



# COMMUNITY CHALLENGE

Welsh Rugby Union  
Coaching resource



## Coaching Process

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The coaches' main role is to assist individual players to learn and develop. The aim then is to improve player's ability to play the game by improving their skills. Remember that practice makes permanent, try to ensure that when players practice they always use the correct technique.

When introducing any new skill or progression- remember to give them the right **I.D.E.A.**

### **I - Introduce the skill**

Players, especially young and inexperienced ones, need to know what skill they are learning and why they are learning it. Offer them a reason for learning the skill and describe how the skill relates to the game they are learning to play.

### **D - Demonstrate the skill**

The demonstration step is the most important part of teaching rugby skills to young players who have never had the opportunity to play. They need a picture to go along with the words. You as a coach will also find that you think of better ways to visually explain the skill as you are performing it. Make sure that you demonstrate the skill several times, slowing down the action so players can see every movement. Draw players attention to key points as you perform them.

### **E - Explain the skill**

Use simple terms and, if possible, relate the skill to a previous skill that was taught. After explaining the skill ask your players to repeat your explanation. Ask questions like "What do we do first?" "Then what"? Check for understanding!

Remember, young players have a short attention span; a long explanation or demonstration may lose their attention. So don't spend more than a few minutes combined on the introduction.

### **A - Attend to players practising the skill**

Let them have a go and observe.

See what is right and praise it!

See what is wrong- recognise why it is wrong and know how to correct it!

Offer positive, corrective feedback Remember keep It Simple and Specific.

The way the coach presents information and feedback impacts on the player's ability to understand new concepts and acquire new skills and techniques. Generally speaking players prefer to learn new skills by seeing (visual demonstration), followed by listening (verbal explanation) and by working it out by having a go. The coach should therefore ensure that a variety of different methods are used to introduce and develop skills.

Progression

When introducing skills, the coach should break the skill down into simpler steps (key components).

The skill of the coach is devising simple yet effective ways of introducing each step and building on the previous until the full skill can be practised. These progressions will vary depending on the complexity of the skill and the ability level/experience of the player. Developing skills can be seen as a stepped process.

## 15 Coaching Behaviour Tips

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To establish a successful TAG session, the coach should adopt the following coaching tips to ensure the best environment is achieved for all players to learn and have fun.

1. Be prepared for when they arrive, have the first game/ warm up ready to go
2. Be welcoming, enthusiastic and remember to smile.
3. Keep explanations simple, encourage them to ask questions.
4. Be inclusive, involve all players
5. Always encourage and praise
6. Use a whistle to gain attention, try not to shout or lose patience
7. Avoid highlighting errors or weaknesses, and do not use negative words
8. Use your players names if you don't know them get to know them don't make one up



9. Make sure they know what to call you - coach is a great start!
10. Make sure your sessions involves problem solving, ask questions and give them an opportunity to discuss and try for themselves
11. Have a contingency plan if your session is not working or they are finding it too easy or too hard
12. Don't be tempted to join in, this effects control and could be dangerous
13. Encourage flair and risk taking, they must not be scared to make a mistake
14. Keep them busy, allow time for stoppages where they can talk and laugh but keep them engaged
15. Use and encourage humour, keep it fun!



## Session Planning

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### APES

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**APES** is a basic, yet very effective principle to follow when planning your session:

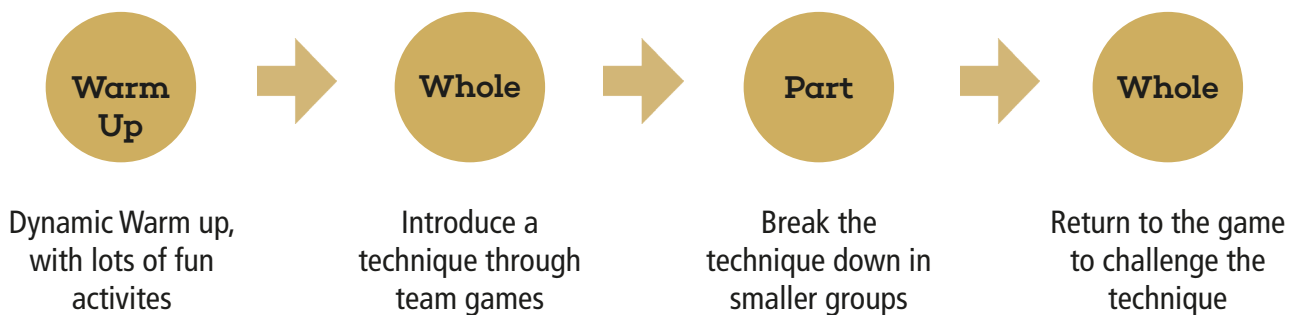
- A** - Active
- P** - Purposeful
- E** - Enjoyable
- S** - Safe

If the APES principle is applied, both the player and the coach will practice in a positive environment ensuring that both are maximising their rugby experience. The safety of your players is paramount, so please ensure all playing areas be checked prior to commencement of activity for potential hazards and those hazards removed.

### Whole, Part, Whole

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There are no hard and fast rules relating to session structure as it may be appropriate at times to use alternative structures. The Whole, Part, Whole structure below focuses on playing small-sided games first to identify skills that needs to be worked on (Whole) followed by skill development(Part), then back to the game to put those skills to use (Whole).



### Self Reflection

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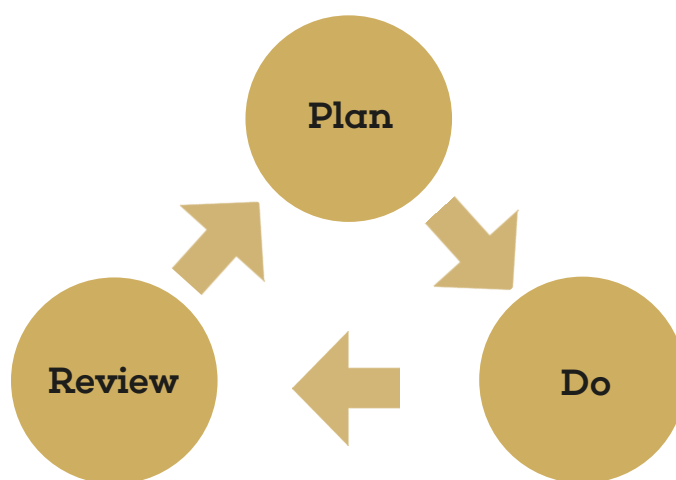
The coaching session isn't just a learning opportunity for the players. A good coach who wishes to improve will also learn from each session. To make this learning effective the coach should reflect on the session and ask themselves the following questions:

- What were your aims of the session?
- Did you achieve what you set out to do?
- What went well and why?
- What didn't go so well and why?
- What changes will you make to future sessions?

## Plan, Do, Review

Coaching can be seen as a cyclical process where sessions are planned, delivered and reviewed. A simple model for coaching is :

- **Plan** - Using the 'APES' principle will ensure that each session is approached appropriately.
- **Do** - Using the 'Whole, Part, Whole' structure will ensure lots of playing, learning and enjoyment.
- **Review** - Using the 'Self Reflection' questions following the session will allow you to consider what went well during your session and what you may consider doing differently for next time.



## Group Organisation

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Always arrive early prior to your players as this will give you time to set up your working area. Good planning should allow you to set up the working areas you need for the whole session.

Prior to your session you will need to consider the number of players you will be working with and how this will impact on your planned activities. Two simple considerations will be:

- How will you maximise opportunities for players to practice (how to limit time spent standing around, waiting their go!)
- How will you change group size, moving from smaller to bigger groups and vice versa.

To achieve large groups quickly number players from 1 to the number of groups you wish to achieve, then group all the 1's, 2's 3's etc. to make up your larger groups.

## Working Area

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Think about the organisation of your working area before the session. Having a clearly defined working area aids skill development and will help to allow you to maintain effective control over the group. It also provides a much safer coaching environment, keeping players away from potential hazards.

## Transitioning

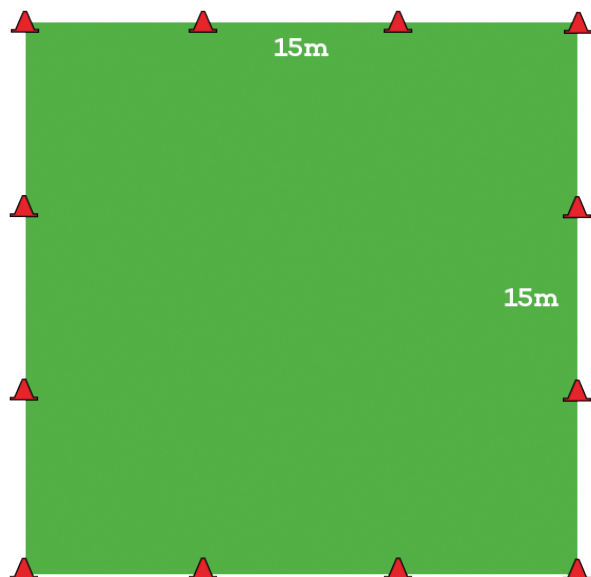
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A further consideration is the transition from one activity to another and the effect it will have on your organisation of space. When designing your activities try and lay out your working area so that it is easy for you to move seamlessly from one activity to another. The use of plastic marker cones is an excellent way of laying out your working areas.

## Player Assistance

~~At the end of the session~~ encourage players to assist with the gathering in of all equipment.

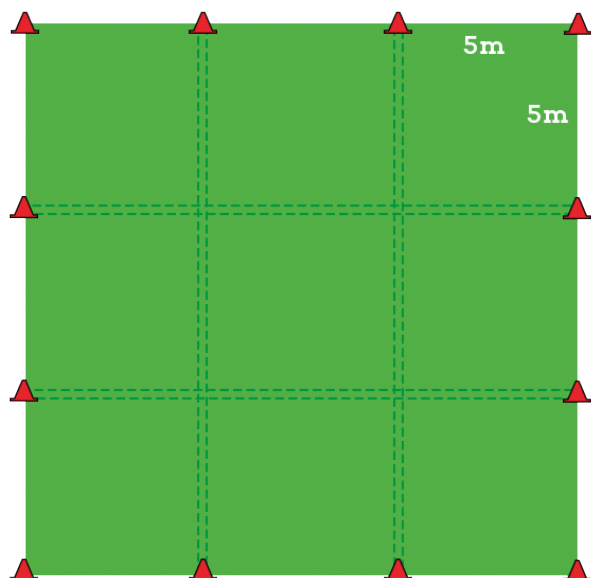
### Large square 15m x 15m



Suitable for:

- Warm up activities.
- Non directional activities.
- Running activities.
- Handling activities.
- Small order games.

### 5m x 5m grid system



Suitable for:

- Handling activities.
- Small sided games.
- Decision making.
- Differentiating groups by ability.
- Using variety of different activities.



## Preparing Players to Train and Play

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The principle reason for a warm up is to prepare the body for more intense activity. With young players it also provides an opportunity to work on some basic handling skills, communication and specific running movements. It is good practice in rugby to try and make warm ups game related and fun.

### Warm ups also:

- Help prevent injury.
- Raise the heart rate.
- Increase blood flow to working muscles.
- Provide players with some mental preparation for the session.
- Provides a clear start to the session. If they are interesting and fun, it will also encourage players to be on time to start the session.

### Structure of the warm up:

- Running activities to raise body temperature. (Think how players run in rugby, use lots of directional and pace changes, but keep intensity low).
- Introduce some dynamic stretching activities. Focus on major muscle groups and as the primary activity is running start with the legs and move up the body.
- Back to a running activity or a game to raise temperature further. This activity may build on the previous running activity, but be of an increased intensity. Again it is good practice to use balls in the warm up and use activities that are game related.
- Complete the warm up with some further stretching.

### Warm up Activities:

Evasive Running. In a grid 20m x 20m  
Individually-

- Run into space.
- Avoid contact, use evasive actions (Dodging, swerving, stopping).
- Use their eyes to find new spaces.
- Carry ball in two hands.

### Progression:

- Move ball around waist whilst running; throw ball up and catch it; score a try on floor, pick up a different ball; roll ball and re-gather.
- In pairs, follow my leader (leader attempts to lose follower, by changing direction, speeding up, swerving, etc.)
- Pass a ball between two. Score a try, partner picks up; throw up for partner to catch; roll ball to each other.



## Coaching Games for Understanding Approach

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This resource follows guidance from the 'Games for Understanding' approach to coaching & learning. Coaching through games sense allows players to self discover, hence accelerating learning through guided discovery. Coaches simply set up an activity and then question players through verbal cue's and open ended questions to stimulate interaction and decision making.

**TGFU (Team Games For Understanding) is a coaching tool to:**

- Guide players to discover and develop the game.
- Increase motivation.
- Develop tactical awareness.
- Improve individual skills & Involve everyone.
- Challenge players to think about what they are doing and why.
- Help players to find the solutions themselves.

By using the TGFU approach, the coach can progressively build up practises towards the full game. It may be too big a jump to move players into the full 7 v 7 game straight away. The coach should consider the following sequence to build towards the full game:

- 3 v 1.
- 5 v 2.
- 3 v 3 (large area).
- 7 v 3.
- 5 v 5 (large area).
- 7 v 5.
- 7 v 7 (Condition defence -Walk only, bunch them together, send some around markers etc.).

Using a variety of different games across sessions will allow the coach to build progressively towards the full game and at the same time satisfy the players desire to 'play a game'.

Players make mistakes because they lack experience and composure; the coaches job is to help inch them towards more consistent performance based on improved skill and faster "reading" of the game by using appropriate small sided games.

# SESSION PLAN TEMPLATE

<b>Date:</b>	<b>Venue:</b>	<b>Duration:</b>
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Attendance:	Equipment needed:

Introductions: (Aims for session, reminders, etc.)

Warm-up Activities:

Training Activities:

Cool-down Activities:

Class management/energisers

Coaching tips/questions/challenges:

Review/Evaluation: (Key points from session, what worked and what did not, modifications for next session, etc.)

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## Effective Coaching Reflection

Now that you have completed the 'Effective Coaching' module, please reflect on what you have learned, what you have found interesting and if you were to ask your coach educator one question, relating to the module, what would that question be?

List your answers in the spaces provided.

**What have you learned?**

**What have you found interesting?**

**If you were to ask your tutor one question, relating to the course, what would that question be?**

**Candidates must show the following competencies have been achieved**

- 1. The ability to plan a session - evidenced in W/B
- 2. The ability to modify a game during a session - Practical
- 3. The ability to create problems for your players to solve
- 4. The ability to improve players catching and passing skills
- 5. Evidence that they have reflected on their practice

**Once the candidate has been signed off they can only run sessions that that module covers.**



# EMERGENCY ACTION PLAN – TRAINING AND MATCH FACILITY

## IN CASES OF MEDICAL EMERGENCY CALL 999 OR 112 EARLY FOR AN AMBULANCE, GIVE PRECISE DETAILS OF YOUR LOCATION (INCLUDING FIELD NUMBER IF APPLICABLE)

- Preparation is the key to responding to medical emergencies
- Familiarise yourself with the equipment, your roles and the emergency action plan
- Emergency aid personnel should undertake regular training as a team, this training should include all supporting staff

**GROUND NAME** .....

**ADDRESS** .....

**TELEPHONE NUMBER** .....

A meeting should occur prior to each match to determine the following roles:

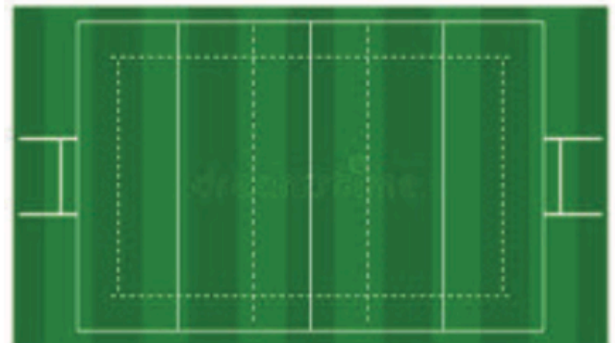
**EMERGENCY LEAD / FIRST AID IN CHARGE** .....

**EMERGENCY CALL PERSON** .....

**EMERGENCY ASSIST PERSON / CHAPERONE** .....

**PLEASE LOCATE AND IDENTIFY ON THE MAP KEY:**

- **AMBULANCE ACCESS / EXIT..... E**
- **AED / DEFIB..... D**
- **MEDICAL ROOM..... M**



## ROLES

### Emergency lead / Lead Physiotherapist / Doctor

- Takes control of the situation
- Assess injury status of player, decide if an ambulance / medical care is required
- Liase with Emergency call person if Ambulance is required

### Emergency call person / Match day manager

- Makes call when emergency assistance is required (check mobile signal is working or working landline available)
- On hand throughout the match and in contact with emergency lead during periods of injury
- Able to direct Ambulance to the ground safely, aware of access points

### Emergency assist person / chaperone

- Aware of location of AED (Defib)
- Meet Ambulance on arrival
- Prepared to travel with injured player to hospital as required
- Take own mobile phone and players mobile to communicate