	<b>Ruck around the clock</b>
<b>Objective</b>	To develop contact skills – the hierarchy of contact (stay on feet, offload, pop from the ground, ball presentation). Hand catch technique from first receiver. Evasive skills under pressure as creating space is key.
<b>Key Factors</b>	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 forward and look for support. 4. Pass to support runner, coming on to the ball at pace. 5. If 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.
<b>Equipment Requirements</b>	
<b>Balls</b>	1
<b>Cones</b>	4
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	4
<b>Area</b>	10m x 10m
<b>Players</b>	12
<b>Time</b>	10-15 mins

**Practice Description**  
 Eight defenders – two defenders on each cone. 4 attackers – swap after every 6 rucks. Coach calls time (e.g. 3 o'clock) – attackers attempt to get past the two defenders and offload if possible. If the ball carrier is taken to the floor, he / she presents the ball and then a ruck is formed.

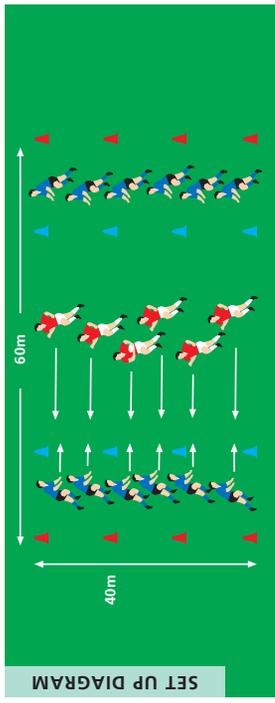


**Practice Progression / Regressions**  
 Increase / decrease number of attackers and defenders.  
 Condition defenders to encourage attack to make decisions – i.e. where they stand relative to ball  
 Focus on technique at all times.

**Game Coaching Guidance**  
 Ensure tackles are below the waist. Clearing players should not stop over the top of the ball – drive through the contact quickly to secure possession. Ruck is the last option – offload if possible.  
 Observe and analyse objectively – fault correct using a questioning approach.  
 Focus should be on improving technique – not as a conditioning exercise.

<b>Activity 31</b>	<b>Parramatta touch rugby</b>
<b>Objective</b>	Develop spatial awareness and ability to attack space – will also improve the players ability to catch and pass accurately under pressure.
<b>Key Factors</b>	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. Time run onto the ball to ensure go-forward.
<b>Equipment Requirements</b>	
<b>Balls</b>	2
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	6
<b>Area</b>	35m x 35m
<b>Players</b>	12
<b>Time</b>	10-15 mins

**Practice Description**  
 Attacking team starts from the centre cones and attacks one defensive zone. Attackers only get one chance to score. If a mistake is made i.e. a touch is made, dropped ball, forward pass etc, the attack turns around and immediately attacks the opposite zone. This continues for a set time dictated by the coach. If the attackers score, the defence must run around their red cones and return to their defensive zone before the attack starts attacking them again. If defenders make a touch they get a rest. The defenders cannot defend outside of their zones.  
 Each team gets 10 attacks – add the scores.



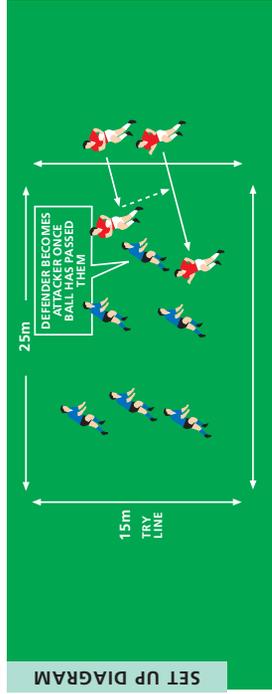
**Practice Progression / Regressions**  
 Coach to determine how active defenders are (depending on success of attack).  
 Coach can add or subtract defenders from areas.  
 Start ball in centre of attack or side to create different decision-making options for attackers and defenders. Add in defensive key factors such as even spacing and moving forward as a line.

**Game Coaching Guidance**  
 Observe and analyse objectively – provide positive specific feedback relative the key factors.  
 To encourage success, manipulate the defence to allow scores to occur. If you have more than one coach then one coach focuses on attack, one coach focuses on defence. Defenders concentrate on line spacing and line speed.

<b>Activity 32</b>	<b>Pyramid attack</b>
<b>Objective</b>	To develop hand catch and effective communication once players breach the defence.
<b>Key Factors</b>	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. Support runners to talk effectively with ball carriers e.g. "Short, right".
<b>Equipment Requirements</b>	
<b>Balls</b>	1
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	0
<b>Area</b>	25m x 15m
<b>Players</b>	8
<b>Time</b>	10-15 mins

#### Practice Description

Defenders start in pyramid — 1-2-3 spaced 5-8m apart from each other. Two attackers start at end of channel — they attempt to beat the one defender with a pass or offload. Once the defender is beaten, they join the attack. Defenders cannot move forward until the defence in front of them is beaten. Swap defenders each rotation.



#### Practice Progression / Regressions

Widen / shorten width of pitch to add / remove defensive pressure. Attackers run back to their own line if they are touched / tackled. Defenders only allowed to move laterally (easier).

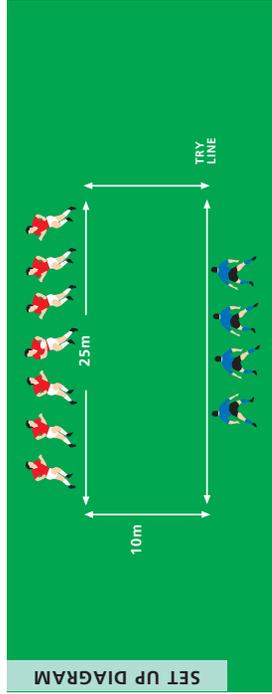
#### Game Coaching Guidance

Ensure players utilise the space and try not to take contact. Touches / tackles below the waist. Feedback in a positive manner using a questioning technique — "What did you do well that enabled success?" "What could you do differently to enable success?"

<b>Activity 33</b>	<b>Single try line touch</b>
<b>Objective</b>	To develop the lateral pass, hand catch technique and depth of running. Realignment is also an area developed in this practice.
<b>Key Factors</b>	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.
<b>Equipment Requirements</b>	
<b>Balls</b>	2
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	4
<b>Area</b>	25m x 10m
<b>Players</b>	11+
<b>Time</b>	10-15 mins

#### Practice Description

Seven attackers, four defenders. Defenders defend for one minute before swapping. Attackers aim to score try over the try line playing normal touch rugby. If ball carrier is touched, or a try is scored, then all attackers must retreat back to their start position. Swap attackers after each one minute interval. Four of the attackers become defenders.



#### Practice Progression / Regressions

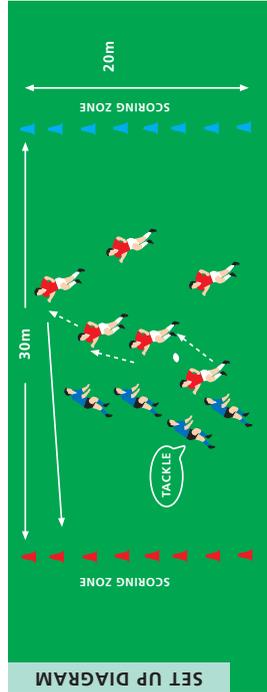
Widen / shorten try line width to add / remove defensive pressure. Try scorer swaps with defender to keep rotation going. Attackers and defenders run around one corner of the pitch before re-aligning. Add coloured cones at intervals on sideline. Attackers re-align on the cone, as directed by the coach. Must score with miss / switch / loop pass.

#### Game Coaching Guidance

Ensure all players have an opportunity to experience all positions. Encourage touches below the waist. Praise effort as well as achievement.

<b>Activity 34</b>	<b>Overload touch</b>
<b>Objective</b>	Develop passing accuracy and strength of pass. Can improve spatial awareness, lines of run, communication, decision making and evasion. Defensive organisation and communication.
<b>Key Factors</b>	<ol style="list-style-type: none"> <li>Hands in the ready position with palms facing the ball and thumbs together.</li> <li>Early reach – catch / grab the ball as early as possible.</li> <li>Watch the ball all the way into hands.</li> <li>Once caught, turn to identify the receiver.</li> <li>Keep ball up between waist and chest area – moving the ball quickly across the body.</li> <li>Follow through and fingers point to target after the ball is released.</li> </ol>
<b>Equipment Requirements</b>	
<b>Balls</b>	1
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	4 or 6
<b>Area</b>	30m x 20m
<b>Players</b>	10
<b>Time</b>	10-15 mins

**Practice Description**  
Form two teams – attackers have two more players than defenders. Once defender makes a two handed touch tackle on waist the ball carrier can: 1. continue and pass. 2. form stable base and offload. 3. Go to ground and pop pass to supporting players. 4. Go to ground and present the ball with good technique to supporting players. Once a try has been scored, the attack turn around and attack the opposite scoring zone.

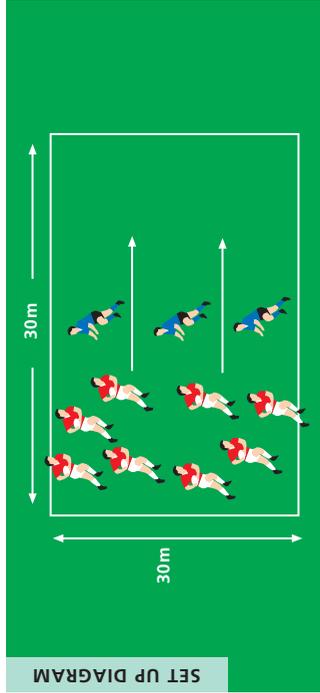


**Practice Progression / Regressions** Increase width of pitch to create more space and scoring options. Progress so that minimum 2 / 3 players must be in the scoring zone before a score can be made. Progress to tackle, using only 1-on-1 tackles (Refer to tackle key factors LTPD stage 1 Fundamentals). 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. Focus your coaching on the specific key factors you are working on.

<b>Activity 35</b>	<b>Sharks and fishes (tackling)</b>
<b>Objective</b>	To develop individual tackle technique, evasion / invasion skills and basic defensive principles (go forward, ready position).
<b>Key Factors</b>	<p>Individual tackle technique:</p> <ol style="list-style-type: none"> <li>Slight correct contact area (eye to thigh).</li> <li>Adopt low, strong body position to ensure correct tackle height (must be below waist).</li> <li>Select correct shoulder to tackle with to ensure head is protected – keep head close to opposition backside (cheek to cheek).</li> <li>Make tight contact with shoulder on thigh (boulder shoulder).</li> <li>Clamp arms round opposition legs (band of steel).</li> <li>Dynamic small steps (leg drive) until player successfully brought to ground.</li> <li>Ensure tackle is completed (i.e. attacker is brought to ground).</li> <li>Work hard to get back on feet and back into the game.</li> </ol> <p>Evasion and Invasion skills:</p> <ol style="list-style-type: none"> <li>Side-step.</li> <li>Change of pace.</li> <li>Change of direction.</li> </ol> <p>Defensive principles:</p> <ol style="list-style-type: none"> <li>Move forward.</li> <li>Ready position.</li> </ol>

<b>Equipment Requirements</b>	
<b>Balls</b>	1 stack
<b>Cones</b>	n/a
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	n/a
<b>Area</b>	30m x 30m adjust to suit number of players
<b>Players</b>	16-20
<b>Time</b>	10-15 mins



### Practice Description

On the coach's call, attacking players (fish) must run to the line opposite without being tackled by a selected defender (shark). Fish should carry a ball each. If tackled, the player then joins the defending (sharks) team. Attackers try to reach the opposite side of the pitch to the safe zone. Defenders should work in a defensive line to isolate and tackle players. This continues until the last attacking player has been caught. There should be no double tackling.

### 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 to encourage ball familiarisation. This game can be used to develop all types of tackle.

Defensive principles can also be added in for defending players, e.g. go forward in defence, working as a defensive line, communication.

### Game Coaching Guidance

Focus on the key factors for evasion and tackle technique.

Correct fault by providing specific positive feedback and questioning players on their future actions to improve. The coach should encourage fair play from the players.

### Activity 36 Group touch

Develop hand catch and passing through game-like situation. Also develops spatial awareness, communication and decision making.

### Key Factors

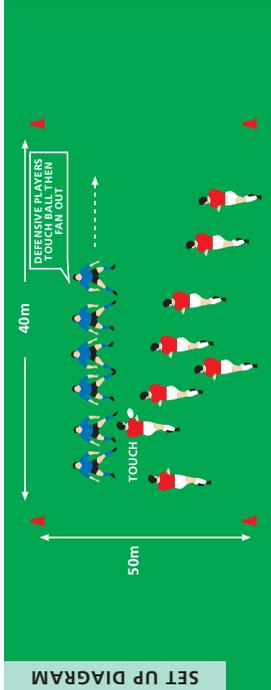
1. Hands in the ready position with palms facing the ball and thumbs together.
2. Early reach — catch / grab the ball as early as possible.
3. Watch the ball all the way into hands.
4. Once caught, turn to identify the receiver.
5. Keep ball up between waist and chest area — moving the ball quickly across the body.
6. Follow through and fingers point to target after the ball is released.

### Equipment Requirements

<b>Balls</b>	2	<b>Bags</b>	n/a	<b>Area</b>	50m x 40m
<b>Cones</b>	1 stack	<b>Suits</b>	n/a	<b>Players</b>	14
<b>Shields</b>	n/a	<b>Bibs</b>	6+	<b>Time</b>	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.



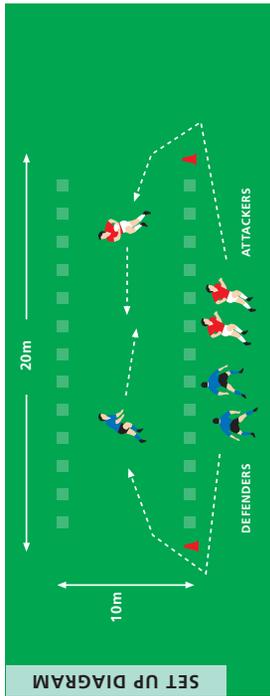
**Practice Progression / Regressions** Increase or decrease the number of defenders to either challenge players or make easier. Allow defence to fan out prior to ball being passed to challenge players further. Prevent defence from moving for one or two seconds after pass to make easier for attack. Coach 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.

<b>Activity 38</b>	<b>Channel challenge</b>				
<b>Objective</b>	Develop handling, decision making and contact skills				
<b>Key Factors</b>	<ol style="list-style-type: none"> <li>Hands in the ready position with palms facing the ball and thumbs together.</li> <li>Catch the ball in their hands.</li> <li>Follow through on pass towards target.</li> <li>Time run onto the ball.</li> <li>Communicate specifically.</li> <li>Scan to identify space.</li> <li>All tackle key points can be reinforced as required.</li> <li>Support line running key points can be reinforced as required.</li> </ol>				
<b>Equipment Requirements</b>					
<b>Balls</b>	3	<b>Bags</b>	n/a	<b>Area</b>	10m x 20m
<b>Cones</b>	stack	<b>Suits</b>	n/a	<b>Players</b>	6
<b>Shields</b>	n/a	<b>Bibs</b>	n/a	<b>Time</b>	10-15 mins

**Practice Description**  
 One half of squad work as attackers, while the others are defenders (if large number of players have two games running at once). When coach says GO! one attacker runs round cone at end of channel while one defender runs around cone at opposite end.  
 As attacker runs around the cone the ball is fed to him/her.  
 Defender tries to make tackle while attacker uses evasion skills to beat defender.

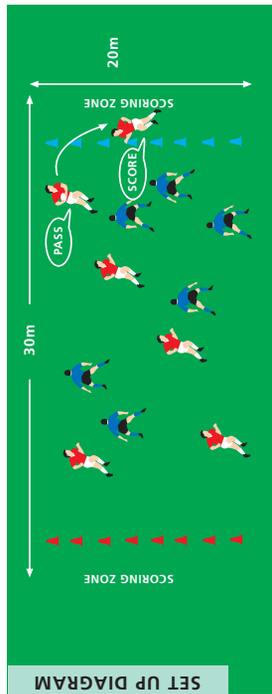


**Practice Progression / Regressions** Ball can be fed to attacker in different ways i.e. roll it, throw it high / low, kick it. Coach can alter number of players to create 2 v 1, 3 v 2, 3 v 1 etc. Coach can manipulate how long the attacker has before the tackle by changing entry position of defenders and attackers. Coach can change the side and position where the defender is coming from to change the direction of tackle.

**Game Coaching Guidance** Compliment good footwork when evading contact and getting past the defender. When bringing in extra players, make sure they come from depth and show early hand catch. Reinforce good practice when you see it and question the players on why it was good practice. Make sure to stop the activity if tackles are unsafe or incorrect and regress to ensure all players are competent in the tackle.

<b>Activity 37</b>	<b>End ball</b>				
<b>Objective</b>	Develop passing accuracy and strength develops type of pass. Can improve spatial awareness, lines of running, communication, decision making and evasion.				
<b>Key Factors</b>	<ol style="list-style-type: none"> <li>Hands in the ready position with palms facing the ball and thumbs together.</li> <li>Early reach – catch / grab the ball as early as possible.</li> <li>Watch the ball all the way into hands.</li> <li>Once caught, turn to identify the receiver.</li> <li>Keep ball up between waist and chest area – moving the ball quickly across the body.</li> <li>Follow through and fingers point to target after the ball is released.</li> </ol>				
<b>Equipment Requirements</b>					
<b>Balls</b>	1	<b>Bags</b>	n/a	<b>Area</b>	30m x 20m
<b>Cones</b>	1 stack	<b>Suits</b>	n/a	<b>Players</b>	12
<b>Shields</b>	n/a	<b>Bibs</b>	6	<b>Time</b>	10-15 mins

**Practice Description**  
 Run and pass in any direction. Play until a mistake is made or 5 touch turnover. Ball carrier has 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 have to score at the other end of the pitch.



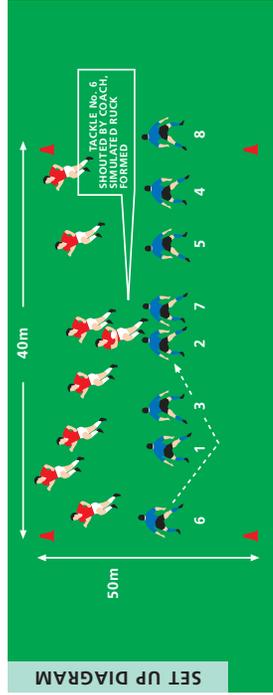
**Practice Progression / Regressions** Progress to one touch turnover to challenge players. Players cannot catch unless on the move – promotes agility and evasion on and off the ball. Introduce minimum number (2/3) of players must be in the scoring zone before a score can be made. Play game with tags – player must pass ball once tag is made.

**Game Coaching Guidance** With young players, may need to reduce playing area. Ensure all players are active by manipulating the game – e.g. so that everyone may touch the ball before a score can be made. Ensure all players are able to see and hear any demonstrations.

<b>Activity 39</b>	<b>Number touch</b>
<b>Objective</b>	Recognition of the space in the defence and the players' ability to attack through that space.
<b>Key Factors</b>	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.
<b>Equipment Requirements</b>	
<b>Balls</b>	2
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	8
<b>Area</b>	50m x 40m
<b>Players</b>	16
<b>Time</b>	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.



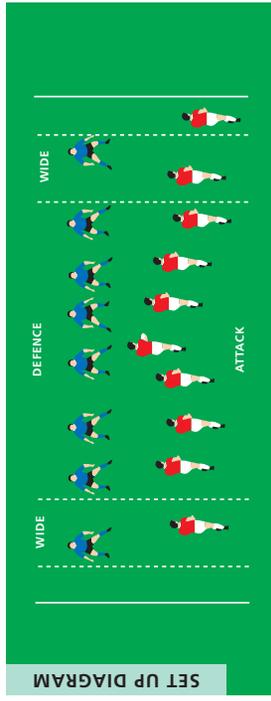
**Practice Progression / Regressions** Develop on to scrage, then full contact to promote more leg drive and contact skills. Coach can change game so that players have to retreat to their own try line before getting back into the game. Decrease number of defenders to create more space.

**Game Coaching Guidance** Ensure defenders stay outside. 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.

<b>Activity 40</b>	<b>Wide touch</b>
<b>Objectives</b>	Effectively move the ball wide and attack single defenders
<b>Key Factors</b>	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.
<b>Equipment Requirements</b>	
<b>Balls</b>	2
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	max 8
<b>Area</b>	45m x 30m
<b>Players</b>	12min 16max
<b>Time</b>	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.

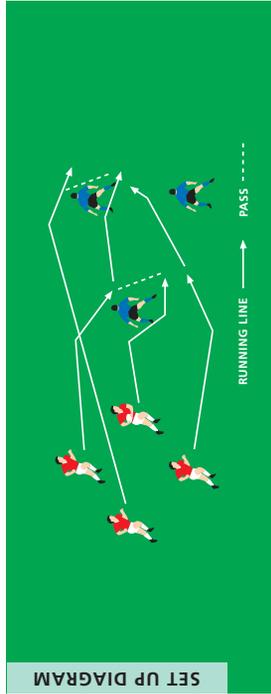


**Practice Progression / Regressions** Increase or decrease the number of defenders to either challenge players or make easier. Increase number of touches in the middle of pitch until players are more successful. Set limit on the number of steps allowed in the wide channels before playing the ball back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

<b>Activity 41</b>	<b>Diamond offload</b>	
<b>Objective</b>	Development and understanding of the offload and support roles	
<b>Key Factors</b>	1. Carry the ball in two hands. 2. Avoid head-on tackles — try to dodge the defender first. 3. Win space behind the defender by driving the legs to keep moving forward and look for support. 4. Successful pass behind the defender to a support runner coming on to the ball at pace 5. Support players arrive at the contact area anticipating receipt of pass (hands out ready).	
<b>Equipment Requirements</b>		
<b>Balls</b> 1	<b>Bags</b> n/a	<b>Area</b> 20m x 15m
<b>Cones</b> 1 stack	<b>Suits</b> n/a	<b>Players</b> 7
<b>Shields</b> n/a	<b>Bibs</b> 4	<b>Time</b> 10-15 mins

**Practice Description**  
Ball carrier to attack first defender and create an offload for either of the support runners on both sides. From the pass, the new ball carrier will attack the next defender — the trail attacker will change their 'angle' of run to support the ball carrier on the free side. Encourage ball carrier and support runners to run different lines and angles each time.

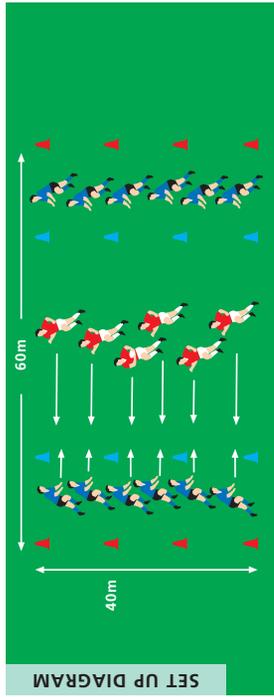


**Practice Progression / Regressions** Widen / short width of pitch to add / remove defensive pressure. Increase or decrease the number of defenders to challenge or make easier for players. Add / remove contact within the practice.

**Game Coaching Guidance** Encourage players to go forward at all times in both attack and defence. Rotate players often to allow all to try different roles. Ask questions to check for understanding of role and key factors.

<b>Activity 42</b>	<b>Parramatta touch rugby</b>	
<b>Objective</b>	Develop spatial awareness and ability to attack space — will also improve the players ability to catch and pass accurately under pressure.	
<b>Key Factors</b>	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. Scanning to identify space. 6. Time run on to the ball to ensure go-forward.	
<b>Equipment Requirements</b>		
<b>Balls</b> 2	<b>Bags</b> n/a	<b>Area</b> 35m x 35m
<b>Cones</b> 1 stack	<b>Suits</b> n/a	<b>Players</b> 18
<b>Shields</b> n/a	<b>Bibs</b> 6	<b>Time</b> 10-15 mins

**Practice Description**  
Attacking team starts from the centre cones and attacks one defensive zone. Attackers only get one chance to score. If a mistake is made i.e. a touch is made, dropped ball, forward pass etc, the attack turns around and immediately attacks the opposite zone. This continues for a set time dictated by the coach. If the attackers score, the defence must run around their red cones and return to their defensive zone before the attack starts attacking them again. If defenders make a touch they get a rest. The defenders cannot defend outside of their zones. Each team gets 10 attacks — add the scores.



**Practice Progression / Regressions** Coach to determine how active defenders are (depending on success of attack). Coach can add or subtract defenders from areas. Start ball in centre of attack or side to create different decision-making options for attackers and defenders.

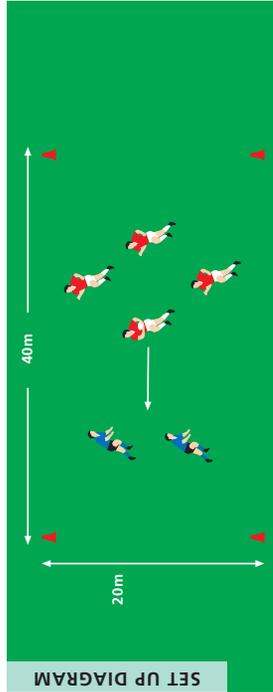
**Game Coaching Guidance** Provide an effective demonstration and check for understanding. To ensure successful attack, manipulate the defence to allow scores to occur. Ensure all players have an equal opportunity to attack and defend.

<b>Activity 43</b>	<b>4 v 2 continuous touch rugby</b>
<b>Objective</b>	Develop effective accurate, passing under pressure. Will also improve the decision making of the ball carrier and support players to recognise and attack space
<b>Key Factors</b>	1. Evasion skills and footwork to dodge / fix defenders. 2. Hand catch / grab the ball in the hands — not in the body. 3. Scanning to identify space. 4. Follow through on pass towards target. 5. Communication skills. 6. Timing of run from support.

<b>Equipment Requirements</b>			
<b>Balls</b>	2	<b>Bags</b>	n/a
<b>Cones</b>	1 stack	<b>Suits</b>	n/a
<b>Shields</b>	n/a	<b>Bibs</b>	6
		<b>Area</b>	20m x 40m
		<b>Players</b>	6
		<b>Time</b>	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 attack will attack in the opposite direction (change attack and defence regularly).



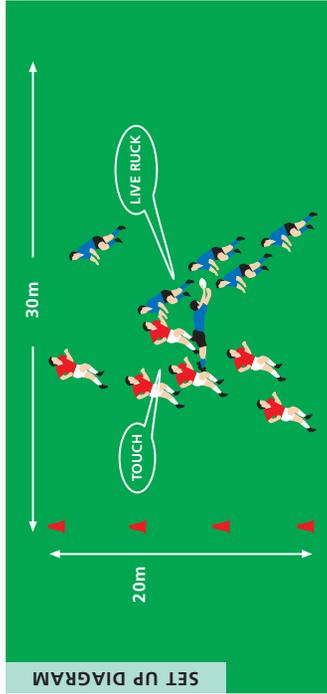
**Practice Progression / Regressions** Coach to determine how active defenders are (depending on success of attack). Coach can move defenders into position e.g. side by side or Indian file. Start ball in centre of attack or side to create different decision-making options for attackers and defenders. Switch in a different ball to change the point of attack and the player's decision-making process.

**Game Coaching Guidance** If key skills are demonstrated clearly, the coach should give positive, specific feedback. If not, the coach should correct faults using specific questions to encourage players to solve problems. Regularly switch players between attack and defence, but maintain a good level of activity.

<b>Activity 44</b>	<b>Ruck touch rugby</b>
<b>Objective</b>	Develop ruck technique of both attack and defence. The touch game can also develop hand catch, offload and spatial awareness skills

<b>Key Factors</b>	
<b>Ball Presentation</b>	
<ul style="list-style-type: none"> <li>• Avoid head-on tackles — try to dodge the defender first.</li> <li>• On engagement keep body tense and keep spine in line.</li> <li>• When tackled drive the legs and keep moving forwards.</li> <li>• 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.</li> </ul>	
<b>Arriving players</b>	
<ul style="list-style-type: none"> <li>• Arrive through the tackle gate</li> <li>• Maintain a strong, stable and low body position</li> <li>• Chin off the chest, head up, hands up</li> <li>• Sight the target</li> <li>• Keep the spine in line with the direction of drive</li> <li>• Start the drive from a low body position</li> <li>• Make contact with defender using the shoulder and arms, not the head</li> <li>• Close arms around opponent</li> <li>• Drive the player away and clear the ball</li> <li>• Bind with a team-mate to improve stability</li> </ul>	

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



### Practice Description

Usual touch laws — offload two steps or two seconds after a touch tackle is made. When touch is made, the ball carrier goes to ground and presents the ball with sound technique — live ruck — no more than one player from each side in the ruck. Ensure ball presentation skills are focused upon every time.

### Practice Progression / Regressions

Coach to determine how active defenders are (depending on success of attack). Coach can add or subtract defenders from areas.

Coach calls 'tackle' when they want the next touch to be a tackle — this keeps players thinking.

### Game Coaching Guidance

Effective demonstrations and questioning for understanding are crucial.

Ensure some attacks are successful by manipulating the defence to allow scores to occur. Reverse may happen when the attack becomes competent — manipulate defence to make attack less successful — harder decision-making options.

Ensure players know the definition of the ruck as per Law 16.

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

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

### Activity 45 Ruck around the clock

To develop contact skills — the hierarchy of contact (stay on feet, offload, pop from the ground, ball presentation). Hand catch technique from first receiver. Evasive skills under pressure as creating space is key

### Key Factors

#### Ball carrier

- Carry the ball in two hands.
  - Avoid head-on tackles — try to dodge the defender first.
  - Win space behind the defender by driving the legs to keep moving forward and look for support.
- #### Offload
- Successful pass behind the defender to a support runner coming on to the ball at pace.

- Support players arrive at the contact area anticipating receipt of pass (hands out ready).

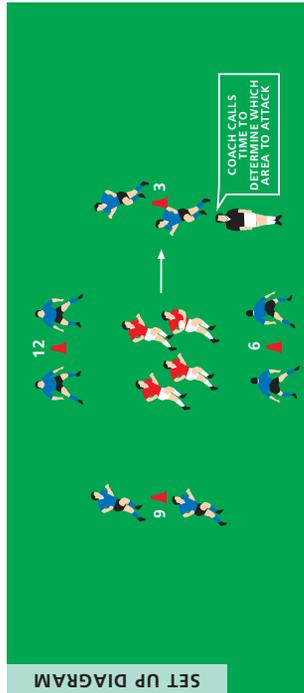
#### Ball presentation (if taken to ground).

- 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 as possible and as far away from the opposition as possible.

### Equipment Requirements

Balls	1	Bags	n/a	Area	10m x 10m
Cones	4	Suits	n/a	Players	12
Shields	n/a	Bibs	4	Time	5 mins

### SET UP DIAGRAM



### Practice Description

Eight defenders — two defenders on each cone.  
 Four attackers — swap after every six rucks.  
 Coach calls time (e.g. 3 o'clock) — attackers attempt to get past the two defenders and offload if possible.  
 If the ball carrier is taken to the floor, they present the ball and then a ruck is formed.

### Practice Progression / Regressions

Increase / decrease number of attackers and defenders to increase options in attack and encourage decision making by both attackers and defenders.

### Game Coaching Guidance

Ensure tackles are below the waist — and that correct technique is used in every tackle.  
 Clearing players should not stop over the top of the ball — drive over the top of the ball to secure possession.

Ruck is the last option — offload if possible.

Ensure players know why they need to ruck effectively — link to principle of play — go forward and continuity.

Focus should be on improving technique — not as a conditioning exercise.

### Activity 46

#### Drop off touch

To develop passing accuracy and types of pass. Can also develop spatial awareness, lines of run, communication, decision making, evasion, defensive organisation and communication

#### Key Factors

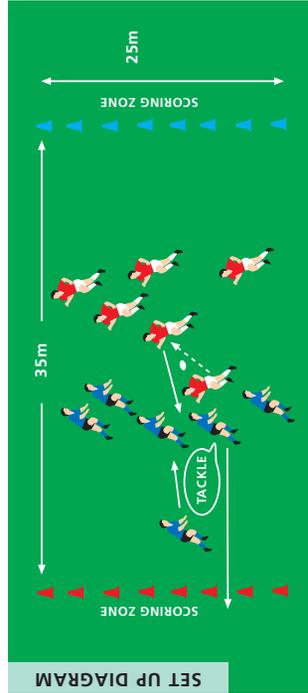
1. Hands in the ready position with palms facing the ball and thumbs together.
2. Early reach — catch / grab the ball as early as possible.
3. Watch the ball all the way into hands.
4. Once caught, turn to identify the receiver.
5. Keep ball up between waist and chest area — moving the ball quickly across the body.
6. Follow through and fingers point to target after the ball is released.

#### Finding Space

1. Ball carrier to scan the defensive line — head up.
2. Support players to communicate accurately with ball carrier and to recognise and communicate existence of space in the defensive line.

#### Equipment Requirements

Balls	1	Bags	n/a	Area	35m x 25m
Cones	1 stack	Suits	n/a	Players	12(ideally)
Shields	n/a	Bibs	6	Time	10-15 mins



**Practice Description** Two teams — attack try to score in defensive team's zone.

Defending team must make two handed touch on ball carrier's hips.  
 Defender drops out of line and runs to own scoring zone prior to re-entering game.

#### Attacker options:

1. Continue and pass.
2. Form stable base and offload.
3. Go to ground and pop to support.
4. Go to ground and present ball with sound technique.

#### Defender options

1. Touch nearest side line.
2. Retire to try line. Remain until score or rejoin immediately.
3. Run to try line and perform physical competency exercise e.g. forward roll, animal walk.

#### Practice Progression / Regressions

Players not allowed to catch ball unless on the move — promotes agility / evasion on and off the ball. Increase width of pitch to create more space and scoring options. Introduce minimum number (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 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. Ensure all players receive constructive positive feedback on their performance of the key factors.

#### Activity 47

#### 3 v 3 breakdown challenge

To develop individual tackle technique and the role of the first player to the breakdown.

#### Key Factors

Ball carrier:

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

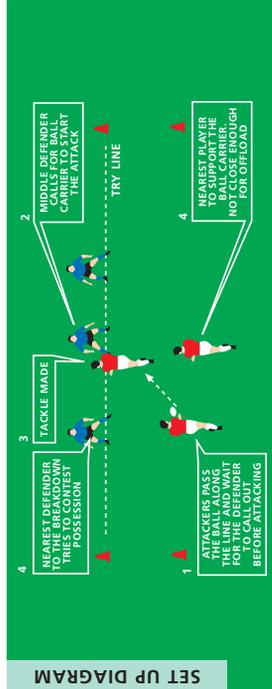
Tackler:

1. Slight correct contact height (eye to thigh).
2. Adopt low, strong body position to ensure correct tackle height (must be below waist).
3. Select correct shoulder to tackle with to ensure head is protected — keep head close to opposition, backside (cheek to cheek).
4. Make tight contact with shoulder on thigh (boulder shoulder).
5. Clamp arms round opposition legs (band of steel).
6. Dynamic small steps (leg drive) until player is successfully brought to ground.
7. Ensure tackle is completed (i.e. attacker is brought to ground).
8. Work hard to get back on feet and back into the game.

#### Equipment Requirements

Balls	1	Bags	0	Area	5m x 5m
Cones	4	Suits	n/a	Players	6
Shields	n/a	Bibs	1	Time	10 mins

#### Practice Description



Three attackers and three defenders.  
 Attackers pass the ball along the line and wait for the middle defender to call start — then attack the try line.  
 Ball carrier to attack one of the spaces (outside or inside the defender) and attempt to score try.  
 Nearest defender to tackler and closest attacker to ball carrier to become active at the breakdown.

Ball carrier to work on ball presentation once tackled, with supporter working hard to clear the defender.

#### Practice Progression / Regressions

Overload the attack — 4 v 3 — extra player to act as first supporter and create quick ball away from contact — attack can exploit space.  
 Increase the number of players to 5 — 2 support players at the breakdown (both attack and defence).

#### Game Coaching Guidance

Ensure tackles are below the waist and that correct technique is coached.  
 Clearing players should not stop over the ball — drive through the contact to create quick clean ball for supporting player.  
 Demonstrate so all can see and hear key factors you wish them to perform.

#### Activity 48 Contact game — nearest three in

To develop the contact area and create space elsewhere on the pitch

#### Objective

#### 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.

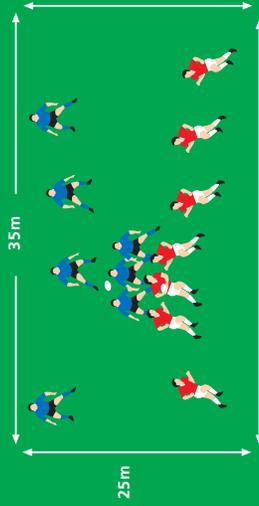
#### Arriving players

- 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	1	Bags	n/a	Area	35m x 25m
Cones	stack	Suits	n/a	Players	12 - 20
Shields	n/a	Bibs	n/a	Time	10-15 mins

#### SET UP DIAGRAM



#### Practice Description

Coach sets up a game of contact rugby on 25m x 35m pitch. Game is full contact, with every tackle situation requiring two players from each team (ball carrier and tackler plus two other from each side). The attacking team has ball carrier and two more players who ruck over the top or make decision to pick up. The defending team has the tackler and two more players who are trying to ruck over the top of the ball. Players score by scoring a try over the opponent's try line.

#### Practice Progression / Regressions

Increase / decrease number of players, increase / decrease the size of pitch. Decrease / increase the number of players in the ruck — pulling in more defenders will give attackers space to attack.

#### Game Coaching Guidance

Ensure hand catch key factors are focused on throughout open play — these can be found in the introduction to Learning to Play stage. Encourage the tackler to get to their feet and challenge for the ball before the ruck forms. Encourage players to clear over the ball — stopping over the top of the ball should not occur. Observe and analyse objectively to enable fault correction to occur relative to key factors.

#### Activity 49

##### Lineout end ball

**Objective** To develop the lineout throw, outmanoeuvring, jumping and catching (whilst in the air)

##### Key Factors

###### Thrower:

1. Thrower to have two hands on the ball in an upright position.
2. Start position with arms in 'cocked' position.
3. Follow-through with hands pointing at jumpers' hands, arms to full extension.

###### Jumper:

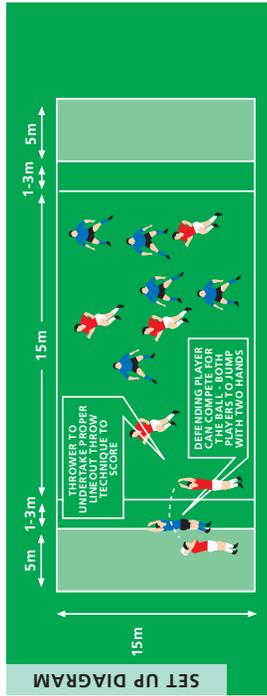
1. Outmanoeuvre opponent to move into space.
2. Legs and feet in 'athletic' position (knees slightly bent).
3. Hands out in front ready to catch.
4. Jump straight from ready position — no dip.
5. Catch the ball in two hands above head.
6. Land safely and deliver ball to scrum-half.

##### Equipment Requirements

<b>Balls</b>	1	<b>Bags</b>	n/a	<b>Area</b>	35m x 15m
<b>Cones</b>	stack	<b>Suits</b>	n/a	<b>Players</b>	12
<b>Shields</b>	n/a	<b>Bibs</b>	6	<b>Time</b>	10-15 mins

##### Practice Description

Six players per team (one team in bibs). Only one player from each team allowed in scoring zone. All passes must be above head height, using good overhead throw (football shy), jump and catch technique. Players cannot move with the ball and must be static when ball is thrown (to promote good technique). Players in scoring zone must start from a static position before attacking player starts to outmanoeuvre his / her opponent.



**Practice Progression / Regressions** Increase distance up to 3m between throwing line and scoring zone (longer throw for thrower). Scoring zone includes a scrum-half. Catching player passes to him / her once ball is caught.

**Game Coaching Guidance** Ensure throw is straight when attempting to score. Ensure players keep one metre apart at the lineout scoring zone. Link to principles of play — contest for possession.

## Practice 50 Lineout — move and catch

**Objectives** To develop outmanoeuvring and throwing skills at the lineout.

### Key Factors

**Thrower:**

1. Thrower to have two hands on the ball in an upright position.
2. Start position with arms in 'cooked' position.
3. Follow-through with hands pointing at jumpers' hands, arms to full extension.

**Jumper:**

1. Outmanoeuvre opponent to move into space.
2. Legs and feet in 'athletic' position (knees slightly bent).
3. Hands out in front ready to catch.
4. Jump straight from ready position — no dip.
5. Catch the ball in two hands above head.
6. Land safely and deliver ball to scrum-half.

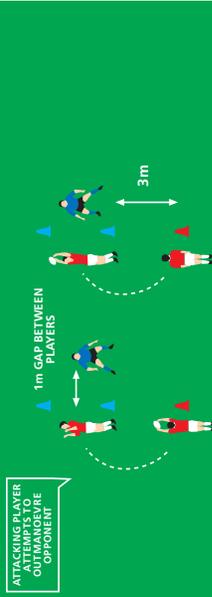
### Equipment Requirements

<b>Balls</b>	1 per group	<b>Bags</b>	n/a	<b>Area</b>	15m x 20m
<b>Cones</b>	9	<b>Suits</b>	n/a	<b>Players</b>	groups of 3
<b>Shields</b>	n/a	<b>Bibs</b>	n/a	<b>Time</b>	10 mins

### Practice Description

Three players per group (one thrower, one attacking jumper, one defending jumper). Attacking jumper attempts to outmanoeuvre his / her defending jumper by using quick feet and agility. Attacking jumper communicates with thrower when he / she wants the ball to be thrown. Both jumpers attempt to catch ball in two hands whilst in the air. Jumping technique should be sound at this point. Throwers and jumpers rotate to enable every player to practice every skill.

### SET UP DIAGRAM



**Practice Progression / Regressions** Swap throwers and jumpers around every one minute — keep players thinking and develop their skills. Increase to two attacking and two defending players per practice.

**Game Coaching Guidance** One metre gap between attacking and defending jumper.

Ensure throw is straight down the middle.

## Coaching the Scrum

The scrum is a restart of the game that takes place after a minor infringement such as a forward pass. It is a physical contest for possession and therefore, as with any contact, safety must be a prime consideration. Players, coaches and referees all have a responsibility to ensure the scrum is fair, competitive and safe. It is imperative that all players understand the correct techniques for their position and collaborate with their opponent to stay on their feet.

In the scrum, the non-offending team has the advantage of throwing the ball in from the side to which their hooker is closest. The defending side has the opportunity to regain possession by trying to hook the ball on the throw-in. The scrum restarts the match and open play follows when the ball emerges from the scrum.

The scrum should be introduced at Primary 6 as per Scottish Rugby's Age Grade Law Variations.

### Key points for players

#### Body position

The starting point is to understand the individual body shape required of all participants.

Players must adopt and maintain a strong and stable body position.

1. Feet approximately shoulder-width apart.
2. Bend at the knees and hips.
3. Keep head and shoulders above hips at all times.
4. Ensure that feet, hips and shoulders are square.
5. Keep a straight flat back with spine in line with the direction of drive.
6. Keep chin off chest and look through eyebrows.
7. Remain stable, balanced and comfortable in the crouch position.

#### Pre-engagement

It is most important that there is no forward pressure on the front row from other players in the scrum prior to engagement.

1. Assume the correct body position for your position.
2. Bind firmly and continuously to your team-mates throughout.
3. Keep weight off heels and stay on the balls of the feet.
4. Ensure each prop is close enough to touch the opposing prop's outside shoulder.
5. Prepare for engagement on the referee's call by ensuring feet positioning and binding are correct.
6. If not in a safe position, shout "Not ready ref".

7. Front rows keep eyes focused on the target area — "Sight your slot" — which is always to the left of the player in front of you.

8. Do not attempt to engage before the referee's call.

#### Scrum engagement

Getting the timing, binding and posture right throughout the scrum engagement sequence are key principles of competitive and safe scrummaging. To introduce the scrum to new players and to improve technique in a safe manner, it is best to use progressions. Start with individual body shape practices, then move to live practices 1 v 1, 3 v 3, 5 v 5. All of these practices should be conducted under the control of a game coach.

- The front rows should set up opposite their engagement slot rather than directly in front of their opposition. Their slot is to their left of the opposition player.
  - Practise using the correct engagement sequence: "CROUCH – TOUCH – PAUSE – ENGAGE"
  - Engage after following the sequence and only after the referee's call of "ENGAGE"
    - Loose-head prop uses the left arm to bind onto the back or side of the opposing tight-head prop's jersey
    - Tight-head prop binds on to the back or side of the opposing loose-head prop's jersey using the right arm
    - No player other than a prop may bind or hold an opponent
    - All players bind firmly and in accordance with the Laws of the Game throughout and until the scrum is complete.
  - Props must not exert downward pressure.
  - The scrum is complete when the ball emerges from the scrum or the referee / game coach blows the whistle.
- Coaching tips**
- Ensure that all players are wearing suitable footwear for the playing surface and conditions.
  - Ensure that all players are trained and comfortable with playing in the scrum.
  - Avoid significant physical mismatches between competing players.
  - Encourage all players to strengthen the neck and shoulder areas during training.
  - Spend time on correct body position prior to any physical contact.
  - Prior to engagement, ensure front row alignment between teams is correct.
  - Ensure backs are flat and heads are in a neutral position. If the head is down, the body will follow. If the head is too high, there is the risk of impacting the head on the opposition shoulder, thereby putting stress on the neck.
  - Ensure the players' feet are providing a stable base underneath them and that the front rows are not leaning forward due to pressure from behind.
  - Practice the engagement sequence to get players used to it.
  - Focus on the players keeping their shoulders above their hips throughout the scrum.
  - Work through the progressions according to Scottish Rugby's Age Grade Law Variations, only moving on once you are certain the players can operate at the next level safely.
  - After engagement, check that binding is within Law and tight.

For further guidance on coaching the scrum including video and graphic representations please visit [www.itrugbyready.com](http://www.itrugbyready.com) or refer to the 2011 Edition of IRB RugbyReady.

<b>Activity 51a</b>	<b>1v1 scrum practice</b>
<b>Objective</b>	To develop basic scrummaging technique
<b>Key Factors</b>	<p><b>Body position</b></p> <ol style="list-style-type: none"> <li>Feet approximately shoulder-width apart.</li> <li>Bend at the knees and hips.</li> <li>Keep head and shoulders above hips at all times.</li> <li>Ensure that feet, hips and shoulders are square.</li> <li>Keep a straight flat back with spine in line with the direction of drive.</li> <li>Keep chin off chest and look through eyebrows.</li> <li>Remain stable, balanced and comfortable in the crouch position.</li> </ol> <p><b>Pre-engagement</b></p> <ol style="list-style-type: none"> <li>Assume the correct body position for your position.</li> <li>Bind firmly and continuously to your team-mates throughout.</li> <li>Keep weight off heels and stay on the balls of the feet.</li> <li>Ensure each prop is close enough to touch the opposing prop's outside shoulder.</li> <li>Prepare for engagement on the referee's call by ensuring feet positioning and binding are correct.</li> <li>If not in a safe position, shout "Not ready ref".</li> <li>Front rows keep eyes focused on the target area – "Sight your slot" – which is always to the left of the player in front of you.</li> <li>Do not attempt to engage before the referee's call.</li> </ol> <p><b>Scrum engagement</b></p> <ol style="list-style-type: none"> <li>The front rows should set up opposite their engagement slot rather than directly in front of their opposition. Their slot is to their left of the opposition player.</li> <li>Practise using the correct engagement sequence: "CROUCH – TOUCH – PAUSE – ENGAGE"</li> <li>Engage after following the sequence and only after the referee's call of "ENGAGE"           <ul style="list-style-type: none"> <li>Loose-head prop uses the left arm to bind onto the back or side of the opposing tight-head prop's jersey</li> <li>Tight-head prop binds on to the back or side of the opposing loose-head prop's jersey using the right arm</li> <li>No player other than a prop may bind or hold an opponent</li> <li>All players bind firmly and in accordance with the Laws of the Game throughout and until the scrum is complete</li> </ul> </li> <li>Props must not exert downward pressure.</li> <li>The scrum is complete when the ball emerges from the scrum or the referee / game coach blows the whistle, in which case all players must immediately stop pushing.</li> </ol>
<b>Equipment Requirements</b>	
<b>Balls</b>	n/a
<b>Cones</b>	n/a
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	n/a
<b>Area</b>	n/a
<b>Players 2</b>	10 mins
<b>Time</b>	

## Practise Description

Two players pair up and get into correct body positions. Player A coaches Player B on their technique before coming together. Both players then line up in front of one another (on knees to start) and engage (ensure they engage to the left). Players then slowly rock back and forwards (maintain solid technique throughout) – rock for 10 secs max.

Coach to provide on technique at this point and correct poor posture.

Progress so that the players are on their feet – remember no pushing until Secondary 1 age.

## Practise Progression / Regressions

Increase to engaging in an upright position (on-feet) – no pushing until Secondary 1 year.  
Progress to 2 v 2 and then 3 v 3 then 5 v 5 scrummaging – no pushing until Secondary 1 year.

## Game Coaching Guidance

Every coach must complete the annual mandatory RugbyReady practical course to ensure they are competent in coaching the scrum. Visit [www.irrugbyready.com](http://www.irrugbyready.com) to ensure you are coaching best practice.

Ensure every player understands and performs the correct engagement procedure (crouch, touch, pause, engage). Ensure players engage straight and bind properly on each other and do not push after engagement. Ensure players have correct footwear – studded boots are necessary.

## Activity 51b

### Rugby 1 v 1 scrum game (touch or contact)

To introduce the body position for scrummaging, as well as the engagement sequence

#### Key Factors

#### Body position

1. Feet approximately shoulder width apart.
2. Bend at the knees and hips.
3. Keep head and shoulders above hips at all times.
4. Ensure that feet, hips and shoulders are square.
5. Keep a straight flat back with spine in line with the direction of drive.
6. Keep chin off chest and look through eyebrows.
7. Remain stable, balanced and comfortable in the crouch position.

#### Pre-engagement

1. Assume the correct body position for your position.
2. Bind firmly and continuously to your team-mates throughout.
3. Keep weight off heels and stay on the balls of the feet.
4. Ensure each prop is close enough to touch the opposing prop's outside shoulder.
5. Prepare for engagement on the referee's call by ensuring feet positioning and binding are correct.
6. If not in a safe position, shout "Not ready ref".
7. Front rows keep eyes focused on the target area – "Sight your slot" – which is always to the left of the player in front of you.
8. Do not attempt to engage before the referee's call.

#### Scrum engagement

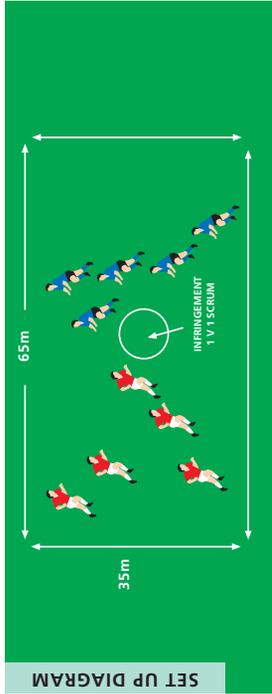
1. The front rows should set up opposite their engagement slot rather than directly in front of their opposition. Their slot is to their left of the opposition player.
2. Practise using the correct engagement sequence:  
"CROUCH – TOUCH – PAUSE – ENGAGE"
3. Engage after following the sequence and only after the referee's call of "ENGAGE"
  - Loose-head prop uses the left arm to bind onto the back or side of the opposing tight-head prop's jersey
  - Tight-head prop binds on to the back or side of the opposing loose-head prop's jersey using the right arm
  - No player other than a prop may bind or hold an opponent
  - All players bind firmly and in accordance with the Laws of the Game throughout and until the scrum is complete
4. Props must not exert downward pressure.
5. The scrum is complete when the ball emerges from the scrum or the referee / game coach blows the whistle, in which case all players must immediately stop pushing.

#### Equipment Requirements

Balls	1	Bags	n/a	Area	35m x 65m
Cones	1 stack	Suits	n/a	Players	12 - 18
Shields	n/a	Bibs	n/a	Time	10-15 mins

### Practice Description

Game of rugby is set up playing either contact or touch. For every infringement the game coach calls a 1 v 1 scrum, pulling in the nearest player from each team with another player from each team acting as scrum half. Scrum is non-pushing and players form over the top of the ball on the ground. The team who put the ball in, back heel the ball to their scrum half.



### Practice Progression / Regressions

Regression to scrum on the knees with ball at back of scrum for scrum-half.  
Progress to 2 v 2 scrum.  
Progress to scrum half putting ball into scrum.  
Progress to 3 v 3 scrum.  
Progress to 5 v 5 scrum (P7 only).

### Game Coaching Guidance

Coach praises good body position and corrects incorrect body position.  
Coach uses engagement sequence of crouch, touch, pause, engage.  
Coach can also refer to key factors for LTPD stage 2 for hand catch during open play.  
If at any point there is a safety issue with the scrum, the coach blows the whistle to stop play immediately.

### Activity 52

#### Lineout circle

To develop the lineout throw, outmanoeuvring, jumping and catching (whilst in the air)

#### Key Factors

**Thrower:**  
1. Thrower to have two hands on the ball in an upright position.  
2. Start position with arms in 'cocked' position.  
3. Follow-through with hands pointing at jumpers' heads, arms to full extension.

**Jumper:**

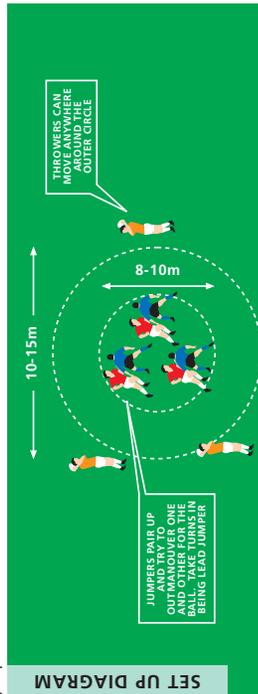
1. Outmanoeuvre opponent to move into space.  
2. Legs and feet in 'athletic' position (knees slightly bent).  
3. Hands out in front ready to catch.  
4. Jump straight from ready position — no dip.  
5. Catch the ball in two hands above head.  
6. Land safely and deliver ball to scrum-half.

#### Equipment Requirements

Balls	3	Bags	n/a	Area	10-15m x 5x10m
Cones	stack	Suits	n/a	Players	9
Shields	n/a	Bibs	3	Time	10-15 mins

### Practice Description

Three throwers and six jumpers (in pairs — working against each other) — each thrower coupled with a pair of jumpers. Throwers must stay behind the outside circle, jumpers must stay in the small circle. Aim is for the jumper to outmanoeuvre his / her partner before calling for the ball to be thrown in. Throwers can move anywhere around the outer circle — try to help jumper outmanoeuvre their partner by moving closer to them. Jumpers to jump straight in the air, catching ball above their heads. Swap over roles every 3-5 throws. Opposite jumper can compete for ball but must attempt jump and catch with two hands.

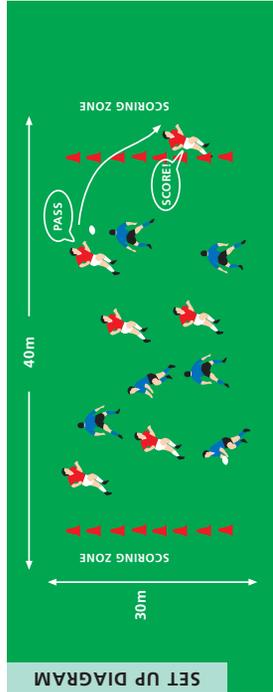


**Practice Progression / Regressions** Widen both circles — harder for the throwers but easier for the jumpers (more space).

**Game Coaching Guidance** Ensure jumpers catch the ball above their heads and with feet off ground (good technique). Rotate players into different roles so that everyone has opportunity to throw, jump and compete. Once players are competent, the minimum distance between thrower and jumper should be 3m.

<b>Activity 53</b>	<b>Two ball end ball</b>				
<b>Objective</b>	Develop passing accuracy and strength. Develop types of pass. Will also improve spatial awareness, lines of running, communication, decision making and evasion				
<b>Key Factors</b>	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.				
<b>Equipment Requirements</b>					
<b>Balls</b>	2	<b>Bags</b>	n/a	<b>Area</b>	40m x 30m
<b>Cones</b>	1 stack	<b>Suits</b>	n/a	<b>Players</b>	12
<b>Shields</b>	n/a	<b>Bibs</b>	6	<b>Time</b>	10-15 mins

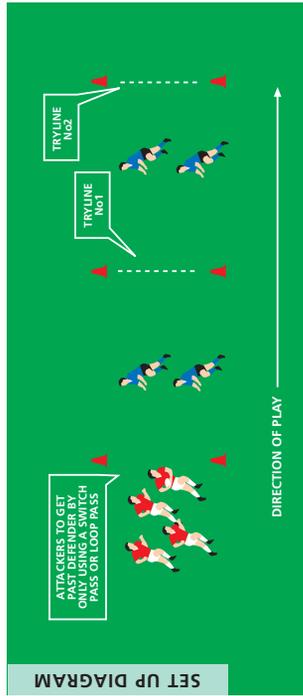
**Practice Description**  
Attacking team play normal touch laws. Defensive team to play pass-any-direction touch (can run with ball) – aim is to touch the ball against attacking team's ball carrier.  
Turnover in possession occurs with the above or score or handling error.



**Practice Progression / Regressions** Coach can increase or decrease the pitch size. Coach can increase or decrease the number of defenders to progress or regress. Introduce so that minimum 2/3 players must be in the scoring zone before a score can be made. Regress by increasing the number of touches before a turnover.

**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. Remember your four “How skills” of coaching when delivering your session.

<b>Activity 54</b>	<b>Switch and loop pass exercise</b>				
<b>Objective</b>	To develop understanding of the loop and switch pass, including the principles of creating space, passing into space and running into space				
<b>Key Factors</b>	Switch – (ball carrier) 1. Interest and drag opposite defender towards next defender (go forward). 2. Change direction towards support player. 3. Turn body towards player. 4. Communicate with support player. 6. Pop pass to support player who has changed direction.  Switch – (Support player) 1. Communicate with ball carrier. 2. Interest opposite defender then late change of direction. 3. Run into space that has been created by ball carrier. 4. Accelerate on to the pass and evade further defenders.  Loop – (Ball carrier) 1. Interest and drag defender towards next defender (go forward). 2. Pass to support attacker. 3. Run around back of support attacker. 4. Receive pass in return and run into space.  Loop – (Support player) 1. Interest and drag opposite defender towards ball carrier's defender through straight running then late cut back towards ball carrier. 2. Hands out to receive pass. 3. Effective pass to original ball carrier once they have run around and are ready to receive return pass.				
<b>Equipment Requirements</b>					
<b>Balls</b>	1	<b>Bags</b>	n/a	<b>Area</b>	35m x 15m
<b>Cones</b>	stack	<b>Suits</b>	n/a	<b>Players</b>	8
<b>Shields</b>	n/a	<b>Bibs</b>	3	<b>Time</b>	10-15 mins



### Practice Description

Four attackers and four defenders.  
Two x 5m x 5m grids with two defenders in each grid.  
First attacker attacks tryline, first defenders (blue players) attempt to stop attack – can be either touch, scrage or full contact.  
Attackers must use switch or loop pass to create and exploit space.  
Attackers play through to second try line once they have scored over the first try line.

### Practice Progression / Regressions

Increase number of defenders in each grid. Widen/shorten grid size.  
Progress to a game whereby teams must use a switch or loop to score a try.

### Game Coaching Guidance

Ensure early hand catch at all times.  
Focus on line of running from both attacking and supporting players to isolate, drag and fix defenders to create and manipulate space.  
Give both group feedback and individual feedback when correcting faults or highlighting good practice.

### Activity 55

#### Offload touch rugby

Develop players' ability to give effective offloads, as well as the support players running lines.

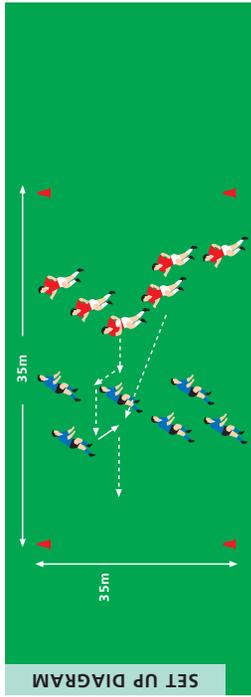
**Key Factors**  
1. Avoid head-on tackles – try to dodge the defender first. 2. Two hands on the ball. 3. If tackled, drive the legs to keep moving forward and look for support.  
4. Pass to a support runner coming on to the ball at pace. 5. Support runner has hands up to hand catch.

#### Equipment Requirements

<b>Balls</b>	2	<b>Bags</b>	n/a	<b>Area</b>	35m x 35m
<b>Cones</b>	1 Stack	<b>Suits</b>	n/a	<b>Players</b>	12
<b>Shields</b>	n/a	<b>Bibs</b>	6	<b>Time</b>	10-15 mins

#### Practice Description

Six attackers and six defenders. The defenders have to two-hand touch the ball carrier to stop the attack. Once touched, the ball carrier looks to offload to a support player running through. If the player is not able to offload within 2 seconds they go to ground and present the ball with sound technique. Next player goes in to contact 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 / Regressions** Offloads must be within two metres. If not, turn ball over to other team. If offload not made, ball carrier goes to ground and presents the ball. One player from each team go over top of ball to create ruck. Coach could look at having more than one option in support, i.e. having one either side and one behind creating a diamond shape. If ball is not offloaded within two seconds the ball gets turned over. Progress to tackle, using only 1-on-1 tackles (Refer to tackle key factors LTPD stage 1 FUNDamentals), if player runs directly into contact the ball is turned over to the opposition turnover.

**Game Coaching Guidance** Observe footwork in contact, making sure players attack spaces, commenting on success if players hit a gap. Regularly switch players between attack and defence and maintain a good level of activity. Watch support players following ball players into contact. If the offload doesn't occur, what do they do? (get in position to ruck etc). Coach should highlight when a good offload occurs, asking players what caused the success. If more than one coach is available, one coach focuses on attack, one coach focuses on defence.

**Activity 56****Rugby tennis****Objective** To develop the punt kick and fielding of the high ball**Key Factors**

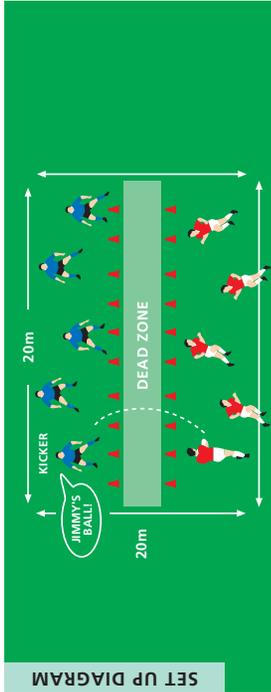
- Kick:**
1. Ball held in two hands and extended towards foot (pointed end downwards)
  2. Drop ball onto laces
  3. Head and shoulders kept over the ball to ensure weight kept forward (no leaning back)
  4. Contact made with laces, toe pointed towards target
  5. Straight follow through towards target
  6. Increase leg speed to increase power.
- Catching high ball :**
1. Move to be under the ball.
  2. Turn side on.
  3. Wide stance to aid balance.
  4. Reach for the ball with hands and arms.
  5. Pull into body.

**Equipment Requirements**

<b>Balls</b>	1	<b>Bags</b>	n/a	<b>Area</b>	20m square
<b>Cones</b>	1 stack	<b>Suits</b>	n/a	<b>Players</b>	8 - 14
<b>Shields</b>	n/a	<b>Bibs</b>	optional	<b>Time</b>	10-15 mins

**Practice Description**

Pitch is set up as a square with two lines of cones creating a 'net' in the middle which is effectively a dead zone. Players take it in turns to kick the ball over the net into the opposition court. If the ball lands in the court, a point is awarded to the kicking team. If the ball is caught the game continues. Should the ball be kicked out of the area or onto the net area, no points are awarded. Teams take turn about to kick. Every player should kick during the game.



**Practice Progression / Regressions** Progress to new rules such as if someone drops the ball they move to the other team. Increase size of area as players improve. Progress to giving the fielding team points for every successful catch.

**Game Coaching Guidance** Coach praises a good kick into space as well as a good catch. Coach should provide feedback on technical skills as well as tactical kicking. Players should be calling their name before making a catch (e.g. Jimmy's ball).

**Activity 57****Paired kicking****Objective** To develop kicking technique

- Key Factors**
1. Ball held in two hands and extended towards foot (pointed end downwards)
  2. Drop ball onto laces
  3. Head and shoulders kept over the ball to ensure weight kept forward (no leaning back)
  4. Contact made with laces, toe pointed towards target
  5. Straight follow through towards target
  6. Increase leg speed to increase power

**Equipment Requirements**

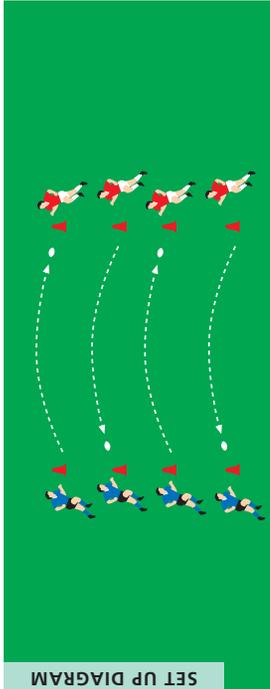
<b>Balls</b>	1 per pair	<b>Bags</b>	n/a	<b>Area</b>	40m x 30m (approx)
<b>Cones</b>	1 stack	<b>Suits</b>	n/a	<b>Players</b>	work in pairs
<b>Shields</b>	n/a	<b>Bibs</b>	n/a	<b>Time</b>	10-15 mins

**Practice Description**

Players pair up and initially start 10 metres apart.

One player kicks the ball to his partner on the opposite cone — the aim is to land the ball as close to your partner as possible.

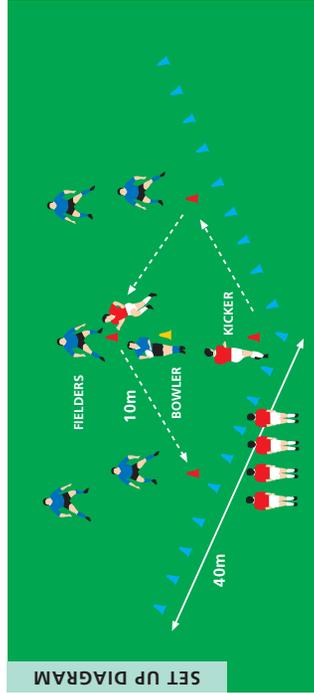
As the players improve their accuracy of kick, the distance can be increased.



**Practice Progression / Regression** Increase or decrease the distance between pairs. Provide key points of catching / fielding the kick. Begin to work in a group of four and have a chaser to put pressure on the fielding player.

**Game Coaching Guidance** Coaches can put players who are more competent together to work on larger distances. Odd numbers can be solved by having a group working in a three. Focus observation and analysis and resultant feedback on the specific key factors that players are working on.

<b>Activity 58</b>	<b>Rugby rounders</b>				
<b>Objective</b>	To develop catching the high ball, as well as hand catch and pass				
<b>Key Factors</b>	<p>Catching high ball:</p> <ol style="list-style-type: none"> <li>1. Move to be under the ball</li> <li>2. Turn side on</li> <li>3. Wide stance to aid balance</li> <li>4. Reach for the ball with hands and arms</li> <li>5. Pull into body</li> </ol> <p>Kick:</p> <ol style="list-style-type: none"> <li>1. Ball held in two hands and extended towards foot (pointed end downwards)</li> <li>2. Drop ball onto laces</li> <li>3. Head and shoulders kept over the ball to ensure weight kept forward (no leaning back)</li> <li>4. Contact made with laces, toe pointed towards target</li> <li>5. Straight follow through towards target</li> <li>6. Increase leg speed to increase power</li> </ol>				
<b>Equipment Requirements</b>					
Balls	1	Bags	n/a	Area	40m x 40m
Cones	Stack	Suits	n/a	Players	12 - 20
Shields	n/a	Bibs	n/a	Time	10-15 mins



#### Practise Description

Two teams, one fielding one kicking. Four bases aligned in a diamond 10m apart. The bowler stands on a cone 5m from the kicker. Rest of the fielders spread out to field the kick. The ball is passed from the bowler to the kicker who punt kicks it out into the field, making sure to keep it within the outer cones. Once they have kicked, they must run towards the first base to their right.

Fielders work to catch the ball. If the ball is caught on the full, the kicker is out and joins the back of their queue. If ball bounces before being collected, fielders must work together to get the ball to the base which the kicker is running to. If they get the ball to the base before the kicker, they place the ball against the cone, putting the kicker out.

Kicker must make decision whether to run to another base or to stay at first base. Once the kicker stops at a chosen base, they can only run when next kicker kicks the ball. Now the fielders have more runners to think about 'stumping out'.

Only one kicker is allowed on each base. If one kicker behind runs to a base another kicker is on, the kicker at the front must try and run to the next base.

Teams swap over if three kickers are caught or stumped out.

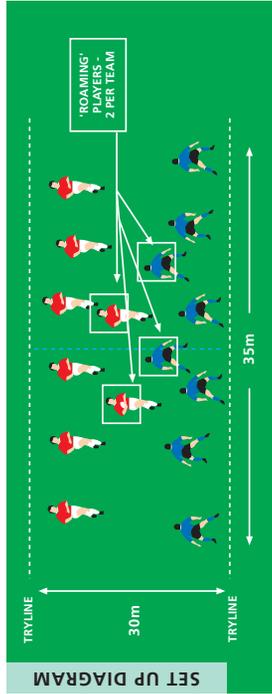
One point is awarded for every runner who makes it to home base. If a runner makes it round in one, 5 points are awarded.

**Practice Progression / Regressions** Distance between bases can be increased / decreased depending on ability. If the ball is caught on the full, the whole team is out.

**Game Coaching Guidance** Focus coaching on key factors indicated above — be specific in your observation and analysis and resultant feedback. Watch for players running the ball a distance they could pass. Focus on hand catch and ability to move the ball quickly once caught.

<b>Activity 59</b>	<b>Spit-up touch</b>
<b>Objective</b>	To develop hand catch and ability to play using the whole pitch
<b>Key Factors</b>	<ol style="list-style-type: none"> <li>Hands in the ready position with palms facing the ball and thumbs together.</li> <li>Early reach – catch / grab the ball as early as possible.</li> <li>Watch the ball all the way into hands.</li> <li>Once caught, turn to identify the receiver.</li> <li>Keep ball up between waist and chest area – moving the ball quickly across the body.</li> <li>Follow through and fingers point to target after the ball is released.</li> <li>Support runners to talk effectively with ball carriers e.g. ‘short, right’.</li> </ol>
<b>Equipment Requirements</b>	
<b>Balls</b>	2
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	8
<b>Area</b>	35m x 30m
<b>Players</b>	16
<b>Time</b>	10-15 mins

**Practice Description**  
 Mark a middle line (illustrated in blue) down the middle of the pitch (vertically, 90 degrees to try lines). Eight players per team – two players (from each side) can roam between areas of pitch to help continuity. Non-roaming players can only play within their side of the pitch – coach decides which players play in each side. Coach can split the teams up so that more experienced / skilful / physical players play against each other. Roaming players act as ‘play makers’ and run between sides to create play. Only three touches / tackles allowed per side, before ball needs to be passed / run across the middle line (blue).



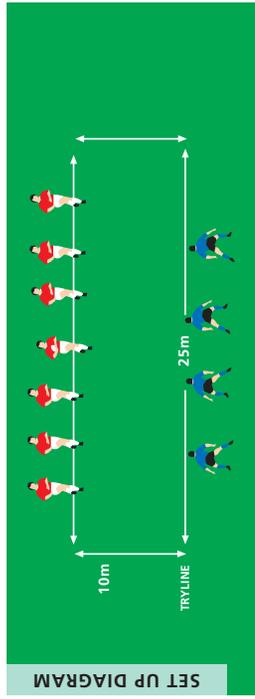
**Practice Progression / Regressions** Rotate roaming players to allow weaker / stronger players the opportunity to be playmakers. Limit the number of passes allowed in each side.  
 Increase number of roaming players.

**Game Coaching Guidance** Ensure players utilise the space – aim is not to take contact. Touches / tackles below the waist. Encourage players to support the ball carrier and scan width before running. Check for understanding and relate to principles of play.

<b>Activity 60</b>	<b>Single try line touch</b>
<b>Objective</b>	To develop the lateral pass, hand catch technique and depth of running. Realignment is also an area developed in this practice
<b>Key Factors</b>	<ol style="list-style-type: none"> <li>Hands in the ready position with palms facing the ball and thumbs together.</li> <li>Early reach – catch / grab the ball as early as possible.</li> <li>Watch the ball all the way into hands.</li> <li>Once caught, turn to identify the receiver.</li> <li>Keep ball up between waist and chest area – moving the ball quickly across the body.</li> <li>Follow through and fingers point to target after the ball is released.</li> <li>Spatial awareness with and without possession.</li> <li>Communication skills.</li> <li>Evasion skills and footwork.</li> </ol>
<b>Equipment Requirements</b>	
<b>Balls</b>	2
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	4
<b>Area</b>	25m x 10m
<b>Players</b>	11+
<b>Time</b>	10-15 mins

#### Practice Description

Seven attackers, four defenders. Defenders defend for one minute before swapping. Attackers aim to score try only on one clearly marked try line playing normal touch rugby. If ball carrier is touched, or a try is scored, then all attackers must retreat back to their start position. Rotate attack and defence after each one minute interval.



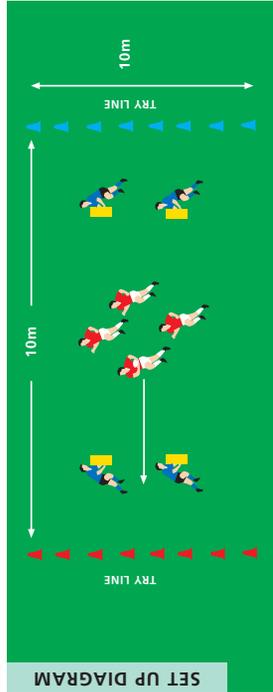
**Practice Progression / Regressions** Widen / shorten try line to add / remove defensive pressure. Try scorer swaps with defender to keep rotation going. Attackers and defenders run round one corner of the pitch before re-aligning. Add coloured cones at intervals on sideline. Attackers re-align on the specific cone as directed. Must score with miss / switch / loop pass.

**Game Coaching Guidance** Ensure all players have an opportunity to experience all positions. Encourage touches below the waist. Defending players should work together and go forward in a flat line, while communicating effectively. Question your players on what went well and why – relative to the key factors.

<b>Activity 61</b>	<b>Ruck n' roll</b>	
<b>Objective</b>	Develop effective body position for contact and understanding of individual player roles in contact	
<b>Key Factors</b>	1. Low body position. 2. Make tight contact with shoulder on ruck. 3. Dynamic leg drive. 4. Drive from low to high. 5. Communication skills	
<b>Equipment Requirements</b>		
<b>Balls</b> 1	<b>Bags</b> n/a	<b>Area</b> 10m x 10m
<b>Cones</b> 1 stack	<b>Suits</b> n/a	<b>Players</b> 8 players per square
<b>Shields</b> 4 (junior size)	<b>Bibs</b> n/a	<b>Time</b> 10-15 mins

#### Practice Description

Attacking players are always attacking with 2 x 2 defensive players with tackle shields. The ball carrier tries to attack space between the two shields maintaining leg drive through contact. The two closest support players then look to clear out defenders, with the third support player assessing whether to help with the clear or play the ball. Once the ball is available, the ball is picked up and the same process continues on the opposite pads. On the coaches call, the players stop rucking and try to score a try on the try line they are facing.



**Practice Progression / Regressions** Coach to determine how active defenders are (depending on success of attack). Increase / decrease number of defenders and attackers depending on success and challenge required.

**Game Coaching Guidance** Regularly switch players between attack and defence but maintain a good level of activity. Players can do a number of rucks in a row with a maximum of 5 before swapping with the defence. Focus observation and analysis and resultant feedback only on the specific key factors that you are asking the players to perform.

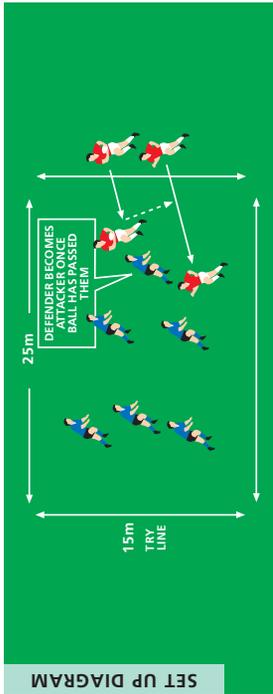
<b>Activity 62</b>	<b>Pyramid attack</b>
<b>Objective</b>	To develop hand catch and ensure players communicate effectively once they have breached the defence
<b>Key Factors</b>	1. Hands in the ready position with palms facing the ball and thumbs together. 2. Early reach — catch / grab the ball as early 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. 7. Support runners to talk effectively with ball carriers e.g. 'Short, right'.

#### Equipment Requirements

<b>Balls</b> 1	<b>Bags</b> n/a	<b>Area</b> 25m x 15m
<b>Cones</b> 1 stack	<b>Suits</b> n/a	<b>Players</b> 8
<b>Shields</b> n/a	<b>Bibs</b> n/a	<b>Time</b> 10-15 mins

#### Practice Description

Defenders start in pyramid — 1-2-3 spaced 5-8m apart from each other. Two attackers start at end of channel — they attempt to beat the one defender with a pass / offload. Once the defender is beaten, they join the attack. Defenders cannot move forward until the defence in front of them is breached. Swap defenders each rotation.



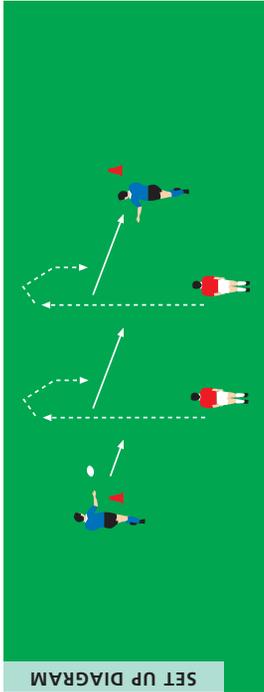
**Practice Progression / Regressions** Widen / shorten width of pitch to add / remove defensive pressure. Attackers run back to their own line if they are touched / tackled (difficult). Defenders only allowed to move laterally (easier).

**Game Coaching Guidance** Ensure players utilise the space — aim is to avoid contact. Touches / tackles below the waist. Focus your coaching on one or two key factors at a time — do not progress until these can be performed successfully.

<b>Activity 63</b>	<b>Continuous passing practice</b>
<b>Objective</b>	To develop the lateral pass, hand catch technique and realignment
<b>Key Factors</b>	Hand catch 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
<b>Equipment Requirements</b>	
<b>Balls</b>	1
<b>Cones</b>	6
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	n/a
<b>Area</b>	5m x 5m grid
<b>Players</b>	4
<b>Time</b>	10-15 mins

**Practice Description**

Group of four players, two players working in the middle while other players work as feeders. Players in middle align themselves to receive the ball from the feeders. First player runs forwards and takes the pass from the feeder. Player with ball then passes to second runner who passes it on to second feeder. Once players have run through, they turn and realign to go back the other way.



**Practice Progression / Regressions** Option to add in other players working in the middle.

**Widen / shorten distance between feeders** to manipulate distance.

Players to perform loop, miss, switch. Start off walking / jogging pace.

Add in defender(s).

**Game Coaching Guidance** Watch out for forward passes and encourage accurate hand catches.

Watch for realignment, commenting on timing of run and depth.

Encourage players to take ball while moving forward.

**Activity 64****Middle man passing relay (with defender)**

**Objective** To develop the lateral pass and hand catch technique

**Key Factors** 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

**Equipment Requirements**

**Balls** 1

**Cones** 4

**Shields** n/a

**Bags** n/a

**Suits** n/a

**Bibs** n/a

**Area** 5m x 5m

**Players** 4

**Time** 3 min rotations (approx)

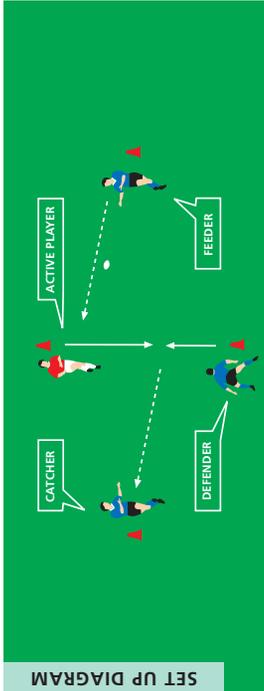
**Practice Description**

Four players — two active, two feeders (but still focusing on hand catch and passing).

Active player receives a pass from feeder and then passes across to other feeder, while avoiding defender. Defender moves forward and attempts to get a two-handed touch.

Active player and defender turn 180 degrees after one rotation, then repeats the exercise. After 6-

10 passes, change hands with the players who are working.



**Practice Progression / Regressions** Increase space between feeders to lengthen pass.

Active player to fall to ground and get back to feet on each 180 degree turn.

Bring in second active player.

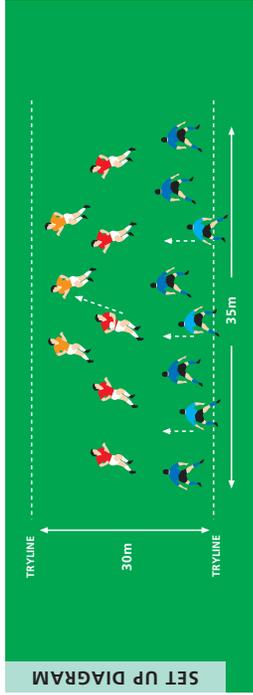
Defender is able to move in any direction and puts increased pressure on attacker.

**Game Coaching Guidance** Ensure hand catch is reinforced at all times — fatigue will set in and hand

catch standard may drop. Keep your coaching focus specific. Fault correct poor performance of the key factors.

<b>Activity 65</b>	<b>Double line touch</b>
<b>Objective</b>	To develop hand catch and ability of support runners to run from depth
<b>Key Factors</b>	<p>Hand catch:</p> <ol style="list-style-type: none"> <li>Hands in the ready position with palms facing the ball and thumbs together.</li> <li>Early reach – catch / grab the ball as early as possible.</li> <li>Watch the ball all the way into hands.</li> <li>Once caught, turn to identify the receiver.</li> <li>Keep ball up between waist and chest area – moving the ball quickly across the body.</li> <li>Follow through and fingers point to target after the ball is released.</li> <li>Support runners to talk effectively with ball carriers e.g. 'Short, right'.</li> </ol> <p>Support:</p> <ol style="list-style-type: none"> <li>Start in behind the ball carrier – remain 'on toes' to anticipate pass.</li> <li>Communicate with ball carrier.</li> <li>Accelerate into space and anticipate pass – even if they don't receive it.</li> <li>Get back into the game as soon as possible.</li> </ol>
<b>Equipment Requirements</b>	
<b>Balls</b>	1
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	8
<b>Area</b>	35m x 30m
<b>Players</b>	16
<b>Time</b>	10-15 mins

**Practice Description**  
Eight players per team (three in bibs). Emphasis is for support runners to start deeper and run forward to receive pass / offload. Non-bibbed players can only pass to bibbed players and vice-versa. Bibbed players can not be first receiver in open play – they must be in a supporting role. In defence, bibbed players filter into the defensive line – creating one defensive line. At a turnover, bibbed players should work hard to get in a supporting position.



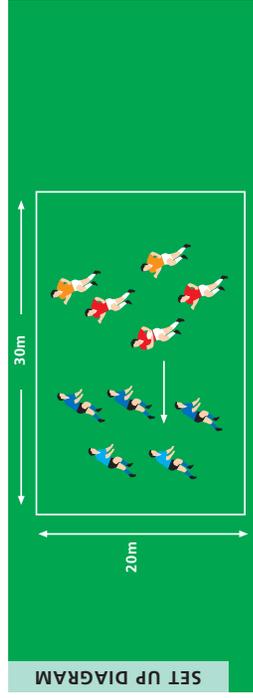
**Practice Progression / Regressions** Rotate bibbed (support) players to allow weaker / stronger players opportunity to work on skills. Narrow pitch to promote the importance of running from depth. Increase / decrease number of support runners per team.

**Game Coaching Guidance** Ensure players utilise the space – aim is not to take contact. Touches / tackles below the waist. Encourage players to support the ball carrier and scan width before running. Feedback should be constructive and positive.

<b>Activity 66</b>	<b>Colour touch</b>
<b>Objective</b>	To develop handling, scanning and decision making
<b>Key Factors</b>	<p>Hand catch:</p> <ol style="list-style-type: none"> <li>Hands in the ready position with palms facing the ball and thumbs together.</li> <li>Early reach – catch / grab the ball as early as possible.</li> <li>Watch the ball all the way into hands.</li> <li>Once caught, turn to identify the receiver.</li> <li>Keep ball up between waist and chest area – moving the ball quickly across the body.</li> <li>Follow through and fingers point to target after the ball is released.</li> <li>Support runners to talk effectively with ball carriers e.g. 'Short, right'.</li> </ol> <p>Support:</p> <ol style="list-style-type: none"> <li>Start in behind the ball carrier – remain 'on toes' to anticipate pass.</li> <li>Communicate with ball carrier.</li> <li>Accelerate into space and anticipate pass – even if they don't receive it.</li> <li>Get back into the game as soon as possible.</li> </ol>
<b>Equipment Requirements</b>	
<b>Balls</b>	1 ball per pitch
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	10
<b>Area</b>	30m x 20m
<b>Players</b>	10 to 12
<b>Time</b>	10-15 mins

**Practice Description**

Two teams of 5/6 will have two players with different coloured bibs from their team. Once touched, the players can either offload or place the ball between their legs depending how the coach would like to condition the game. When defending, these designated players are conditioned not to touch the attacking players. Therefore, the attacking players should look to target these players as this is effectively where the space is. The defenders can move around into different positions to help develop the decision-making skills of the attacking players.



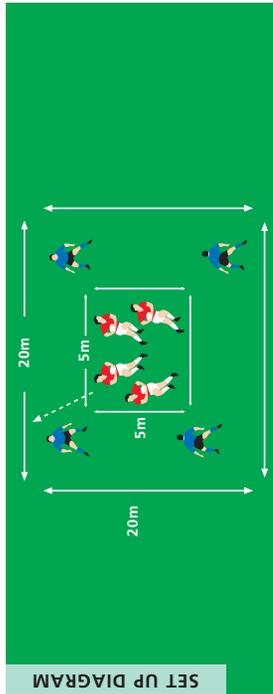
**Practice Progression / Regression** The coach can select more or fewer defenders to wear bibs depending on the size / ability of group. The size of the area can also be increased or decreased to either allow more space or increase pressure on players. More focus can also shift to supporting player roles – coach can add in relevant key factors.

**Game Coaching Guidance** The coach should encourage fair play from the players. The coach should use the advantage rule as much as possible to aid the flow of the game. Be specific in your observation and analysis and resultant feedback relative to the aims of the session.

<b>Activity 67</b>	<b>Breakout touch rugby</b>
<b>Objective</b>	Developing evasive skills with ball in hand through 1 v 1 game related activity
<b>Key Factors</b>	1. Ball in two hands. 2. Look for the space and accelerate. 3. Dodge defenders.
<b>Equipment Requirements</b>	
<b>Balls</b>	4
<b>Cones</b>	1 stack
<b>Shields</b>	n/a
<b>Bags</b>	n/a
<b>Suits</b>	n/a
<b>Bibs</b>	8
<b>Area</b>	20m x 20m
<b>Players</b>	8
<b>Time</b>	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 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 over. If try is scored, attacked re-enters small grid and must attack a different line.



**Practice Progression / Regressions** Play with 1 or 2 balls so that players have option of passing to beat defender. Use tag bibs — players must reach outside without being tagged. Increase to tackling — at later stages of FUNDAMENTALS / early stages of Learn to play. 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 players, may need to reduce playing area. Provide specific feedback on players evasive skills — highlight good practice such as footwork skills and ask players why that is helpful in relation to the principles of play.

**Activity 68****2 v 2 breakout****Objective**

To develop hand catch technique, passing technique and running angles. Evasive skills under pressure as creating space is key

**Key Factors**

Hand catch: 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.

**Equipment Requirements****Balls**

1

**Cones**

6

**Shields**

n/a

**Bags**

n/a

**Suits**

n/a

**Bibs**

n/a

**Area**

15m x 15m

**Players**

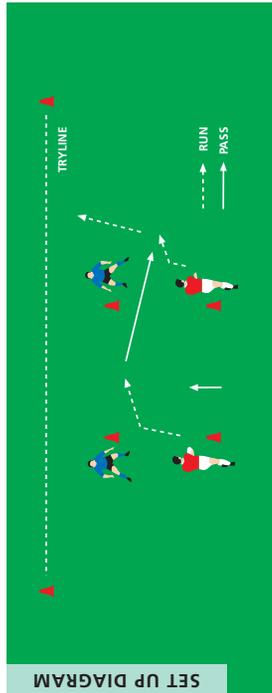
4

**Time**

10-15 mins

**Practice Description**

Two attackers, two defenders (facing away from attackers at start). On ball carrier's call, attackers attempt to score using evasion and passing. Defenders turn round to face attackers once call is made from ball carrier. Attackers and defenders swap after 5 phases.

**SET UP DIAGRAM**

**Practice Progression / Regressions** Widen try line to create more space. Add another attacker or defender. Add second line of defenders — spaced 7-10m behind first line of defence. Set try line back.

**Game Coaching Guidance** Emphasise key factors of the hand catch where possible — effort as well as results. Play advantage where possible to ensure flow. Rotate players often to allow all to try different roles.

# LONG TERM PLAYER DEVELOPMENT – FUNDAMENTAL STAGE PLAYER PROGRESS GUIDE

By the end of this stage (end of Primary 4) *almost all* players should achieve competence in the facets below although some players may be able to achieve more. Note – this is a developmental guide NOT a selection tool.



Player		Date			
Squad		Coach / Teacher			
PLAYER COMPETENCIES (√ = is able to, P = progressing X = is not able to)	√ /P/X	ACTIONS	PLAYER COMPETENCIES (√ = is able to, P = progressing X = is not able to)	√/P/X	ACTIONS
<b>PHYSICAL COMPETENCE</b>					
Sprint with sound technique			Jump		
Accelerate			Fall to ground forwards, backwards and to both sides		
Decelerate			Get back to feet from landing on front, back and both sides		
Change direction			Explain the importance of and demonstrate an effective stage specific warm-up and cool-down		
<b>SKILLS COMPETENCE</b>					
Pass in every direction			Perform a safe and effective front tackle		
Hand catch effectively			Perform a safe and effective rear tackle		
Catch the ball above the head			Present the ball correctly		
Jump and catch the ball above the head			Pass out of a tackle		
Catch the ball below the thighs			Support in contact		
Perform a safe and effective side tackle			Recognise and attack space		
<b>KNT SKILLS COMPETENCE</b>					
Demonstrate competence in the stage specific Key Factors of Hand Catch / grab (refer to page 14 of guide)			Demonstrate competence in the stage specific Key Factors of Ball Presentation (refer to page 14 of guide)		
Demonstrate competence in the stage specific Key Factors of the Offload (refer to page 14 of guide)			Demonstrate competence in the stage specific Key Factors of Individual Tackle Technique (refer to page 14 of guide)		
<b>MENTAL SKILLS COMPETENCE</b>					
Understand and achieve realistic goals set by the coach / teacher			Co-operate and share the space and equipment safely		
Practice away from the club / school			Cope with winning and losing		
Understand the outcomes of their actions (both good and poor practice) in relation to the principles of play			Understand and follow the laws of the game		
Work on own and with others			Uphold the values of the game		
Communicate with team-mates effectively					
<b>LIFESTYLE COMPETENCE</b>					
Remember gumshield for every session			Remember water bottle for every session		
Explain why healthy nutrition and sleep are important to my standard of play			Explain and display respect for officials, team mates and volunteers in the game		
<b>USUAL EFFORT LEVELS</b>					
Effort level consistently displayed by player. 1 = best effort, 2 = hard – very hard effort, 3 = fairly hard effort, 4 = very light effort, 5 = very, very light effort			COMMENTS		
NOTES					



# LONG TERM PLAYER DEVELOPMENT – LEARNING TO PLAY STAGE PLAYER PROGRESS GUIDE

By the end of this stage (end of Primary 7) almost all players should achieve competence in the facets below although some players may be able to achieve more. Note – this is a development guide NOT a selection tool.



Player		Date	
Squad		Coach / Teacher	

PLAYER COMPETENCIES (√ = is able to, P = progressing X = is not able to)	√ /P/X	ACTIONS	PLAYER COMPETENCIES (√ = is able to, P = progressing X = is not able to)	√/P/X	ACTIONS
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### PHYSICAL COMPETENCE

Sprint with sound technique			<ul style="list-style-type: none"> <li>Overhead squat</li> </ul>		
Accelerate			<ul style="list-style-type: none"> <li>Double leg squats</li> </ul>		
Decelerate			<ul style="list-style-type: none"> <li>Walking lunge</li> </ul>		
Change direction			<ul style="list-style-type: none"> <li>Standing long jump</li> </ul>		
Jump			<ul style="list-style-type: none"> <li>Forward hop and hold</li> </ul>		
Fall to ground forwards, backwards and to both sides			<ul style="list-style-type: none"> <li>Lateral hop and hold</li> </ul>		
Get back to feet from landing on front, back and both sides			<ul style="list-style-type: none"> <li>Press up</li> </ul>		
Wrestle opponents to the ground			<ul style="list-style-type: none"> <li>Medicine ball rotations</li> </ul>		
Perform the following with sound technique			Link three gymnastic movements / animal walks fluidly in a confined environment - e.g. jump – forward roll – back to feet – accelerate away		
<ul style="list-style-type: none"> <li>Prone stabilisation</li> </ul>			Explain the importance of and demonstrate an effective stage specific warm up and cool down		
<ul style="list-style-type: none"> <li>Lateral stabilisation</li> </ul>			COMMENTS		
<ul style="list-style-type: none"> <li>Forwards roll</li> </ul>					
<ul style="list-style-type: none"> <li>Backwards roll</li> </ul>					

### MENTAL SKILLS COMPETENCE

Understand and achieve realistic goals set by the coach / teacher			Communicate with team-mates effectively		
Set and achieve realistic goals for self			Cooperate and share the space and equipment safely		
Answer questions from coach / teacher to develop awareness			Understand and follow the laws of the game		
Review sessions with coach / teacher			Cope with winning and losing		
Practice away from the club / school			Understand Rugby's scoring system and keep the score		
Understand the outcomes of their actions (both good and poor practice) in relation to the principles of play			Make up a small sided game and explain it to the squad / class		
Work on own and with others			Uphold the values of the game		

### LIFESTYLE COMPETENCE

Remember gumshield for every session			Remember water bottle for every session		
Explain and display respect for officials, team mates and volunteers in the game and consistently display good sportsmanship			Explain why healthy nutrition and sleep are important to my standard of play		

### USUAL EFFORT LEVELS

Effort level consistently displayed by player. 1= best effort, 2 = hard – very hard effort , 3= fairly hard effort, 4= very light effort , 5= very, very light effort			COMMENTS		
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SKILLS COMPETENCE					
HANDLING SKILLS					
Perform the following passes to support in space with sound technique:-			■ Chest		
■ Lateral			Perform football shy (two handed throw above head)		
■ Switch			Hand catch effectively		
■ Loop			Catch the ball above head		
■ Pop			Jump and catch the ball above head		
■ Clearing			Catch the ball below thighs		
RUNNING SKILLS					
Dodge / evade defenders			Sidestep		
React to others in attack and defence			Swerve		
CONTACT SKILLS					
Maintain a strong body shape pre, during and post contact			Present the ball correctly		
Work to stay on feet and leg drive to maintain forward momentum when tackled			Make correct decisions pre, during and post contact		
Show confidence in contact situations			Win the ball on the ground and get back to feet quickly		
DEFENDING SKILLS					
Select the correct tackle to make			Perform a safe and effective rear tackle		
Perform a safe and effective side tackle			Go forward individually in defence		
Perform a safe and effective front tackle			Go forward as a team in defence		
TEAMWORK SKILLS					
Work with team to go forward in attack and defence			Recognise and attack / defend space		
Communicate with team in attack and defence					
CONTINUITY SKILLS					
Keep the ball alive in contact situations			Pass from the ground		
Evades to ensure they rarely take a head on tackle			Present the ball correctly		
Pass before contact			Support in contact - decides role and executes		
Pass out of a tackle (offload)					
KICKING AND FIELDING SKILLS					
Perform the following kicks with sound technique:-			■ Drop kick		
■ Place kick			■ Kicking from hand on the run		
■ Punt kick			Field a high ball		
SET PIECE SKILLS					
Understands and explains the role of the set piece as a restart and contest for possession as well as an opportunity to create space to attack					
SCRUM			LINEOUT		
Maintains a strong and stable body shape during scrummage			Outmanoeuvre an opponent		
Performs the correct engagement sequence (Crouch, touch, pause, engage)			Out-jump an opponent		
			Catch the ball above head whilst in the air		
			Land safely and deliver the ball		
			Throw the ball accurately to a moving, jumping player		
KNT SKILLS COMPETENCE					
Demonstrate competence in the stage specific Key Factors of the Hand catch / grab (refer to page 19/20 of guide)			Demonstrate competence in the stage specific Key Factors of Ball Presentation (refer to page 19/20 of guide)		
Demonstrate competence in the stage specific Key Factors of the Offload (refer to page 19/20 of guide)			Demonstrate competence in the stage specific Key Factors of Individual Tackle Technique (refer to page 19/20 of guide)		





Produced by **Jock Peggie, Scottish Rugby**

**Scottish Rugby** wishes to acknowledge all staff and volunteers who have contributed to the development of this resource.

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