TEACHING RUGBY LEAGUE SKILLS
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RUGBY LEAGUE
SKILLS

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National Education Manager

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“RUGBY LEAGUE: A PRELIMINARY COURSE”

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OTHER BOOKS RECOMMENDED FOR USE AT THE PRELIMINARY NCAS LEVEL:
- Guide to Laws of the International Game of Rugby League
- Guide to Laws of Modified Games of Rugby League
- “You Coach Them!”
- “Aussie Sports” Coaching Manual
There is no doubting the place of SKILLS TRAINING in the preparation of a Rugby League player. Whatever may be said of fitness training and the psychological aspects such as motivation, dedication, etc., the skills of the game are of the utmost importance.

Should anyone wish to succeed in the game, without having sufficient skill, their attempts will be doomed.

Should anyone hope to assist players to succeed, then they should help them perfect their skill techniques... in this way they are doing them a valuable service.

Of course, when advice on skills is given it must be unquestionably correct. A player who learns poor techniques and continues to use those techniques for a number of years will find it difficult to change.

Many a player has been ruined by accepting poor or bad advice.

This book is designed to help those people who wish to give advice on skill techniques or who are working with youngsters – a time when learning the skills is of real importance.

It is to be hoped that such advisers will avail themselves of this book and become proficient skills instructors.

My thanks firstly, to Peter Kelly, of the N.S.W.R.F.L. Coaching Council, for his help when producing the original guide. Peter came to my aid and spent many hours with me on the work. All will agree that the effort produced a fine aid for all.

My sincere thanks go also to Brad Levy, who assisted greatly with the production of the earlier editions. His fine work has greatly assisted in making this book a valuable aid for all who use it.
MR. PETER CORCORAN OAM was Rugby League’s first ever National Director of Coaching. . . one of seven full-time National Coaching Directors whose positions were sponsored by the Rothmans Foundation – National Sport Division. After many years of teaching at all levels and as many seasons of successful coaching, Peter established the code’s National Coaching Scheme. He is a prolific author/editor of works on Rugby League. He has coached and lectured throughout the nation and overseas. Peter was a member and Chairman of both the Australian Coaching Council (ACC) and the ACC Technical Committee from 1983 till 1998. He was a member and later deputy Chair, from 1981 till its demise in the early 90’s and was very of Sport Coaches Australia (formerly CASCA) and is a member of ASMF, ACHPER and ASSA. He was a part-time lecturer at UNSW and a member of the N.S.W. Department of Education’s “Safety in Sport” Committee in the 90’s and was very involved in coach education with the ASC, Departments of Sport and Recreation and other institutions/agencies. In 1994, he added the National Referees’ Manager to his already extensive list of involvements and set up the NRAS – National Referees Accreditation Scheme. In 2000 he moved to the ARL Foundation as National Education (and Training) Manager.

BRAD LEVY. After graduating, Bachelor of Arts, from the University of New South Wales, and then acquiring the Diploma of Education Brad taught English and History at Patrician Brothers’ College, Blacktown. He then took on the full-time role of Development Manager for the Parramatta District Rugby League Club. Brad has enjoyed success as a coach of both Schoolboy and Junior Representative Rugby League teams. Moving to the NSWRL and later the NRL, Brad was in-charge of the NSWRL Academy and Assistant to the CEO of the NRL. Brad is an ARL Level 4 Coach, and is the currently CEO of “Parramatta Power” NSC.

PETER KELLY began his senior football career playing Rugby at Newcastle Teachers’ College. Appointed to Tumbarumba as a teacher, Peter spent these seasons with the local team under coach Don Furner. Moving to Sydney, later on, Peter was graded with both Balmain and Manly. Peter has coached throughout Australia and overseas as a member of the NSWRL Coaching Panel/Council. Having recently retired from his position as a Primary School Principal, Peter has been involved in the production of various coaching resources including the ARL Manual for Level 1 Coaches.

MR. MAX FOLEY is a freelance artist with a long association with several newspaper groups – more recently with News Ltd. Comic strips have included “Tibby the Lion” and “Max and Min, the weather people”. His work appears in a wide range of commercial promotions, books, magazines – even on car stickers!
An Anatomy of a Good Coach

Knowledge of Growth AND Development
Dedicated, Enthusiastic
Mature
Ethical
Fair
Knowledge of training methods
Effectively run practices
Evaluation of Athletes
Strategy
Humour

Effective use of personnel
Concern for the athlete
Ability to teach
Media
Communication
Motivator
Discipline
Organizational Skills
Knowledge of how the body works

TEACHING RUGBY LEAGUE SKILLS
LIST OF CONTENTS

1. **PART A**

   SKILLS – A Quick Checklist ................................................................. 8,9
   CODES OF CONDUCT ........................................................................... 10
   GAME SKILLS: Session 1 Handling ...................................................... 11
   Session 2 Tackling .............................................................................. 21
   Session 3 Evasion .............................................................................. 31
   Session 4 Kicking .............................................................................. 41
   Session 5 Scrummaging ..................................................................... 51
   Session 6 The Play-The-Ball ............................................................... 57

   GLOSSARY OF TERMS .......................................................................... 66

2. **PART B - GENERAL**

   (A) Suggested Training Session (Mini/Mod) ........................................ 67
   (B) Suggested Training Session (Juniors) ............................................ 68
   (C) Flexibility .................................................................................... 69
   (D) Guiding Principles when Coaching Players .................................. 71
   (E) Some Useful Hints – For Coaches ............................................... 74
   (F) Some Useful Hints – For Players .................................................. 75
   (G) Growth and Development ............................................................ 76
   (H) Safety in Playing Rugby League ................................................. 78
   (I ) Guidelines for Child Protection .................................................. 80
AHB Player(s). Role can be designated:
i.e. AHB – Acting Halfback

FB – Fullback

Player running with the ball
Player running without the ball
Player passing ball
Player kicking ball

Cone(s)
Tubes

Tackling Bag(s)
Player with “hit” shield
Coach
Defensive player
Attacking player

Fullback
Winger
Centre
Five-eighth (Stand-off)
Halfback (Scrum half)
Lock
Second rower
Prop forward
Hooker
Runner
Support
Bail-carrier
Marker
First receiver
Second receiver
Third receiver
### SKILLS - A QUICK CHECKLIST

#### HANDLING
- Two Hands
- Hold – cradle – centre
- Arms – elbows relaxed

#### PASSING
- Target – waist high in front
- Co-ordination – feet
- – hips
- – shoulders
- – hands
- – eyes
- Variation – short - long
- – soft - hard
- – slow - fast
- Timing
- Accuracy

#### RECEIVING FROM PASS
- Concentration – ball
- Receive – assist
- Relax body to impact
- Possession
- Control transfer

#### RECEIVING FROM KICK
- Concentration – flight
- Move feet
- Get under ball
- Turn body
- Take on full
- Reach – extend fingers
- Elbows close
- Chest – arms (cradle)
- Relax chest and knees

#### BODY PROTECTION
- Brace for impact
- Feet spread
- Turn shoulder and hip
- Small target
- Protect – ribs
  - stomach
  - kidneys

#### TACKLING
- Positive approach
- Size up – Set up
- Timing
- Positioning – head
- Drive – shoulders – feet
- Determination

#### PLAYING THE BALL
- Quickness
- Minimum movements
- Low action
- Counter interference
- Control ball

#### DRIBBLING
- Control
- Body over ball
- Knee bent over ball
- Ankle rigid – toe pointing down
- Push ball along
- Keep ball close

#### RUNNING IN POSSESSION
- Natural style – rhythm
- – balance
- Vigorous action – arm and shoulder
- High hip – knee action
- Body forward lean
- Ball – two hands (close work)
- Ball – one hand to shoulder (Swerve/fend)
- Look for support
## SKILLS - A QUICK CHECKLIST

### CHANGE OF PACE
- Create room
- Reduce pace
- Commit tackler
- Create indecision
- Maximum pace

### SIDE STEP
- Draw and commit tackler
- Deception
- Check – weight transfer
- Quickly away – new direction
- Prepare to fend

### SWERVE
- Fast easy speed
- Commit tackler
- Shorten stride
- Increase speed
- Lean away – hip sway
- Leg cross-over
- Fend

### KICKING

<table>
<thead>
<tr>
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<th>On ball</th>
<th>On ball</th>
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<tbody>
<tr>
<td>Hands</td>
<td>As for passing</td>
<td>Under side panels – front and rear</td>
<td>Forward lean, follow on. Recover</td>
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<tr>
<td>Angle of drop</td>
<td>To fit instep</td>
<td>To fit instep</td>
<td>Hands – Ball – Foot</td>
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<tr>
<td>Contact Point</td>
<td>Instep</td>
<td>Off centre of seam</td>
<td>Restricted</td>
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<tr>
<td>Foot – Angle</td>
<td>Head forward</td>
<td>Leg angle</td>
<td>Hands curled back</td>
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<tr>
<td>Timing</td>
<td>Rigid – toe down after ball touches ground</td>
<td>Rigid – toe down after ball touches ground</td>
<td>Hands – Ball – Foot</td>
</tr>
<tr>
<td>Follow Through</td>
<td>Hands – Ball – Foot</td>
<td>Restricted (stab)</td>
<td>Restricted</td>
</tr>
<tr>
<td>Balance</td>
<td>Full – directions of target</td>
<td>Forward lean</td>
<td>Forward lean, follow on.</td>
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### PUNT KICK

<table>
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<tr>
<td>Follow Through</td>
<td>Hands – Ball – Foot</td>
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<tr>
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<td>Full – directions of target</td>
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### TORPEDO PUNT

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<td>Follow Through</td>
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<td>Balance</td>
<td>Full – directions of target</td>
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### DROP KICK

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### GRUBBER KICK

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<tr>
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<tr>
<td>Follow Through</td>
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<tr>
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<td>Full – directions of target</td>
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### OVER HEAD

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<tr>
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### PLACE KICK


### UP AND UNDER (Bomb)


### BACKING UP

(D) CODES OF CONDUCT

**CODE 1: FOR THE PLAYER**

- Play for the fun of competing — not just to please others.
- A good player is a self-disciplined person — stay in control of yourself always.
- Never be guilty of any cheap shots — i.e. taking an unfair advantage of another.

**CODE 2: FOR COACH, PARENT AND TEACHER**

- Unreasonable demands made on youngsters' game should be avoided.
- Avoid any tendency to over-use a talented player.
- Be positive — avoid harsh criticism or ridicule.

**CODE 3: FOR REFEREES AND OFFICIALS**

-麦所有 rules & formats to suit the youngster, not the adult.
- Condemn all and every instance of foul or unfair play.
- Always accept with your team’s or an opponent’s.

**CODE 4: FOR SPECTATORS**

- Behave! — any unsportsmanship, language, harassment or child distort behaviour is not a good example for those who should be leaders.
- Remember that players are not there primarily to entertain you or to meet your expectations.
- Sportsmanship can be a code for living!
SESSION 1: BALL HANDLING

AIMS

• To demonstrate and give practice in the correct method of handling the ball under a variety of situations.
• To have participants appreciate the importance of developing the correct technique for the skill.

EQUIPMENT REQUIRED

• 8 -12 domes or witches’ hats – to be used as markers
• 1 ball for every two players or, at worst, 1 ball per 4 - 6 candidates.

THE SESSION - CONTENT

This Session may be divided into 2 Basic Sections

• SECTION A – Introduction
  Handling
  Passing and Receiving
  Running in Possession and Backing-Up.

• SECTION B – Catching a Kick
  Picking-Up the Ball
  Dribbling
To introduce the topic and give reasons for its importance.

To demonstrate and give practice in the correct method of handling the ball.

Carrying the Ball
Whenever possible, carry the ball in both hands in front of your body. This way you have the chance to pass, feint (or baulk), or kick. When you are running, allow the ball to move gently from side to side to help your balance.

Receiving the Ball
To receive a pass, you should be to the side of, and slightly behind, the passer. Reach out to meet the ball. As the ball reaches you, your hands and arms ‘give’ a little to take the pace from the ball. Grip the ball as if it were now glued to your fingers. Let the ball come to your chest.

NOTE: Ensure that players are comfortable and that they can see and hear all demonstrations effectively.

NOTE: The practical Session simply involves the coach supervising players as they hold the ball.

EQUIPMENT: 2 Footballs per coach.

NOTE: Follow the teaching technique to demonstrate. Explain each part of the skills first; e.g. look at how the arms are positioned for the pass. Finally, demonstrate the whole skill. (This is called the “whole-part-whole” method).

NOTE: Limit each column to a maximum of 6.

Use domes or witches hats to mark A and B.

NOTES: These are very simple exercises designed to give practices in skills quickly and easily.

EQUIPMENT: One ball per pair is ideal.
**PRESENTATION**

**TEACHING POINTS**

### STEP 1 - INTRODUCTION

**TALK** – Participants are seated in ‘horse-shoe’ formation

*List the areas to be covered and explain the time allocation.*

*Emphasise that these skills form the basis of the game.*

*The coach needs to know the correct technique.*

*The coach must be able to analyse faults and give practices to help correct them.*

### STEP 2 - HANDLING

**TALK** – Participants seated, as above.

*Hold the ball in both hands.*

*Hold ball about its centre in a cradle formed by hands.*

*Fingers are extended.*

*Arms and elbows are relaxed.*

**REASON** – the ball can be held or kicked from this holding position.

**PRACTICE** – each player to receive a pass and show how the ball is held.

### STEP 3 - PASSING & RECEIVING

**TALK** – Participants seated, as above.

Short Practical Session

Short oral instruction – players seated in ‘horse-shoe’ fashion then placed in pairs – opposite each other, 5 metres apart.

**PASSING:**

*Hand positions as shown previously*

*Aim for a target area at waist height and in front of the receiver.*

*Emphasise (a) the position and movement of arms, hands and feet, and, (b) the follow through.*

**PASSING ON THE RUN** – pass off the opposite foot (body protection).

**STATIONARY POSITION** – step towards the receiver. This gives stability and adds speed to the pass.

*Do not pass too hard – be careful of the receiver’s position.*

**RECEIVING:**

*Total Concentration is required.*

*Eyes on the ball.*

*Arms close to body and fingers extended.*

*Relax the body on impact.*

The following are sample practices. Others appear later in the book.

(i) Passing from the Ground (Fig. 1):

– Players in two columns approximately 5m apart.
– Each player, when he receives the ball, places it on the ground and then passes it to the person opposite in zigzag fashion.

(ii) Passing on the Run (Fig. 2):

– Keep the same two columns.
– Players move forward in pairs.
– When Column A player reaches the witch’s hat, he passes to his Column B partner. Both then return to the end of the opposite line.
OBJECTIVES

To give practice in passing and receiving the ball.

NOTES AND EQUIPMENT

NOTES: Players must be continually on the move. A point of calling for the ball should be made. This is a fore-runner for ‘Running in Possession’ and ‘Backing up’ skills.

STEP – RUNNING IN POSSESSION AND BACKING UP

To demonstrate and give correct practice in the correct method of holding the ball while running.
To give practice in backing up skills.

NOTES: Examples may be highlighted through the use of a blackboard or video. It should be understood, however, that practice is the important thing.
NOTE: Emphasise timing of the call of the player backing up.

PHOTO TIP

When you are running...

• Your hands cradle the ball, with your thumbs on the top panels of the ball and your fingers spread underneath.
• Look closely at your target (i.e. the receiver) by turning your upper body and head.
• Proper technique will give the ball power and direction.

NOTE: Practices are designed to game movement. They test player’s ability to follow play and think quickly.

Correct position for the hands. Notice the position of the hands.
Notice how the fingers are spread.
Turn your upper body and head to look at the target.
**Practical Session**

Demonstration followed by Practical Session.

Brief Explanation and then practical work.

**MINI – FIELD WORK** (Fig. 3) – A square 10m x 10m; 4 – 6 players move about the square seeing how many passes can be made in 30 seconds. The emphasis is on fast, snappy passes. Evaluate briefly the work done.

**Running in Possession:**
- Hold the ball in both hands – especially forwards and inside backs.
- Use a vigorous arm movement.
- If striving for speed, hold ball in one arm on side of body away from the opposition.
- Develop a rhythmic stride and possibly a high knee action.
- Look and listen for support.

**Backing Up:**
- Make the effort to follow play.
- Position yourself to best advantage.
- Time your call for the ball.
- Backing up in **DEFENCE IS VITAL**.

(i) Players line up in files (maximum of 6), 2 metres apart. Players jog downfield and No. 2 man runs to either side of No. 1 calling for the ball. After No. 1 passes, he moves to the end of the line and then No. 3 backs to up No. 2. (Fig. 4).

(ii) Divide players into Groups of 4. (Fig. 5).
- Player No. 1 passes to No. 3.
- Player No. 3 passes back in to No. 2.
- Player No. 2 passes to No 4.
- Player No. 4 passes back to No 1 and so it continues.

(iii) **GROUPS OF 6 – 10;** Players are numbered 1 – 10 and told they must support the player with the preceding number: i.e. No. 2 supports No. 1, No. 1 supports No. 10, No. 10 supports No. 9.

The players are grouped and one is thrown the ball. **All** players move downfield supporting their correct player.
To demonstrate and give practice in the correct technique for catching a high ball.

**Catching the ball**

Judge quickly where the ball will drop and move to that position. Always aim to move forward to the ball. Remember these basic points:

- Keep your eyes on the ball the whole time.
- Hold your arms up and out, with your fingers spread.
- Allow the ball to fall into the cradle formed by your hands and arms.
- Trap the ball with your arms and forearms high on your chest.
- Keep your elbows close, and bend your knees.

**STEP 1 – CATCHING A KICK**

Note: Players require a short recovery period after their last effort.

**STEP 2 – PICKING UP THE BALL**

To demonstrate the correct method of picking up a stationary ball.

To give practice in picking up a stationary ball.

**Picking the ball up**

Approach the ball with your feet slightly to the side of it. Bend at the knees, and keep your body and hands low while using your hand to scoop the ball up smoothly. Your back hand scoops the ball into your front hand.

**EQUIPMENT:**

8 Domes or Witches hats, 1 Football per group
**STEP 1 – CATCHING A KICK**

Explanation and Demonstration of Skill

- **EYES** – on the ball
- **ARMS** – extended
- **ELBOWS** – in close together
- **KNEES** – bent and relaxed
- **BODY** – side-on, especially if under pressure
- Leave the ground to catch a “bomb”

![Fig. 6](image)

**PRACTICES:**

(i) No. 1 Player throws the ball high to No. 2 who catches it and runs to Point A. (Fig. 6). Player No. 1 returns to end of line.

(ii) Position as in (i) above except 10m apart. No. 1 throws the ball high, ensuring that No 2 must run for the ball.

(iii) To take under pressure, have player No. 1 kick the ball high to No. 2 with players 3, 4, 5, 6 moving through onto 2. (Fig. 7).

**STEP 2 – PICKING UP THE BALL**

Oral presentation and demonstration

- **EYES** – on the ball
- **SPEED** – decreasing
- **LEGS** – straddle the ball; run to side
- **KNEES** – bend low
- **BODY** – leaning over the ball
- **REAR HAND** – "scooping" action
- **FRONT HAND** – steadying action

Quick explanation; supervised practice

Players are arranged in groups of 6 or 8 as shown (Fig. 8). Player No. 1 runs, picks up the ball at A and puts it down at B and then runs behind player NO. 6. Player NO. 4 then picks up the ball at B, deposits it at A, and so on.

![Fig. 8](image)

Discussion – seated group

Re-emphasise the importance of this skill of the game and the need for correct technique. Look at major faults and suggest corrections. Emphasise the need for practice in a **wide variety** of ways and means.
STATIONARY HANDLE AND PASS (Fig. 9).
(a) Use 4 in a small square OR 3 in a small triangle.
(b) Have them receive; adjust to correct hand hold of the ball; then pass.
(c) Have them pass the ball “alternatively” to different heights . . i.e. head, chest, waist, knee and ankle.

CHAIN PASSING (Fig. 10).
Use groups of 6.
No. 1 stands with the ball at point Y.
No. 2 runs straight ahead to receive a pass from 1 at X.
No. 1 retires to the end of the line while No. 2, who is carrying the ball, runs to point Y.
No. 3 then runs forward to receive a pass from 2, and so on.

THROW AND CATCH (Fig. 11).
2 teams, 3 v 3, use a 12m x 8m grid.
One team goes into the “intercept” zone — 8m x 2m, while the other — the “throwers”, go to one end zone.
The “interceptors” can move within “their” zone till the ball is thrown. They then stop and remain still.
One of the “throwers” throws the ball high — over the intercept zone, and runs after it to catch it in the other end zone. If he catches it he scores 1 point. If he drops it or it goes out of the zone, he doesn’t score.

CIRCLE PASSING (Fig. 12).
The ball is passed from the player in the middle to a player on the outside who returns the ball to the middle player.
Variation to this drill is that the player who receives the ball on the outside juggles the ball twice and throws the ball over his head in the opposite direction he is running. The player behind him catches the ball and passes the ball back to the middle player.
Remember to vary direction of running. Mini Footballers would start to do this drill while standing stationary . . . then, afterwards, running.

RUNNING AND PASSING (Fig. 13).
Use four players to a group. Have the players line out with each group lined behind the other.
‘A” team sets off, jogging and passing. The other teams — B, C, D, etc, follow at 10 metre intervals. When a team arrives at the opposite Turn Line, they turn and run back passing through the approaching team.
The players have to avoid each other, but continue passing as they run between the approaching groups. Ensure that the players are straightening up as they pass. As they improve, increase speed to half pace . . . then full pace.
CATCHING A KICK – PRESSURE TRIANGLE (Fig. 14).
A, B, C are triangularly positioned 12 m apart. A throws high to B who must catch it cleanly. A, meantime, runs towards B and, while not touching him, harasses him. A stays in B’s position. B then throws high to C and runs to harass him and then stays in C’s position. C, after catching the ball, runs with the ball in both hands to A’s position, and the drill continues.

SPEED PASS (Fig. 15).
Y1 passes to X1 who runs forward and passes quickly to X2, who quickly transfers the ball to X3. X3 runs to score. After Y1 has passed to X1 he attempts to stop X3 from scoring. The drill uses “two-hand tag” tackles only.

HANDLING (Fig. 16).
Two groups of equal numbers about 3-5 metres apart; markers set out as per diagram.
The object of the exercise is to swerve in and out of four markers. Passing the ball back to the man running on the inside. Once reaching the last marker, the man receiving the last pass carries the ball back to his group and the next pair repeat, and the exercise is continued until all rows have done the exercise.

PASSING (Fig. 17).
Three men (on pads) defending and two attackers (running with the ball).
Attacker No. 1 is in possession of the ball. He will attempt to crash through the two defenders “A and B”. Defender “C” would advance on Attacker 1 to stop him. Attacker 2 would trail just behind attacker 1 who passes after drawing defender “C”. At the completion, the 2 attackers would go back to the end of the line and the next pair would repeat the exercise.
WRAP DRILLS (Fig. 18)
Line passing with last player running to the end or front end of the line and passing back in the same direction as before. This drill should be done with the players passing while in a stationary position (a). This drill could be used in a relay situation and an extra drill may be added with the end player sidestepping the other players on the return to the front of the line.
Another variation to the drill would be to have the player at the front of the line passing and then running to the back of the line. . .(b).

COMBINATION OFFLOAD (Fig. 19).
Player A receives the ball, hits and spins off a pad and passes to Player C. This player runs forward and offloads back to A as he falls to ground after being tackled. Player A goes down field further; fades and passes to Player B who scores.

PRESSURE PASSING (Fig. 20).
12 players; 6 footballs; witches’ hats. Area 50m x 30m approx. (starting from behind the goal line and up to the halfway line).
Player 1 runs forward with a ball and passes – then continues on to pick up a ball – one opposite each of the five hats. Each ball is passed along the line. Player 6 places it on the ground at the other side alongside the next hat. On reaching the opposite end, turn and repeat with Player 6 now commencing to run with a ball then picking up a ball at each hat.
To increase pressure, either (a) shorten the distance between balls; or (b) have players closer together.
If a ball is dropped, it is ignored and the line runs on.
Accent is on straight running and quick, swift passes.

SHOOT THE RAPIDS (Fig. 21).
Divide the players into 3 teams with two facing each other across a 5m channel and the other lined up in file at the mouth of the channel. Two or three balls are given at random to players in the lines facing each other.
On the signal, the file runs between the two lines of ball-carriers, trying to avoid being hit by passes below the waist as they go. If they are hit, they retire behind one of the lines and help retrieve. Each team “shoots the rapids” a set number of times and the one losing the fewest players wins.
SESSION 2: TACKLING

AIMS

• To teach the correct technique for side, front, behind and smother tackles;
• To give practices for these skills.

EQUIPMENT REQUIRED

• Mats, Footballs
• Tackle bags and Tackle Shields (canvas covered foam rubber – 20 inches or 50 cms square; thickness varies according to age.
• An area suitable for tackling work

THE SESSION – CONTENT

Introduction
Side Tackle
Front Tackle (A)
(B)
Smother Tackle
Tackle from Behind
Evaluation

NOTES

• It is essential that any session is controlled so that it does not become over-vigorous.
• Players who are unfit should not actively participate in tackling drills.
• If mats are not available. A well-grassed area should be used.
• Use the ‘work-rest’ principle.
• Proper technique must be emphasised in all tackles.
OBJECTIVES

STEP 1 – INTRODUCTION
To introduce the topic and motivate participants/players to become expert in this contact skill.

Participants are seated in ‘horse-shoe’ fashion.

STEP 2 – SIDE TACKLE
To demonstrate the correct technique for the side tackle.

The side tackle

PHOTO TIP

Fix your eyes on the target and concentrate.

Hit with your shoulder

As you make contact, encircle the legs and tuck your head behind them.

A determined tackle always gets quick results.

STEP 3 – FRONT TACKLE (A)
To demonstrate the correct technique for the front-on tackle, TYPE A . . . The “DRIVING” front-on tackle.

NOTES:
• Use a candidate for the demonstration.
• Explain each action.
• Ensure that you are looking at the group as much as possible when talking.

EQUIPMENT: Mats Footballs

NOTE: Coach should position himself where he can see the action. If there are two groups, then move around.
Discussion

Oral explanation. Demonstration at slow pace
Emphasis on technique.

Practical Session.
Coach to supervise closely.

Players line up as in diagram. (Fig. 22). Player No. 5 jogs forward in a straight line. Player No. 1 moves in and tackles him onto the mat. No. 1 goes behind No. 8 and No. 5 to behind No. 4.

STEP 1 – INTRODUCTION

Types of tackling to be practised.
Need for correct technique to make the tackle effective and prevent injury.
Need to instil confidence.
Note how to tall, when tackled, to prevent injury.

STEP 2 – SIDE TACKLE

EYES – focus on knee-hip region.
TIMING – tackle executed when opponent’s near leg is off the ground.
SHOULDER – is first to make contact into the ‘fleshy’ thigh area.
HEAD – behind tackled player’s rump/thighs.
ARMS – wrapped around legs.
LEGS – drive in to finish tackle.

STEP 3 – FRONT TACKLE (A)

TYPE A – TACKLER MOVING TOWARDS PLAYER

MOVE – in quickly.
EYES – focus on stomach, upper thigh.
HEAD – to one side.
SHOULDER – driven in to opponent’s thigh to block his knee.
ARMS – tightly wrapped around opponent’s legs.
DRIVE – forward either to force him back or twist him to the side away from your head.
To give practice in the front-on tackle.

**PHOTO TIP**

The driving tackle it is essential to get to the player before he gains speed. Keeping head to the side, grasp legs tightly lift and drive with the legs.

**NOTE:** Emphasis is placed on technique and not the driving/forcing tackle.

**EQUIPMENT:** Mats – 1 per column
Footballs – 4 or more
Markers – 4

**STEP 4 – FRONT TACKLE (B)**

To demonstrate the correct technique for front-on tackles, Type B... the “BLOCKING” front-on tackle.

Practice in this tackle

**NOTE:** Keep the body moving or “dance” slightly on toes while waiting for the ball-carrier.

**NOTE:** Tackled players should carry a football, simulating game conditions.

**STEP 5 – SMOTHER TACKLE**

To demonstrate the correct technique for the smother tackle.

Practice the smother tackle

**PHOTO TIP**

Both arms firmly envelope the upper part of the body pinning both the arms and trapping the ball.

The tackler continues to drive with his legs until the ball-carrier is on the ground.

**EQUIPMENT:** Shields (2 or 4)
Mats – 1 per column
4 – 8 Markers

**NOTE:** The use of protector shields should be encouraged if available.

**TEACHING RUGBY LEAGUE SKILLS**

24
Practical Session – Closely supervised.

Players line up in columns as in Diagram – in front of mats or a soft area for tackling. Ball-carrying player No. 1 jogs in and tackler No. 6 moves forward to tackle.

**STEP 4 – FRONT TACKLE (B)**

**TYPE B: TACKLER ALLOWS OPPONENT TO COME TO HIM:**

- **WAIT** – balanced on toes; ready to move
- **BEND LOW** – eyes on opponent’s thighs
- **HEAD** – to the side.
- **PUSH SHOULDER** – into opponent’s thigh
- **ARMS** – are wrapped tightly around opponent’s legs
- **ROLL BACK AND TO SIDE** – to let opponent’s momentum bring himself down.

Players line up similarly to Fig. 23, only this time the tackler moves in early to meet the opponent as he moves in.

Coach needs to supervise closely.

**STEP 5 – SMOTHER TACKLE**

- **MOVE** – in smartsly
- **PUSH** – aside opponent’s outstretched arm (i.e. fend)
- **HEAD** – to one side
- **OUTSIDE ARM** – firmly wrapped around opponent’s chest or arms
- **TWIST OR TURN** – opponent to the ground

Practice formation is the same as for front-on tackle . . . Type B.

The use of mats, sandy or soft ground is emphasised.
STEP 6 – TACKLE FROM BEHIND

To demonstrate the correct technique for tackling a player from behind.  

NOTE: Explain the movements and actions, using a player for the demonstration.

To give practice in tackling a player from behind.

EQUIPMENT: Mats – 3  
Tackle Bags – 3  
(or 1 bag and mat per 6 players)

If no bags are available, players tackle a partner.
### Oral Explanation

Demonstration.

Analysis.

### Practical Session

**Fig. 24**

**Eyes are fixed on a spot between the hip and knees.**

**Timing and confidence is the Key to ALL tackling and, especially, this one.**

**Head to one side.**

**Shoulders are driven into upper thigh – use strong leg drive.**

**Arms tightly wrapped around legs.**

**Leave the ground, i.e. dive if necessary.**

Players line up in files of 6 – each file facing a tackling bag with a mat underneath.

Players tackle the bag and move to the end of the line.

Tackles are then done at a walking pace on soft ground or a mat.

### PHOTO TIP

Emphasise:

- Positioning
- Timing
- Drive
- Confidence

---

**PRESENTATION**

**TEACHING POINTS**

**STEP 6 – TACKLE FROM BEHIND**

```
PHOTO TIP
```

- Hit the spot with a determined drive and firmly encircle the arms.
SKILL PRACTICES FOR YOUNG PLAYERS

USING SMALL TACKLING DUMMY
Coach holds dummy at right angle and moves (when required) at a normal walking pace. Players are instructed on technique and told to make contact with the bag with left and right shoulders.

The bag can be marked with tape to indicated correct point of contact. IDEAL FOR ALL TYPES OF TACKLING.

BLOCKING TACKLE DRILL
The coach rolls a tube to each player and they take turns tackling on their left and right sides. The players should move forward on their knees, keep their heads to the side and grasp the tube firmly.

They should use the momentum of the tube and fall back with it. At the same time they should roll to the side to finish on top of the tube.

USING THE COACH AND 8 -12 PLAYERS WITH A HEAVY DUTY TRUCK TUBE (42-48 INCH OUTSIDE DIAMETER).
SAFETY: Make certain that a heavy strapping tape fully covers the inflator.

FRONT-ON TACKLES
(a) Blocking: attacking players first walk, and then jog forward to be tackled.
(b) Driving: attacking players walk forward, as for (a), but using shields.
(c) Driving Smother: as for driving tackles. Tackler must get arm about the top of the shield.

BAG TACKLING
Players make 4 to 8 tackles, depending on age; half to each side.
After each tackle the player runs backwards to a 5 metre mark. Timing each player provides interest and competition.
TACKLING FROM BEHIND (Fig. 25)
D chases a chosen player, A, from behind and attempts to make a rear tackle. Once tackled, and having reached the A/B line, that tackled player then becomes the defender, and continues the drill back to the C/D line.

BREAK THE DEFENCE (Fig. 26)
The groups must stay directly opposite each other (see diagram) as they move from side to side.
On the coach’s command, the attack must attempt to break through and the defence must attempt to stop them. Tackling may be two-handed “tag” or full tackling.

DOUBLE CIRCLE TACKLE (Fig. 27)
10 - 16 players are placed in pairs around circles of 10m and 15m radii. Each pair is 3m apart. Each inside player defends. Players jog, then sprint on command “go”, with outside players keeping to their circle. Defenders have 5 seconds to complete tackle of nominated type. Direction is reversed after 5 tackles, to test both shoulders. Roles are also reversed and players “change circles”.

TACKLE FEVER (Fig. 28)
Use two lines of five players. Players are 4 metres apart and lines are 10 metres apart.
The two lines of players jog in single files up the field towards the defending player who must make a tackle, regain his feet and be ready for the next tackle. The drill continues in this manner until all players have been tackled. Players continue jogging until they are tackled. Once a player is tackled he is eliminated from the game.
Variations: (a) the defender has to make his tackles on alternative lines.
(b) the defender has to make two tackles on one line and then two on the other.
(c) the speed at which the teams jog can be increased.
(d) the teams run a set course around markers.

TACKLING TUBE ROUTINE (Fig. 29)
Each player must complete a tackle on each of the four tubes. Players 1, 2, 3 and 4 roll the tubes towards the tackler, calling their number as the tackler completes the previous tackle.
SKILL PRACTICES FOR SENIOR PLAYERS

RED ROVER DRILL (Fig. 30)
Players must run from one line to the other without being tackled by a defender. Once tackled, the player joins the defender(s). This continues till one player is declared the winner.

COVER DEFENCE (Fig. 31)
Use a grid 20m x 20m
“A” feeds the ball early to “B”. “B” draws “Y” and then passes to “C”. “C” tries to score against “X”, who is now a cover defender, or passes the ball back to “A” or “B” who are backing up. “Y” also goes into a position of cover by following the play.

REACTION DRILLS (Fig. 32)
The players with the pads have their backs to the coach. Another line of players stand facing the coach. This line moves the same direction as the coach does. In turn, the players with the pads mark their opposition number and move in the direction of the player they are marking. When the coach gives the signal, the players facing him move towards the players with the pads. The players with the pads are not aware when the coach will give the signal to move forward.

DEFENCE SUPPORT (Fig. 33)
Use grids 15 metres x 1m (number and inter-grid distances are determined by coach). Use three attacking players and two sets of two defenders.
Ball-carriers, designated “O”, move through the corridors. Defenders, designed “X”, stand in the 1 metre deep defence zones. As attackers pass through the defence zones, the bypassed defenders move to the next vacant defence zone. The degree of difficulty can be increased by narrowing the corridor; increasing the number of players in both attacking and defending units; and, increasing the depth of the defence zone.

BREAK THE DEFENCE (Fig. 34)
Teams as per diagram. The attack has an extra man.
Coach positions himself behind the attack and calls the attackers to move left or right, while at the same time signalling left or right to the defence. Both lines move forward and the defence must adjust to the left or right to prevent the attack moving through the line. (The attacking player at the opposite end to the call will be left free).
Players then retreat to be opposite each other once again and await the next call.
Progression: Attackers may switch position, close up or double. (See Diagram 35).
AIMS

To demonstrate and give practice in a variety of evasion skills. Coaches will then be capable of teaching their players and analysing any faults they may develop.

EQUIPMENT REQUIRED

Footballs, witches hats or domes.

THE SESSION – CONTENTS

Introduction
Side Step
Swerve
Dummy Pass
Change of Pace
  Bump Off
  Fend
General Game
Evaluation/Summary

NOTES

There is a lot of information that can be covered in any session. You must ensure that exercises are carried out. If time does slip by, it is suggested that you concentrate on the side-step, swerve, change of pace and fend, and mention the others more briefly.

Again, you may not be highly proficient in some segments. The main task is a slow demonstration and a full analysis of main points.
To introduce evasion skills and examine their importance

STEP 2 – SIDE-STEP

To demonstrate the correct technique for the side-step

NOTE: Emphasise the strong push across off the foot, i.e. the actual side-step.

To give practice in the side-step

EQUIPMENT:
6 Witches Hats
if markers are unavailable, use players.
NOTE: Faults should be corrected as they occur.

STEP 3 – THE SWERVE

To demonstrate correct technique for the swerve.

NOTE: It is important to show how the leg crossover makes the swerve different from the side-step.

To give practice in the swerve.

Note: Groups are placed in either straight or staggered lines.

PHOTO TIP

SIDE – STEP: METHODS OF ATTACK

(a) Wrong (b) Correct

SWERVING TO LEFT
**PRESENTATION**

**STEP 1 – INTRODUCTION**

Discussion

Introduce the skills to be treated and make mention of the tight schedule. Note the importance of gaming at least some proficiency in each.

**STEP 2 – SIDE – STEP**

Explanation.

Demonstration.

Practical Session.

Stress the importance of the basic technique.

- Distance 2 - 5m apart for 1-on-1 drill.
- Prop by thrusting down hard on left foot. (i.e. moving to right).
- Push to the right.
- Accelerate as you straighten up.
  (opposite action for side-step to left)
- Practice side-stepping both ways.

1. Have each player jog initially along a line to side-step the coach.
2. Six witches hats are staggered 3m apart for each column (maximum – 8). (See diagram – Fig. 36).

Players move through, side-stepping alternatively to the left and right. Have each carry a ball in both hands or to shoulder.

**STEP 3 – THE SWERVE**

Explanation.

Demonstration.

Practical Session for Players

- Timing important; 2 - 5m from opponent in 1-on-1 drill
- Shorten stride
- Transfer weight; body lean
- Leg cross-over action to swerve away
- Accelerate out

1. As before, have players swerve past the coach.
2. Place 6 witches hats 5m apart and in staggered lines. (See diagram – Fig. 37)

Players move through carrying the ball in both hands.
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>NOTES AND EQUIPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STEP 4 – CHANGE OF PACE**

To demonstrate the correct technique of beating a player by a change of pace.

To give practice in skills of change of pace, side-step or swerve.

**EQUIPMENT:**

Witches hats are used to mark boundaries.

**NOTES:** This practice may also be used for the fend.

Candidates who are unfit are advised not to participate.

**STEP 5 – THE DUMMY PASS**

To demonstrate the correct technique in making a dummy pass.

To give practice in the dummy pass.

**NOTES:** This is an excellent practice for both passing and evasion. It also helps keep the defender on his toes.

**EQUIPMENT:** Use one football for every group of three players.

**STEP 6 – “BUMP OFF” AND FEND**

To demonstrate the correct techniques for “bump off” and “fend”.

**NOTES:** Candidates should be reminded that the bump off usually gives the player only that extra time to offload the ball.
**PRESENTATION**

**TEACHING POINTS**

---

### STEP 4 – CHANGE OF PACE

**Explanation.**
- Use this skill when you have ample room to move.
- All players should develop a change of pace.
- The change of pace can occur close to the opponent or, if there is plenty of room, a good 10m away.
- Slow pace to slow the defender; then
- Apply top speed and swerve away.

**Demonstration.**

**Practice Session.**

![Diagram of change of pace exercise](image)

Using 7 players per group, station them as in the diagram. Player No. 1, with the ball, runs through trying to avoid No. 7 by a change of pace, side-step or swerve. Player No. 7 attempts to tackle No. 1. Then No. 2 moves forward and so on.

Progress to: (a) Odd numbers running together
(b) Players running “when ready”.

---

### STEP 5 – THE DUMMY PASS

**Explanation.**
- All motions as for a normal pass, except that the ball is retained.
- The eyes must be kept on the intended receiver of the ball.

**Demonstration.**

**Explanation and Practice**

![Diagram of dummy pass](image)

Work in groups of three. Player No. 1 (with ball) runs with No. 2 towards No. 3, who is the defender. Player No. 1 either passes to No. 2 or dummies and swerves away. Player No. 3 attempts to prevent the pass by going for either No. 1 or No. 2. Player No. 1 must keep his eye on No. 2. He will see No. 3 out of the corner of his eye. Player No. 3 may move forward to attempt to upset No. 1’s timing.

Players change positions and repeat.

---

### STEP 6 – “BUMP OFF” AND FEND

**Explanation and Demonstration**

**BUMP** (3 methods):
- Lower the shoulder to get under incoming tackle.
- Turn the side (shoulder, arm and hip) firmly into tackler as you make contact.
- Meet face-on and use the ball as a buffer to bump the tackler back.
To give practice in bumping off and fending.

To introduce games to practice evasion skills.

**OBJECTIVES**

**NOTES AND EQUIPMENT**

**PHOTO TIP**

The ball-carrier pushes himself “off” the tackler by straightening his arm. This also adds to his momentum.

**NOTES:** Ensure that participants are at a reasonable fitness level before they attempt games.

**PHOTO TIP**

The player firmly holds the ball to his body, leans forward and jolts his opponent knocking him off balance.
Explanation and Demonstration

Practical Session

Brief explanation and then active participation.

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEND:</strong></td>
<td></td>
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<tr>
<td>• Timing - wait till defender is committed to the tackle.</td>
<td></td>
</tr>
<tr>
<td>• Thrust out arm to defender’s head, chest or shoulder</td>
<td></td>
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<tr>
<td>• Arm bent on contact and then straightened to push away.</td>
<td></td>
</tr>
<tr>
<td>• Accelerate away after fending.</td>
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</tbody>
</table>

Group players in pairs.
Have them slowly attempt each of the above skills with their partner Emphasise technique rather than vigour

1. **“RED ROVER”:**
Use the area between goal line and 22m line, and run across field.
“Red Rover” takes up position in the centre to attempt to tackle the players who run across field.
Caught players join “Red Rover”.

2. **OBSTACLE COURSE:**
Set up a course involving obstacles around which players must side-step or swerve.
FEND AND PUSH OFF (Fig. 41)
Use 8 players per group. The players form two straight lines, Indian File, with the players 2m apart. Players in the lines stand facing each other and remain still. The lines are no more than 2m apart.
Players cross their arms over their chests to minimise the effects of the fend. Player 1 goes through the channel, fending each player. As he reaches the end he takes his position on the line and the first player at the other end commences his run.

MARKER SWERVE (Fig. 42)
Stakes, or players, mark the exercise course. They are set 5m apart – first in straight, and then in slightly staggered, lines. Players, in turn, and carrying a ball in both hands, swerve in alternate directions, using each obstacle as a guide to moving the shoulders around an imaginary opponent.

CHANGE OF PACE (Fig. 43)
Players run in pairs across a 30 x 15 metre grid. Players commence jogging and, on command, sprint for 10 metres, ease to three-quarter pace by shortening stride, for 5 metres, then sprint through to the end of the grid, or beyond.
For variation, introduce a defending player, A, in a “one-on-one” situation. Player A moves in (at a right angle) to tackle. Player 1 executes a change of pace in order to “best” Player A.

CHANGE OF DIRECTION (Fig. 44)
Player 1 starts at a corner of a 10 x 10 metre grid. He runs on an angle to a marker halfway along the opposite side props, planting the foot nearer the sideline and sprinting off to the opposite corner.
For variation, extra markers can be added and/or players can take the place of markers.

SIDESTEP THE MARKER (Fig. 45)
Practice initially at half-pace – build up speed later on.
Push off the outside leg - deliberately! Outline use of dummy pass and “head fake”.
COMBINATION (Fig. 46)
This drill is a combination of four drills. Demonstrate the “course” and allow 2 run-throughs for each player.
Use 1 football, 3 markers, 2 pads. (Area: 20m²)

CORRIDOR RUN – THREES (Fig. 47)
Three players run in a corridor 10m wide. They move up the corridor supporting the ball-carrier either inside or outside. . . sidestepping and altering pace all the time.

DRAWING OPPONENTS (Fig. 48)
The attacking team has one extra player than the defending team. The defending team can only move sideways. Players, can be rotated to and from the attacking and defending team. Keep the drill down to small groups.
Attackers “move the ball” forward to beat the defenders cleanly. Defenders can use tackles or “two-handed tag”.

PASSING PAIRS (Fig. 49)
Player 1 runs, ball in both hands, to burst onto the shield held by the coach at waist height.
He hits, spins and passes to 6, who is supporting on the left.
Both players then retire behind their respective lines.
Drill can be varied by having supporting player on the right.

SHOULDER HIT AND SPIN (Fig. 50)
Player 1 “attacks” and hits each “protector pad” with the right shoulder and spins towards the right. 1 then runs behind 6 to join that line. 4 repeats the drill to the left, hitting and spinning off the pads. He then runs behind 3 to join that line.

PALM FEND AND SPIN (Fig. 51)
Player 1 runs the “gauntlet” – palm fending and spinning at each “protector pad”.
Same drill can be repeated with a shoulder hit and spin.
(Note the need to change the ball from side to side while on the run).
FIND – THE – HOLE DRILLS (Fig. 52 (a)/(b))
These drills stress support play, bumping off and spinning.
(a) 1, 2 and 3 are stationary. 4 can move sideways only to block a space. 5 moves forward (carrying ball) with 6 in support. 5 must take a space, evade (or draw) 4 and pass to 6 before being touched.
(b) Same as (a) but add 7 as a second line of defence. 5 must evade (or draw) 4 and pass to 6, and then back 6 up to regain the ball, after 6 evades (or draws) 7.
(c) Same as above but add 8 as a third line of defence. 6 must again back up 5, who must evade (or draw) the third line before giving the ball to 6.
(d) Use Nos. 5, 6 and 8 in attack and 4 and 7 in defence. 5 picks the space, draws either 4 or 7 before passing to either 6 or 8, who then must draw the remaining defender before passing to the remaining support player.

Hit And Spin (Fig. 53)
Practice at half-pace. Build up speed gradually. Spin to left-drop left shoulder. Spin to right - drop right shoulder.
Feet should keep moving with fast, pumping action. One football and two pads required.
Spin in opposite direction on the way back.

Drawing A Defender Before Offloading (Fig. 54)
Acting halfback passes to player in the middle. This player runs towards first defender, fades in and passes. Player in Line 2 and Line 3 perform a scissors move before reaching second defender.

Points to look for:
- Fade and Pass
- Running the Angles
- Support

One – On – One Standing Up Defender (Fig. 55)
The attacking player runs straight, then moves on a flat angle towards the defending player. About 2 metres from the defender, he moves back out on a sharp angle. Perform the drill at half pace and then at full pace.

Progression: Include support player(s).
AIMS

To demonstrate and give practice in punt kicks, drop kicks and place kicks of various types.
To develop the ability to analyse the component parts of each kick and so be able to correct faults when they occur.

EQUIPMENT REQUIRED

As many footballs as possible should be made available for this session.

THE SESSION – CONTENTS

Introduction

Punt Kicks – Orthodox
  – Torpedo
  – Drop

Drop Kick, Grubber Kick, Chip Kick

Place Kick

Evaluation/Summary

NOTES

Kicking is always a popular session and one that can get out of control. Ensure that you give specific instructions and be able to offer comments or correct faults when required.
It is suggested that participants/players demonstrate and you discuss their strengths or weaknesses.
Ensure that you talk about the correct technique and analyse the various skills associated with kicking.
To introduce the types of kicks and show their importance.

The six components of a kick should be emphasised –
1. Grip and Stance
2. Initial Movements
3. Guiding the Ball to the Foot
4. Leg Action
5. Contact with the Ball
6. Follow Through

NOTE:
Each candidate should be made to hold the ball for the torpedo kick. Check carefully as numerous faults may occur in this technique.

PHOTO TIP

The Orthodox Punt
The grip for the orthodox punt is the same as for passing the ball. The aim of the orthodox punt is to make the ball run end over end after it strikes the ground.

Before your foot makes contact with the ball, straighten your foot out and down from the ankles so that the ball hits lengthwise along the arc formed from your ankle to your toes.

EQUIPMENT:
At least two balls per group.

To demonstrate the correct method of kicking the orthodox and the torpedo punt kicks.

To give practice at kicking both torpedo and orthodox punts.
Oral Presentation

Explanation and Demonstration

The Torpedo Punt
The grip for the torpedo punt is as shown. This punt makes the ball spin in a spiral motion.

Take a run-up of about five steps. Your arms should be relaxed as you release the ball. Guide the ball down to your boot with the seam making contact across your boot. The ball should contact your bootlaces. Follow through with your kicking leg, to put the maximum force into the kick.

ORTHODOX PUNT:
- Ball held as for passing.
- Leg moves straight through.
- Eyes on Ball.
- Ball dropped correctly.
- Arms outstretched for balance.
- Follow through fully.

TORPEDO (right foot kicker):
- Right hand back and beneath ball.
- Left hand to front and underneath.
- Ball held at slight angle.

PHOTO TIP

IMPORTANT
For both these punt kicks, the ball must be held in front of the kicking foot – NOT in the centre of the body. The kicking leg then swings straight through and, at contact, has hip, knee and ankle joints locked.

Use columns (maximum of 6) with one person 25m away. The front person kicks to the catcher and then moves to the catcher’s position.

The catcher rolls the ball back. He then moves to the end of the line and the kicker replaces him.

The coach positions himself between the groups so that he can see the kicks and correct faults as they occur.
OBJECTIVES

To demonstrate and give practice with the drop punt.

To demonstrate the correct method of kicking the drop, grubber and the chip kick.

Grubber and “Stab” Kicks

‘Chip’ Kick

To give practice in the drop kick, grubber kick and chip kick.

NOTES:

- Explain the uses of drop punt, i.e. line kicks, “bombs”. Ball is held with long axis vertical and hands either (1) around the girth of the ball with fingers horizontal; or (2) across the girth of the ball but at an angle of approximately 45°.

- Grubber: Emphasise control and timing. The force with which the ball is kicked determines the distance it will go.

- “Stab”: Emphasise the body leaning over the ball to keep it down. In practice, candidates may lose their timing and drop-kick the ball.

- The ball should bounce backwards after hitting the ground if it is kicked properly.

- Correct faults as they occur. Timing of kicks, in particular, is very important.

EQUIPMENT:

2 balls per group

PHOTO TIP DROP KICK

Hold the ball with the thumbs touching the lacing. Point ball at angle of 45° to ground.

The ball should be taken down before releasing. Contact is made with the toot as shown. Follow through in a straight line.
Explanation.
Demonstration.
Practice.

Explanation.
Demonstration.
Analysis.

Explanation.
Demonstration.

Active participation and on-the-spot correction of faults

Explanation.
Demonstration.

STEP 3 – DROP, GRUBBER, CHIP

DROP KICK
- Hands to the top – thumbs near lace.
- Ball at an angle of 45°.
- Contact – instep to ball.
- Foot rigid; toe turned down.
- Arms extended for balance.
- Follow through.

CHIP KICK
- Eyes on the ball.
- Hands across ball’s girth; ball vertical.
- Ball dropped from an upright position.
- Foot – toe curled back
  – contact: ball to instep.

Practice Sessions should be similar to those for punt kicks, taking each kick separately.
Emphasise accuracy by having candidates kick to a specified person or along a field’s touch line.
Demonstrate method of place kicking.

Give practice in place kicking.

It is suggested that because time may be limited, either the “upright” or the “around the corner” kick may just receive mention. The “lay down” method is emphasised here.

1 Ball per 4 candidates.

Move freely around, giving advice where necessary. Ensure that all candidates have an attempt and that technique is sound.

The run up must be smooth and even with eyes fixed on the point of contact.

The non-kicking foot lands near the ball and the kicking leg swings through. Follow through with arms out-spread for balance and the head down.
**STEP 4 – PLACE KICK**

Explanation and Demonstration

- Small tuft or mound for “lay down” position;
- Use of a tree sand or dirt;
- Aim at centre of goal post – adjust slightly for any wind or other factors;
- Unhurried movement back – not too long;
- Eyes on ball;
- Move in smoothly – watch rhythm;
- Head down, weight firmly on non-kicking foot;
- Arm extended for balance - ie; opposite arm to kicking leg extended;
- Follow through.

Have players in groups of 4 with one ball per group. Spread them across the field, but have them aim at the posts or a specific object, e.g. a tree. Several candidates should act as retrievers who will grubber kick the balls back to the place kicking positions.

Main points to be emphasised:

(i) Co-ordination  
(ii) Balance  
(iii) Rhythm  
(iv) Timing  
(v) Practice

**STEP 5 – ROUND-THE-CORNER PLACE KICK**

Explanation and Demonstration

- Involves a curved swing of the leg preceded by a side-on run-up before striking the ball at it’s “sweet spot”.
- Contact is made with the instep or top of the foot.
- The ball may be placed vertically or with a slight lean backwards or forwards.
Research seems to indicate that this kick imparts more power to the ball.
This appears to be obtained through a greater use of hip leverage and, consequently, more full body power.
The trajectory of the ball is curved and accuracy can be difficult for:
- right hand kicker kicking from the right hand side of the field; or
- left footer kicking from the left side of the field.
PRACTICE IS ESSENTIAL - again, co-ordination, balance, rhythm and timing are to be emphasised.

Understanding this Kick

Confidence is vital to successful goal-kicking. Before each goal-kicking practice it is important to:
1 Warm up
2 Use the correct equipment: balls should be inflated to the correct poundage, boots studded and well laced
3 Concentration is important: concentrate as keenly as on match days
4 Be positive: each kick is going to be successful. [Talk to the ball and tell it to go between the posts.]
5 Visualise a successful kick: before placing the ball imagine the kick going between the posts.

STEP 6 – PRACTICE

In the modified games, all kicks at goal are taken from in front of the posts and 10 metres from the goal line. Kicks may be either by drop kick or place kick. All practising should be done with these aspects in mind.

Organisation of practice
Initially, the goal kicker strives for consistancy with all kicks in the priority area. He should concentrate upon this until he achieves the required consistency. When this is achieved, the kicker must try to improve his consistency in the area of difficulty. This should not, however, be at the expense of losing consistency in the priority area.
**EXPLANATION AND DEMONSTRATION**

- Point of contact on the ball must be clearly visible - whether using mound of soil (or sand) or a tee.
- Aim a seam at the target.
- Addressing the ball, a usual check will see that kicker, ball and target are in a straight line.
- Maintain good balance while stepping backwards and to the side.
- Concentrate - approach to the ball can be curved or straight - keep eyes on the ball.
- At impact, the head should be over the ball.
- The non-kicking foot should be a comfortable distance from the ball to allow greatest hip leverage; the foot pointing in the direction of the target. This can be adjusted to suit the individual.
- The kicking foot travels through the ball and follows through in a direct line to the target.
- Arms out to aid balance - opposite arm to kicking leg extended forward.

**STEP 6 – PRACTICE**

From 13 years onwards, all kicks at goal are taken by a place kick from any point along a line parallel to the touch line, out from the goal line and through the spot where the try was scored.

When practising kicks there are two major areas:

**A** Priority Area (Diagram A). This is the area from which shots at goal should always be successful; it obviously varies for each individual, depending on both age and ability. The diagram is the suggested priority area for above-average adult goal kickers. Have three shots from each of the twelve positions marked in Diagram A.

**B** Area of Difficulty (Diagram B). Successful attempts from this area are often considered a bonus. The chances of failure are relatively high and the kicker should be aware of this. Do not worry about missed kicks but praise success.

Before starting work in this skill, warm up thoroughly, and then take one shot from each position in the Priority Area. Aim for a 95 per cent success rate, or ten out of twelve. Then take three shots from each of the positions shown in Diagram B.
SKILL PRACTICES FOR YOUNG PLAYERS

KICK OVER (Fig. 59)
Player 1 runs carrying the ball in both hands. As Player 2 approaches from the other end of the field, Player 1 chip kicks over Player 2, regathers and passes to Player 4 who runs, chip kicks over Player 3, regathers and passes to Player 5, etc.
This drill can be made more demanding on the player by only using four players per game.

KICK OVER WITH SUPPORT
Same as for Kick Over except Players 1 and 3 run towards Player 2 passing the ball. At the appropriate time, the ball is chip kicked by either player over the head of Player 2, and gathered by either player.

KICK THE TRIANGLE (Fig. 59)
Three groups form a triangle and the first members of each group, kick the ball around the triangle. The first player then retires to the end of the line and the next player stands in line to have a kick.

ACCURACY KICKING (Fig. 60)
Kicker must hit the marker at the end of a set distance, either on the full or on the bounce. The type of kick should be nominated before.

KICK THE PENTAGON (Fig. 61)
A kicks the ball to B and, at the same time, C kicks another ball to D. B kicks to C at the same time as D kicks to E; and so on. Any type of kick can be nominated.

SCORE BALL (Fig. 62)
Player 1 and Player 2 pass the ball back and forth as they jog forward. On command, the ball-carrier grubber or “stab” kicks the ball ahead. The non-kicking player chases after the ball, dribbles it on and attempts to score over the A/B line.
For variation, both players can race for the ball.
SKILL PRACTICES FOR ADOLESCENTS

ZIG-ZAG GRUBBER (Fig. 63)
A grubber kicks to B; B passes to C; C passes to A.1; A.1 grubber kicks to B.1; B.1 passes to D; D passes to A.2; A.2 chips to B.2; B.2 passes to E and reverse pattern commences with E grubber kicking to F.

CATCH AND RUN (Fig. 64)
Use two teams of 9 on 9. Area is a quarter of the field. Marker as shown. One football.
Start is normally at centre of touchline, between “sidelines”. Runner kicks, then runs to marker and back to start line.
Catchers line up as shown – 2 x 3 in single files and 3 “rovers”. Nos. 1 - 3 and 7 - 9 must stay in position unless they catch a kick. Only Nos. 4 - 6 are free to move anywhere within the field.
Upon catching/retrieving the kick, the catcher must run – either side of one of the files, passing to each of his team mates in the file and receiving a pass back.
The catcher aims to reach the Start Line before the kicker returns there.

ACCURACY KICKING (Fig. 65)
Two markers are placed as goal posts 5 metres apart. Five other markers are placed on a line of 25 metre radius from the centre of the goal posts. These markers make angles of 30°, 45° and 90° to the goal posts. Players are to place kick for goal from these markers.
Emphasis should be placed on direction, not power. Players may attempt both styles of kicking.

LEAGUE BALL (Fig. 66)
This game is played on similar guidelines to Baseball.
The Battling Team punt kicks, grubber kicks or drop kicks the ball after having it passed by the Pitcher. The Batter is allowed 2 seconds before he must kick the ball. Once three batters are out the Fielding Team becomes the batters. A Fielder cannot run the ball in by himself but two players passing the ball together may run the ball in. Batters must be tagged before they are out. If the ball is caught by the fielding side in or outside the diamond (on the full) the Batter is out.

CATCH AND PASS (Fig. 67)
Eight players in the drill. C kicks ball to A and B and then runs forward. A and B attempt to catch the ball. When either A or B catch the kick they will pass the ball to C who will pass to D.
If the ball goes behind A and B, D will fall back and gather and kick it back to start.
C then takes the place of A and the other players will rotate accordingly.
1. **Kick to a Partner**
   Players pair off and move 10 metres apart. Proceed to “stab”, chip or grubber kick to one another.

2. **Kick to Support (Fig 68)**
   Use a 20 x 20 metre grid and teams of 2 players. Both teams advance and Player 2 grubber kicks between A and B. Either 1 or 2 regathers to “score”. Drill can be varied by having 1 and 2 advance passing to each other. Either 1 or 2 can grubber, “stab” or chip to regather.

3. **Pressure Kicking (Fig. 69)**
   Two players are placed on each corner of a 15 x 15 metre grid. Player 1 drop kicks to Player 2. As he prepares to kick, Player A, from 2’s corner, runs to harass the kicker. As soon as Player 2 catches the ball, Player B, from 3’s corner, can run to harass him as he kicks to 3 . . . and so on.

4. **Grubber and Chips (Fig. 70)**
   Player A chips to Player C.  
   C passes to B on the run.  
   B grubbers to D who passes to A on the run.  
   A chips to E.  
   E starts the reverse pattern.  
   E chips to D who passes to F.  
   F grubbers to C who passes to E on the run.  
   E chips to G . . . and so on.

5. **Team Kicking (Fig. 71)**
   Five players work in a grid 10 x 15 metres.  
   Player 1 puts the grubber kick across for 2 who chases and regathers the ball. 2 hands the ball off to 3 who grubber kicks across for 4, who regathers and hands off to 5. 4 moves to 5’s former position and 5 grubber kicks across to 1. The drill continues in this manner. Encourage players not to kick the bail out of the grid.

6. **Chip Kick (Fig. 72)**
   Markers are placed 15 and 3 metres apart, as shown in the diagram. A player is placed at each marker. Players practice chipping the ball to a team mate under pressure from the opposition. Player A1 leads to B1 with Player B2 chasing and applying pressure. B2 cannot move from his marker until B1 makes his move. Players get a realistic indication of their catching ability under pressure from this exercise. **Rotation:** A1 kicks for B1, B2 applies pressure to catcher. B1 and B2 now join group A and are replaced by B3 and B4. B3 now kicks for A1 to receive, pressure by A2, A1 and A2 now join Group B. Cycle continues with the next kick from Group A.
AIMS
To demonstrate and give practice in the correct technique of packing a scrum, hooking, pushing and breaking in both attack and defence.

EQUIPMENT REQUIRED
1 Ball per 6 candidates.

THE SESSION - CONTENT
Introduction
Packing a Scrum
Hooking; Hooker/Halfback combination
Breaking from the scrum; attack and defence
Evaluation/Summary

NOTES
* It is essential that any scrummaging lesson be a practical one.

* It is also essential that, when packing a scrum, all candidates are in good position to observe easily. This may sometimes be a problem, e.g. when the front row cannot really see how you instruct the lock to pack. You may need to “rotate” participants to different positions while instructing.

* When two packs of forwards are set to oppose each other, ensure that the practice does not get too vigorous or out of control.

* Ensure that correct technique is employed at all times and that the scrum is packed according to the game’s Laws.

* At all times, ensure that all safety aspects re scrummaging are made clear and emphasised.
OBJECTIVES

STEP 1 – INTRODUCTION
To introduce the main points of the scrummaging session and to emphasise their importance.

NOTES:
Participants should concentrate on technique without employing vigorous play.

STEP 2 – PACKING A SCRUM
To demonstrate the correct method of packing a scrum.

NOTES:
*Participants should be positioned in “horse-shoe” formation.
*Allow participants to move around to get other views.

*Emphasise FEET POSITION and DIRECTION OF PUSH.

PHOTO TIP - SCRUMMAGING

NOTE: (1) The MINI FOOTY scrum has only 3 players.
(2) the MOD LEAGUE scrum (at 10 and 11 years) has only 5 players.

* Emphasise is on technique not vigour.
* Ensure that scrums are packed according to the Laws.

STEP 3 – HOOKING: HOOKER/HALFBACK COMBINATION
To demonstrate some hooking hints and to show the importance of the hooker/halfback combination.

NOTES:
A specialist hooker and half, if available would be helpful.
Talk to seated candidates.

**STEP 1 – INTRODUCTION**

Emphasise –
1. The number of serums per match;
2. Importance of understanding techniques;
3. Need for team work,
4. Role of the hooker/halfback combinations;
5. The hooker is the centre of all efforts.

**STEP 2 – PACKING A SCRUM**

**A – FRONT ROW:**
Loose Head Prop – Outside foot forward
  - Weight on inside foot
  - Bind tightly with other prop
Tight Head Prop – Inside foot forward
  - Push with back foot
  - Bind tightly
  - Shoulder into hooker’s armpit
Hooker – Near foot forward
  - Balance on back foot
  - Head close to loose head prop
  - Tight grip on props
  - around neck and over shoulders

**B – SECOND ROW:**
Foot nearest ball is forward
Bend back leg – straighten for push
Backs straight and head up
Tight head has arm underneath arm of loose head second rower
Shuffle feet – do not lift them when moving forward

**C – LOCK FORWARD:**
Balance on toes
Keeps scrum straight
Effectively locks scrum

1. Have candidates pack another scrum to operate against the first.
2. Divide candidates into groups of 7 and have one demonstrate to a group of six how the scrum is to be packed.
   If desired, different packs may pack against each other

**STEP 3 – HOOKING: HOOKER/HALFBACK COMBINATION**

**HINTS ON HOOKING:**
* Hooker’s head close to head of loose head prop
* Balance – weight on back leg
* Do not squat
* Striking motion with foot
* “Push across” by tight head prop

**HOOKER/HALF BACK COMBINATION:**
* Speed of throw
* Angle of ball delivery
* Variations
* Practice session
To give practice breaking from a scrum in attack and defence.

**OBJECTIVES**

**NOTES AND EQUIPMENT**

**STEP 4 - BREAKING IN ATTACK AND DEFENCE**

**NOTE:**

Emphasise the need for a clear call of “Won” or “Lost.”

**NOTE:**

Second Rows often head diagonally towards the corner post.

**NOTE:**

A blackboard (or whiteboard) may be used to highlight duties of forwards at scrums in both attack and defence.

**NOTES:**

Two scrums need to be formed if players are available. An attacking backline is also required.

If there are insufficient players, play a defending scrum and an attacking backline.

Whatever the combinations, ensure that players **KNOW** where to go and **WHY**.
Explanation and Demonstration of positional play.

**DUTIES IN DEFENCE:**

**LOCK**
On the call of “Lost”, the Lock moves to guard the side opposite to his halfback. Push second-row apart and break quickly. Observe where the bail is going and move across the field (at an angle) in cover.

**2ND ROW**
Initially closely defends his side of the scrum. Look to see where the ball is moving and move (at an angle) in cover.

**FRONT ROW**
Ensure the hooker is on his feet then move across aiming to be at the first ruck (or, the second ruck at the latest).

**DUTIES IN ATTACK:**

**LOCK**
Push until the ball is definitely won. Support half in close. Move behind backs as second line of attack.

**2ND ROW**
Swing out to protect the half. Support moves close to the scrum. Move across as inside support to the ball-carriers.

**FRONT ROW**
Ensure hooker remains on his feet. Move towards the play to get close to the rucks as soon as possible.

Players are packed in their scrum positions and an attacking backline is set. The half bounces the ball off a prop’s foot and then moves the ball to the backline. All participants are to jog only. The ball is moved along the backline and two packs of forwards move into either their supportive or covering roles. As alternatives, the halves may try moves close to the open side of the scrum or on the blind side.

* Emphasise feet positions, tightness (binding) and direction of
* Look to the faults that occurred when the players were practicing and suggest corrective measures.

Discussion
1. **The Hooker Practising with his Halfback (Fig. 75)**
   (a) Players Nos. 8 and 10 pack down, in a manner similar to two second row forwards, bound tightly together and keeping their feet back as far as possible from the centre line.
   (b) The hooker No. 9 takes hold of their outside shoulders and places his head between their heads.
   (c) The Halfback No. 7 rolls the ball in – from either the left (Fig. 75a) or right hand side (Fig. 75b) in turn.
   (d) The Hooker No. 9 should use the near foot to rake the ball back.
   (e) Player No. 11 picks up the ball behind the Hooker and passes it back to No. 7.

2. **The Hooker Practising with his Front Rowers and Halfback (Fig. 76)**
   (a) “A” Front rowers (No. 8, 9 and 10 in diagram) pack down and bind firmly against “B” the opposition Front rowers (Nos. 8, 9 and 10).
   (b) “B” players should, when packed, keep their feet back from the centre line when pushing and holding.
   (c) “A” Front rowers have the loose head with their Halfback, No. 7, placing the ball in to his Hooker No. 9...in turn, from the left side (Fig. 76a) and from the right side (Fig. 76b).
   (d) Player No. 6 picks up the ball and passes it back to No. 7.

3. **The Second Rowers and Lock Practise Raking the Ball Down the Centre of the Scrum (Fig. 77)**
   (a) “A” second rowers, 11 and 12, pack down with their lock, 13, in a manner similar to their scrum formation.
   (b) “B” players 8, 9 and 10, to pack against “A” in similar formation.
   (c) The ball is to be placed in by “B’s” halfback, 6, along the ground through B, No. 8’s, feet.
   (d) It should just reach A, 11 and 12’s, front feet.
   (e) They should push against “B” players while raking the ball down through the centre of the scrum with their front non-pushing feet.
   (f) The ball should come out, with help when required, through 13’s feet. “B” players while pushing, should not interfere with the passage of the ball.
   (g) “A” player, 7, can pick up the ball behind 13 and pass it back to 6 to continue the practice.

4. **Practise with Two Packs of Forwards in Scrum Formation (each having a turn to win the ball back). (Fig. 78)**
   (a) The two packs, “A” and “B”, when forming, should take turns in winning the ball with the ‘loose’ head and with the ‘tight’ head.
   (b) Both “A’s” and “B’s” halfbacks (No. 7) should practice, from the winning scrums, to give quick, accurate passes to their respective five-eighths. (No. 6)
   (c) Each halfback should also have a turn at placing the bail into the scrum from both the right and the left sides of the scrum.

5. **Lock Forwards Defence from a Losing Scrum (Fig. 79)**
   (a) The two packs “A” and “B” form up as shown.
   (b) “A” pack to have the Loose Head and their Halfback, No. 7, to place the ball into the scrum.
“A” pack to win the scrum. “B’s” Lock No. 13 to break first close to the open side of the scrum ready to defend. (* The Coach stands on the outside of “A’s” five-eighth, No. 6, holding a Tackle Tube).

No. 7 passes the winning ball quickly and accurately to No. 6. The Coach quickly rolls the Tackle Tube inside the defensive “B” five-eighth, No. 6.

The Coach quickly rolls the Tackle Tube inside the defensive “B” five-eighth, No. 6.

“B’s” Lock, No. 13, should then make the tackle on the tube. Repeat the procedure with “B’s” pack winning the scrum and “A’s” Lock tackling the tube rolled by the Coach towards “A’s” No. 6.

6. **Second-Rowers Defence from a Losing Scrum (Fig. 80)**

(a) The two packs “A” and “B” form up without their lock forwards, No. 13.
(b) “A’s” pack to have the Loose Head and their Halfback, No. 7, to place the ball into the scrum.
(c) “A” pack to win the scrum.
(d) “B’s” Front row to call lost.
(e) “B’s” Second rowers to first break close to the scrum in defence. (* The Coach stands in the centre, behind “A’s” scrum, holding a Tackle Tube).
(f) When No. 7 bends to pick up the ball, the Coach rolls the Tackle Tube on either side of the scrum for “B’s” Second rowers to tackle.
(g) “B’s” pack to win the ball in the scrum and “A’s” Second rowers repeat the same procedure with the Coach behind “B’s” pack.

## SESSION 6: PLAY–THE–BALL

**AIMS**

To demonstrate and give practice in the play-the-ball movement, including attacking and defensive patterns of play.

**GENERAL NOTES**

- Attempt to keep candidates moving, adding as much variety as possible so as to maintain interest and enthusiasm.
- This session offers the chance to revise most skills

**EQUIPMENT REQUIRED**

- Footballs; blackboard and chalk; whiteboard and pens.

**STEP 4 - BREAKING IN ATTACK AND DEFENCE**

Introduction
Duties of Players Involved
Play-The-Ball Movement – The Acting Half’s Passing
Attacking and Defensive Patterns – Variations of Play
Summary/Evaluation of All Practical Sessions
STEP 1 – INTRODUCTION

Introduce the activities and stress their importance

STEP 2 – DUTIES OF PLAYERS

To make brief mention of the duties of the players involved in the play-the-ball as an introduction to the play-the-ball movement

NOTE:

Demonstrate slowly, noting each position as you move, then demonstrate again in one fluid motion.

EQUIPMENT:

Have maximum of 6 per column, and 1 ball per column.

STEP 3 – PLAY - BALL - MOVEMENT

To demonstrate and give practice in the correct method of playing the ball. (Analyse the diagram above)

NOTE:

When a player is tackled and retains possession of the ball, he faces the opponent’s goal line and drops or places the ball in front of his foot. He should then aim to play the ball back as evenly as possible.
TEACHING RUGBY LEAGUE SKILLS

STEP 1 – INTRODUCTION

Talk to seated candidates

Outline the activities to be followed. Stress the possibility of revising many of the previous skills.

Point out the number of Play-the-Ball movements in a game and the need to develop effective play around them.

STEP 2 – DUTIES OF PLAYERS

DISCUSSION

* The tackled player must -

Regain his feet quickly;
Play the ball quickly and correctly to keep play moving.

* Acting half-back (dummy half) must –
Support tackled player;
Listen for calls of play;
Note opposition’s placements;
Deliver a good quick pass.

* Markers must –
Be there on time;
Strike for the ball – if it’s tactically of advantage;
Be the first line of defence and so be alert to moves close to the ruck.

STEP 3 – PLAY - BALL - MOVEMENT

Explanation and Demonstration

When playing the ball with the right foot:—
Roll on to right hip
Right leg is drawn up under you;
Rise to a half-sitting position – ball held in right hand;
Place left hand on ground as you roll off your right side;
Swing left foot up and “half stand”;
Head forward for balance, ball dropped or placed on ground and heeled back to acting halfback.

Practical Work

* Practice this by having the players in columns playing the ball back to each other.
Make sure that the person goes right down on the ground and goes through the complete motion.
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>NOTES AND EQUIPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To demonstrate and give practice from acting halfback’s position.</td>
<td>NOTES: Beware of lifting the head thereby causing a high pass.</td>
</tr>
</tbody>
</table>

**STEP 4 – ATTACKING PATTERNS**

To demonstrate basic position for attacking from a ruck.

NOTES: A blackboard would be a handy aid, otherwise stand players and discuss alternatives.

**STEP 5 – DEFENSIVE PATTERNS**

To demonstrate a basic defensive positioning at a ruck.

NOTES: Alternative to basic positioning should be discussed.

To develop attacking and defensive patterns and put them into practice.

NOTES: This session gives a chance to revise (in a practical way), passing and evasion skills. Kicks may be introduced if so desired.
**Explanation and Demonstration**

**DISCUSSION** (Fig. 82)

- **X MARKER**
  - PLAYER
- **X ACTING HALF BACK**
- x FR
- x SR
- x SR
- x LOCK

Practical session after brief explanation.

**STEP 4 – ATTACKING PATTERNS**

Discuss basic patterns for developing attack, e.g. from the positions shown in Fig. 82.

**STEP 5 – DEFENSIVE PATTERNS**

Front row control close to the ruck (Fig. 83).
Second rows scout wider and try to turn the attackers in.
First line moves forward as a unit.
Cover defender follows the ball a few metres behind the play.

Divide candidates into smaller groups of 6-8 people.
Select one candidate to act as coach for each group.
"Coach" sets his group for their attacking and defensive plays from the ruck.
Pairs of groups are then pitted against each other, taking it in turns to be attackers and defenders. The exercise should be "hold" or "tag" formats ONLY.

**Practice Session**

Groups of 3:- e.g. –
No. 1 plays the ball to No. 2 who passes to No. 3 who runs forward and then plays it.
No. 1 moves to act as dummy half.

Points for “dummy half” to note:
- Feet apart, crouch low
- Move foot opposite to passing direction to be beside the ball
- Place hands either side of ball
- Point near foot to the receiver
- Remain crouched and swing arms in a pendulum motion
GRID WORK (ELEMENTARY) (Fig. 84)
Number players 1 - 8. Teams line up 10m apart, facing each other. On command, from coach, players jog towards opposing team. When teams are 5m apart, coach rolls ball into centre of grid and calls a number at random. The nominated player runs forward, dives on ball, gets up and plays the ball. Ball player returns it to coach and all players return to start positions .... running backwards.
Repeat drill, calling numbers at random.

PLAY-THE-BALL RELAY (Fig. 85)
No. 1 plays the ball to No. 2 who passes to No. 3. After receiving the pass No. 3 goes to ground with the ball, regains feet and correctly plays the ball to No. 4. This procedure is continued until the ball reaches No. 8. No. 8 then runs to the front of No. 1. All other players change positions as follows:
1 to 2, 2 to 3, 3 to 4, 4 to 5, 5 to 6, 6 to 7, 7 to 8.
This Relay finished when No. 1 player is back in original position.
CORRIDOR PLAYS (Fig. 86)

(20 players “working” at the one time).

(a) 2 on 2 (5 groups) in Corridor Plays. Play-the-Ball – double markers coverage over the length of the corridor. . . 10m wide.

A has the football: A1 is dummy-half; B – using double coverage (i.e. B and B1) has to prevent progress. A can kick as he is the player playing the ball. . . but only on his support play.

(b) 3 on 3 – using 10m Corridor again.

i.e. 3 on 3

3 on 3

4 on 4 = 20 players of group.

e.g. A team has the football to start with. A (player who is playing the ball) is still allowed to kick the football.

(c) 5 on 5 (2 groups = 20 players)

Side “A” can run the ball any way they wish. Side “B” to prevent progress.

PLAYING SPEED (Fig. 87) Fig. 87

Use two teams of three players lined up as per diagram. Players A, B and C (placed 5 metres apart) have a ball each. Player 1 runs forward and dives on the ball rolled out by Player A. He regains his feet and, facing the direction of his run, plays the ball backwards.

He then runs forward, repeating the process with Players B and C. He then runs around the marker picking up each bail in turn and passing it back, acting halfback style, to the player who rolled it out to him, before returning to the end of his line.

Players 2, 3 continue the drill.
<table>
<thead>
<tr>
<th>GLOSSARY OF TERMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVANTAGE</strong> – A referee may allow play to proceed when it is to the advantage of the side which has not committed a breach of the Laws. The advantage is played at all times – apart from Starts of Play.</td>
</tr>
<tr>
<td><strong>BACK</strong> – Any player who is not regarded as a forward. A back does not take part in a scrum.</td>
</tr>
<tr>
<td><strong>BLIND SIDE</strong> – The side of the ruck or scrum which is nearer to the touch line.</td>
</tr>
<tr>
<td><strong>CHANGEOVER</strong> – The handing of the ball to the opposition when one team’s set of six tackles has been completed.</td>
</tr>
<tr>
<td><strong>CHARGE DOWN</strong> – The act of blocking the path of the ball with the hands, arms or body as it rises from an opposing player’s foot (from a kick).</td>
</tr>
<tr>
<td><strong>CORNER POST</strong> – A striped, cardboard post placed at the intersection of each touchline and goal line. Each of the four corner posts are deemed to be in touchin-goal.</td>
</tr>
<tr>
<td><strong>DIFFERENTIAL PENALTY</strong> – A penalty awarded for any breach occurring at a scrum. The differential penalty does not include breaches for player’s misconduct. A goal cannot be scored from it.</td>
</tr>
<tr>
<td><strong>DROP KICK</strong> – A type of kick whereby the ball is dropped from the player’s hands and is kicked immediately it rebounds from the ground.</td>
</tr>
<tr>
<td><strong>DROP – OUT</strong> – A restart of play from either the goal line or the 22 metre line. All drop-outs must be taken with a drop kick.</td>
</tr>
<tr>
<td><strong>FIELD OF PLAY</strong> – The space bounded by, but not including, the touch lines and goal lines.</td>
</tr>
<tr>
<td><strong>FORWARD</strong> – A player who takes part in the scrum.</td>
</tr>
<tr>
<td><strong>FORWARD PASS</strong> – Any pass (or throw) accidentally directed towards the opposing team’s goal line.</td>
</tr>
<tr>
<td><strong>FULL – TIME</strong> – The cessation of the game.</td>
</tr>
<tr>
<td><strong>HALF – TIME</strong> – The cessation of the first half (or term) of the game.</td>
</tr>
<tr>
<td><strong>HOOK</strong> – The action of the hooker on striking for the ball in the scrum.</td>
</tr>
<tr>
<td><strong>KICK – OFF</strong> – The act of starting or restarting play from the centre of the half-way line.</td>
</tr>
<tr>
<td><strong>KNOCK – ON</strong> – To knock the ball towards the opposition’s dead ball line with the arms or hands.</td>
</tr>
<tr>
<td><strong>LOOSE HEAD</strong> – The Front Row forward in the scrum nearest to the referee and halfback’s feed.</td>
</tr>
<tr>
<td><strong>OBSTRUCTION</strong> – Sometimes referred to as “shepherding”. It is the illegal act of impeding an opponent who does not have the ball.</td>
</tr>
<tr>
<td><strong>OPEN SIDE</strong> – The side of the ruck or scrum which is further from the touch line.</td>
</tr>
<tr>
<td><strong>PACK</strong> – Refers collectively to the forwards of any one team.</td>
</tr>
<tr>
<td><strong>PASS</strong> – Is an “on side” “throw” of the football from one player to another.</td>
</tr>
<tr>
<td><strong>PENALISE</strong> – The act whereby a referee awards a penalty kick against a player infringing the Laws.</td>
</tr>
<tr>
<td><strong>PLAYING FIELD</strong> – Is the area bounded by the touch lines, touchin-goal lines and deadball lines.</td>
</tr>
<tr>
<td><strong>PLAY – THE – BALL</strong> – Is the process by which the ball is brought into play after a tackle.</td>
</tr>
<tr>
<td><strong>SCRUM</strong> – A team’s group of forwards merging in a set formation against an opposition pack in an attempt to gain possession of the ball.</td>
</tr>
<tr>
<td><strong>TACKLE</strong> – Is where the player in possession of the ball is effectively held by an opponent.</td>
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</table>
**PART B - GENERAL**

**(A) SUGGESTED FORMAT-MINI-MOD TRAINING SESSION**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>* SUGGESTED TIME</td>
<td>45 minutes of total activity is sufficient, keeping in mind that the attention span of youngsters is quite limited.</td>
</tr>
<tr>
<td>ON TOTAL ACTIVITY:</td>
<td></td>
</tr>
<tr>
<td>* PREPARATION:</td>
<td>The coach should ensure that all aspects of the training session are carefully planned. Don’t be afraid to ask for parental assistance if required. Advance planning will make coaching sessions more controlled.</td>
</tr>
<tr>
<td>* WARM-UP:</td>
<td>A 5 minute warm-up is sufficient. The warm-up should include stretching all muscle groups and short running activities.</td>
</tr>
<tr>
<td>* SKILLS SEGMENT:</td>
<td>Two or three drills per session is ideal: 15 minutes maximum. All players are to be involved in group, partner or individual skill activities. Skill drills to cover – Passing and Handling Evasion Play-the-ball Tackling Catching Scrummaging</td>
</tr>
<tr>
<td>* STRATEGIC SEGMENT:</td>
<td>Spend 10 minutes on revision of “weak” areas of game. Role of specific players, forwards and backs in attack and defence, and combination/support play.</td>
</tr>
<tr>
<td>* TEAM WORK SEGMENT:</td>
<td>Team work should last approximately 10 minutes with the coach simulating game conditions as much as possible. This will give the coach an opportunity to see that the skills and strategic segments outlined earlier in the sessions are employed in a “gamelike” situation. All should participate in this segment; some, perhaps, acting as the opposition, with bump pads in hand. Both attacking and defensive aspects of play are to be done.</td>
</tr>
<tr>
<td>* COOL DOWN / CONCLUSION:</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>Players should learn to “stretch down” at the completion of all activity. Skill drills may be used at a reduced pace as part of the cool down.</td>
</tr>
</tbody>
</table>

It is important for both coach and players that **VARIETY** is used in training sessions. Participants may become bored or stale if this ingredient is not added on a regular basis. As coaches, we should be aware of our players’ needs.
Training Session will vary according to factors such as:

- The skill of the players;
- The age of the players;
- The ability of the players;
- Experience of the coach;
- Availability of training aids;
- Environment;

The following, therefore, can only serve as a guide to creating a training session which will suit the criteria above for particular teams.

* WARM – UP:  
  — (i) Easy jogging, running with the football.
  — (ii) Stretching exercises for maximum range of movement for joints and muscles.
  — (iii) The pace of the warm-up should be such that players are sufficiently supple and warm at its completion.

* RUNNING TRAINING:  
  — (i) Knee-raising trots; sharpening-up sprints; shuttle runs; relay runs with footballs/medicine balls; circuit exercise runs.
  These are sample activities. Variety is essential if players are to continue to train with enthusiasm.
  There should be a gradual build up of the work rate remembering that the greater the fitness level of the players, the shorter the recovery period should be.
  Skill work may also be incorporated into running training.

* SKILL SEGMENT:  
  — (i) Concentrate on the skills most in need of attention.
  — (ii) Skills should be revised as often as possible, and can be incorporated into the warm-up or running segments.
  — (iii) Skills should be demonstrated by the coach and then performed in groups, pairs or as individuals.
  The coaching staff should correct faults as they occur.
  — (iv) Vary practices of each skill.

* BACKS/FORWARDS  
  – BACKS: Emphasis on support play, backline moves (scissors, chip and chase, extra man, grubber kicks, cut out and inside passes), defensive patterns.
  – FORWARDS: Practice scrummaging, defensive patterns, play-the-ball movements (ruck play), free kick moves.

* TEAM TRAINING:  
  – Players should practice all game – related aspects, such as:
    (i) Starts of play – kicking and receiving;
    (ii) Patterns of attack and defence;
    (iii) Scrummaging – formation and breaking;
    (iv) Fielding kicks;
    (v) Ruck work;
    (vi) General play and ‘tap’ moves.

* COOL DOWN / CONCLUSION:  
  – 5 minute period used for stretching and gradual ‘cooling off’. This may include jogging or some skill-related games.
Flexibility is the freedom of movement over a range of motion for a given joint or combination of joints.

**WHY SHOULD FOOTBALLERS PERFORM STRETCHING EXERCISES?**

1. To assist in improving their technique
2. To help reduce injuries
3. To promote muscle relaxation
4. To prepare the muscle for the contest or activity
5. To prevent stiffness
6. To increase “safety margins”
7. To accompany strength programmes
8. To aid recovery from injuries.

Stretching should be within everyone’s limits with emphasis on “feeling” the stretch; concentrate on extension not “tension”.

**Do not bounce** when holding the stretch; breathing should be even and rhythmical; do not restrict the breathing.

The following precautions must be followed when doing any partner PNF stretches.

1. An 8 to 10 minute warm-up, using whole body movements, the muscles will not stretch easily unless they are warm.
2. The isometric contraction should never be explosive but involve a gradual increase in effort in the first 2 seconds which is then continued for another 4 seconds.
3. After the isometric contraction the partner should not force the person into a new position of improved flexibility. The movement should be made unaided.

**Examples of Stretching Exercises for Rugby League**

**Diagram – p. 70**

**Figure 1.** Shoulder and tricep stretch. With arms overhead, hold the elbow of one arm with the hand of the other. Gently pull the elbow behind your head, creating a stretch. Do it slowly and do both sides. Hold for 10 seconds. This is a good way to begin loosening-up the arms and shoulders.

**Figure 2.** Arms, Shoulders and Upper Back. Interlock your fingers above your head, palms facing upward. Push your arms slightly up and back. Hold the stretch for 10 seconds; do not hold your breath.

**Figure 3.** Chest and Shoulders. Interlock your fingers behind your back then lift your arms up behind you until you feel a stretch in the arms, chest and shoulders. Hold an easy stretch for 10 seconds.

**Figure 4.** Lower Back. Specific stretching exercises for the lower back can help prevent (and alleviate) back problems. Be seated (as in diagram). Reach forward to touch the toes – reach till you “feel” stretching of lower back and hamstrings. Hold for 6-10 seconds. Relax. Repeat.

**Figure 5.** Hip muscle stretch. Spread the feet apart, forward and back. The forward leg should be directly over the ankle and the knee of the back leg resting on the floor. Without changing position, lower your hip downward into an easy stretch. Hold for 10 seconds then change sides.

**Figure 6.** Spine Stretch. Sit with the soles of the feet together and knees resting outwards. Tuck the hands under the ankles, then pull up with wrists. This will stretch the entire spine. Hold for 10 seconds.
Figure 7. Groin stretch. While seated, place the soles of your feet together and hold onto your toes. Gently pull yourself forward, bending from the hips, until you feel a good stretch in your groin. Hold for 10 seconds.

Figure 8. Hamstring Stretch. This is a good back stretch for those with poor hamstring flexibility. Spread the legs slightly so the heels or ankles can be comfortably held. Lean forwards from the hips and pull with the arms. By resisting against the hands in the fully flexed position, a PNF stretch can be incorporated. Hold for 10 seconds each time.

Figure 9. Upper and Lower Back, Side of Hips and Rib Cage. Sit with your legs straight, bend your left leg across and rest it to the outside of your right knee. Then bend your right elbow on the outside of your upper left thigh. With your left hand resting behind you, slowly turn your head to look over your left shoulder, and at the same time rotate your upper body toward your left side. Hold for 10 seconds, do both sides and breathe easy.

Figure 10. Hamstring, Lower Back stretch. In a straight leg, bent leg position slowly bend forward from the hips toward the foot of the straight leg until you feel the stretch. Hold for 10 seconds. After the stretch feeling has eased bend a bit more from the hips, hold this stretch again for 10 seconds then switch legs and repeat the procedure.

Figure 11. Quadricep stretch. Stand on one leg and pull the foot of the other leg into the buttock. Some people may have difficulty balancing on one leg. If this is the case, concentrate on something directly ahead or find a support such as a wall or stool. To increase the stretch, extend the hip and push the ankle against the resistance of the hand (i.e. as in a PNF stretch). Hold for 10 seconds each time.

Figure 12. Quadricep and Ankle stretch. Lie on your left side and hold the top of your left foot with your right hand. Gently pull the right heel toward your backside until an easy stretch is felt. Keep the body in a straight line. Hold for 10 seconds then change sides and repeat.

Figure 13. Calf stretch (seated). In the same seated position as Figure 10, either use a towel around the ball of your foot to pull your toes toward your knees, or, if more flexible, use your hands to pull your toes towards your knee. Find an easy stretch and hold for 10 seconds.

Figure 14. Calf stretch (standing). Stand 1 1/2 steps away from a solid support and lean on it with your forearms; split the feet apart with the foreleg bent and the other leg straight behind. Slowly move your hips forward; be sure to keep the heel of the straight leg on the ground. Hold an easy stretch for 10 seconds; do not bounce; then change sides and repeat.

Figure 15. Achilles tendon; Ankle stretch. Bring the toes of one foot parallel to the knee of the other leg. Let the heel of the bent leg come off the floor about a 1/2 inch; push forward on your thigh with your chest and shoulder. Lower the heel of the same leg toward the floor. The idea is not to get the heel flat but to use the forward pressure from the shoulder on your thigh to give an easy stretch of the Achilles tendon. The Achilles tendon is a very light stretch. Hold for 10 seconds and repeat on opposite leg.
Volunteer coaches in many programmes seem to think that all they have to do is coach a winning team and they’ve done a good job. Nothing could be further from the truth because, whether you realise it or not, you as a person will have a great influence on the youth of your team. They will notice how you dress, how you talk, whether you can control your emotions, whether you are fair, whether you know lot of other things which will be impressed on their minds for the future. So you see, you’re not just the average person who has “graciously” agreed to volunteer your time – believe it or not, you’ve got a very important job on your hands. What kind of job you do is up to you.

More than anything else, the young players in your team are there to have a good time. Sure it’s important they learn that it’s not all “fun and games” and that hard work is required before you can really reach your most rewarding goals. But, at this young age, these goals are not yet set. Don’t drive them away from the sport by making it dull and unenjoyable before they can start to develop those qualities that can be derived from sport.

Remember, most young children already take their play very seriously. However, coaches should avoid the “big business” approach to youth sports: Work them hard, help them break through new barriers but, when all is said and done, make sure they have had FUN!

If you think “Winning” is the only thing that matters in sports – maybe you should volunteer for something else. That might seem like a strong statement but, unfortunately, in the last few years an attitude that “winning is the only thing” has crept into the amateur sports ranks. Sure, winning may be everything in professional sports – that’s why the players get paid those enormous salaries. After all, people won’t fill stadiums to see losers.

But, in youth sports, is it right for a coach to “chew out” his players simply because they didn’t win? Hardly. The purpose of amateur/youth sports programmes is basically to instill in youngsters those attitudes and characteristics which will make them better adjusted adults in the years ahead. This can be accomplished by teaching them to prepare themselves physically and mentally before competition so they have every chance to win. The philosophy of a youth programme endorses and strongly recommends that all coaches and clubs endeavour to develop the overall well-being of their participants by providing equal opportunities for involvement in the sport regardless of the athlete’s physical or mental ability.

These goals can be accomplished by a variety of ways – all geared to meet any level of ability and aspiration.

Always keep in mind you should be striving to develop a programme in which winning is prized, yet losing is not condemned!
Even though an impressive won/lost record may reflect positively on the coach’s ability to work with young people, a good coach has a number of more important qualities that are characteristic of being able to enhance the mental, physical and emotional growth of the team members.

(i) **SHOW BY EXAMPLE!**
A coach is many things to many people... a scientist, a trainer, a psychologist, a philosopher, a chaplain but, most of all, a teacher. The coach’s every word, action and manner is observed and evaluated by those around... whether they be players, their parents, the opposing team and coach or the community.

(ii) **BE A FRIEND WHO LISTENS!**
There is no better way to make a young person feel wanted and belonging than to listen attentively. Listening is the best way to get all the facts. A good coach needs the facts to solve the problems. If the coach can help solve problems, a happy friend is gained.

(iii) **BE LIBERAL WITH PRAISE!**
Criticism usually follows mistakes, but it is important to remember that the process of learning involves making mistakes. Excessive criticism creates “a fear of failing” and fears may be reflected in attitudes of “not caring or trying”. Be liberal with praise, it helps build confidence and confidence is one of the most important qualities a young person can develop from playing.

(iv) **BE FAIR BUT FIRM!**
Sport requires a great deal of discipline. A good coach will help all players realise the importance of abiding by rules and regulations. Letting them know what is expected of them and providing them with the opportunity to establish some of their own rules goes a long way in making them more meaningful. Once the rules have been decided upon the coach must be firm but fair in enforcing them with all team members.

(v) **BE CALM AND CONSISTENT!**
Sport encourages the involvement of all types of individuals. Their different physical and emotional characteristics must be realised and understood by the coach. However, as the stabilizing force of the team, the coach must be consistent in any dealings with team members. Working to remain calm under all conditions is a good step toward emotional consistency.

### QUALITIES DEVELOPED THROUGH SPORT

When provided with a quality experience, through a well-organised and conscientious programme, the young player can develop a number of positive life long characteristics from an involvement in sport. Because of the “one on one” contest nature of many sports a number of the characteristics developed have “self” qualities. However, the involvement with a team made up of young players of all shapes and sizes also lends itself to the development of those characteristics gained through social contact.

(i) **SELF DISCIPLINE**
Learning to abide by training, practice and match rules teaches discipline. Sport provides many challenges that will test the individual player’s ability to exercise discipline.

(ii) **SELF CONFIDENCE**
To be able to master the basic skills of controlling your body movements and to develop strength and stamina enhances a confidence in the individual’s physical and mental abilities.
(iii) **SELF ESTEEM**
Young players will come to see themselves in a most positive light as they follow in the footsteps of those who have made the effort and developed the many “inner” qualities associated with playing.

(iv) **SELF INITIATIVE**
Because players are often on their own in many competitive situations they learn that it is the individual effort, and often that alone, that will determine the outcome of the match.

(v) **PERSEVERANCE**
Sport provides many challenges. The lesson not to give up in attempting to meet those challenges is a valuable one. Through hard work the player learns that slogans like “quitters never win and winners never quit” are still applicable through the years.

(vi) **DESIRE**
Establishing goals is an integral part of a programme. Young players can acquire the will and courage to achieve in sport if they keep these goals always before them.

(vii) **GOOD PHYSICAL CONDITION**
As a vigorous contact sport, football greatly enhances the overall condition of the respiratory and circulatory systems. It provides for total muscular development while at the same time enhancing flexibility.

(viii) **DEDICATION**
Being faithful to a team and a cause is an important lesson of sport. A player will rarely fail when strongly committed to others.

(ix) **EMOTIONAL CONTROL**
Emotional blowups only hamper an individual’s success as a player and they soon learn this lesson. The adult’s example is most influential in this area.

(x) **COMRADESHIP**
Working with other young people who have the same common goals and interests provides the opportunity for making new friends. This social contact adds to the overall emotional development of each individual.
Before any effective coaching can take place, the coach should have an awareness, and command, of the techniques of teaching. The coach should be aware of:

(i) communication techniques;
(ii) physical appearance;
(iii) use of time and coaching aids;
(iv) use of the training environment and resources;
(v) reaction to player feedback.

COMMUNICATION: Because so much of what is taught (especially to the young player) comes from the spoken word, it is essential that the coach is clear and concise, adjusting “the volume” to suit the occasion. Expression, clarity and appropriate speed are important factors in gaining effective communication. The coach should add variety to the voice, ensuring continued interest from all players. Communication should be two-way.

APPEARANCE: The appearance of the coach can indicate a certain efficiency and intention towards the activity. It is important that the coach look like a leader and promote “self” as a model for the players.

ORGANISATION/POSITION: The coach’s position in relation to the group when speaking to them is important. Verbal instruction or demonstration should be directed at the group, etc. The coach’s voice should carry clearly when the group is organised into formations such as a semi-circle, horseshoe, fu

Fig. 88

1. X X X 2. X X X 3. X
X X X X X X X
X X X X X X X
X C X X C X X

semi-circle horse-shoe angled/corner

FEEDBACK: A coach who does not listen or who is unaware of the feelings of the players towards training or coaching philosophies is destined for failure. The coach whose preparation is solid will be in a better position to appreciate possible adverse reactions from players. The coach’s role is one of responsibility, and it is only by listening to the reactions of the players that the coach will be able to guage the direction of future instruction on an individual and group basis.

INSTANT HINTS

– Always have a plentiful supply of footballs at training. If it is possible for each player to have their own football (or one between two) then this is preferrable to only having one or two footballs available at each training session.

– Training to closely resemble match conditions is ideal. Therefore, training through the day is preferable to training at night. Training resources should be employed to emulate the occurrences of a game.
1. **COACHABILITY** – No matter how much players think they know about the game – players can learn something from every Coach.

2. **SKILL.** The answer to being a more skilful player is continual, constructive practice. This leads to total confidence. It is lack of confidence that causes us to make errors on game day.

3. **DEFENCE.** Coaches can teach you how to tackle. No one can make you tackle. All players must want to tackle. There is no other way.

4. **COMPATABILITY.** Unless we strive to get on with our teammates – the result is an unhappy team. Teams made up of players who don’t get on together rarely achieve their goals.

5. **COMMITMENT.** Rugby League is a game in which players must make decisions at every play. It is, therefore, very important that when we make those decisions we totally commit ourselves to doing just what we have decided to do. It is indecision during a play that leads to the breakdown of that play.

6. **DISCIPLINE.** This is one of the most important qualities players and teams can possess. Unless we can practice self-discipline and team discipline, every other quality we may exhibit could amount to very little.

7. **WILL TO WIN.** Accept that sport was never meant to teach players to win AT ALL COSTS. However, we should enter all competitions with a definite will to win. Without such a goal we may never get very far. Win by “embarassing” the opposition – not “killing” them.

8. **PERSONAL ACHIEVEMENT.** Life is full of challenges. A minority of people finish up winners after they take up the challenge. You have the opportunity, at each game, to take up the challenge. Your personal aim should be to achieve a high standard of skill and the right attitude to the game.

9. **SPORTSMANSHIP.** When everything goes our way, we find it very easy to accept. It is not as easy to accept things we don’t like. Top players can adjust to accepting the good with the apparent bad. Accepting Referees’ decisions, Coaches’ constructive criticisms, teammates’ advice, and being put on the bench at times, are essential as part of being a good sport.

10. **ENJOYMENT.** Unless we enjoy playing Rugby League we should not be involved. Most players enjoy their sport because they are good at it. You can enjoy your sport even more if you are prepared to work hard to improve your skills.
It is extremely important for coaches to understand that children do not have the same capacities – physically, mentally or socially – to achieve adult standards. Children are not “young adults” and should not be coached in such a way. Our youngsters, on the whole, play Rugby League for enjoyment, and the Mini Footy and Mod League games are geared towards fun and involvement for all participants.

Some differences in young children are outlined below. Coaches and administrators should understand that the difference in age, height/weight and skill level will effect an individual’s performance and attitude both on and off the playing field. Coaches should be positive in their approach to all players, understanding that the role can be complex and demanding, especially when supervising youngsters approaching puberty.

**CHARACTERISTICS OF YOUNG CHILDREN**

**AGES 5 - 7**

* Basic patterns of movement are established and developed in activities such as running, catching, throwing and kicking. These basic movement patterns develop into more complex movement sequences at ages 5 - 7.
* Control and hand-eye co-ordination are a basic concern.
* Specific skills and team work progress slowly. Competitiveness should be kept to a minimum.
* Enthusiasm for learning new activities is high. Games are popular. Emphasis is on having fun and playing with friends.
* Attention span is quite short. Authority is well respected.

**AGES 8 - 10**

* Patterns of movement become more fluent.
* High potential for skill development exists in these ages.
* Boys develop more power and a keen competitive edge.
* Hand-eye co-ordination continues to improve, whilst hand and foot dominance is established – e.g., left foot kicker.
* Some skills, such as punt kicking and passing, may be mastered by age 10.
* Individuality develops whilst attention span improves.
* More appreciation is given to rules and officiandom.
* Opinions of peers is important to the player.
Up to 90% of skill potential will have been acquired by age 12.

* Co-ordination is much greater than at previous age groups.
* Appreciation of tactics develops. Greater control of muscles is established.
* Balance, speed and agility have all gradually increased.
* Greater strength and endurance becomes evident as children prepare for adolescence.
* Peer prestige is extremely important as competitiveness increases. There is a growing need for recognition and a need for a positive self-image.
* Youngsters at these ages develop great team loyalty and better sportsmanship.
* Confidence is won or lost more easily in these age groups.

COACHING SESSIONS SHOULD EMPHASIZE:

- Concentration on all players
- Player’s achievement within their own limits
- The need to test and challenge ability
- That, while it is important to win, it is not a disaster to lose
- Individual motivation
Fortunately, serious injuries such as fractures and internal injuries are rare in our sport, particularly at the junior level. The commonest injuries are superficial injuries to soft tissues such as bruises, sprains and stretched ligaments. These injuries are often accompanied by bleeding into the injured part. The reason for this is that, during exercise, the circulation (blood flow) is greatly increased and the blood vessels are expanded to allow this increased flow. At the time of injury these vessels are torn, and the oozing of blood into the tissue continues for several hours to account for much of the swelling.

We must consider treatment of these injuries in two stages. The first stage is aimed at minimising further damage and stopping the bleeding. The second stage is aimed at restoring strength and function to the damaged part.

A. TREATMENT OF INJURIES

Apart from major injuries such as fractures and dislocations, which are usually obvious and need immediate medical attention, a lot of consideration must be given to some other injuries which some players seem to ignore or pass off as minor injuries.

These consist of:

1. **SPRAIN:** An injury caused when ligaments, which bind joint surfaces together, are forced beyond their normal range leading to stretching or tearing and displaced joint surfaces.

2. **STRAIN:** An overstretching of a muscle or tendon.

3. **RUPTURED BLOOD VESSELS (BRUISING):** Due mostly from direct contact. The purpose of treatment is to first prevent the blood formation in a large mass, and, secondly, to promote rapid removal of any blood clots, thus preventing any adhesions (lumps) which delay normal movement.

In all forms of exercise our blood circulation increases (i.e. our pulse rate is much quicker). Thus, when an injury occurs, bleeding into the tissue cavities is much quicker, causing swelling and pain. The larger the muscle area, the more blood it contains (e.g. thigh). To keep bleeding to a minimum or slow it down in the injured area, certain steps are very important. Remember the all important word, ICE, as indicating the immediate treatment.

1. **ICE:** A cold compress of ice is applied over the injured area.

2. **COMPRESSION:** A compression bandage is applied to the injured area.

3. **ELEVATE:** Elevation to the area. Blood flows slower uphill.

Start this treatment as soon as possible after sustaining the injury and continue for as long as is practicable – no less than 48 hours.

**COLD APPLICATIONS:**

- Ice packs
- Icy water
- Ice Cube massage
- Low evaporation liquids

**COMPRESSION:**

- Cotton wool
- Sponge
- Soft felt
- Compression pieces directed by materials applied by elasticised non-adhesive bandage.

A “treat and train” programme should be started as soon as possible. In most cases, a modified training programme can start during treatment, usually three or four days following injury. The programme must be designed carefully to minimise risk of aggravating the injury.
B. **FURTHER IMPORTANT FACTS (for players)**

1. Never apply heat of any kind or massage the area unless with medical supervision.
2. When showering, keep time to a minimum; particularly under a hot shower.
3. Never sit in a hot bath. (Any heat increases circulation causing further swelling and pain.)
4. Never use heat lamps within 48 hours of an injury.
5. Standing for lengthy periods of time on an injured lower limb can cause further pain and inconvenience.
6. Alcohol should not be taken within 12 hours of injury, particularly severe muscle injuries. Alcohol causes temporary heat stimulation, dilation of the blood vessels and increases bleeding. Alcohol is also a depressant.

C. **ON-FIELD TRAINER - EXAMINATION OF THE INJURED PLAYER**

All on-field trainers should condition themselves to carry out a set procedure of examination of the injured player. The moments following injury are often charged with emotion and the trainer’s role is extremely important under such extreme conditions. The procedure trainers should follow is referred to as the TOTAPS method. This stands for:

1. **TALK.** Ask the player if he can talk; check whether he is breathing and his heart beating? If not immediate resuscitation should begin. If the player can talk ask him how the injury occurred, where it hurts and what he felt at the time of impact.
2. **OBSERVE.** The trainer should observe whether the player displays his normal personality, particularly after a head injury. The trainer should also observe any abnormalities in the limbs, etc.
3. **TOUCH.** If there are no obvious signs of abnormalities, the trainer should feel the part for lumps or smaller deformities. Observe reaction of the player.
4. **ACTIVE MOVEMENT.** The trainer should ask the player to personally move the injured part. Trainers should not assist.
5. **PASSIVE MOVEMENT.** If the injury is not obvious, the trainer may need to move muscle groups to locate the direct site of the injury.
6. **STAND.** The player, if feeling well enough, should stand and walk around, flexing the part which was injured. If his condition is satisfactory – beyond all doubt – the player may continue to play. If not, he should be taken immediately from the field.

First aid is common sense and should not be rushed. The role of the trainer is an important one and pressure from outside sources should be kept to a minimum, especially when the welfare of an athlete is at stake.
ROLES AND RESPONSIBILITIES
Administrators, coaches, officials and volunteers often have a high level of contact with children in the sporting environment and play a major role in the successful operation of sporting activities.

Key responsibilities involve:
• awareness of the magnitude and importance of Child Protection issues in sport
• awareness of the definitions and indicators of Child Abuse
• the ability to recognise an abusive situation
• the use of discretion in determining when it is appropriate to report suspected cases of Child Abuse
• knowledge and understanding of the requirements arising from recent child protection legislation including employment screening and prohibited person declarations
• awareness and understanding of a sporting organisation’s child protection policy and guidelines and responsibilities arising from it
• recognition that as a coach/official/volunteer, you are in a position of power and influence over young children in your care and must behave in an appropriate manner to ensure that their safety and well-being is maintained

DECLINING CHILD ABUSE
Child Abuse is any action, physical or verbal, that puts a child at risk of harm and exploits, harms or damages a child’s physical, emotional or psychological well-being. There are differing types and degrees of Child Abuse that can create serious setbacks to a child’s enjoyment of, and participation in, sport and recreation activities including:

Physical Abuse:
Physical Abuse is the non-accidental injury to a child by a parent, care giver or another person responsible for the child.

Sexual Abuse:
Child Sexual Abuse is any sexual act or sexual threat imposed upon a child. Adults who commit Child Sexual Abuse exploit the dependency and immaturity of children. Pressure, either physical or psychological, is always present in child sexual assault.

Emotional Abuse:
Emotional Abuse encompasses a range of behaviours that can destroy the confidence of a child and result in significant emotional deprivation or trauma. Emotional Abuse involves the impairment of a child’s social, emotional, cognitive and intellectual development and/or disturbance of a child’s behaviour.

Neglect:
Neglect occurs when a child is harmed by the failure of a parent or care giver to provide them with the basic physical and emotional necessities of life, eg: food, clothing, shelter, emotional security, affectional attachments, medical care and adequate supervision.

Child Abuse Whose problem

"Every child is Special"
Domestic Violence:
Domestic Violence is violence, abuse and intimidatory behaviour perpetrated by one person against another in a personal, intimate relationship causing fear, physical and or psychological harm. Domestic Violence has a profound effect on children and constitutes a form of Child Abuse.

INDICATORS OF CHILD ABUSE
Due to the nature and competitive aspects of certain sporting activities, in particular high contact sports, several injuries that appear on the list of common indicators of abuse, may in fact be a common occurrence in certain sports eg: sprains, bruising, dislocations etc. Administrators, coaches, officials and volunteers should use common sense when determining what should be reported.

Possible indicators of Child Abuse include:
- bruising, particularly in the face, head or neck region
- multiple bruising or injuries eg: burns, scalds, sprains, dislocations or fractures
- injury left untreated
- differing versions of how injury occurred
- child/relative may actually tell of the abuse
- a child, by referring to someone else being abused, may mean him/herself
- sexual behaviour which is inappropriate for the age of the child
- nightmares/bedwetting going to bed fully clothed
- a high level of distrust of other people
- an inability to relate well with adults and/or children
- extreme attention seeking behaviour, disruptive or aggressive behaviour and bullying
- seeking indiscriminate or inappropriate adult affection

NOTE:
The presence of one indicator alone does not necessarily mean that a child has been the victim of Abuse. Other factors that may have resulted in any of the above injuries must be taken into consideration, along with the context in which these indicators are observed.

CHILDREN WITH DISABILITIES
Child Abuse may occur to children and young people with disabilities. Some children with disabilities are at a higher risk of abuse due to the nature of their disability such as mobility constraints. Limitations created by the disability may make them more dependent on others to stop the abuse from occurring.

Staff should be aware not to discount indicators of Child Abuse in people with disabilities as being related to the disability.

If a significant change in a child's behaviour is accompanied by a range of indicators, possibly with a sexual component, serious consideration should be given to whether there are reasonable grounds to suspect Child Abuse.

CHILD PROTECTION (PROHIBITED EMPLOYMENT) ACT 1998
The Child Protection (Prohibited Employment) Act 1998 makes it an offence for anyone convicted of a serious sex offence to apply for, or remain in, child related employment ie: positions which have direct, unsupervised contact with children.

Under this Act, all employees are required to inform their employers if they are a “prohibited person” (someone who has been convicted of a serious sex offence).

Under this Act, work performed as a volunteer for an organisation is classified as employment”.

Further detailed information in relation to child protection and intervention is contained in the Child Protection Policy and Guidelines.

Confidentiality
All staff, coaches, officials and volunteers should be aware of the highly sensitive and confidential nature of Child Protection issues and the need for discretion when reporting any allegations or situations which may arise. The designated Child Protection Officer should be contacted.

The confidentiality of all parties must be considered ie: victims, individuals making the allegation, and the alleged offender. Reports to DOCS are strictly confidential.
If you’ve gained greater knowledge from this outline...great!!
If this outline has proven to you that you’ve been on the right path all along...great!!
But, this is only a beginning!
There’s far more knowledge to be gained as you progress from beginner to most experienced.
Participation in the various courses of the National Coaching Scheme will allow you to gain this knowledge and the offered expertise.
• How is the N.C.S. structured?
• There are five (5) courses available!

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Course</th>
<th>Certificate Awarded</th>
<th>Recommended For</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prelim. Award</td>
<td>Skills Oriented</td>
<td>Knowledge of Skills</td>
<td>Those who wish to learn more about the game’s skills and the coach’s role.</td>
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<tr>
<td></td>
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<td>Certificate</td>
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<tr>
<td>Level I</td>
<td>Modified Games</td>
<td>Coaching (Limited)</td>
<td>All Modified Games Coaches</td>
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<td>Coaching Award</td>
<td>Certificate</td>
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<tr>
<td></td>
<td>(Full) Basic Coaching</td>
<td>Coaching</td>
<td>Coaches of Teams 6-19 years</td>
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<tr>
<td></td>
<td>Award</td>
<td>Certificate</td>
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</tr>
<tr>
<td>Level II</td>
<td>Advanced Coaching Award</td>
<td>Coaching</td>
<td>Coaches of all junior “elite”/i.e. rep players.</td>
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<tr>
<td></td>
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<td>Certificate</td>
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</tr>
<tr>
<td>Level III</td>
<td>Senior Coaching Award</td>
<td>Coaching</td>
<td>All senior Coaches - i.e. grade/rep.</td>
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<td></td>
<td></td>
<td>Certificate</td>
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</tr>
<tr>
<td>Level IV</td>
<td>“Master” Coaching Award</td>
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<td>for the “Complete” Coach</td>
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<td>Certificate</td>
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</table>

Information on all these courses can be obtained from your National, State, Regional or Club Director of Coaching.
Do you really take pride in your coaching? Are you concerned that your coaching methods are proper and suitable to the level of player involvement in which you’re working at the moment?
If so – don’t delay! The help is there – ready and waiting!
It is not necessarily true that “they also serve who only stand and wait”.

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**Australian Rugby League**

**Australian Coaching Council**

**National Coaching Scheme**

**Teaching Rugby League Skills**
SESSION 1

HANDLING

Objectives Presentation
Running Passing & Backing up
Objectives Presentation
Catching a Kick
Objectives Presentation
Picking up the Ball
Objectives Presentation

SKILL PRACTICES

Young Players Adolescents Senior Players
Stationary Handling & Pass Catching a Kick Wrap Drills
Chain Passing Speed Passing Combination Offloads
Throw & Catch Handling Pressure Passing
Circle Passing Passing Shoot The Rapids
Running & Passing

SESSION 2

TACKLING

Objectives Presentation
Side Tackle
Objectives Presentation
Front Tackle- Driving
Objectives Presentation
Front Tackle- Blocking
Objectives Presentation
Front Tackle- Smother
Objectives Presentation
Tackle from Behind

SKILL PRACTICES

Young Players Adolescents Senior Players
Using a Small Tackling Dummy Tackling from Behind Red Rover Drill
Blocking Tackle Drill Break The Defence
Front On Tackles Double Circle Tackle
Bag Tackling Tackle Fever Reaction Drills

SESSION 3

EVASION

Objectives Presentation
Sidestep
Objectives Presentation
Swerve
Objectives Presentation
Change of Pace
Objectives Presentation
Dummy Pass
Objectives Presentation
Bump off & Fend

SKILL PRACTICES

Young Players Adolescents Senior Players
Fend & Push Off Combination Find the Hole Drills
Marker Swerve Corridor Run Hit & Spin
Change of Pace Drawing the opponents Drawing a Defender
Change of Direction Passing Pairs One–on–One
Sidestep the Marker Shoulder Hit & Spin
Palm Hit & Spin
### SESSION 4

**KICKING**
- The Punts
- Drop Grubber Chip
- Place
- Round the Corner Place

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Presentation</th>
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<tbody>
<tr>
<td>Kick Over</td>
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<tr>
<td>Kick Over with Support</td>
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<tr>
<td>Kick the Triangle</td>
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<tr>
<td>Accuracy Kicking</td>
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<tr>
<td>Kick the Pentagon</td>
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<tr>
<td>Score Ball</td>
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</tbody>
</table>

**SKILL PRACTICES**

**Young Players**
- Kick Over
- Kick Over with Support
- Kick the Triangle
- Accuracy Kicking
- Kick the Pentagon
- Score Ball

**Adolescents**
- Zig Zag Grubber
- Catch & Run
- Accuracy Kicking
- League Ball
- Catch & Pass

**Senior Players**
- Kick to Partner
- Kick to Support
- Pressure Kicking
- Grubber & Chips
- Team Kicking
- Chip Kick

### SESSION 5

**SCRUMMAGING**
- Packing a Scrum
- Hooking: Hooker / Half Back Combination
- Breaking in Attack & Defence

<table>
<thead>
<tr>
<th>Objectives</th>
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<tbody>
<tr>
<td>Play-the-Ball Relay</td>
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<tr>
<td>Corridor Plays</td>
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<tr>
<td>Playing Speed</td>
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</table>

**SCRUMMAGING PRACTICES**
- The Hooker Practicing With His Half Back
- The Hooker Practicing With His Front Rowers And Half Back
- The 2nd Rowers & Lock Practise – Raking The Ball Down The Scrum
- Practice With 2 Packs Of Forwards In Scrum Formation
- Lock Forward Defence From A Losing Scrum
- Second Rowers Defence From A Losing Scrum.

### SESSION 6

**PLAY-THE-BALL**
- Duties of The Players
- Play-the-Ball Movement
- Attacking Patterns
- Defensive Patterns

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grid Work (Elementary)</td>
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<tr>
<td>Play-the-ball Relay</td>
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<tr>
<td>Corridor Plays</td>
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**PLAY-THE-BALL DRILLS**