

## USA Rugby Level 200 Coaching Clinic

### Goals for the Clinic

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### Principles of Attack

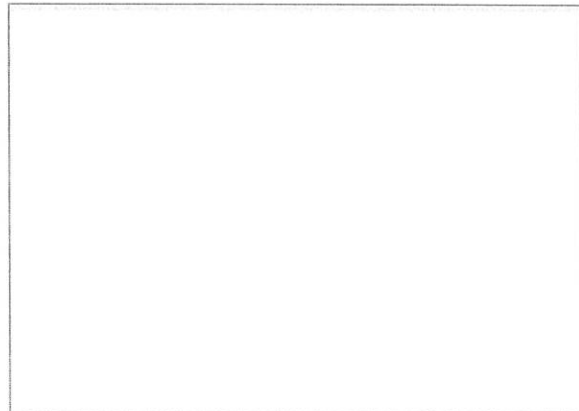
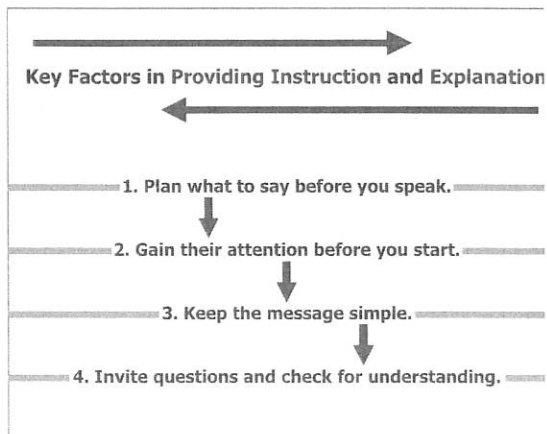
- 1) Gain Possession
- 2) Go Forward
- 3) Support
- 4) Maintain Continuity
- 5) Apply Pressure
- 6) Score!

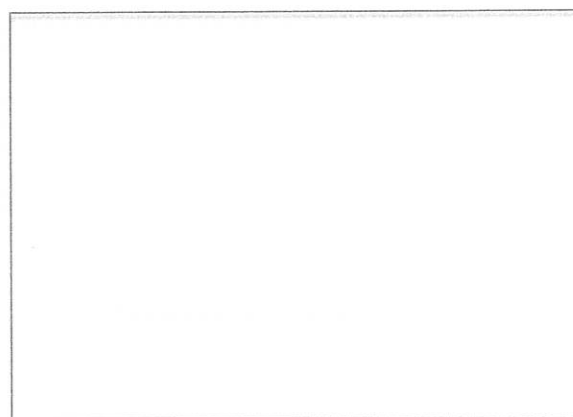
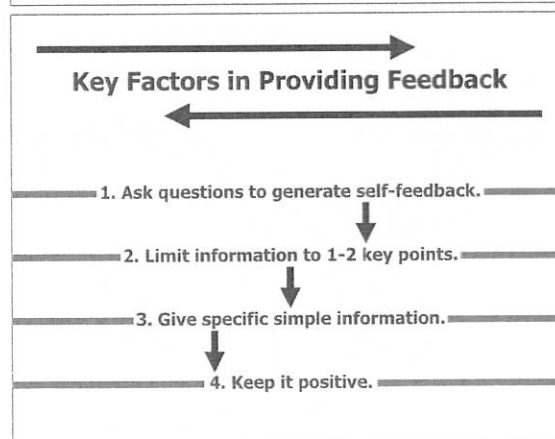
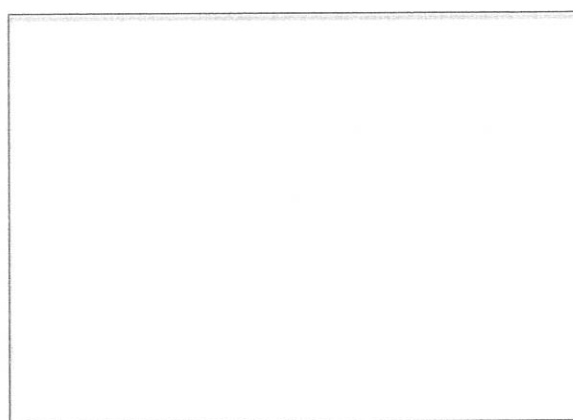
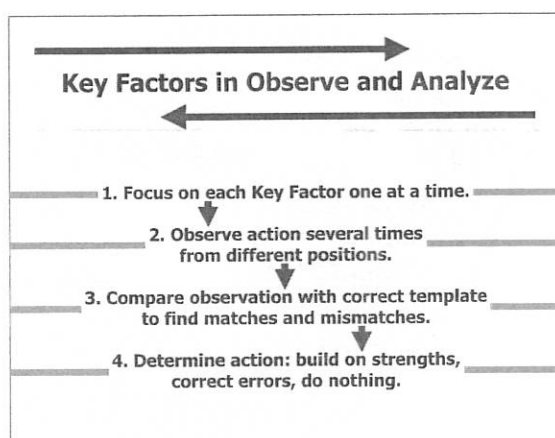
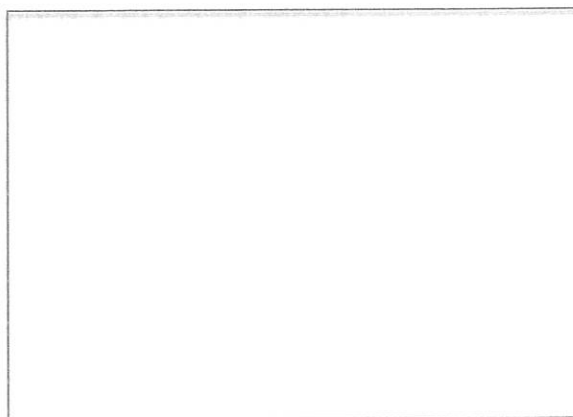
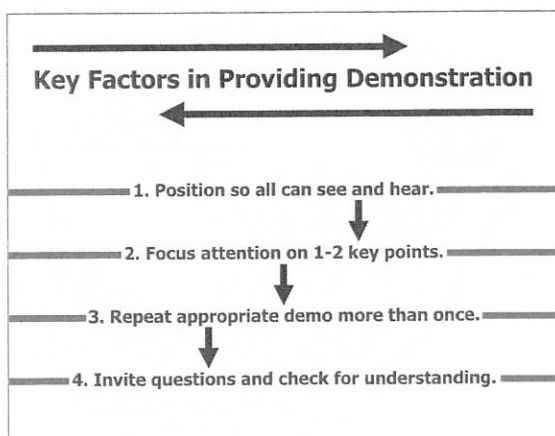
### Principles of Defense

- 1) Contest Possession
- 2) Go Forward
- 3) Apply Pressure
- 4) Prevent Territorial Gains
- 5) Support
- 6) Regain Possession
- 7) Counter Attack

### The Four Steps to Effectively Deliver Information

1. Instruction and Explanation
2. Demonstration
3. Observe and Analyze
4. Provide Feedback





## Review Process

To the Coach:

- What went well with your coaching?
- What did not go so well with your coaching?

To the Players:

- What went well with the session?
- What did not go so well with the session?

To the Coach:

- Based on your self reflection and the player feedback, what are you going to do differently in your next session?

## Principles of the Game Session

Coach Self Reflection: \_\_\_\_\_

\_\_\_\_\_

Player Feedback: \_\_\_\_\_

\_\_\_\_\_

## Contact Session

Coach Self Reflection: \_\_\_\_\_

\_\_\_\_\_

Player Feedback: \_\_\_\_\_

\_\_\_\_\_

## Set Piece Session

Coach Self Reflection: \_\_\_\_\_

\_\_\_\_\_

Player Feedback: \_\_\_\_\_

\_\_\_\_\_



## USA Rugby Level 200 Coaching Assessment

Name:

Date:

Location of Clinic:

Coaching Competency	✓	Initial
A Principle of Attack or Defense was coached in the session		
The coach included the coaching of a Key Factor(s) during the session		
The coach used a rugby like game in his/her session		
The coach stated the goal of the session during the introduction		
The coach focused on one or two key points in the session		
The coach mentioned the applicable law(s) during the session		
The coach used open ended questions to <i>check for understanding</i> multiple times during the session		
The coach used a demonstration during the session		
During the session wrap up the coach's feedback to the players was based on specific observations of the session		
Players had the opportunity to ask questions multiple times during the session		
The coach was open to feedback during the review		
The coach used self reflection and feedback to plan the next coaching session		
<b>The coach used progressions during the tackle/tackle contest session</b>		
<b>The coach used Key Factors during the tackle/tackle contest session</b>		
<b>The coach checked for understanding during the session</b>		
<b>The coach used progressions during the scrum session</b>		
<b>The coach used Key Factors during the scrum session</b>		
<b>The coach used the four step coaching process during a contact/scrum session</b>		
<b>The coach included the applicable law(s) in their contact/scrum session</b>		

NOTE: The bolded competencies must be checked for the coach to achieve USA Rugby certification.



## USA Rugby Level 200 Coaching Course

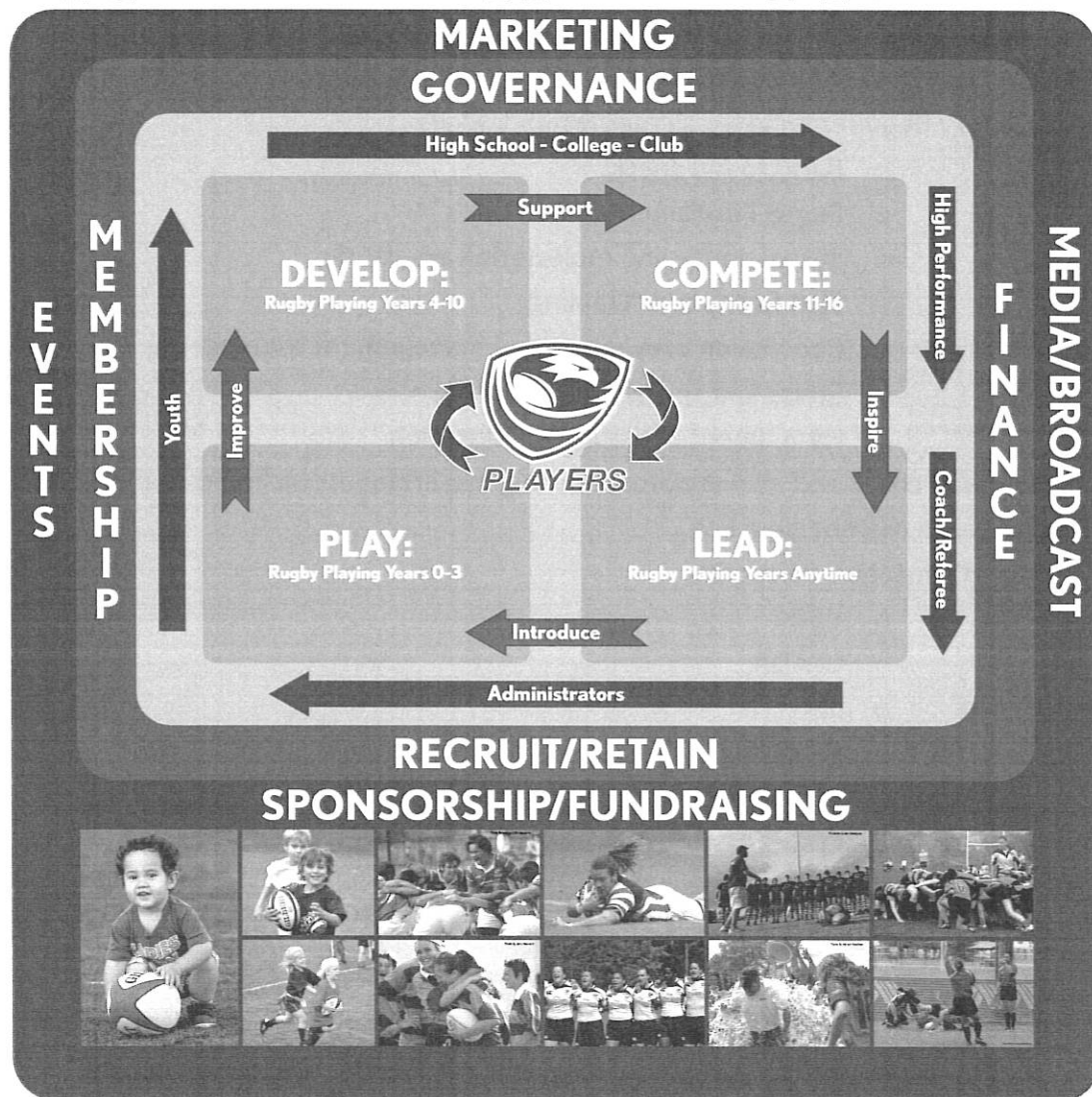


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## The American Rugby Model

# AMERICAN RUGBY MODEL



The objectives of USA Rugby are to improve the international success of all US teams (age groups, 15's, 7's, Olympics, World Cup, and World Series) and to increase participation in rugby in the US at all levels. **The American Rugby Model (ARM)** is an integrated strategic sport development system, which aligns the major components of the Long-Term Development Model with the organizational and competitive structure of rugby and sports participation in the US.

### The Focus

It is the Players that are at the core, and the heart of USA Rugby. All the other stakeholders, services, programs, features are important but are secondary to being "player focused". Success requires extraordinary commitment, fueled by passion, born

of love for the game. The well being, development, and support of the players is paramount to rugby in the US being successful, both in participation and in competition. US Rugby will not compromise the well being of the players for ANY reason.

## **The Strategy**

### **Protect our Players and Coaches**

Mandatory Requirements for all registered coaches

- Background check
- Rugby Fundamentals and Laws
- Sexual abuse and molestation education
- First Responder Training
- Concussion prevention and management training
- Ethics and sportsmanship education
- Harassment and bullying education

Background check and all mandatory training requirements included in annual USA

Rugby Coach Membership Fee

Top-level education partners

- USOC
- USADA
- IRB
- NFHS
- ASEP
- CDC

### **Grow our Coaches and Volunteers**

- Clear Path Development and Certification Pipeline
- Multiple coach certification entry points and equivalents
- Best training from the US and around the world
- No repetition just progressive education and professional development
- Scope of curriculum based with National Standards for Sport Coaches
- Brand and recruiting strategy based on the top level of coach development and player protection in the USA

### **Prepare for Victory**

- Elite Performance Model – Best Practices
- Rigid Requirements for advancement to top levels
- International rugby, coaching and sport science experts at Annual national Rugby Coaches Academy
- Coach Development Network to support coaching expertise



## Coaching Management

Coaching has a lot to do with your technical knowledge of the game but a big majority of being in the coaching role is being able to effectively and efficiently manage your team. Everything from parents to practice plans, a coach's job is never done. USA Rugby is committed to creating better-rounded coaches by providing resources in each avenue of the coaching process. Below you will find some helpful information that is key for coaches to consider as they begin to plan their rugby seasons.

### **Roles and Responsibilities of the Coach**

- Season team goal setting
- Individual goal setting
- Game day organization
- Risk management
- Referee interaction
- Parents
- Logistics

### **Coach interaction with parent**

- Establish relationships and boundaries
- Keep communication open
- Ask for help
- Use delegation to help achieve tasks
- Educate parents in the spirit and respect of the game, the referee, the opponent and coaches

### **Coach Interaction with a referee**

- Referee interprets the law to create a contestable, fair and safe game
- Referees are held in high regard and refereed to as "Sir" or "Ma'am"
- Only the team captain should interact with the referee on the field
- Referee should be respected by players, coaches and supporters

### **Risk Management**

To be prepared, coaches should know and prepare for different situations that may arise during the course of the season. Below are some things to think about, resources and tips for preparing for risk management at all levels.

#### **Thing you should know**

- The emergency action plan for all practices and games
- Players have submitted a physical and have doctor's clearance to play
- Players are registered and insured with USA Rugby
- Team coaches are certified, registered and insured with USA Rugby

### Tips & Resources:

Recognize that as a contact sport, rugby has inherent risks, be prepared and well versed in the following areas:

#### Coach/Administrator Preparation

- Emergency action plan

#### Player Preparation

- Fitness, agility & skill level

#### Potential Safety Concerns

- Contact with other players and the ground

#### Other Risks

- Weather/field conditions

### Planning

Prepare, plan and organize! Three keys words to becoming a successful coach.

# The Coaching Process

## Four Steps to Effectively Deliver Information

- 1) Instruction and Explanation Phase – Coaches should provide details to the players about what the goal of the activity is, the sport-specific context, and what the desired outcome is for the training session.

### Key Factors in Providing Instruction and Explanation

1. Plan what to say before you speak.
2. Gain their attention before you start.
3. Keep the message simple.
4. Invite questions and check for understanding.

- 2) Demonstration Phase – Especially when new skills or techniques are being introduced, showing how to perform a skill helps players to understand the desired actions.

### Key Factors in Providing Demonstration

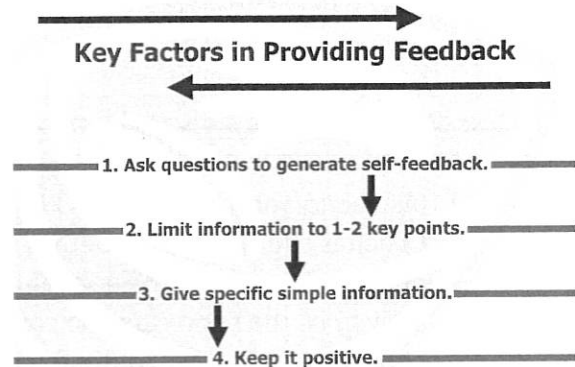
1. Position so all can see and hear.
2. Focus attention on 1-2 key points.
3. Repeat appropriate demo more than once.
4. Invite questions and check for understanding.

- 3) Observation and Analysis Phase – As players attempt to imitate the demonstrated actions; coaches should watch the player's performance and compare what they see to the shared goals and key points determined in the instructional phase.

### Key Factors in Observe and Analyze

1. Focus on each Key Factor one at a time.
2. Observe action several times from different positions.
3. Compare observation with correct template to find matches and mismatches.
4. Determine action: build on strengths, correct errors, do nothing.

- 4) Feedback Phase – At the close of the session, coaches should use open-ended questions to determine if the goals were achieved and players' perceptions of the session match the coach's observations. This phase is critical to the development of both the players and the coach.



### Principles of the Game

Rugby is a unique sport and some portions of the game can seem confusing when first presented. In order to provide coaches and players with a basic framework to explain the game, the principles of play were established. These principles are split in to two specific categories of attack (team with the possession of the ball) and defense (team without the ball). Note that position on the field does not dictate whether a team is attacking or defending, instead it is determined by who has possession of the ball. To preserve the unique nature of the sport of rugby, the International Rugby Board has established the following principles of attack and defense:

#### Principles of Attack

- 1) Gain Possession
- 2) Go Forward
- 3) Support
- 4) Maintain Continuity
- 5) Apply Pressure
- 6) Score!

#### Principles of Defense

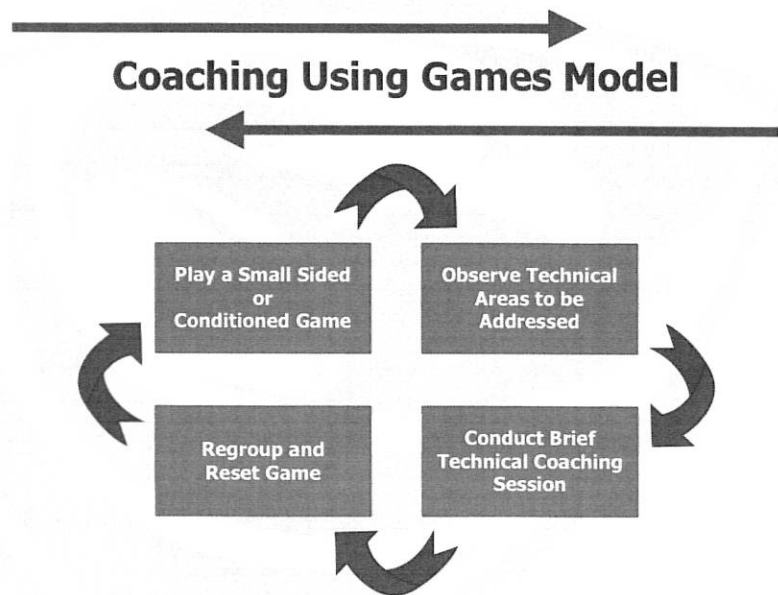
- 1) Contest Possession
- 2) Go Forward
- 3) Apply Pressure
- 4) Prevent Territorial Gains
- 5) Support
- 6) Regain Possession
- 7) Counter Attack

## The Use of Questioning & Coaching Using Games

Using a game-like training activity has many benefits including enhanced conditioning, intensity, and improvements in decision-making. The more game-like changes are added to traditional drills the closer training session come to mirroring what actually happens in a rugby match. Practice how you play!

### Advantages of coaching using games:

Match-like  
Decision-making  
Complementary  
Skills based  
Diversity  
Problem solving  
Fitness  
Motivation  
Repetition  
Competition  
Team building  
Full on activity



### Three types of Games we can use while training:

- Small-sided games- Small sides fast action, defense and attack
- Conditioned games- Isolate skills with constrained rules
- Game situations-Game like situations to test skills under pressure

Questions can be used to check for:

- Knowledge: Do our players recall, reproduce list a given piece of knowledge
- Comprehension: Do they understand what this knowledge represents?
- Application: Can they apply this knowledge to a game situation

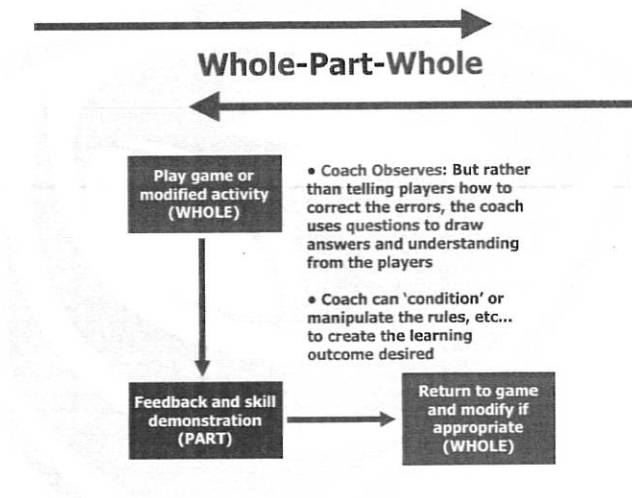
Players can use their answers for:

- Analysis: Can they compare, contrast, examine and test the knowledge with other inputs
- Synthesis: Can they collect, assemble, integrate and organize similar pieces of knowledge
- Evaluation: Can they appraise, choose compare predict and evaluate use of knowledge

Coaches can use questioning to understand the players comprehension of the strategies, tactics, and skills of the game by:

- Convergent Question: Leads to a specific answer(s)
  - o E.x. Which teammate is your best passing option?
- Divergent Question: Leads to multiple answers
  - o Ex. what are at least 3 things you and your teammates can do to create more passing options?

### Whole Part Whole



Whole vs. Part Practice-Coaches often reflects on what method of instruction is best to use when teaching skills. As discussed in the coaching using games section, the goal for all USA Rugby certified coaches is to develop training activities and coaching practices that mirror environments similar to match competition. After a principle of the game has been selected, designing the training activity is the next logical step.

If there is a limited amount of risk involved in a specific skill or activity it is perfectly acceptable, if not encouraged, for a coach to let the players play right away! The closer training activities mimic game situations, the faster athletes will develop their skills. The practice of Whole-Part-Whole coaching technique focuses on limited direct instruction and more athlete discovery.

### The Importance of Progressions

Progressions allow a coach to take the next step in the developmental process. Using the fundamental building blocks of the game of rugby allows us to introduce one piece of a skill or technique at a time to help players master an understanding of each component and build up to executing the whole process. Progressions can be used in multiple but effective ways.

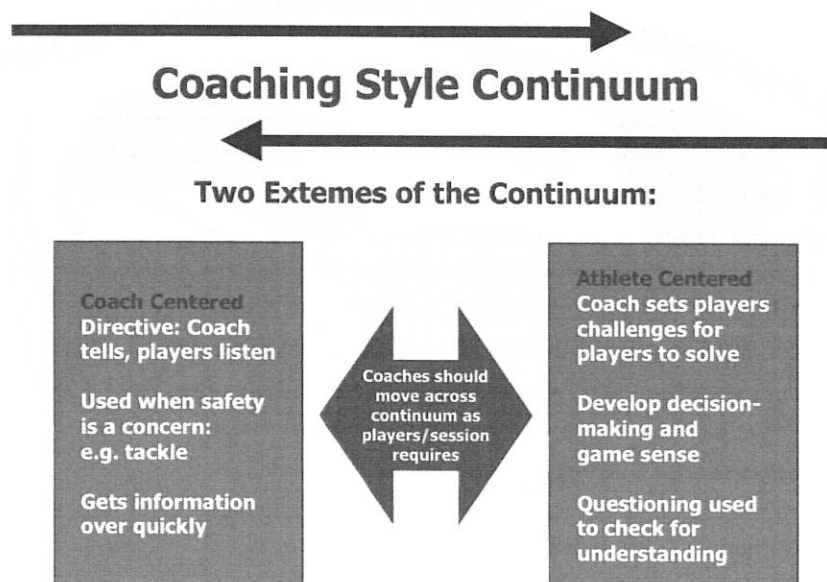
- Building up to a specific technique, ex. Using progressions to tackle correctly
- Building on a specific skill
- Building a practice
- Building a season
- Building a team
- Building a program

As a coach using progressions ensures that players understand what you are trying to teach them by demonstrating each component. It also ensures that we as coaches do not over teach or over complicate the game. We have to understand that players can walk before they run, or in game of rugby, pass and catch before running a passing line, running a passing line before executing a switch. It is important that we coach techniques this way and set up our practice sessions to compliment this. We as coaches need to be patient with our players and use our practices to progress them through the game.

## Advanced Teaching & Understanding the Game

As you develop and grow in your coaching technique/philosophy you will be given more advanced tools to assist in this journey. These educational resources will help you effectively connect with your players. This section will add on to the information obtained in Level 100 Coaching Rugby Essentials and help build more tools in your coaching resource tool belt.

### The Coaching Continuum



As you look back at your own athletic careers, what qualities did the best coaches you came in contact with possess? Some common answers to this question relate to teaching abilities, sense of humor, caring and concern for others, and many more positive attributes. The purpose of this section is to help coaches understand that coaching exists on a continuum that ranges from directed to guide coaching styles. There are specific situations where different coaching styles must be applied to ensure the safety and enjoyment of all athletes. It is the goal of USA Rugby to develop athlete-centered coaches who work to enable athletes to perform at their best while enjoying all the benefits rugby has to offer. The beauty of rugby is players are forced to make decisions, the more our coaches can adapt to a style that encourages this type of critical thinking, the greater our athletes will perform. It starts with coaches at the grass roots all the way to the national stage!

There are two very different ends of the coaching continuum. As you move along the scale of coaching styles within context and task based activities, it is important to notice the differences. An athlete-centered coach tends to adopt more guided coaching practices. If you were to attend their trainings it would be likely to witness less structured activities taking place. There would also be less explicit instruction and a greater amount of player freedom and decision-making going on. Take note of who is doing most of the talking during the instructional segments; athlete-centered coaches often ask questions to pull information for the player pre-existing knowledge. A training lead by an athlete-centered coach may even look a bit chaotic as they encourage players to work out how best to master a skill-based game. Except when specific elements of safety are being addressed, there are likely few direct commands being given to athletes as they develop their skills.

### Key Factor Analysis (KFA)

The building blocks of any skill or sport-related activity are called key factors. Coaches use key factors as a means of communicating the parts of the skills and the behaviors they want athletes to perform on a regular basis. An important coaching tool that all coaches must use is Key Factor Analysis (KFA). This process breaks skills down into their component parts, which when performed correctly and in sequence, will enable players to execute the skills. KFA provides coaches with a fixed skill template to compare players' performance against and helps coaches identify which steps the athletes are performing incorrectly. Coaches can then focus on the areas that provide the most benefit to player performance. An example of a key factor template for strong body position in a pre-contact situation is as follows:

#### Key Factor Template – Pre-contact Body Position:

- 1) Head in neutral position with eyes looking forward
- 2) Feet shoulder width apart
- 3) Core tensed



- 4) Shoulders above hips
- 5) Knees bent and pelvis tilted forward
- 6) Chest out with a flat back

As a coach is observing and analyzing the actions of the players, they should always keep the key factors of the skill in mind. Using the key factors as a “checklist” for players often helps them to recall information, which encourages self-reflection and correction. KFA is the coach’s best tool they can use when figuring out how to help athletes improve their skills.

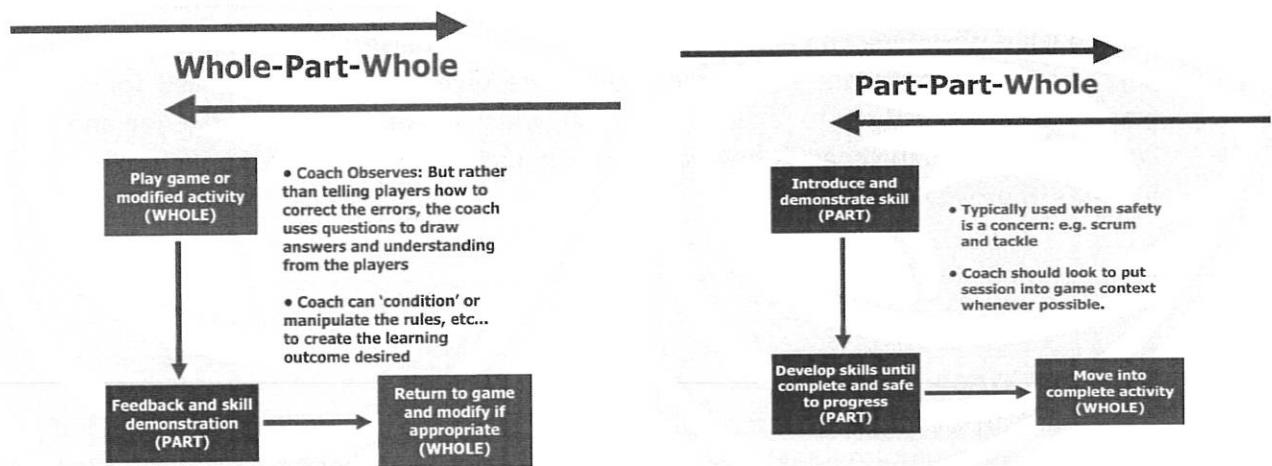
For additional Key Factors, please refer to the appendix.

### Part-Part-Whole

As coaches are developing practice plans they must consider a number of factors, but most importantly, they should be concerned with safety. As there is potential for injury in specific contact elements of the game of rugby due to the complexity of certain skills, it is appropriate to break down instructions into smaller pieces. This coaching technique is known as **Part** instruction.

For example: When introducing activities such as scrummaging and tackling, coaches must gradually progress athletes through the learning process.

In situations where safety is a major concern, coaches should instruct the parts of the skill first. The Part-Part-Whole approach to coaching is the safest and most effective method of providing instruction, especially for contact-oriented elements of the sport. In Part-Part-Whole instruction, the coach first introduces and demonstrates the movements with regard to the key factor template. They then assist athletes in developing skills through controlled movements and directions until they have observed and appropriate level of skill mastery. After multiple repetitions and adequate understanding has been observed, it is then safe to progress. The coach then moves into explaining and directing athletes as they practice the whole activity. In the case of a scrum, a coach may explain, demonstrate, and observe the body position prior to scrum engagement, then allow players to bind together in a 1 on 1 sequence, and finish by allowing players to compete by pushing past a set marker. Part-Part-Whole practice gradually introduces key factors so players learn difficult skills in a comfortable and safe environment.



### Drill v Skill

A drill vs. a skill development is a very important concept in the game of rugby. As a coach it is essential for you to have a basic understanding of this concept and apply it to your coaching. At practice when you run a drill, what is your goal or outcome? Is your focus on execution? What determines success for your drill? When running a drill makes sure that you are focusing on improving particular skills that give players the tools to execute a successful skill. Your drill should offers repetition of a particular skill in order to successfully complete the drill. As a coach you should be able to observe improvement in the player's skill development as he/she moves through the drill. The ultimate way to observe a players skill development is to create a game like environment when they are required to use their skill under pressure while making decisions. Running a drill against opposition is the only way to ensure this improvement.



## The Review Process

The review process is critical for the improvement in coaching best practices. It is important that as a coach you self-reflect and seek peer/player feedback. Asking what went well, what did not go well and how can you improve moving forward is the best way to assess how effective you are being as a coach. It also allows you to gain understanding of your players understanding. You can apply the review process to a particular game or drill, or the season as a whole. The review process is a tool for coaches to use in any way to help continuous improvement. Remember we are constantly asking our players to work harder, learn and improve. As a coach you must look in the mirror and ask the same of yourself. You owe it to your players to constantly improve, learn and work harder as a coach.

To the Coach:

- What went well with your coaching?
- What did not go so well with your coaching?

To the Players:

- What went well with the session?
- What did not go so well with the session?

To the Coach:

- Based on your self reflection and the player feedback, what are you going to do differently in your next session?

## Safety in Contact:

### Safety in contact basics

- **Objectives:** safely and effectively tackle; be tackled in a manner that allows for safety and game continuity
- **Responsibilities:** identify and execute tackle safely and within the laws, safely retain body position that allows for ball placement after tackle to maintain possession
- **Skills:** identify who is to be tackled, quick feet, good tackle form, body control, effective ball placement

### Ball Carrier key factors

- Low body height
- Balance and stability
- Legs continue driving
- Two hands on ball
- Present "hard" body parts to tackle(shoulder/hip)
- Fall on knee, hip, back of shoulder (do not use arms/hands to break fall)

- Rotate so ball carrier's back is to opposition
- Present ball to own team

### **Tackler Key Factors**

- Low body height
- Head behind – “Cheek to Cheek”
- Head up – chin off chest
- On balls of feet
- Elbows in
- Wrap arms around ball carrier
- Drive with legs and core

### **The Ruck**

What is a ruck? The ruck is formed when one or more players who are on their feet contesting close over the ball. In this video, the two players who go into a tackle will have a support player from either side come and contest over the ball.

Coming through the gate – The referee needs to make sure players are coming through the gate, or coming straight over their teammate. If the player fails to do so, they illegally have entered the ruck.

### **Ruck Basics**

**Objectives:** maintain possession and position break down for ball retention.

- **Responsibilities:** body positioning, strength, speed, balance, agility, aggression, and field sense.
- **Skills:** knowing your roles and threats in order to position you effectively and safely in the ruck

### **Roles in the Ruck:**

Rucker

Combat

Firewall

A basic ruck is made up of three roles: the rucker, the combat and the firewall. Each role has a unique role and responsibility. The rucker initiates and contests for possession, the combat links on in support of the ruckers goals and lastly the firewall bookends to conceal and maintain the ball. All players maintain strong proper body positioning throughout while moving their feet to go forward and win.

### **Maul Basics**

The maul is formed when a ball carrier is standing and is in contact with a player from each team. The contest turns into a pushing contest as each team tries to drive the ball

forward. As with a ruck, any additional players must enter through the gate and must connect to a player involved in the maul. If the offense cannot make the ball available for distribution, the referee will stop play and award a scrum to the defensive team.

- **Objectives:** maintain possession and position break down for ball retention.
- **Responsibilities:** body positioning, strength, speed, balance, agility, aggression, and field sense.
- **Skills:** knowing your roles and threats in order to position you effectively and safely in the ruck

### **Roles in the Maul:**

Ball Carrier

Ripper

Combat

The basic maul is made up of three roles: ball carrier fights to stay on feet and protect the ball, the ripper links with ball carrier and rips the ball to move it to the back of the maul, the combat links with the ripper and ball carrier to prevent the opposition from attempting to steal the ball.

## **Set Piece**

### **The Scrum**

#### **Scrum Basics**

- **Objectives:**

#### **Offense**

Provide a solid platform to launch an attack

Provide quick, quality ball for backline

#### **Defense**

Apply pressure, disrupt opponent's possession

Cause turnover/regain possession

- **Responsibilities:** proper body position and binding, aggression, consistent high effort during scrums
- **Skills:** core strength, proper body position, effective binding on teammate and opponents (front row)

#### **Scrum**

- **Key Factors:**

Core strength

Spine in line

Back in strong "flat" position

Feet shoulder-width apart

Hips, knees and ankles at 90 degree angle

Shins parallel to ground

- **Proper Body Profile**

**Objectives:** be in strongest body position for pushing and transfer of power from individual to unit of 8

**Responsibilities:** strong flat back, feet in proper pushing position, low body height, spine in line of direction of desired push, legs in strong drive position

**Skills:** core strength, aggression, knowing/executing objectives & responsibilities

- **Proper Binding**

**Objectives:** consolidate power of 8 together and create forward push

**Responsibilities:** tight binds that prevent splitting, binds based on core and arm strength and position and not just fingers holding cloth

**Skills:** core strength, arm strength, knowledge of leverage and body mechanics, aggression, know/execute objectives & responsibilities

## Steps to Build a Safe Scrum

### 1. Body Position

Feet positioned shoulder width apart

Head in a neutral position, eyes looking forward

Knees bent

Bend forward at the waist with flat back and shoulders above hips

Core tensed and weight balanced on both feet

### 2. Front Row Binds

Hooker sets on the referees mark

Hooker has right foot in front of the left

Loose head prop (left of hooker) binds on the Hooker near the shoulders in the middle of the back and the Hooker binds on the Loose head prop the same way

Tight head prop (right of hooker) binds on the Hooker near the shoulders in the middle of the back and the Hooker binds on the Tight head prop the same way

Front crouches together using the Key Factors of Body Position

Hooker calls in Second Row

### 3. Second Row Binds

Bind together as the Front Row get set up

Get into crouch position or take a knee

Shoulder of Second Row is under the buttock of the Prop and the bind holds the shoulder to the buttock

Keep head up and eyes looking forward

Drive through the shoulder connected to the prop

Feet remain shoulder width apart during the scrum

### 4. Back Row Binds

Crouch using the Key Factors of Body Position

Shoulder of Flanker is under the buttock of the Prop and bind holds shoulder to buttock

Each shoulder of Number 8 is connected to a Second Row

Drive through the connected shoulder(s)  
Feet remain shoulder width apart during the scrum  
Number 8 squeezes the hips of the Second Rows to direct the drive of the scrum

### 5. Engagement

Follow the Referee's instructions and engage on the invitation  
CROUCH – Strong body position, core tight and firm binds  
BIND – Props bind to the outside shoulder/back of direct opponent  
SET – Drive into contact, Front Row head goes to the left of direct opponent  
After engagement, shins parallel with ground and knees are bent  
Heads are neutral, back is flat and eyes are looking forward  
Feet remain shoulder width apart

### 6. After Engagement

Scrum half puts the ball in the tunnel between the teams  
Hooker strikes the ball by sweeping the right leg and contacting with the right foot with enough force to move the ball to the back of the scrum  
Players drive straight with backs flat, feet shoulder width apart and eyes forward  
Number 8 controls the ball with feet  
Scrum half and Number 8 assess the options and distribute the ball

## The Lineout

Lineout Basics:

- **Objectives:**
  - Offense**  
Provide a solid platform to launch an attack  
Provide quick, quality ball for backline
  - Defense**  
Apply pressure, disrupt opponent's possession  
Cause turnover/regain possession
- **Responsibilities:** proper body position to jump and lift, quick movement on the ground, speed into the air
- **Skills:** core strength, proper body position, effective communication with teammates

## Steps to Build a Lineout

### 1. Lineout Jumper

Inside foot forward, balanced on the ball of the foot  
Hands up with fingers pointed towards the sky ready to receive the ball  
Jump off two feet and extend the arms upward  
In the air, legs straight, knees together and toes pointed down  
Tight core  
Arms extended to take the ball early  
Watch the ball into the hands  
Either distribute to scrum half or bring the ball into the chest

Communicate with lifters to "HOLD" or "DOWN"

Turn back to the opposition on descent

Land in athletic position with feet wide and a low center of gravity

Distribute the ball

## **2. Lifter**

Set up along the line of touch

Athletic position with flat back and on balls of feet

Hands in front of chest ready to lift

Focus on jumper

Step towards jumper and dip to lower body height

Front lifter: supports just above the knees

Back lifter: supports underneath the buttocks

Lift with the legs and drive arms into the air

Finish with wrists, shoulders, hips and ankles in a straight line

Control descent of jumper back to the ground

## **3. Throw**

Athletic position (feet level or with dominant foot forward)

Ball held in the fingers with the dominant hand at the back of the ball

Start with the ball behind the head

Pick a target where the jumper will meet the ball

Use core to power the throw

Push elbows forward to throw the ball

Follow through and finish with hands pointing the target

Re-join play

## **Skills with Key Factors**

The key factors listed below are the components that allow a player to perform the skill in each module. Remember to refer back to the Key Factors during the activity to measure the ability of the players to perform the required skill.

### **Evasive Running**

- **Key Factors:**

Ball carrier attack a defender

Change direction close to the defender (side-step, swerve, and/or change of pace)

Move into the space away from the defender

Accelerate to take advantage of the space

### **Passing**

- **Key Factors:**

Run straight

Hold the ball in both hands

Force defender to move to create space

Stay balanced



Turn side-on to face the supporting receiver  
Swing the arms in the direction of the pass  
Use elbows and wrists to control the speed, flight and accuracy of the ball  
Pass to the target area in front of the receiver  
Support the receiver

#### Catching

- **Key Factors:**

Run into the space created by the passer  
Stay behind passer to allow acceleration towards the flight of the ball  
Extend the hands to catch the ball early  
Watch the ball into the hands  
Catch the ball with the fingers and hands

#### Punt Kick

- **Key Factors:**

Stand holding the ball in a relaxed, athletic position  
Shoulder forward: right footed kicker – left shoulder, left footed kicker – right shoulder  
Hold the ball in both hands with the point of the ball aligned with the foot  
Allow the ball to fall to the striking position and maintain alignment  
At the same time:  
Non-kicking foot points towards the target  
Swing the kicking foot through the line of the ball  
Strike the ball in the sweet spot  
Adjust the flight of the ball by changing the angle of the foot and the height at which the ball is struck  
Follow through with kicking foot  
Extend the arm on the opposite side of the body for balance  
Keep the head down and eyes on the ball

#### Drop Kick

- **Key Factors:**

Hold the ball with the point toward ground for consistent bounce  
Step forward with the non-kicking foot so the in-step of the kicking foot points to the target  
Drop the ball to bounce off the ground a hips width from the non-kicking foot  
Turn the shoulder of the non-kicking foot towards the target  
Swing the kicking foot through the line of the ball  
Kick with the bone on the top of the in-step  
Follow through onto the toes of the non-kicking foot  
Use the arm of the non-kicking side for balance

#### Place Kick

- **Key Factors:**

Account for environmental factors and aim at the goal posts  
Approach the ball with the shoulder forward: right footed kick – left shoulder forward, left footed kicker – right shoulder  
Place the non-kicking foot hips width from the ball pointing at the target  
Swing the kicking foot through the line of the ball  
Follow through with the kicking foot  
Extend the arm on the non-kicking side of the body for balance  
Keep the head down and eyes on the ball

#### Catch a Kick

- **Key Factors:**

Allow room to move forward towards the flight of the ball  
Decide to attempt to catch the ball on the ground or by jumping  
Extend arms in the direction of the ball  
Present “hard” body parts (shoulder/hip) to opposition  
Watch the ball into the hands  
Catch the ball at eye level with hands, then arms and pull the ball into the body  
Prepare the body for contact

#### Ball Carrier Going to Ground and Placing the Ball

- **Key Factors:**

Low body height  
Balance and stability  
Legs continue driving  
Two hands on ball  
Present “hard” body parts to tackle (shoulder/hip)  
Fall on knee, hip, back of shoulder (do not use arms/hands to break fall)  
Rotate so ball carriers back is to opposition  
Present ball to own team

#### Placing the Squeeze Ball

- **Key Factors:**

Carry the ball in both hands  
Land on ball with chest towards ground  
Keeping spine straight, go up onto the knees  
Push the ball between the legs  
Lie flat, face down on the ground

#### Tackler

- **Key Factors:**

Low body height  
Head behind – “Cheek to Cheek”  
Head up – chin off chest  
On balls of feet  
Elbows in

Wrap arms around ball carrier  
Drive with legs and core

#### The Ruck – Rucker, Combat, and Firewall

- **Key Factors:**

Approach in a low athletic position  
Core strong  
Head neutral with eyes forward  
Flat back, bend at the knees and at the waist  
Enter through the gate  
Drive with shoulders and drive into opposition player  
Legs continue driving  
Drive opposition player away from the ball  
Maintain strong body position

*NOTE: The rucker initiates and contests for possession, the combat links on in support of the ruckers goals and lastly the firewall bookends to conceal and maintain the ball.*

#### The Maul

- **Key Factors:**

Ball carrier protects the ball  
Approach in a low athletic position  
Core Strong  
Head neutral with eyes forward  
Flat back, bend at the knees and at the waist  
Enter through the gate  
Support players bind (connect) by driving in with shoulders  
Ball carrier makes the ball available

#### The Scrum

- **Key Factors:**

Core Strength  
Spine in line  
Back in strong “flat” position  
Feet shoulder-width apart  
Hips, knees and ankles at 90 degree angle  
Shins parallel to ground

#### The Lineout

- **Key Factors:**

Line up along the line of touch\*, one meter from the opposing lineout  
Throw down the line of touch to the catcher  
Catcher jump to secure possession either by catching or deflecting the ball  
Drive up with the arms when jumping  
Catch or deflect the ball

Turn the body away from opposing players  
Land in an athletic position  
Make the ball available

\*Line of touch: Imaginary line, at right angle to the touchline at the point the ball went into touch and a ball thrown into the lineout must travel.

#### Team Offense

- **Key Factors:**

Create space by offensive alignment  
Alignment should allow sufficient time to pass the ball  
Attract an opposition defender before passing  
Pass in front of the next player  
Create a gap by individual player movement and pass the ball into the space created  
Pass the ball to a support player in space  
Accelerate through the gap  
Non-ball carriers support the ball carrier to continue the attack

#### Team Defense

- **Key Factors:**

Create a defensive wall on a slight angle from the source of possession (scrum, lineout, ruck, etc.)  
Keep the alignment when moving forward  
Move forward to eliminate the offensive teams space  
Tackle the ball carrier if the player has the ball  
If the player has passed the ball, adjust line of running to support in regaining the ball when a tackle is made  
If the ball has been kicked, run to support the player who is likely to catch or recover the ball