



MINI RUGBY COACHING RESOURCE

Munster Rugby Coaching Children Resource



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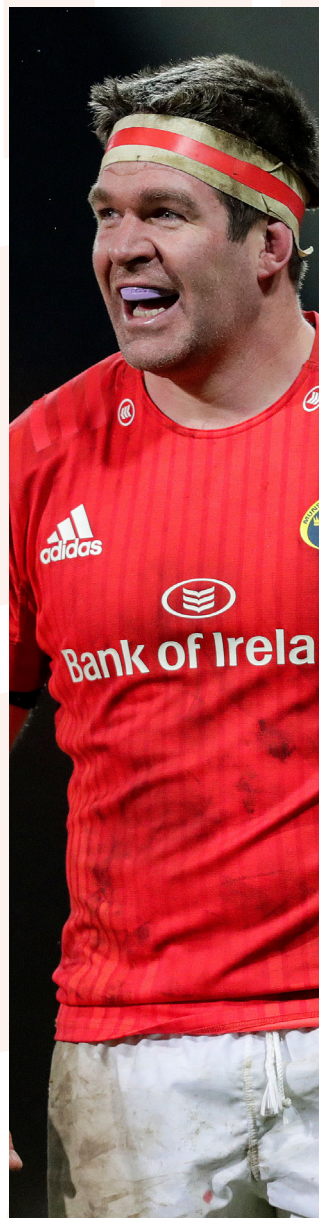
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INTRODUCTION

The ethos of mini rugby is to foster and develop young players (boys & girls) of all ability in the game of rugby in a safe, non-competitive, enjoyable environment through activities which ensure progressive skill development for all participants in line with the IRFU Long Term Player Development (LTPD) pathway, Safeguarding and the Spirit of Rugby.



MUNSTER PLAYER PATHWAY

1. Fundamentals.

2. Learn to Play & Practice.

3. Train to Train.

4. Train to Compete.

5. Train to Win.

6. Retirement & Retention.

FUNDAMENTAL

THE PLAYER - PLAYS

Players in this category are age-grade players (5 - 12 approx)

The capacities of young players dictate that most learning activities are best promoted through the medium of play.

This theme does not just apply to modified games but also to reduced exercises and drill activities. Specific techniques and corrections can be integrated throughout the activity while still maintaining maximum participation and enjoyment. This will also ensure that players receive a positive and motivating experience.

THE COACH - GUIDES

To facilitate the needs and capacities of younger players the coach should act as a Guide, providing the environment for players to explore in a safe and exciting way. Corrections and guidance should be subtle and simple, dealing with issues in a broad rather than detailed perspective.

THE GAME - FUN

The end product should be a fun and safe experience. The emphasis is placed on open play (general movement) with all players running, passing and tackling. Younger players will continue to participate in activities that are enjoyable and rewarding. As players mature and develop greater capacities their needs and the demands of the game will also change.



THE GAME - FUN

MUNSTER CORNERSTONES PROGRAMME



95% of mini-rugby consists of general play attack and defence. Therefore it is important that coaching reflects this with an emphasis on what we call the 4 Cornerstone Skills, to develop a well-rounded rugby player who has developed the basic skills required to play the game of rugby. 1st phase and position specific skills are very much secondary in terms of importance in the development stage of a mini-rugby player. Players should be given opportunity to play in all positions on the pitch, and coaches should place an emphasis on them developing their 4 Cornerstone Skills in general play.

95% is general play, multi-phase, collective team attack and defense. 5% is 1st phase play.

UNDER 8 | MINI RUGBY 1

BALL SIZE 	MATCH TIME  <p>Max. Per Half Single Match 15min Festival/Events 7min Max. Minutes Per Day/Event 60min Min. Minutes allowed for Half Time 1min</p>	PLAYERS PER TEAM  <p>Max. number of players per team 8 Forwards N/A Backs N/A Safety Zone between pitches 6m</p>	TACKLE HEIGHT  <p>Coaches to teach correct technique. Waist high – penalty for tackles above the waist. Dangerous tackles (e.g. High/ Swinging/Dump tackle) penalised immediately. Ripping/Tackling ball: Not allowed and will be penalised.</p>
HAND OFF  <p>✗ Not Allowed. Carry ball in two hands.</p>	RUCKS & MAULS  <p>No. of Players: No more than 3. Time Allowed: 5 seconds 'Use it or lose it' rule applies. Illegal to collapse a maul Referee/Coach to count down '5, 4, 3, 2, and 1' from moment ruck/ maul is formed.</p>	KICKING IN PLAY  <p>✗ Not allowed.</p>	START MATCH  <p>Pass-off: Must be off the ground and after the referee's whistle.</p>
METHOD OF SCORING: TRY 	LINE-OUT  <p>✗ N/A</p>	SCRUM  <p>✗ N/A</p>	PITCH SIZE  <p>Minimum 40m x 30m</p>

UNDER 9 & UNDER 10 | MINI RUGBY 2

BALL SIZE 	MATCH TIME  <p>Max. Per Half Single Match 15min Festival/Events 7min Max. Minutes Per Day/Event 70min Min. Minutes allowed for Half Time 1min</p>	PLAYERS PER TEAM  <p>Max. number of players per team 8 Forwards 3 Backs 5 Safety Zone between pitches 6m</p>	TACKLE HEIGHT  <p>Coaches to teach correct technique. Waist high – penalty for tackles above the waist. Dangerous tackles (e.g. High/ Swinging/Dump tackle) penalised immediately. Ripping/Tackling ball: Not allowed and will be penalised.</p>
HAND OFF  <p>✗ Not Allowed. Carry ball in two hands.</p>	RUCKS & MAULS  <p>No. of Players: No more than 3. Time Allowed: 5 seconds 'Use it or lose it' rule applies. Illegal to collapse a maul Referee/Coach to count down '5, 4, 3, 2, and 1' from moment ruck/ maul is formed.</p>	KICKING IN PLAY  <p>✗ Not allowed.</p>	START MATCH  <p>Pass-off: Must be off the ground and after the referee's whistle.</p>
METHOD OF SCORING: TRY 	LINE-OUT  <p>3 players incl. thrower. All 'forwards' must be involved in lineout. No lifting allowed.</p>	SCRUM  <p>3 players. No contest. Players must stay bound until scrum is over.</p>	PITCH SIZE  <p>Minimum 60m x 40m</p>

UNDER 11 & UNDER 12 | MINI RUGBY 3

BALL SIZE 	MATCH TIME  <p>Max. Per Half Single Match 20min Festival/Events 7min Max. Minutes Per Day/Event 70min Min. Minutes allowed for Half Time 1min</p>	PLAYERS PER TEAM  <p>Max. number of players per team 10 Forwards 5 Backs 5 Safety Zone between pitches 6m</p>	TACKLE HEIGHT  <p>Coaches to teach correct technique. Waist high – penalty for tackles above the waist. Dangerous tackles (e.g. High/ Swinging/Dump tackle) penalised immediately. Ripping/Tackling ball: Not allowed and will be penalised.</p>
HAND OFF  <p>Not Allowed. Carry ball in two hands</p>	RUCKS & MAULS  <p>No. of Players: No more than 3. Time Allowed: 5 seconds 'Use it or lose it' rule applies. Illegal to collapse a maul Referee/Coach to count down '5, 4, 3, 2, and 1' from moment ruck/ maul is formed.</p>	KICKING IN PLAY  <p>Defence zone only.</p>	START MATCH  <p>Drop kick on halfway.</p>
METHOD OF SCORING: TRY 	LINE-OUT  <p>5 players incl. thrower. All 'forwards' must be involved in lineout. No lifting allowed.</p>	SCRUM  <p>5 Players – 3 front row, 2 second row. 1 step allowed before the put in & strike allowed. Players must stay bound.</p>	PITCH SIZE  <p>Minimum 70m x 40m</p>

UNDER 12 | MINI RUGBY 4 (ALL PLAYERS MUST BE AGED 11)

BALL SIZE 	MATCH TIME  <p>Max. Per Half Single Match 20min Festival/Events 7min Max. Minutes Per Day/Event 70min Min. Minutes allowed for Half Time 1min</p>	PLAYERS PER TEAM  <p>Max. number of players per team 12 Forwards 6 Backs 6 Safety Zone between pitches 6m</p>	TACKLE HEIGHT  <p>Coaches to teach correct technique. Waist high – penalty for tackles above the waist. Dangerous tackles (e.g. High/ Swinging/Dump tackle) penalised immediately. Ripping/Tackling ball: Not allowed and will be penalised.</p>
HAND OFF  <p>Below shoulder.</p>	RUCKS & MAULS  <p>No. of Players: No more than 4 Time Allowed: 5 seconds 'Use it or lose it' rule applies. Illegal to collapse a maul Referee/Coach to count down '5, 4, 3, 2, and 1' from moment ruck/ maul is formed.</p>	KICKING IN PLAY  <p>Defence zone only.</p>	START MATCH  <p>Drop kick on halfway.</p>
METHOD OF SCORING: TRY 	LINE-OUT  <p>6 players incl. thrower. All 'forwards' must be involved in lineout. No lifting allowed.</p>	SCRUM  <p>6 Players – 3 front row, 2 second row, 1 back row. 1 step allowed before the put in & strike allowed. Players must stay bound.</p>	PITCH SIZE  <p>Minimum 70m x 40m</p>

THE COACH - GUIDES

'EMBRACE THE CHAOS'

For players to perform well at any level of rugby they must acquire a number of skills. It is one of the coach's primary responsibilities to provide each player with opportunities to learn and practise skills in a FUN, positive and constructive environment.

1. Choose the best position for the demonstration, i.e. consider wind, sun, group size, sound effects, echo, etc. Have the children sit or kneel and have no distractions. Use simple language, not too many words and ask questions regularly to ensure clear understanding.

2. Select the appropriate activity to practice the skill, preferably in a game like activity that includes a dynamic decision making environment.

3. Use **I.D.E.A.** as a template for coaching each game & activity.

Introduce the skill/activity/game – place it in context tell the players why they are doing this.

Demonstrate the skill/activity/game - create an 'image of the skill' in the mind of the child. Don't demonstrate what not to do.

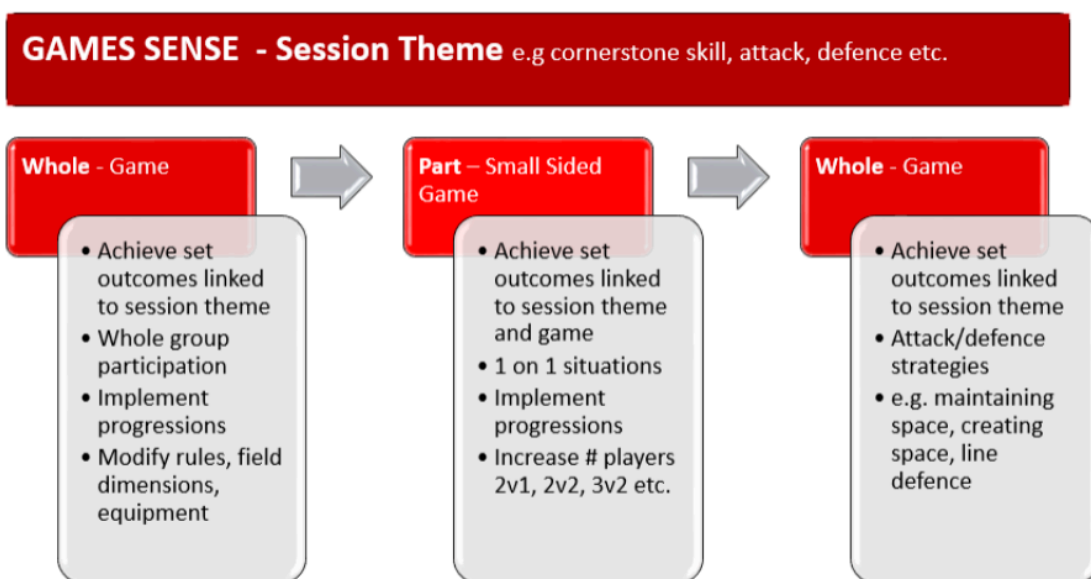
Experience – let the children experience it and give them time before providing feedback.

Assist improvement – provide feedback during practice, but be specific, constructive and immediate, you DO NOT need to stop the activity to provide this feedback, use questioning to provide feedback. Adjust the constraints to the level of the players, keep the challenge appropriate.

GAME SENSE

Game Sense can be defined as:

'Designing a sequence of games to achieve particular outcomes, asking questions to stimulate thinking and reflection, and ensuring there are opportunities for group discussion, collaboration and the formulation of ideas/solutions that are tested and evaluated' (Light, 2013).



GAMES

One of the best ways to learn how to play the game safely and effectively is to play modified forms of the game that reinforce the Principles of Play and the 4 Cornerstones, e.g. Any game where players use cornerstone skills and includes a dynamic decision making environment. It's best to begin with small side team games (e.g. 3 or 4 players in each team) in a smaller playing area, as each player gets to be more active by being closer to the ball and being more actively involved than in a regular game on a full-size field. The game should involve as much handling as possible as this will give all the players the opportunity to run and pass the ball. The size of the playing field should be adjusted according to the number of players on each team and the skill focus.

QUESTIONS ?

Who?

- Who was on your outside?
- Who was in the best position there?
- Who could have won that ruck?
- Who could have scored a try there?

What?

- What did you see there?
- What could you have done when...?
- What would you do differently in that situation next time?

Where?

- Where were your hands receiving the pass?
- Where is/was the space?
- Where is the defence weak?
- Where should you be?

When?

- Is that behaviour within our rules?
- When should you run? pass? etc.
- When the defender/attacker does ... what could you do?

Why?

- Why did you pass there?
- Why would you stay wide in that phase?
- Why would you want to catch the ball early?
- Why would you tackle at the waistline?

How?

- How could you have scored in that situation?
- How can we create/defend an overlap?
- How did that feel?
- How do you react when...?
- How would you rate our work rate/discipline on a scale of 1 to 10?

QUESTIONING

The coach should use questioning to stimulate dialogue and thinking. A coach should use open questions to stimulate the players to think and talk about the challenges of the game. This does not come without it's challenges as many players may resist this approach as they want the easier option of the coach simply giving them the answer.



GROUP DISCUSSION/COLLABORATION

The coach should give players the opportunity to come up with collaborative ideas and solutions to game challenges. The simplest way to do this is for any small sided game:

- Use I.D.E.A. to introduce the challenge of the game.
- Let them Experience (i.e. play) with little if any coaching intervention for example 3 mins. Adjust the constraints of the game to ensure the appropriate level of challenge.
- Give the players 1 min to huddle up and discuss how they can meet the challenge better, coach can pose them a few questions.
- Let them Experience again (i.e. play) with little if any coaching intervention for example another 3 mins and see if there is any improvement in meeting the challenge.

COACHING CHILDREN

‘You are not a rugby coach,
you are a coach of children who play rugby!’

The physical and emotional differences in the development of 7-year-old and a 12-year-old kid can be enormous, therefore coaching them in the same way can create huge problems. This is one of the main reasons why we have four separate Mini Rugby Levels. Your coaching must be appropriate to the development level of the children and not related to the level of your rugby knowledge.

Keep everybody engaged at practice. Don't leave anyone out. It is very easy to spend a lot of time with the 'good' and 'bad' kids. The big groups, that don't provide you with any stress, are just as important.

When coaching young rugby players there is so much to consider that coaches often forget the prime role that they have, which is to guide the players in learning the relevant skills of the game of rugby.

Children are easily intimidated, especially in a contact environment like rugby.

Therefore, we must progress through in stages to match the players' personal and physical development.

Skill development in these grades should be well-organised, positive, and enjoyable!

Children's behaviour and lack of focus can often be challenging for coaches, skill development won't happen if the players are not focused. If you are not organised and the children are not active, lack of focus and misbehaviour is almost a guarantee.

Here are a few key principles to keep your players focused:

- Keep your communication short and to the point.
- Use a high intensity FUN warm-up to burn off all that excess energy, and set a positive tone for the session.
- Follow that high intensity warm-up with a relatively simple or well-known game that won't take much explanation to burn off even more energy, and give the players a positive start to the session and a chance for the coaches to give plenty of positive feedback.
- Now that the players have less energy they will be less easily distracted and can concentrate on a few short sharp pieces of instruction on the skill that is the focus of the session. Remember to use I.D.E.A. In these reduced activities, endeavour to use small sided games where possible and avoid queuing.

- Replicate activities and games to keep numbers in each activity low, use all available coaches to maximise the players activity levels and ball touches, passes, ball carries, tackles, rucks etc, depending on the session focus.

- Finish with a high intensity game where the players can practice the skill focus in a game like scenario and the coach can assess progress.

- Standing still at trainings helps no one, player or coach. Take different positions when coaching. Don't stand in the same place. By moving around, you will get a different perspective of the practice. If you find effective and ideal angles to view during activities, you will be a better coach and your analysis will be more accurate.

- You can also motivate your kids while walking around. You can work wonders for every kid on your team if, during each practice session, you walk around to each player, address them by their first name, and say something positive to them with a smile.

- Comments sink in best immediately before or after practice. Use this critical time wisely. What you say at these times will usually be remembered, for example, suggest that each player could go home and come up with an activity of his or her own for a skill that was just taught. This reinforces what you have been doing.

- Kids love to be empowered and engaged in the learning process, so include them.

COMMUNICATION

Players need to recognise by your tone of voice and manner when you mean business, or a boundary that they must not cross.

- Yelling just does not work
- Use a firm voice and a strong look – DEMAND attention.

- Make it clear that some things are non-negotiables - and the chance that they will listen will improve significantly.

- However, observe your players' reaction carefully as what might scare U7 kids with a tone of voice may encourage U13s to think. The message here is to adjust to your audience.

Use a quick, firm word, action, whistle or clap to get activities back on track. If this doesn't work, don't yell or recklessly run around to get the attention of the players – just STOP the group – DEMAND that they all stop talking and look at you – WAIT until everyone does so before trying to start with your comments.

**For example: ""Freeze"
or "1-2-3 Eyes on me"**

If someone starts clowning around or chatting in the background after you start talking – STOP! Confidently re-demand silence before continuing. Keep doing this until they learn. Eventually, the other players will know your boundaries and they may even start to tell a player to be quiet themselves. When the disruptive player starts to get negative attention from their peers, the behaviour tends to cease swiftly.

EFFECTIVE TECHNIQUES

When misbehaviour disrupts the activities of the other players, the coach needs to use “the Voice” and “the Look” to stop the behaviour instantly.

Talk to the players in terms of Rules. They tend to remember Rules better as they have them at school and home. So, tell them that “Pushing a team-mate is against our Rules”. Then, quietly get the offender to tell you WHY this is against the rules. Getting the offender to put into words why other players might not like to be pushed shows the other players that this kid knew better. Once the player admits that they knew better, make them apologise. The apology is likely to be reluctant but requiring them to apologise helps to breed good sportsmanship. If they initially refuse to apologise make them sit out the activity until they do.

Sometimes, a player may not understand why something is against the Rules. In these cases, it is important to explain why you are displeased, and explain what you want in the future.

If one team-mate started it, and the other finished it – make them both apologise, then make the player that finished it explain to you how they plan to handle things next time i.e. come to you. The instigator should have to do the same AND say two good things about his foe (usually effective in healing the wounds all around).

TIME-OUT OR SIT-OUT

A time-out is very effective. Most players want to be with everyone else – even if they are a troublemaker.

The coach can give the player the choice of returning when the player decides to behave or if the player is refusing to take part in an activity which they don't like, then sit the player out for the remainder of the practice. This may seem harsh but otherwise the coach will send the message to the team that, if you don't want to do an activity, just go sit down - and you won't experience any repercussions.

Once the players witness that they don't get to pick and choose activities, they will work out that they can't avoid doing hard work.

The perfect spot for a player to sit out is where you (or another adult) can keep them in sight, but far enough removed they cannot easily distract the rest of the group. Don't let a playmate join them for company; if two players must be sent out, send them to opposite ends of the field.

PRAISE WORKS BETTER

Good behaviour should be praised and rewarded to reinforce behaviours you want at practices and games. Praise goes a long way in turning a good team into a great team.

Another angle to improve a whole team that's indifferent and unfocused is to make the most of the players' favourite part of the practice: THE GAME. Try this:

"The sooner we learn to do this, the longer we can play a game"



SESSION PLANNING

'Failing to plan is planning to fail'

Before a rugby practice can start the coach needs to plan the session. Just turning up with a bag of balls isn't good enough, they deserve better. You Plan to:

- **Catch Them** - kids need to be motivated and a simple game or activity will help.
- **Coach Them** - Select one key skill at a time. Introduce technique.
- **Practice Them** - you need to give ample opportunity for players to learn the skill. They are **NOT** learning while queuing so plan to avoid.

How Many Players Do You Have?

Depending on your grade and availability of children, this will vary. The important things to remember is that you need enough equipment and enough room to carry out your practice. You must also consider how many replications of a game/activity you will need to maintain players activity levels.

Essential Equipment List

- **A Whistle** – is an essential tool for keeping control of your practices. It is the best way to teach children the idea of rules discussed earlier. It can also be a good way to save your voice for getting the attention of the players.
- **Balls** – Make sure you have enough balls



(you can't have too many). The more times a player has a ball in their hands during practices, the more opportunity there is for skill development. Make sure that the balls are the recommended size for your players.

- **Cones** – These are really handy in marking out an area, grids, relays and line formations. They clearly define the playing areas for your games and activities. Great for setting boundaries.
- **Hit Shields & Tackle Bags** – Not really required or recommended for mini-rugby there are other ways to make contact safer as explained in the session plans e.g. walking instead of running. Tackle pads can lead to bad habits as the cushioning masks poor technique
- **Poles** – Good for evasion skills, i.e. side-step, swerve, etc.
- **Bibs** – Essential for modified games and team runs but turning grouping the players by the colour of the shirts they are wearing can also work.
- **Mouthguards** – Needed in all games and practices.

MAJOR CONSIDERATIONS

The Conditions – You need some ground to practise on and depending on your personal situation this may vary, but you can get away with a very small area e.g. 20m x 20m if needed. Half a field is a good rule of thumb.

Make sure you define your boundaries. You also need to consider the weather. Do you have a plan if it rains?

Check the safety of your training area. Make sure bikes, pot holes, scrum machines, glass or other obstructions/ hazards aren't near this area.

MY PLAYERS CAPABILITIES

- What are the capabilities of your team?
- Who has played before and who hasn't?
- How old are they?
- What skills do they have, and which ones need development the most?

Too often coaches perform skills and activities that aren't appropriate to the level of the players capabilities.

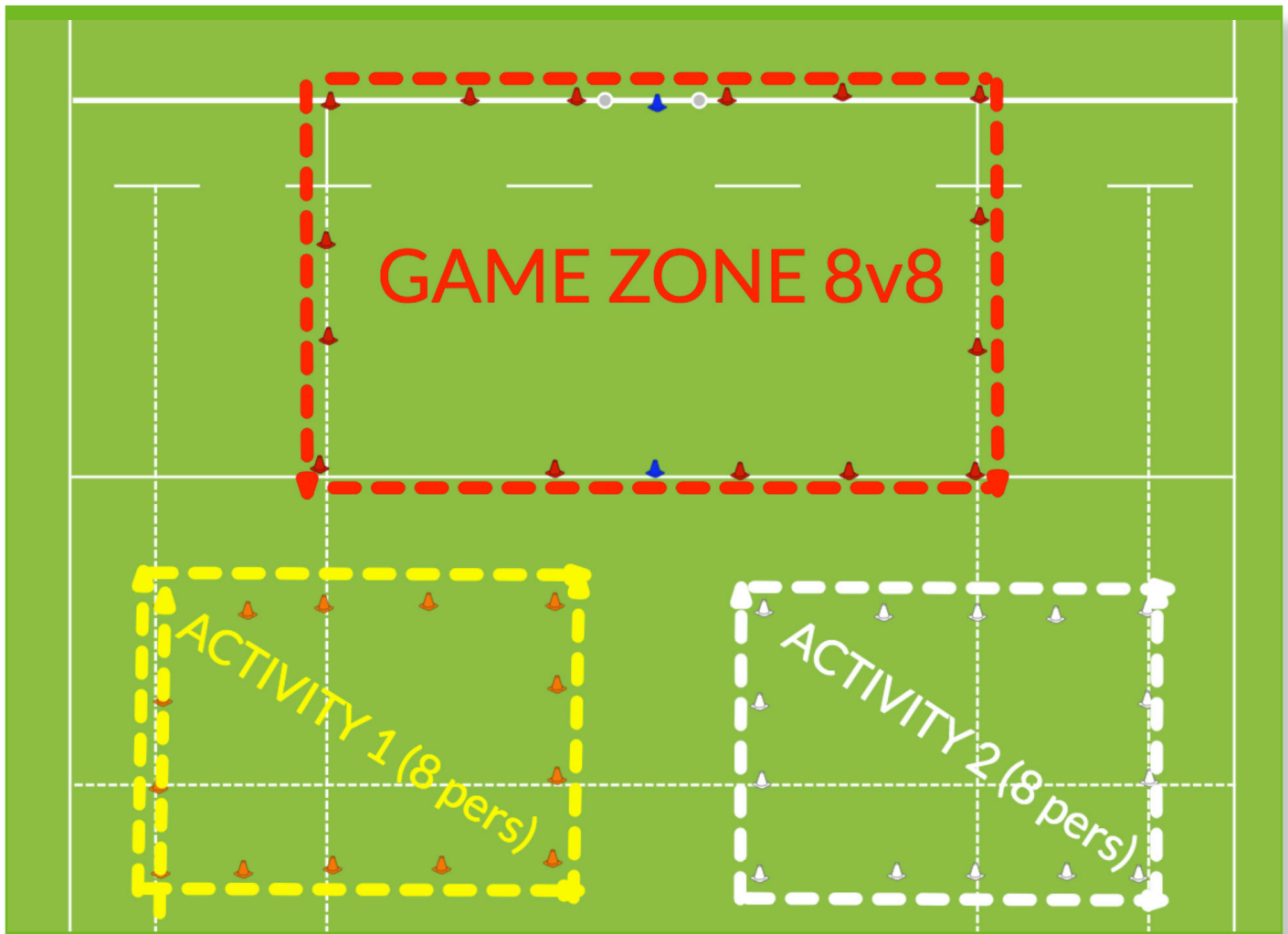
TIME

Most teams can only fit one practice in for the week; therefore, time is crucial in the development of the players. Practices going

over an hour may exceed the attention span of this age group, all the attached session plans are for an hour. If the session is at the required intensity an hour is plenty, if your players are not tired after an hour, you might need to reflect on how much the coaches are talking and how active the players are.

Practice should be a fast-paced environment, where you don't always need to stop to explain or reinforce a skill, try to keep things moving and use short concise simple language for coaching interventions (examples given in attached session plans). Kid's attention spans increase as they get older – by one minute per year. At practice, keep kids busy doing something, not waiting in lines or standing around. Simple warm-up passing, catching and running in small groups is better than relay lines or running around the field. It's best if you work on 10-15-minute segments. Any longer and the group will lose interest.

' Just because you saw munster senior team performing an activity doesn't make it a good activity for children! '



EXAMPLE SESSION SCHEDULE

Preview, expectations and praise

1. Warm –Up 5-10 mins

- In this phase FUNdamentals - Agility Balance Co-Ordination and Speed should be the focus.

2. Introduction Of Rugby Skills

15 mins (Game Zone)

- Fun Games.

3. Development Of Rugby Skills Activity

1&2 10 mins x 2

- Examples as per session plans

4. Rugby Game Variations 15-20 mins

(Game Zone)

- Rugby Prime
- Tag Rugby
- Mini Rugby Game

5. Review - Praise - Finish



THE PLAYER – PLAYS

U8 - WHAT CAN I DO?

I have no practical concept of space or teamwork and I have very little tolerance for complicated rules or jargon.

My attention span is not at a “competitive” stage. It increases with age – about one minute each year.

The puddle at halfway is usually too tempting to resist.

I don’t know how to pace myself, I will go flat-out until I drop.

All I think about is me, me and me! But I will share the ball with teammates - sometimes!

I will gladly run after someone to try and recover the ball but rarely to support my teammate.

I will pass to teammates as a last resort and rarely side-on.

I can run with the ball in two hands but prefer one.

I can catch a ball when stationary but usually bring the ball into my body.

My heart rate peaks quickly and I can overheat rapidly. I need to get adequate water breaks.

I want everyone in the team to like me – even the coach!

I am always moving e.g. rocking, scratching, jiggling or fiddling.

I can kick a ball on the ground.

U7'S COACHING STRATEGY SHEET

1. Goals

1	To introduce the players to basic skills
2	To help the players enjoy rugby
3	To introduce the players to the tackle

2. Objectives

1	Introduce the players to running with the ball
2	To familiarize the players with the rugby ball
3	Introduce the players to passing & receiving the ball
4	Introduce the players to evasion games
5	Introduce the players to tackling from the knees

3. Drills & Exercises

Evasion games, e.g. bulldog, tag other team, stuck in the mud

Ball familiarization, Agility, Balance, Coordination, e.g. relays, lunges, squats, etc

Ball handling, reach for the ball, point to passing target, e.g. stand & pass,

Ball handling games, e.g. how many passes

Tackling, from kneeling position at walking speed

4. Skills Addressed (under 7)

CORNERSTONE	SKILL	Tick when covered			
Catch & Pass	Basic pass				
	Picking up a ball/ falling on a ball				
	Placing ball on ground				
	Receiving a pass				
Ball Carry & Evasion	Swerve				
	Holding a ball				
The Tackle	On knees				
	Walking speed				
The Ruck	Ball placement				

SHEET

1. Goals	
1	To continue to develop the players basic skills
2	To help the players enjoy rugby
3	To introduce the players different types of tackle
4	To introduce players to the ruck & maul

2. Objectives	
1	Develop the players skills when running with the ball
2	To familiarize the players with the rugby ball
3	Develop the players passing & receiving of the ball
4	Continue with evasion games
5	Introduce the players to different types of tackling
6	Introduce the players to the lineout

3. Drills & Exercises
Evasion games, e.g. bulldog, tag other team, stuck in the mud
Agility, Balance, Coordination, e.g. relays, lunges, squats, etc
Ball handling, reach for the ball, point to passing target, e.g. passing waves
Ball handling games, e.g. how many passes, end ball
Tackling, side, front, from behind
Ruck, ball placement, protect head, push ball towards own team
Maul, Ball carrier plus rip the ball.
Lineout, jumping & throwing the ball

[illegible]

4. Skills Addressed (under 8)

CORNERSTONE	SKILL		Tick when covered			
Catch & Pass	Basic pass					
	Picking up a ball/ falling on a ball					
	Placing ball on ground					
	Receiving a pass					
	Tap kick & pass					
Ball Carry & Evasion	Swerve					
	Holding a ball					
The Tackle	On knees					
	Walking speed					
	Side					
	Front					
	Behind					
The Ruck	Falling with the Ball					
	Ball placement					
Kicking	Grubber					
	Catching a high ball					
Set-piece	Lineout	Jumping				
		Throwing				
		3 Man Maul				

NOTES



THE PLAYER – PLAYS

U10 - WHAT CAN I DO?

I do not understand the concept of depth.

I have limited appreciation for space.

I am developing an understanding of 'width'.

I am beginning to think in terms of making planned passing more of a realistic tactical option.

I will move to open areas to receive passes when given time to assess how to help my teammates.

I am beginning to understand that the game can have a pace of play.

I am beginning to have some measure of positional play, closely aligned to my level of understanding.

I can only kick the ball accurately over a short distance and usually only with one foot.

I can and usually will run away from pressure.

SHEET

1. Goals	
1	To continue to develop the players basic skills
2	To help the players enjoy rugby
3	To introduce the players to different types of tackle & falling in the tackle

2. Objectives	
1	Develop the players skills when running with the ball
2	Introduce the players to falling in the tackle
3	Develop the players passing & receiving of the ball
4	Introduce the players to the draw & pass
5	Introduce the players to different types of tackling
6	Introduce the players to the scrum

3. Drills & Exercises
Evasion games, e.g. bulldog, tag other team, stuck in the mud
Agility, Balance, Coordination, e.g. relays, lunges, squats, etc
Ball handling, reach for the ball, point to passing target, passing backwards, e.g. passing waves
Ball handling games, e.g. how many passes, end ball,
Tackling, side, front, from behind, falling in the tackle
Ruck, ball placement, protect head, push ball towards own team
Maul, Ball carrier plus rip the ball.
Lineout, jumping & throwing the ball
Scrum, 3 man scrum, body position, bend at hips, head up

[illegible]

4. Skills Addressed (under 9)

CORNERSTONE	SKILL		Tick when covered			
Catch & Pass	Basic pass					
	Picking up a ball/ falling on a ball					
	Placing ball on ground					
	Receiving a pass					
	Tap kick & pass					
Ball Carry & Evasion	Swerve					
	Side Step					
	Holding a ball					
The Tackle	On knees					
	Walking speed					
	Side					
	Front					
	Behind					
The Ruck	Falling with the Ball					
	Ball placement					
Kicking	Grubber					
	Catching a high ball					
Set-piece	Lineout	Jumping				
		Throwing				
		3 Man Maul				
	Scrum	Binding				
		Body Position				

NOTES

SHEET

1. Goals	
1	To continue to develop the players basic skills
2	To Develop the players set piece techniques
3	To introduce the players to different types of tackle & falling in the tackle

2. Objectives	
1	Develop the players skills when running with the ball
2	Develop the players set piece techniques
3	Develop the players passing & receiving of the ball
4	Introduce the players to the draw & pass
5	Develop the players techniques for different types of tackling

3. Drills & Exercises
Handling games, e.g. how many passes, end ball, passing rounders, etc..
Agility, Balance, Coordination, e.g. sumo, side step & swerve
Ball handling, reach for the ball, point to passing target, passing backwards, e.g. passing waves
Decision making, draw defender & pass to support
Tackling, side, front, from behind, falling in the tackle
Ruck, ball placement, protect head, push ball towards own team, support step over player & ball
Maul, Ball carrier plus rip the ball.
Lineout, jumping & throwing the ball, introduce calls
Scrum, 3 man scrum, body position, bend at hips, head up
Kicking, Grubber & chip, e.g. No man's land, prison break

[illegible]

4. Skills Addressed (under 10)

CORNERSTONE	SKILL		Tick when covered			
Catch & Pass	Basic pass					
	Picking up a ball/ falling on a ball					
	Placing ball on ground					
	Receiving a pass					
	Tap kick & pass					
Ball Carry & Evasion	Swerve					
	Side Step					
	Holding a ball					
The Tackle	On knees					
	Walking speed					
	Side					
	Front					
	Behind					
The Ruck	Falling with the Ball					
	Ball placement					
	Support Players Bind & Drive					
Kicking	Grubber					
	Catching a high ball					
	Chip					
Set-piece	Lineout	Jumping				
		Throwing				
		3 Man Maul				
	Scrum	Binding				
		Body Position				

NOTES



THE PLAYER – PLAYS

U12 - WHAT CAN I DO?

I am beginning to develop 'pre-control': vision and decision making before the ball arrives.

I can attack and defend with a high level of complexity.

I can defend with power and aggression.

I can kick the ball with a wide range of techniques.

I am generally pre-pubescent, but some size and weight differences related to growth are very evident.

I can control and change the pace of play.

I am beginning to understand the concept of space.

SHEET

2. Objectives

1	Develop the players continuity skills
2	Develop the players set piece techniques
3	Develop the players passing & receiving of the ball
4	Develop the players draw & pass skills
5	Develop the players techniques for different types of tackling

Handling games, e.g. how many passes, end ball, passing rounders, etc..
Agility, Balance, Coordination, e.g. sumo, side step & swerve
Ball handling, reach for the ball, point to passing target, passing backwards, e.g. passing waves
Decision making, draw defender & pass to support
Tackling, side, front, from behind, falling in the tackle, close down space
Ruck, ball placement, protect head, push ball towards own team, support step over player & ball
Maul, Ball carrier plus rip the ball, bind in together in scrum formation
Lineout, jumping & throwing the ball, use calls
Scrum, 5 man scrum, body position, bend at hips, head up, binding
Kicking, Grubber & chip, drop kick, e.g. No man's land, prison break

[illegible]

4. Skills Addressed (under 11)

CORNERSTONE	SKILL		Tick when covered			
Catch & Pass	Basic pass					
	Picking up a ball/ falling on a ball					
	Placing ball on ground					
	Receiving a pass					
	Tap kick & pass					
	Passing the ball off the ground					
Ball Carry & Evasion	Swerve					
	Side Step					
	Change of Pace					
	Holding a ball					
The Tackle	Side					
	Front					
	Behind					
The Ruck	Falling with the Ball					
	Ball placement					
	Support Player Step Over Ball & Player					
Kicking	Grubber					
	Catching a high ball					
	Chip					
	Drop Kick					
Set-piece	Lineout	Jumping				
		Throwing				
		3 Man Maul				
		Calls				
	Scrum	Binding				
		Body Position				

NOTES

SHEET

1. Goals	
1	To continue to develop the players basic skills
2	To Develop the players set piece techniques
3	To develop the players ruck & maul skills
4	To introduce the players to ways of supporting the ball carrier

2. Objectives	
1	Develop the players continuity skills
2	Develop the players set piece techniques
3	Introduce the players to team work, support etc..
4	Develop the players draw & pass skills
5	Develop the players techniques for different types of tackling

3. Drills & Exercises
Handling games, e.g. how many passes, end ball, passing rounders, etc..
Agility, Balance, Coordination, e.g. sumo, side step & swerve
Ball handling, reach for the ball, point to passing target, passing backwards, e.g. passing waves
Decision making, draw defender & pass to support
Tackling, side, front, from behind, falling in the tackle, close down space
Ruck, ball placement, protect head, push ball towards own team, support step over player & ball
Maul, Ball carrier plus rip the ball, bind in together in scrum formation
Lineout, jumping & throwing the ball, use calls
Scrum, 5 man scrum, body position, bend at hips, head up, binding
Kicking, Grubber & chip, drop kick, e.g. No man's land, prison break
Supporting ball carrier, look to get behind & run towards space

[illegible]

U12's COACHING STRATEGY SHEET

4. Skills Addressed (under 12)

CORNERSTONE	SKILL		Tick when covered			
Catch & Pass	Basic pass					
	Spin pass					
	Receiving a pass					
	Tap kick & pass					
	Passing the ball off the ground					
Ball Carry & Evasion	Swerve					
	Side Step					
	Change of Pace					
	Holding a ball					
	Hand Off					
The Tackle	Side					
	Front					
	Behind					
The Ruck	Falling with the Ball					
	Ball placement					
	Support Player Clearing Over the Ball					
Kicking	Grubber					
	Catching a high ball					
	Chip					
	Drop Kick					
	Punt					
Set-piece	Lineout	Jumping				
		Throwing				
		5 Man Maul				
		Calls				
		Movement in the Line				
	Scrum	Binding				
		Body Position				



SAMPLE CORNERSTONE SESSION PLANS

CATCH PASS

Session 1

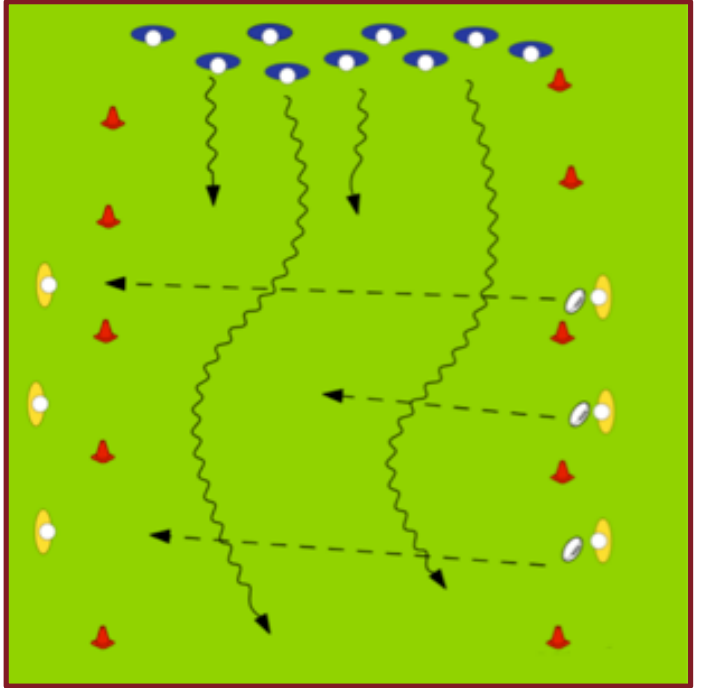
SESSION AIM: To improve the players ability to execute the basics of catching and passing a rugby ball

TIME	ACTIVITY
Before Session	Team Preview - Coaches and Players Very briefly layout Session Focus, Plan and Expectations. Praise.
5-10mins	WARM-UP - Roller Ball
10-15 mins	GAME 1 - PIGGY IN THE MIDDLE (Mini 1) or END BALL GATES (Mini 2,3 & 4)
10mins	REDUCED ACTIVITY 1 - WAVES 4x4 passing grid
10 mins	REDUCED ACTIVITY 2 - PASSING RELAYS
15-20 mins	GAME 2 - SQUEEZE BALL
5 mins	Team Reflection - Feedback with players. Fix on positive outcomes from the session. Question players to check their understanding on session focus as outlined in Team Preview and how they overcame the challenges in the session. Ask how they enjoyed the session and what they think they need to work on. Give them an individual challenge to do before next session.
After Session	Coach Reflection -Traffic Lights

Mini Rugby - ROLLER BULLDOG

How to Play

- Bulldogs will stand either side of the runway and roll (NOT THROW!) balls to the far side.
- Bulldogs must execute a good rugby pass
- Runners will start at one end and on coach's whistle try to get to the other end without being touched by a ball.
- If touched they join the bulldogs.
- Last man standing wins.
- Restart changing the bulldogs.



Mini Rugby - Roller Bulldog

Cornerstone Focus Variation:

- Focus is on all players using footwork to evade

- Focus is on all players using footwork to evade

Decrease Challenge

- Reduce Player Numbers
- Reduce number of bulldogs
- Increase width of pitch
- Reduce number of balls



Ball Carry, Evasion & Continuity

Desired outcomes:

- ## 1. Using footwork to evade balls and fellow players



What to watch for and Coaching Cues:

“Feet”

- Footwork
- Power off the 'inside foot'
- Change of pace

Coaching Questions:

- What evasion techniques did you use?
- Can these techniques be used in a game?

Increase Challenge

- Increase player numbers (monitor activity levels)
- Decrease width of pitch
- More Balls
- Add 1 or 2 Bulldogs in the middle who can also tag players with a ball.

Reflection

- Why did the players enjoy this activity?
- How would I rate activity levels in this activity?

NOTES

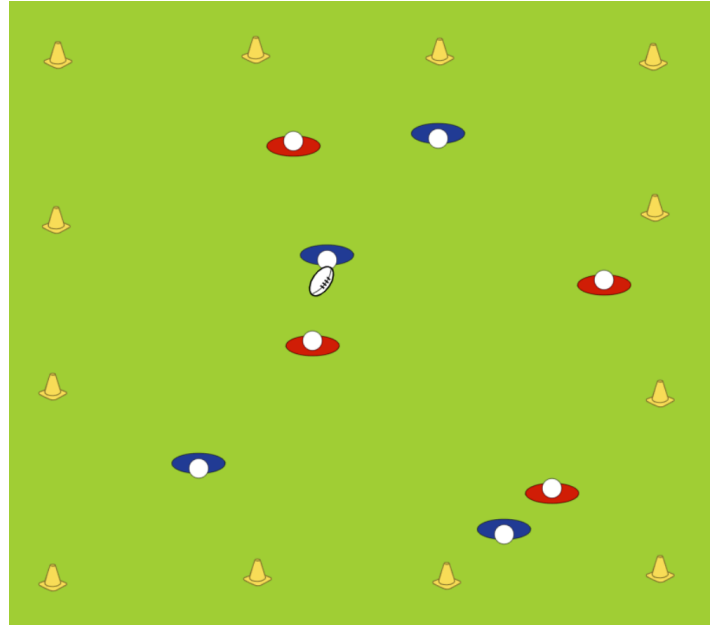
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Mini Rugby - PIGGY IN THE MIDDLE

How to Play

- 10m x 10m Grid
- 3v3 or 4v4
- Players can move and run in any direction
- Can't run with the ball
- Can't touch opposition
- If get 5 passes in row it's counted as a score and handover possession to other team
- If used as a warm-up can add that player must do a certain movement after they pass e.g. squat, lunge, push-up, sit up
- If used as a warm-up players have to use a certain type of movement e.g. hop, skip, bound, gallop, shuffle sideways left/right, backwards etc.

- ## How to Play
- 10m x 10m Grid
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PIGGY IN THE MIDDLE

- Decrease Challenge
- Increase size of grid
- Defender must keep 1m away from ball carrier
- Decrease number of players

- Decrease Challenge
- Increase size of grid
- Defender must keep 1m away from ball carrier
- Decrease number of players

Catch & Pass

Desired outcomes	
- Players catch and pass using good technique	100%
- Players run to space to receive pass	100%

- | Desired outcomes | |
|---|------|
| - Players catch and pass using good technique | 100% |
| - Players run to space to receive pass | 100% |

What to watch for & Coaching Cues:

- “Welcome the Ball”
 - W with hands
- “Pass to the Player”
 - Like “Spiderman shooting webs”

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Increase Challenge

- Decrease size of grid
- Allow defenders knock ball out of ball carriers hands
- Increase number of passes required to score
- Allow ball carrier to run 3 steps
- Increase numbers
- Make a rule it must be a certain type of pass e.g. left hand, right hand, above head etc.
- Player must pass within 2 secs

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Reflection

- How many touches of the ball did player x, y & z get?

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Coaching Questions:

- What should the players without the ball be doing?
- What can you do to help the ball carrier?

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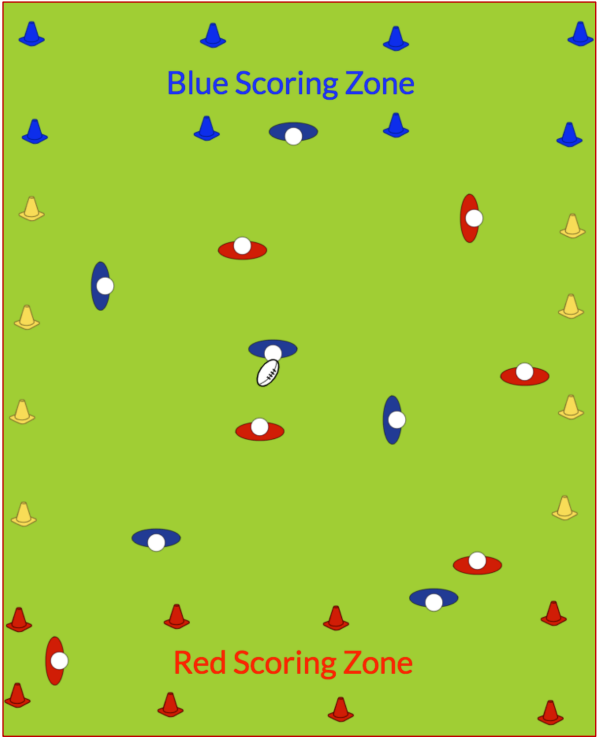
NOTES

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Mini Rugby - END BALL

How to Play


- 20m x 20m Pitch
- Max 8 v 8
- Players can move and run in any direction
- Can't run with the ball
- Can't touch opposition
- If a player catches the ball over the opposition End Line it's a score
- If used as a warm-up can add that player must do a certain movement after they pass e.g. squat, lunge, push-up, sit up
- If used as a warm-up players have to use a certain type of movement e.g. hop, skip, bound, gallop, shuffle sideways left/right, backwards etc.



END BALL

Decrease Challenge

- Increase size of pitch
- Defender must keep 1m away from ball carrier
- Decrease number of players



Catch & Pass

- Players catch and pass using good technique
- Players run to space to receive pass

What to watch for & Coaching Cues:

- “Welcome the Ball”**
 - W with hands
- “Pass to the Player”**
 - Like “Spiderman shooting webs”

Increase Challenge

- Decrease size of pitch
- Allow defenders knock ball out of ball carriers hands
- Increase number of passes required to score
- Allow ball carrier to run 3 steps
- Increase numbers
- Make a rule it must be a certain type of pass e.g. left hand, right hand, above head etc.
- Player must pass within 2secs

Reflection

- How many touches of the ball did player x, y & z get?

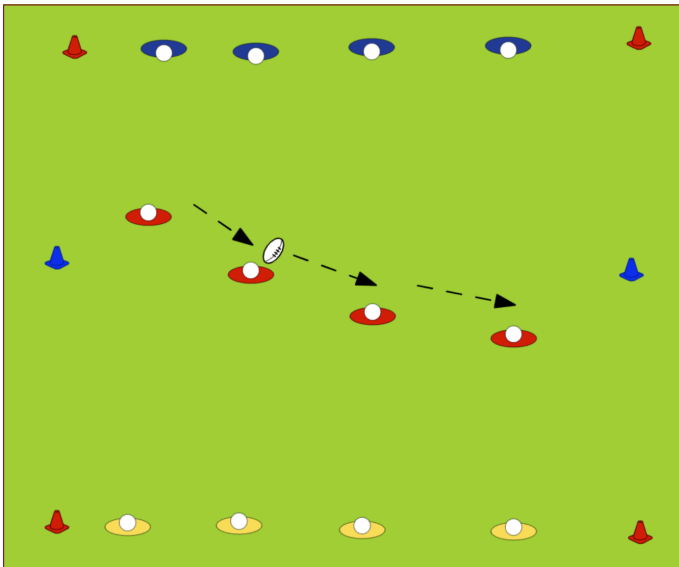
Coaching Questions:

- What should the players without the ball be doing?
- What can you do to help the ball carrier?

Mini Rugby - WAVES 4x4 PASSING

How to Play

- 10m x 10m Grid
- 3x3 or 4x4 or 5x5
- Pass ball from one end of the line to the other
- Pass ball to the next line who then advance in the opposite direction



WAVES 4x4 PASSING

Decrease Challenge

- Decrease width of grid
- Increase distance between waves

Catch & Pass

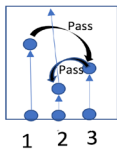
Desired outcomes

- Players catch and pass using good technique
- Players run onto the ball



Increase Challenge

- Increase width of grid
- Decrease distance between waves
- Add a 2nd Ball
- Add 1 or 2 defenders in middle of grid
- Coach Calls Pass Sequence
e.g. 1 to 3 to 2



Coaching Questions:

- Why do we say pass to the player?
- What does a good pass feel like?

What to watch for & Coaching Cues

“Set” HIPS & HANDS

“Hips”

- Hips Square to Opposition Try-Line
- Outside foot forward

“Hands”

- Hands above hip

“Welcome the Ball”

- **W** with hands

“Pass to the Player”

- Like “Spiderman shooting webs”

Reflection

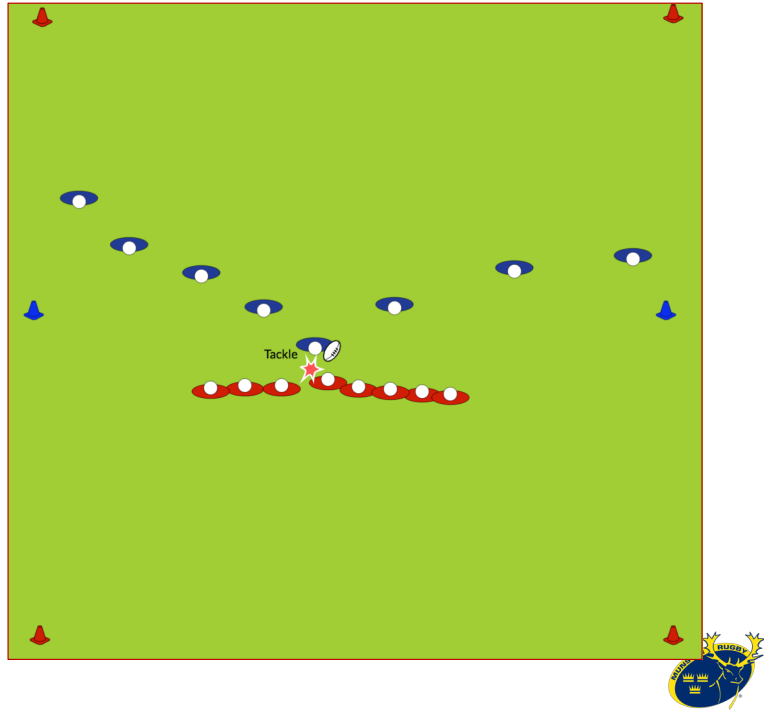
- How would I rate the technique of player x, y & z get?
- What can I do to improve that player?

NOTES

Mini Rugby - SQUEEZE/CHAIN BALL

How to Play

- 20m x 20m Pitch
- Max 8 v 8
- A tackle is 2 handed touch on the waist
- When a player is tackled all the defender's come in & form a chain leaving space on the outside.
- The tackled player places the ball on the ground and another player comes and passes the ball off the ground. Delay this player passing until the defence has squeezed in.



SQUEEZE/CHAIN BALL

Decrease Challenge

- Reduce Numbers
- Increase size of pitch
- Hold pass to ensure all defenders are squeezed in and attack are set wide

Catch & Pass

Desired outcomes

Players catch and pass using good technique

Players set square and run straight to give and receive pass

What to watch for & Coaching Cues:

“Get Ready”

- Hips Square to the Try-Line
- Outside foot forward
- Get width & depth

“Welcome the Ball”

- **W** with hands

“Pass to the Player”

- Like “Spiderman shooting webs”

Increase Challenge

- Decrease size of pitch
- Increase numbers
- Allow 1 defender each side of breakdown to stay out
- Bump Tackle
- Full Tackle
- Advance to Rugby Prime (2 touch) on 2nd touch defenders squeeze.
- Allow attack 4,2,1 tackles before turnover.

Coaching Questions:

- Where is the space?
- Should we score off every breakdown?
- Why aren't we scoring?

Reflection

- How did rule changes to game effect the players behaviour?

NOTES

THE RUCK

Session 2 - THE RUCK

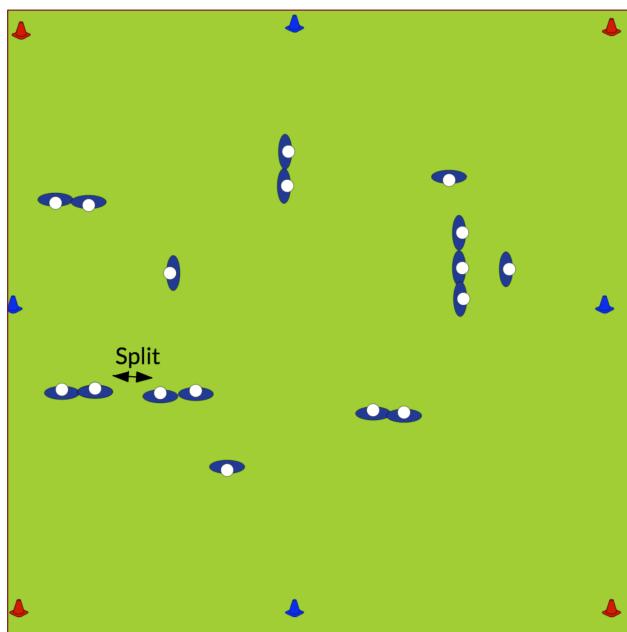
SESSION AIM: To improve the players ability to execute the basic skills of presenting the ball on the ground and entering a ruck.

TIME	ACTIVITY
Before Session	Team Preview - Coaches and Players Very briefly layout Session Focus, Plan and Expectations. Praise.
5-10mins	WARM-UP - WARM-UP - DYNAMIC CHAIN
10-15 mins	GAME 1 - 5 Second Rucking Game
10mins	REDUCED ACTIVITY 1 - 1v1 Controlling Falling to the Ground and Presenting Ball
10 mins	REDUCED ACTIVITY 2 - 1 V 1 + 1 Presenting Ball and Entering Ruck
15-20 mins	GAME 2 - 5 Second Rucking Game
5 mins	Team Reflection - Feedback with players. Fix on positive outcomes from the session. Question players to check their understanding on session focus as outlined in Team Preview and how they overcame the challenges in the session. Ask how they enjoyed the session and what they think they need to work on. Give them an individual challenge to do before next session.
After Session	Coach Reflection -Traffic Lights

Mini Rugby - DYNAMIC CHAIN

How to Play

- 2 players to start game by linking arms.
- Linking players to chase and tip remaining players.
- When tipped player joins the chain.
- When 4 players are joined, they split to become 2 groups of 2's.
- Game continues until all players are caught



NOTES

Mini Rugby - 1 v 1 Ball Presentation

How to Play

- 1 v 1
- Line players up along a line in pairs
- Defender holds the ball carrier by the shoulders while both kneeling facing each other.
- When the defender releases, the ball carrier controls the fall to knees, hips, shoulders and shows the ball (target) for the arriving players to clean over and beyond the ball.
- Defender gets to his feet as quickly as possible
- Focus on the ball carrier's fall and presentation on the ground



Mini Rugby - 1 v 1 Ball Presentation

Decrease Challenge

- 50% Intensity

The Ruck

Desired outcomes:

1. the ball carrier controls the fall to knees, hips, shoulders and presents the ball

What to watch for and Coaching Cues:

Ball Carrier

"Finish"

FIGHT FORWARD-SPRING BACK

"Fight Forward"

- Fight forward - Fall Forward - Roll Forward
- Rip and Roll
- Man on fire
- Score a try

"Spring Back"

- Recoil back
- Long Body

Increase Challenge

- Ball Carrier starts from Standing Position
- For U11 & U12 allow defender get to their feet and poach the ball

Coaching Questions:

- Why go forward first?
- What do the rules say the ball carrier/tackler must do?
- Where is the offside line in the ruck?

Reflection

- How did changing distance, height of starting position effect the players success rate?

Mini Rugby - 1 v 1+1 Ball Presentation

How to Play

- 1 v 1 + 1
- Line players up along a line in 3s
- Defender holds the ball carrier by the shoulders while both kneeling facing each other.
- Support on knees behind ball carrier
- When the defender releases, the ball carrier controls the fall to knees, hips, shoulders and shows the ball (target) for the arriving players to clean over and beyond the ball.
- Defender gets to his feet as quickly as possible
- Focus on the ball carrier's fall and presentation on the ground



Mini Rugby - 1 v 1+1 Ball Presentation

The Ruck

Desired outcomes:

1. The ball carrier controls the fall to knees, hips, shoulders and presents the ball
2. The Support player get to his feet and stays low and clears over the ball

What to watch for and Coaching Cues:

Ball Carrier

"Finish"

FIGHT FORWARD-SPRING BACK

Support

"Anticipate"

WIN -SET LOW- BIND & CLEAR

"Win"

- Win the Race

- Be first there avoid ruck contest

"Set Low"

- Height Low to win the shoulder battle

- L in over the Ball - Square Entry

"Bind & Clear"

- Bind on threats over the Ball

- clear threats away from the ball

- Take off like a plane

- Eyes over sunglasses

Increase Challenge

- Ball Carrier starts from Standing Position
- Support Player Starts from Standing Position
- All players start from lying position and must get to feet to start
- Support starts from further away and/or to the side
- For U11 & U12 allow defender get to their feet and poach the ball and allow support player to clear poach threat

Decrease Challenge

- 50% Intensity
- No contest

Coaching Questions:

- Why go forward first?
- What do the rules say the ball carrier/tackler/support must do?
- Why did you win/lose that ruck?
- How did that feel?

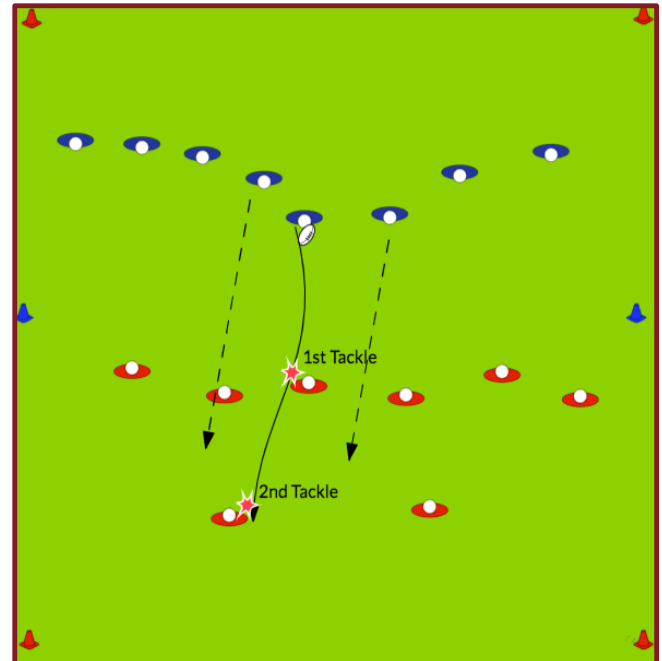
Reflection

- How could I include a similar activity to this in a more game like activity?

Mini Rugby - Rugby Prime (2 touch) Breakdown

How to Play

- 8 v 8
- 2 touch Rugby Prime.
- Tackle is 2nd 2 handed touch on waist
- Tackled player must go to ground and present ball with good technique or turnover i.e. fall forward and on the ground spring back



Mini Rugby - Rugby Prime (2 Touch) Breakdown

Cornerstone Focus Variation:

- Focus is on the ruck so adjust rules to create ruck suitable to skill level e.g. down and present only 2nd tackle to full ruck contest on 2nd tackle

The Ruck

Desired outcomes:

1. Ball carrier presents the ball correctly
2. Support player wins race to ruck or eliminates threats to the ball

Decrease Challenge

- Narrow width of pitch
- Reduce number of defenders/players
- No contest at ruck, just work on ball presentation.
- Allow only 50% contest at ruck.

50%

100%

What to watch for and Coaching Cues:

BALL CARRIER "Finish"

- Fight Forward - score a try or man on fire
- Spring Back - like a fish out of water

SUPPORT

"Win the Race"

- Get there before opposition

"Get Low"

- Win the shoulder battle

"Threat"

- Target the threat over the Ball

Increase Challenge

- Increase width of pitch.
- Increase number of defenders/players NB monitor activity levels as numbers increase
- Ruck race - if D get 2 pillars in place before ball presented and 1-2 Support in ruck = turnover
- Increase number of players allowed contest in ruck

Coaching Questions:

- Why did you win/lose that ruck?
- How can ball carrier make it more difficult for defence to compete for ball?

Reflection

- Nominate 3 players and reflect on their ruck technique in this game.
- What will I do differently next time?

BALL CARRY AND EVASION

Session 3 - BALL CARRY & EVASION

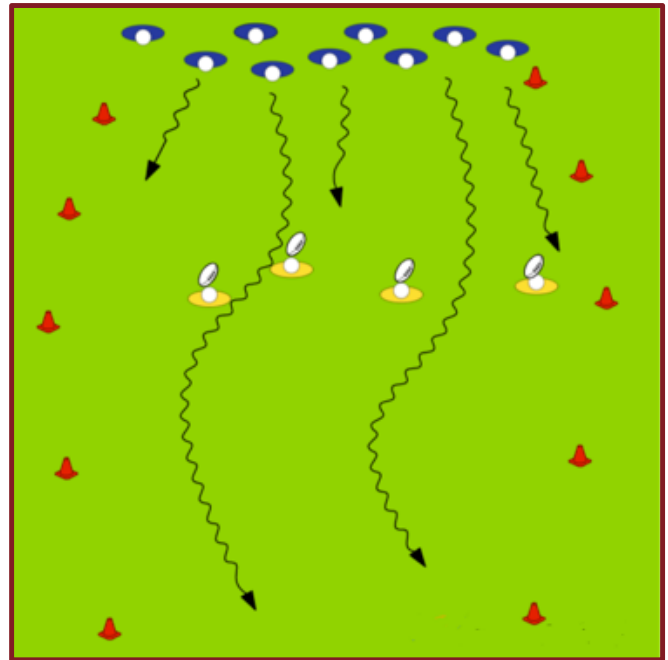
SESSION AIM: To improve the players ability to evade a tackle and carry the ball correctly to protect it from the tackler

TIME	ACTIVITY
Before Session	Team Preview - Coaches and Players Very briefly layout Session Focus, Plan and Expectations. Praise.
5-10mins	WARM-UP - 1v3 POD
10-15 mins	GAME 1 - BULLDOG
10mins	REDUCED ACTIVITY 1 - 1v1 Touch
10 mins	REDUCED ACTIVITY 2 - 3v3 or 4v4 Touch Rugby
15-20 mins	GAME 2 - RUGBY PRIME -2 Touch Game
5 mins	Team Reflection - Feedback with players. Fix on positive outcomes from the session. Question players to check their understanding on session focus as outlined in Team Preview and how they overcame the challenges in the session. Ask how they enjoyed the session and what they think they need to work on. Give them an individual challenge to do before next session.
After Session	Coach Reflection -Traffic Lights

Mini Rugby - BULLDOG

How to Play

- Players will tuck bibs into their shorts as tails.
- Nominate Bulldogs
- Run from one end to the other without getting tail removed.
- If tail removed, they join the bulldogs.
 - If no bibs available can be played as touch with either 2 handed touch or Bulldogs have a rugby ball each and touch player with the ball.
- Last man standing wins.
- Restart changing the bulldogs.



Mini Rugby - Bulldog

Cornerstone Focus Variation:

- Focus is on all players using footwork to either evade or to catch opponent.

Ball Carry, Evasion & Continuity

Desired outcomes:

1. Using footwork to evade tackler

Decrease Challenge

- Reduce Player Numbers
- Increase width of pitch

50%

100%

What to watch for and Coaching Cues:

"Feet"

- Footwork
- Power off the 'inside foot'

Increase Challenge

- Increase player numbers (monitor activity levels)
- Decrease width of pitch
- Use bump tackle instead of tag.
- Use full tackle instead of tag.

Coaching Questions:

- How do you make it harder for the tackler?
- How do you as a Bulldog make it harder for you opponent?

Reflection

- Did I observe my players footwork in this drill?
- What will I do differently next time?

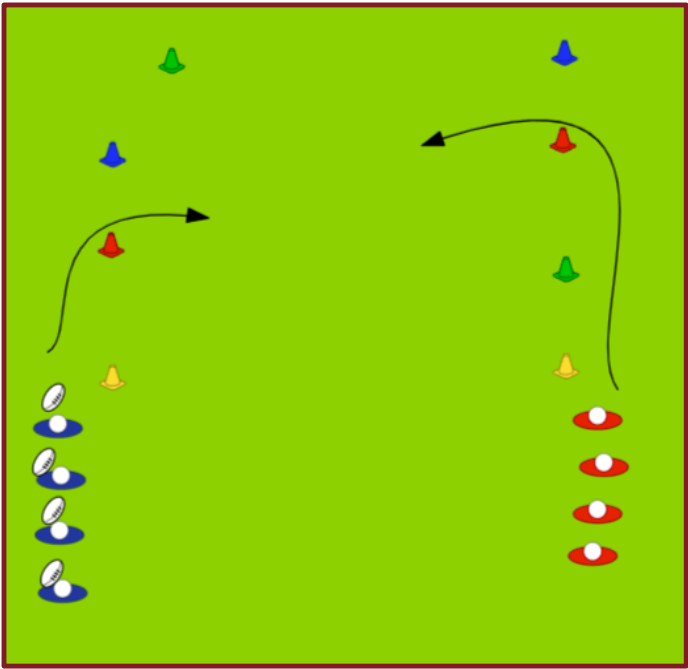


NOTES

Mini Rugby - 1 v 1 Reduced Activity

How to Play

- 5m x 5m Grid
- Coach calls a colour cone
- Ball carrier and defender run around that colour cone
- Ball Carrier tries to evade tackler and score a try
- Tackler 2 handed touch on shorts
- Max 8 players per grid



Mini Rugby 1v1 Activity

Decrease Challenge

- Increase size of grid
- Release tackler later or from further away

Ball Carry & Evasion

Desired outcomes

- Ball Carrier uses footwork and evasion to avoid tackler



Increase Challenge

- Decrease size of grid
- Release ball carrier later or from further
- Include a pass to the ball carrier
- Allow bump tackle
- Allow full tackle
- Make it 2 attacker v 2 defenders

What to watch for & Coaching Cues:

BALL CARRIER

“Feet”

- Footwork
- Power off the 'inside foot'
- Ball in 2 Hands
- Protect the Ball

Coaching Questions:

- What are the players who are scoring doing?
- How can you make it difficult for the tackler?

Reflection

- What were activity levels?
- What id player x,y & z learn?

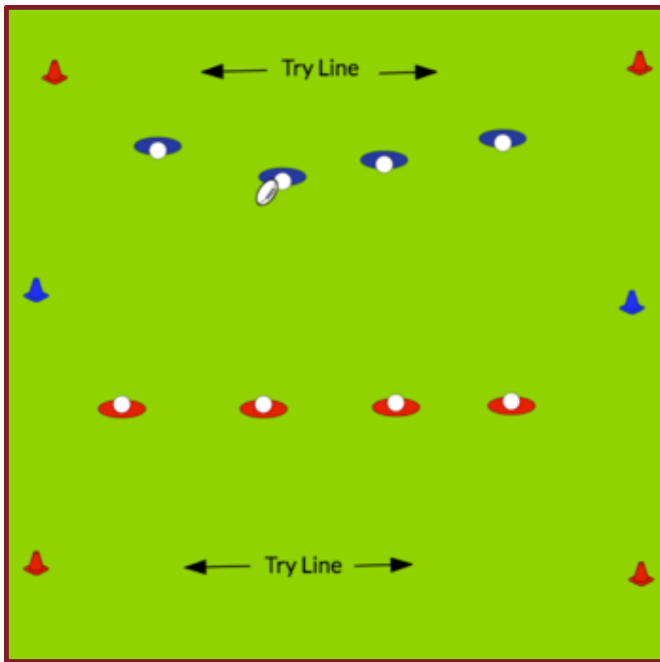
NOTES

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Mini Rugby - 3 v 3 or 4 v 4 Reduced Activity

How to Play

- 10m x 10m Grid
- 3v3 or 4v4
- Tackle - 2 handed touch on shorts
- On scoring Player must leave ball and all his team retreat to halfway.
- Opposition can pick up ball immediately and play



Mini Rugby 3v3 or 4v4

Decrease Challenge

- Increase size of grid
- Slow game down between breakdowns and insist on opposition being back x meters.
- Tackler has to retreat to his own try line before he can rejoin game.

50%

Ball Carry & Evasion

Desired outcomes

- Ball Carrier uses footwork and evasion to avoid tackler and keeps ball alive

100%

What to watch for & Coaching Cues:

“Feet”

Footwork
Power off the 'inside foot'
Ball in 2 Hands
Protect the Ball

“Fight”

Leg Drive

Fight the tackle

“Play”

Pass to your team or “Finish”

Increase Challenge

- Decrease size of grid
- Tackled player must roll ball towards opposition try line and freeze until opposition pick up the ball
- Tackled player must roll ball towards opposition try line and all his/her team must retreat to their try line before they can play

Coaching Questions:

- Why did you score that try?
- What did you see when you decided to carry/pass?

Reflection

- How many touches of the ball did player x, y & z get?

NOTES

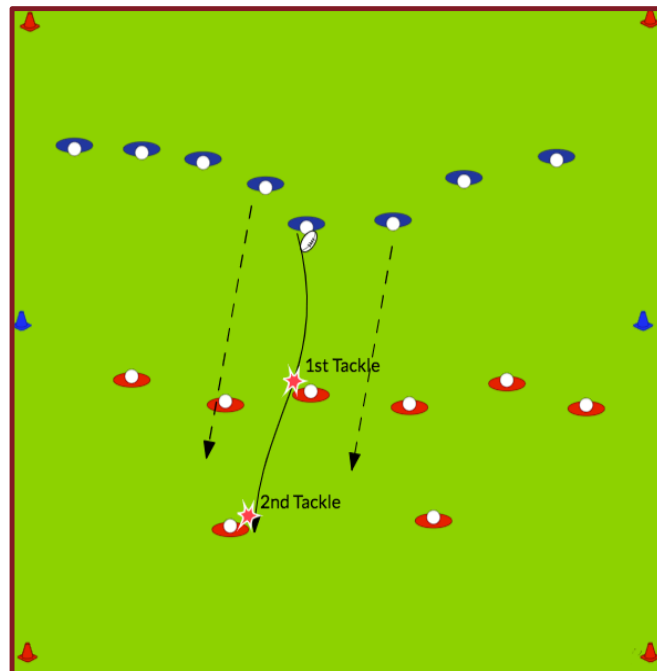
Mini Rugby - RUGBY PRIME (2 Touch)

How to Play

- 8 v 8
- 20m x 20m (adjust to players ability)
- Tackle - 2 handed touch on shorts
- On 1st Tackle Ball Carrier can keep playing but can't score
- On 2nd Tackle (different defender) Ball Carrier must take action dependent on coaching focus e.g. stop and pass, turnover, go down and present ball etc. etc.
- On scoring a try ball is left on ground and opposition can play straight away

Coaching Challenge

- Only speak when the ball is in play.
- Get 3 pieces of feedback from a co-coach.



Mini Rugby - Rugby Prime (2 Touch)

Cornerstone Focus Variation:

- Focus is on continuity so adjust rules to keep ball alive depending on skill level e.g. stop and pass on 2nd tackle to turnover on 2nd tackle

Ball Carry, Evasion & Continuity

Desired outcomes:

1. Using footwork to evade tackler and keep ball available
2. Passing to support runners to maintain continuity

Decrease Challenge

- Reduce Player Numbers
- Increase width of pitch
- Restart after a score at half-way line
- Allow more time to pass after 2nd tackle

50%

What to watch for and Coaching Cues:

"Feet"

- Footwork
- Power off the 'inside foot'
- Ball in 2 Hands
- Protect the Ball

"Fight"

- Leg Drive
- Fight the tackle

"Play"

- Pass to your team or "Finish"

100%

Increase Challenge

- Increase player numbers (monitor activity levels)
- Decrease width of pitch
- No footwork from ball carrier = turnover
- Ball not in 2 hands turnover
- On 2nd Tackle Turnover
- Bump Tackle only i.e. foot in shoulder on - no grab/follow through
- All attacking term must be in attacking half/specified zone to score a try

Coaching Questions:

- How do you make it harder for the tackler?
- What does the ball carrier/support need to do after the 1st tackle?

Reflection

- How many players achieved today's desired outcome?
- What will I do differently next time?

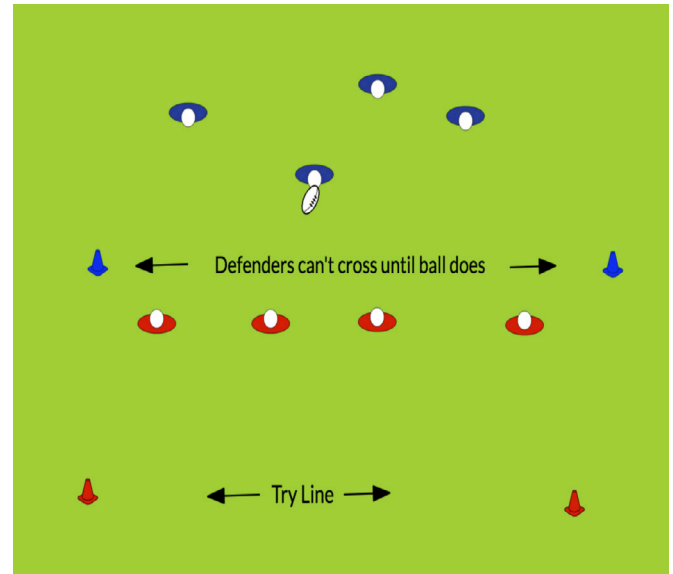
THE TACKLE

Session 4 - THE TACKLE	
SESSION AIM: To improve the players ability to execute the basic rugby skills before, during and after the tackle (Min height below waist level)	
TIME	ACTIVITY
Before Session	Team Preview - Coaches and Players Very briefly layout Session Focus, Plan and Expectations. Praise.
5-10mins	WARM-UP - SHADOW
10-15 mins	GAME 1 - WALK RUGBY - 1A v 1D
10mins	REDUCED ACTIVITY 1 - 1v1 6 inch Tackle
10 mins	REDUCED ACTIVITY 2 - 1v1 1 meter Tackle (tackler on one knee)
15-20 mins	GAME 2 - PRIME - 2 Touch Rugby - on 2 nd touch - stop execute a 6 inch tackle

Mini Rugby - 1 v 1 SHADOW GRID Reduced Activity

How to Play

- Max 8 players per grid
- 10m x 10m Grid
- Tackler cannot cross his line until ball carrier decides to cross his line.
- Ball Carrier tries to evade tackler and score a try over the defender's line.
- Tackler 2 handed touch on shorts



Game - Shadow

Cornerstone - The Tackle

Desired outcomes:

- Players are tracking opposition
- Staying Square and going forward
- players adjust footwork in to contact

What to watch for & Coaching Cues:

- "Go"
 - LOOK-LINK-LINE
 - "Look"
 - Scan
 - Spatial Awareness
 - "Link"
 - Link with your team get Spacing
 - Chest square
 - "Line"
 - Get off the line
- "Balance"
 - CHOP, STAY BIG
 - "Chop"
 - Boxers Feet - Front load/Balls of feet
 - Boxers Arms - Hands ready to wrap
 - "Stay Big"
 - Stay Loaded
 - Head up

Decrease Challenge

- 1v1 in warmup (all players in an area)
- Give additional time for players to understand their roles.
- Less players on pitch
- Walking pace
- Coach counts down "3, 2, 1", the ball cannot be passed until 1 giving additional time for the defence to organise

Coaching Questions:

- What will the attacker do if you don't "chop" your feet to get your balance before making the tackle?
- Who will have the advantage if the defender stays still and doesn't come forward?

Increase Challenge

- Increase numbers 3v3, 4v4 etc
- Vary pitch size and starting point to challenge defensive movement
- Each player pairs with opposition partner - They are the only ones who can tackle their partner
- Attacker has to offload within 2 steps of tackle
- Allow turnover on e.g. 3 touch to allow for transition A-D, D-A
- Allow Bump Tackle
- Allow Full Tackle

Reflection

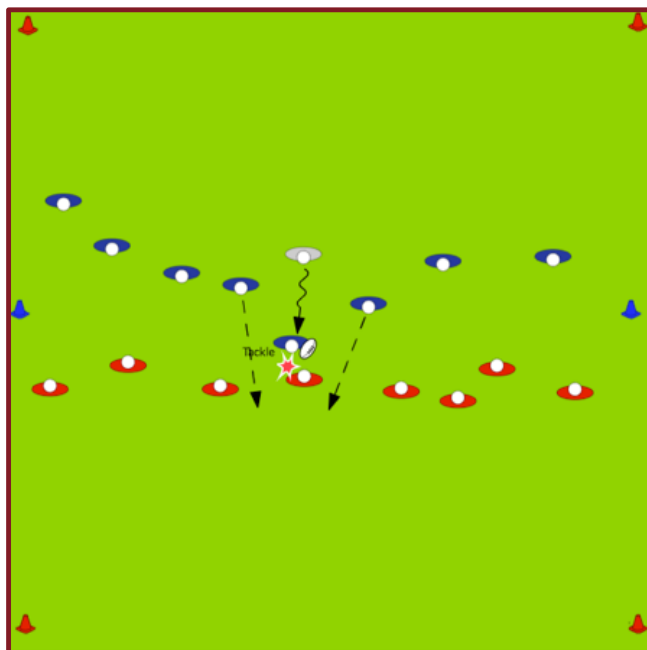
- Was the level of challenge about right for the desired outcomes
- Did the defender achieve what I wanted and display understanding.
- Identify players if any that may need further help
- Was session enjoyable for players, did I delegate coaching to assistants?

NOTES

Mini Rugby - WALK RUGBY- DEFENCE FOCUS

How to Play

- Max 8 v 8
- 20m x 20m (adjust to players ability)
- Players can only WALK
- Full tackle
- Ball carrier can pass out of tackle
- No defensive breakdown contest allowed
- On scoring a try ball is left on ground and opposition can play straight away
- Or On Scoring Turn and Burn (i.e. scoring team keeps ball and attacks in opposite direction straight away)



Mini Rugby - Walk Rugby - Defence Focus

Cornerstone Focus Variation:

- Focus on tackle technique - walking depowers the tackle and gives advantage to tackler

The Tackle

Desired outcomes:

1. Tackler using good tackle technique in the final "go" phase of making a tackle

Decrease Challenge

- Decrease Challenge
- Reduce Player Numbers
- Increase width of pitch
- Bump Tackle only i.e. foot in shoulder on - no grab/follow through
- Restart after a score at half-way line
- Countdown "1-2-3" after tackle before ball can be passed to allow more time for defence to organise

50%

What to watch for and Coaching Cues:

“Go”

EYES-FEET-BITE

“Eyes”

- look over your sunglasses
- “Feet”**
- Foot in
- Boxers Jab - Punch through BC
- shoulder on - hit don’t be hit
- “Bite”**
- Wrap - Chop - Squeeze
- Drop & Shock - Head up
- Ear in the pocket
- Punch one more foot in the ground
- Leg drive - chase and finish on top

Coaching Questions:

- What is the correct tackle technique?
- What should your feet/hands/head etc be doing in the tackle?

Increase Challenge

- Increase player numbers (monitor activity levels)
 - Decrease width of pitch
 - Encourage ball carrier to “fight” through tackle
- To increase intensity - On tackle being called all players must get on ground and back up before they can play the ball or tackle
- Use a second ball to restart game- coach throws into game at random restarts (throw to players not engaging)

100%

Reflection

- What words/coaching cues did I use in this activity?
- Do my players understand my rugby language?

NOTES

Mini Rugby - 1 v 1 Tackle

How to Play

- 1 v 1
- Line players up along a line in pairs
- Vary Distance to depower tackle
 1. Players 6" apart (6" Tackle)
 2. Players 1 meter apart (1m Tackle)
- Vary Aspect
 1. Front
 2. Side
 3. Behind



Mini Rugby - 1 v 1 Tackle

Decrease Challenge

- 50% Intensity
- Tackler Starts on 1 knee
- When distance is increased to 1m Tackle dictate to ball carrier which way he must go so tackler knows which shoulder he will tackle with

50%

Ball Carry, Evasion & Continuity

Desired outcomes:

1. Tackler using good tackle technique in the final “go” phase of making a tackle

100%

Increase Challenge

- Increase distance between tackler and ball carrier
- Introduce a pass to the ball carrier

Coaching Questions:

- What is the correct tackle technique?
- What should your feet/hands/head etc be doing in the tackle?
- Is it easier to hit or be hit?

What to watch for and Coaching Cues:

“Go”

EYES-FEET-BITE

“Eves”

- look over your sunglasses
- “Feet”**
- Foot in
- Boxers Jab - Punch through BC
- shoulder on - hit don't be hit
- “Bite”**
- Wrap - Chop - Squeeze
- Drop & Shock - Head up
- Ear in the pocket
- Punch one more foot in the ground
- Leg drive - chase and finish on top

Reflection

- How many of the players engaged in this activity?
- Do I have more players with good tackle technique today than I did a week/month/year ago?

NOTES

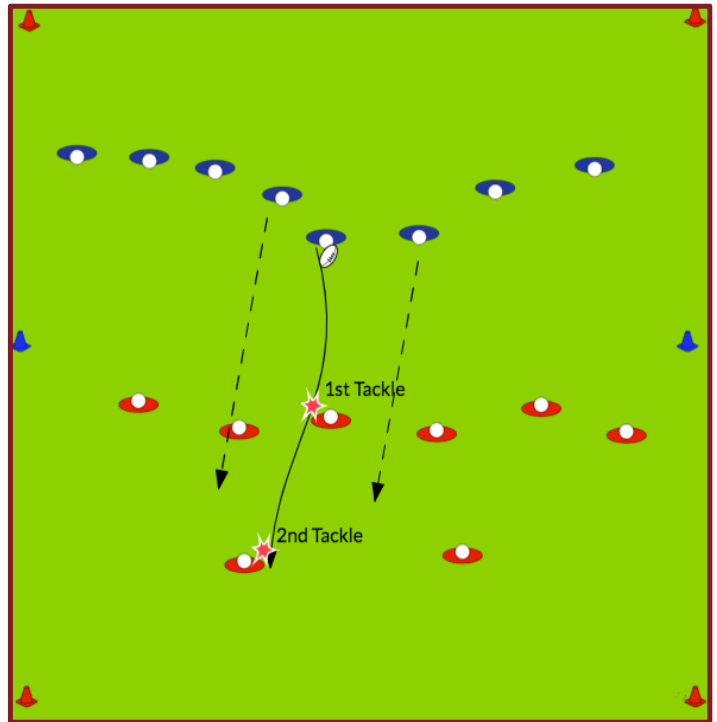
Mini Rugby - RUGBY PRIME (2 Touch)

How to Play

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- On scoring a try ball is left on ground and opposition can play straight away

Coaching Challenge

- Only speak when the ball is in play.
- Get 3 pieces of feedback from a co-coach.



Mini Rugby - Rugby Prime (2 Touch)

Cornerstone Focus

- Setup 6" Tackle on 2nd touch to achieve a depowered tackle

Decrease Challenge

- Increase Player Numbers
- 1 touch then tackle
- Decrease width of pitch
- Give more time for players to understand their roles
- Overload Defence Numbers
- Reduced activity 1v1 at pitch side running concurrently.

50%

The Tackle

Desired outcomes:

1. Correct tackle technique
2. Players are tracking opposition
3. Staying Square and going forward

100%

What to watch for and Coaching Cues

"Go"
LOOK-LINK-LINE

"Balance"
CHOP-STAY BIG

"Go"
EYES-FEET-BITE

Increase Challenge

- Decrease player numbers (monitor activity levels)
- Increase width of pitch
- Encourage ball carrier to beat the tackle
- Go to ground offload encourage continuity
- Overload Attacking Numbers
- All Defence and/or Attack Players do a down & up after Tackle before they can play
- 2 D into pillar positions

Coaching Questions:

How can we make it harder for the attack?
What was the person to your left/right doing?
How did that tackle feel?

Reflection

- How many players achieved today's desired outcome?
- What will I do differently next time?
- Player enjoyment and coach use of available resources

NOTES



REVIEW

Did I achieve what I had set out for the session?

I.D.E.A

Introduction - Demonstrate - Experience - Assist

What will I, STOP - START - CONTINUE?

Did the Players understand what message
I was giving them?

Be Honest

Each Coach will have different questions they ask themselves but we would like them to be open question's that require more than 1 word response