



THIS IS OUR GAME

THIS IS WELSH RUGBY



Rugby Leaders

Candidate Name |

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Introduction

Course Description:

The WRU TAG course is suitable for teachers, coaches and sports leaders to introduce the non-contact game of tag rugby.

Outline of course:

The course is 3 hours in duration.

- The course comprises of 3 one-hour modules.
- There is no formal assessment, informal on course appraisal will be given by course tutor.
- An attendance certificate is awarded on completion of the course.

TAG rugby provides a safe and simple introduction to the game of rugby union. The WRU has developed this course to offer coaches working with young players in the non-contact game, the opportunity to grow their knowledge and skills and in doing so improve the experience afforded to young players entering the game. An early positive experience has been shown to lead to longer-term player participation.

TAG rugby introduces both the player and coach to the fundamentals of evasive running, handling and passing, as well as the basic rules and principles of the game of rugby union.

TAG is a fast paced, fun game suitable for boys and girls. The invasion nature of the game provides opportunities for players to develop a basic understanding of the principles underlying rugby and other team sports such as football, hockey or netball.

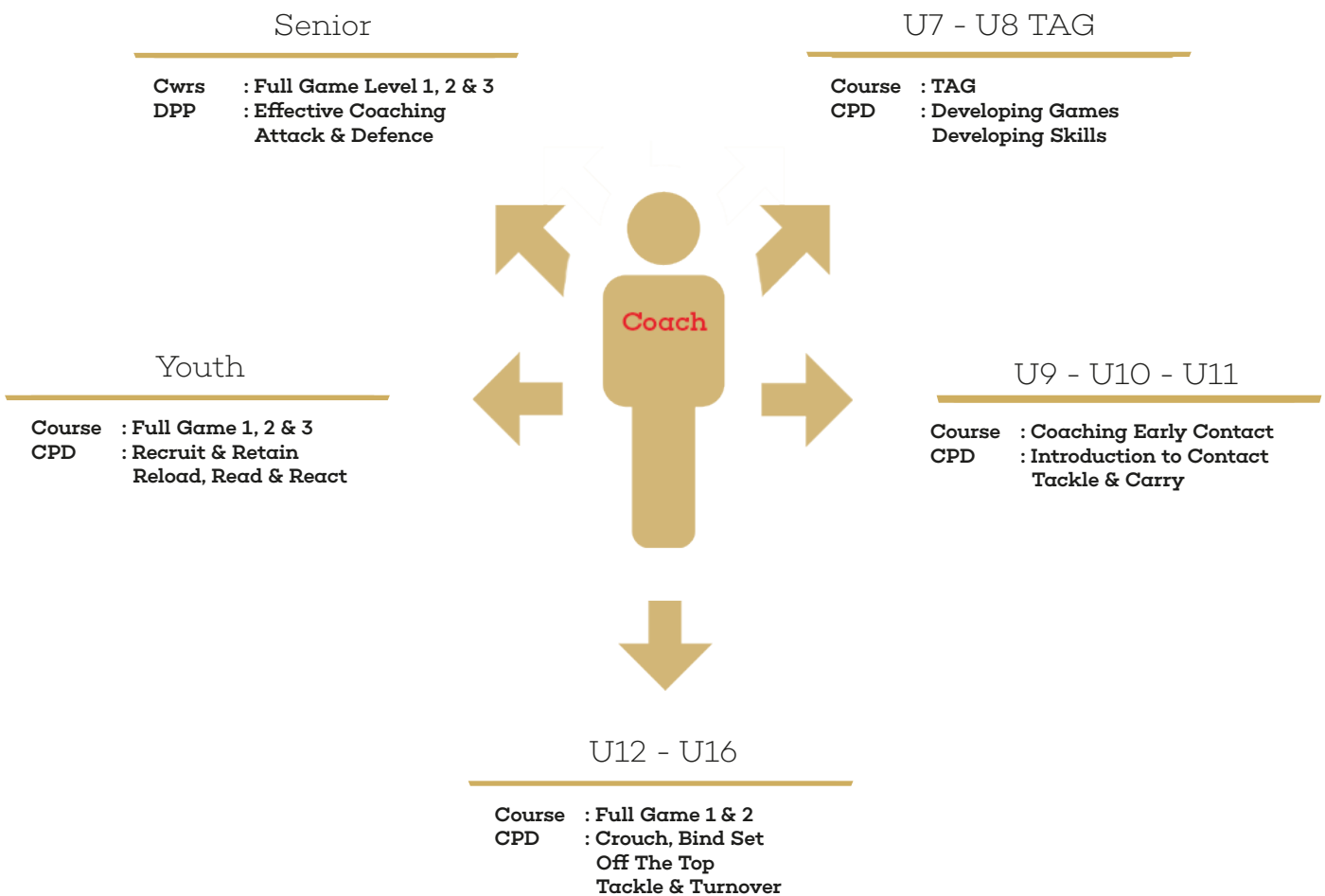
Course Learning Outcomes:

By the end of the course you will be able to-

- Provide a safe and fun environment to learn.
- Ability to coach and understand the benefits of coaching through games.
- Understand the benefits of 'Whole Player, Whole Coach'

WRU Coaching Landscape

Coaching is a dynamic environment and your development pathway should reflect the reality of navigating through the game of rugby union. The diagram below highlights the various entry points you may take along the pathway and what WRU support is offered at each entry point, in order for you to become a confident and competent coach.



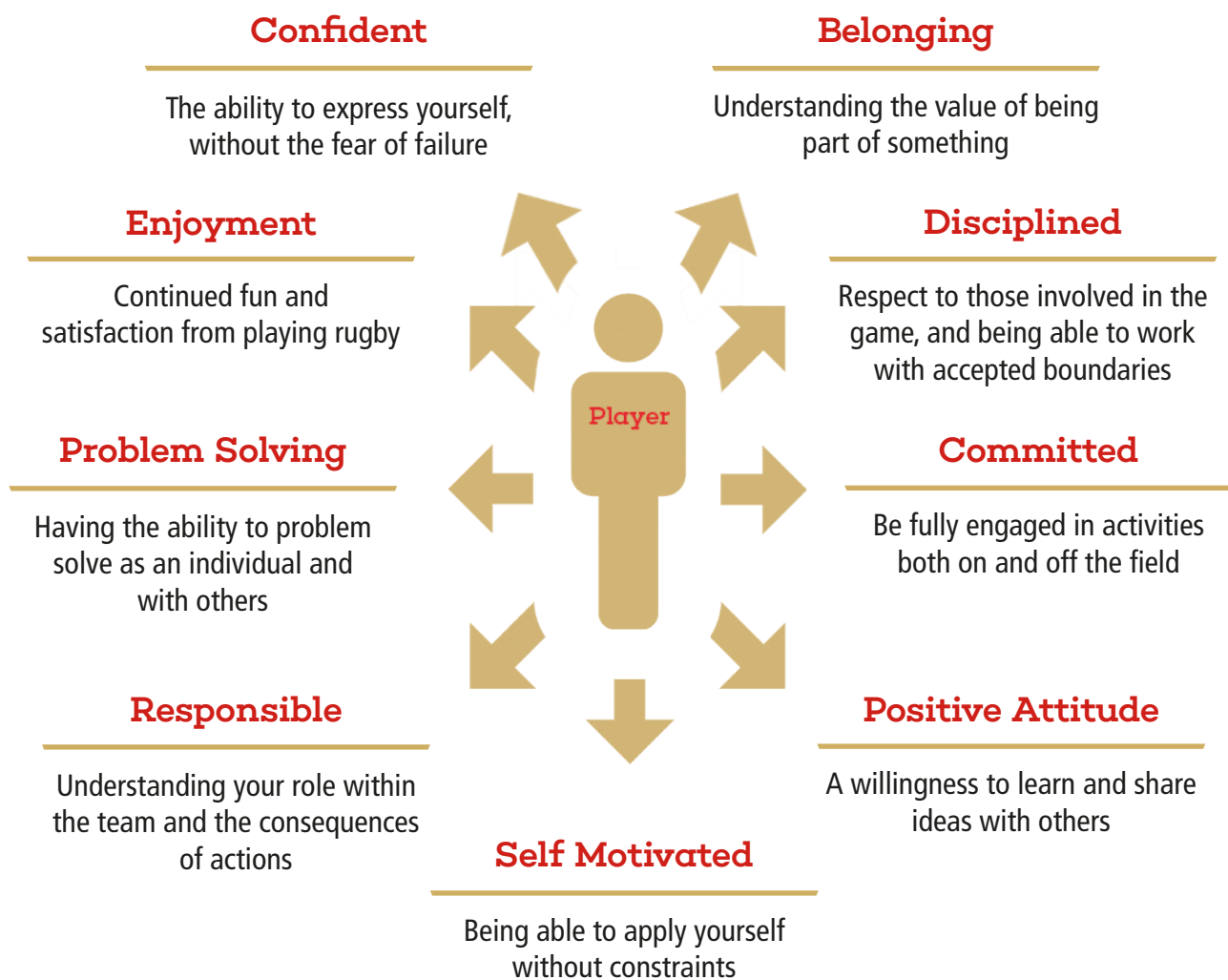
Further Information:

For more coach development information, including an extensive list of CPD (Continuous Personal Development) events for all age groups and full resource to assist you in your coaching practice please visit:

www.wrucoachinglocker.co.uk

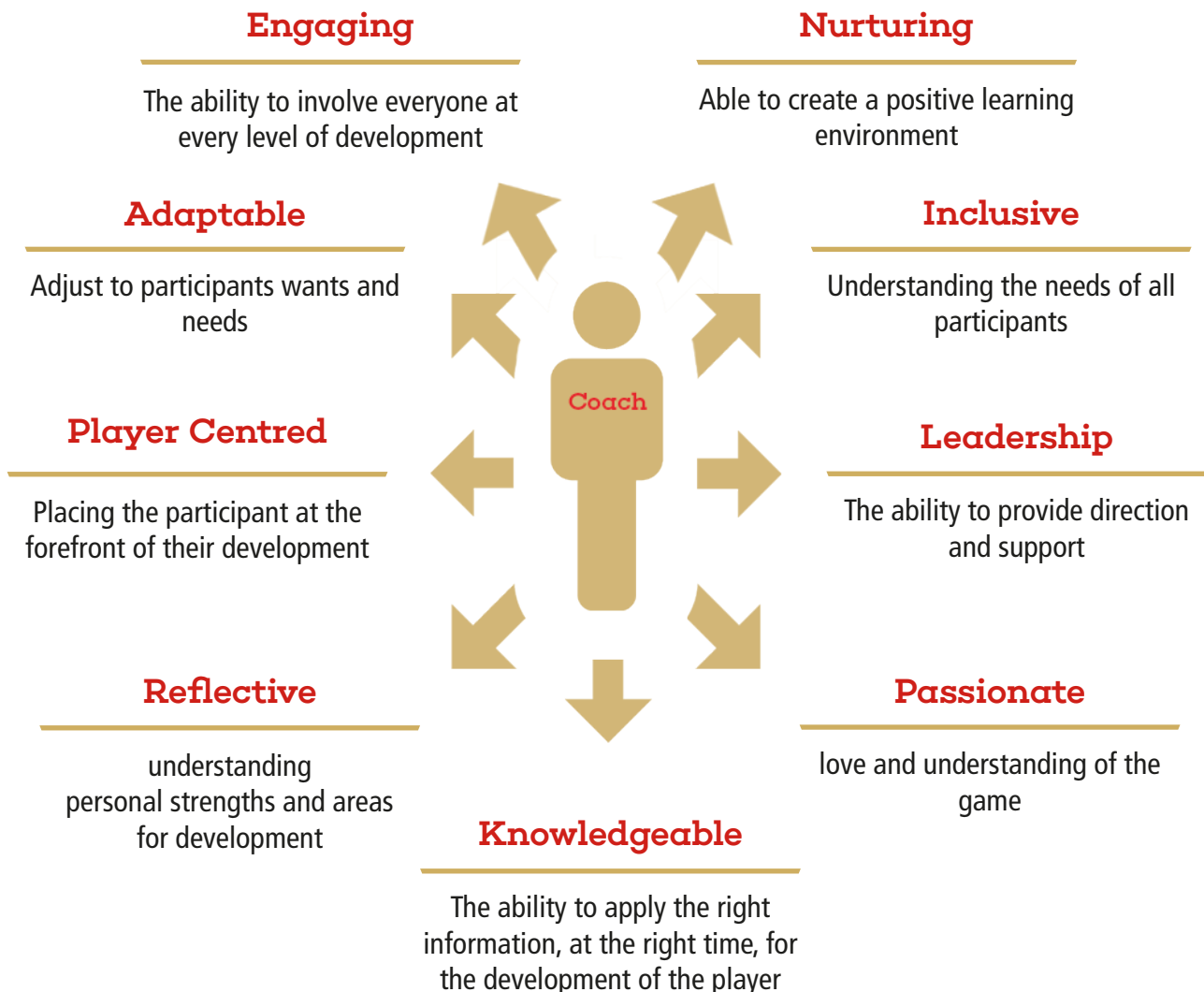
Whole Player

The WRU Coach Development Department understands the importance of developing the Whole Player, as rugby has the opportunity to positively impact lives. Beyond technical and tactical knowledge, the Whole Player will display attributes that will allow the person to grow their confidence, motivation, discipline, attitude and problem solving abilities along with a strong understanding of the essential elements that make a rugby team work, such as commitment and responsibility in order to gain maximum enjoyment from their rugby experience. Below is a diagram that provides more detail to each element.



Whole Coach

In order to achieve the Whole Player environment and provide the best experience possible for everyone, the Whole Coach will guide behaviour both on and off the field. A coach has the responsibility to develop the player, not just physically but also holistically. In order to develop the Whole Player, the Whole Coach will need to adopt certain attributes such as being player centered, knowledgeable, adaptable, passionate, becoming a leader and reflective along with ensuring that their behaviour is engaging, nurturing and inclusive. Below is a diagram that provides more detail to each element.



Effective Coaching

Task:

In order to run a successful TAG rugby session as a coach, what would you need to consider?

Make notes in the space provided below in preparation to feedback to the group.



Task:

Watch the following video and compare your notes from the previous task and what you consider to be best practice from the coach?

Make notes in the space provided below in preparation to feedback to the group.



Coaching Process

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

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

APES

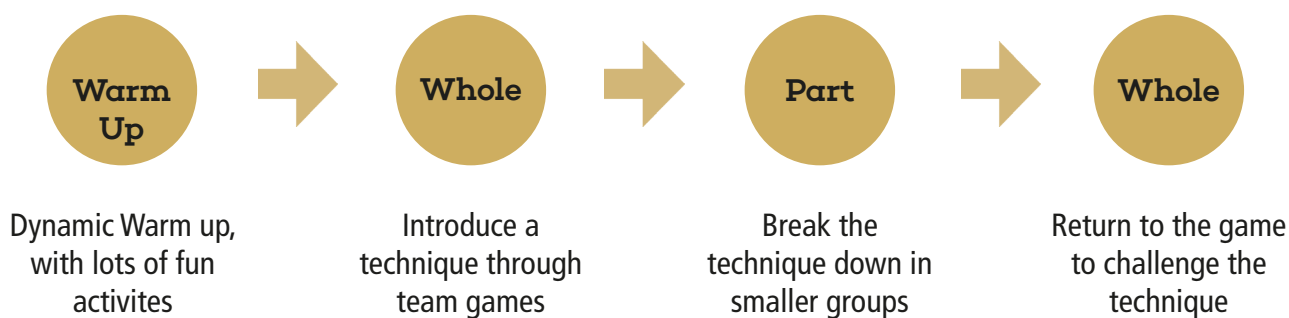
APES is a basic, yet very effective principle to follow when planning your session:

- 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

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

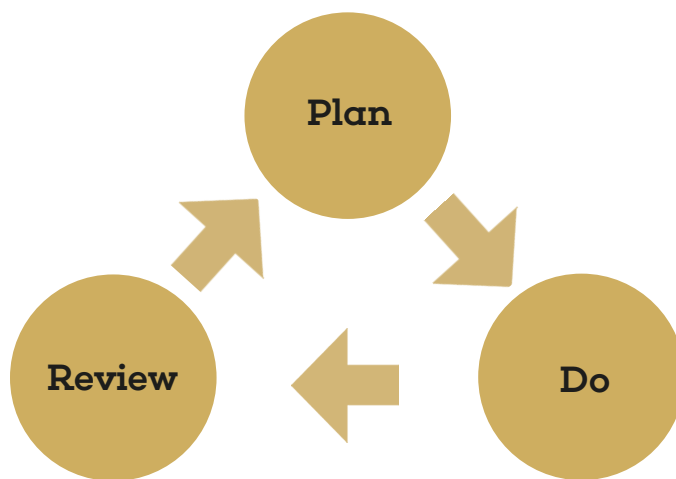
The coaching session isn't just a learning opportunity for the players. A good coach who wishes to improve will also learn from each session. To make this learning effective the coach should reflect on the session and ask themselves the following questions:

- 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

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

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.

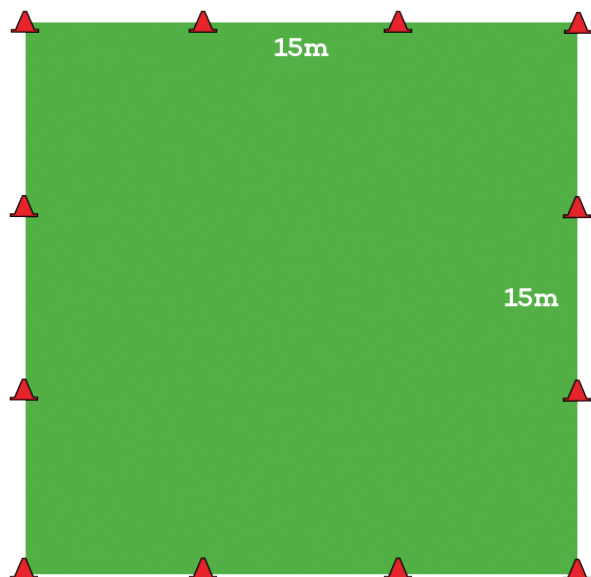
Transitioning

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.

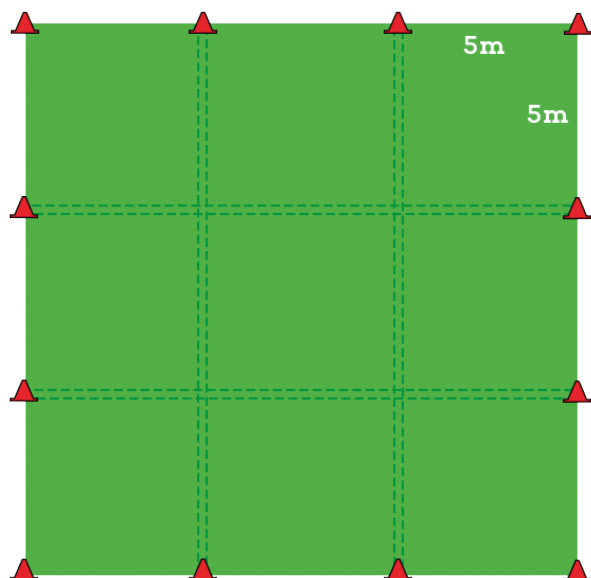
Large square 15m x 15m



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

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

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.



The TAG Game

Tag rugby is a non-contact, fast and skilful invasion game allowing players to learn the fundamentals of rugby in a fun and safe environment. Furthermore, it is a great setting for new coaches to develop their own skills and gain confidence in coaching rugby.

Principles of play

The attacking ball carrier should run forward wherever possible and team-mates should be encouraged to run in close support in order to receive a pass if required. Sidestepping, swerving and dodging defenders should be coached (one-on-one skills) whilst at the same time ensuring that no contact is made.

In going forward and passing sideways a team should attempt to exploit space between or outside defenders. By continually moving the ball by passing the 'focus of attack' will shift and the defensive picture will change.

Whilst players should be taught to evade and avoid being tagged, players must be encouraged to 'fix' defenders by running towards them. Running sideways in large looping runs should be discouraged unless the player has seen space to exploit.

Players should be encouraged to pass the ball and let the ball find space, if space is not available for them, they should take an attacking option themselves.

Ball carriers should hold the ball in both hands at all times so that they can pass quickly and do not have a free hand which could be used to fend off or shield.

If deliberate contact is made by the ball carrier, the referee should stop the game, speak to the individual and award a free pass to the non-offending team.

In defence, players should also be looking to run forward so that they can reduce the space their opponents have to play in (Pressure).

The defensive team should attempt to defend as a line to provide width in defence. The defensive line should be maintained and the bunching of players near the ball avoided. Good communication between players assists this process.

Defenders cannot make physical contact with the opposition, other than to remove a tag. All other forms of contact such as barging, pulling jerseys or wrestling the ball should be dealt with by the referee by awarding a free pass.

In both attack and defence the coach should encourage players to look at what is in front of them and their team and to communicate this to their fellow players.

FAIR PLAY & ROLE OF THE OFFICIAL

By the end of this session you should be able to:

- Understand what 'Fair Play' is and why it is important
- Understand what a 'Code of Conduct' is and why it is important
- Understand the Role of the official in TAG Rugby

What is Fair Play?

Successful leaders are committed to ensuring that the players have a positive experience.

5 basic principles of fair play are:

1. _____
2. _____
3. _____
4. _____
5. _____

Rules of the Game

Playing Time:

Fixture

- 1 game = 20 minutes total, 10 minutes each way.
- Triangular festival 2 games = 7 minutes each way, 28 minutes total.

Number of players

Tag rugby is played by teams of equal number of players. For competitive matches this number is not more than seven and not less than five players.

For training games this number can be varied to suit pitch size and number of players.

Each team can have an agreed number of substitutes. Substitutes can be re-used at any time. Substitutions may only be made when there is a suitable stoppage in play and with the referee's knowledge.

The WRU would encourage coaches to maximise ALL their player's playing time and not favour a few better players.

Scoring method

The attacking team is allowed six tags to attempt to score a try. If all six tags are used up then a free pass is awarded to the opposition.

A try is worth one point which is scored when a player carries the ball over the opponent's try line and places the ball down with downward pressure. When tag is played on hard surfaces it is recommended that a try is scored by simply crossing the try line. For safety reasons, a player must never dive over the line to ground the ball.

The tags

All players must wear tag belts with two ribbons (tags) attached. These tags are used as an indication that a player has been tackled, or tagged. They also distinguish one team from the other by the colour of the tags.

Actions on being tagged

The ball carrier is the only player who can be tagged and this is done simply by the removal of a ribbon (Tag). Once a tag has been removed, the defender must hold the ribbon above their head and shout "tag" (The referee will also shout "pass" at this time). The defenders must then retreat at least one metre from the ball carrier. The ball carrier once tagged must attempt to stop as soon as possible (within 3 strides as a guide) and pass the ball within 3 seconds of being tagged. The defending team must not attempt to intercept the ball. The ball can be passed in the act of stopping. Once the ball carrier has passed the ball, the defender hands back the tag. On the rare occasions a player might accidentally lose one of their ribbons, the match should be stopped to allow the player to replace it and play should resume with a free pass from the attacking team.

Near the goal line, players are allowed one step to score after being tagged. If a player gets tagged within 5 metres of the goal line and cannot score with one step, the ball carrier must retreat 5 metres before passing the ball. Players should be encouraged to carry the ball in two hands, as this will help with balance and enable them to pass either side to a supporting player. This will also prevent the ball carrier obstructing the tag with the non carrying arm.

Order of being tagged

1. Tag taken.
2. Ball passed.
3. Tag returned
4. Tag replaced.
5. Re-enter play.

Starting/restarting the game

A free pass from the centre of the pitch is used to start the game at the beginning of each half and to restart the game after a try is scored.

Free pass

All free passes must be passed backwards when the referee calls "Play!" For safety reasons, the player taking the free pass must not just run with the ball. The opposition team are not allowed to start running until the ball has left the hands of the player taking the free pass. Defending players must retire 7 metres from the player taking the free pass.

Free Passes are used for the following:

- To restart the game when the ball goes into touch from the sideline.
- To restart the match if an infringement has taken place from where the referee makes a mark.
- Change possession after 6 tags.

If an infringement occurs over or within 5 metres of the goal line, then a free pass should be awarded to the non-offending team 5 metres out from the goal line to create some space.

Passing the ball

The ball can be passed only sideways or backwards through air, not handed to another player.

Off-side

Offside only occurs immediately at the tag where the offside line is through the centre of the ball. When a tag is made, all defenders must attempt to retire towards their own goal line until they are ahead of the ball. Players who are offside must not interfere with continuing play.

A player can, however, run from onside to intercept a floated pass before it reaches its intended recipient.

Advantage

Advantages should be played wherever possible to encourage the continuity of play. If the non-offending team gains a clear advantage, even if an infringement has occurred, then play should be allowed to continue. However, if the non-offending team in-fact does not gain an advantage, then the referee should go back to the original infringement. Advantage should not be allowed in the event of dangerous play (e.g. tripping) or if a suspected injury occurs.

Knock On

A knock on occurs when a player drops the ball forward so that it moves towards the opposition goal line. A free pass is awarded to the opposition at the place where the knock on occurred.

Ball on the Ground

Possession is given to the first player to pick the ball up (must be standing, no diving on the ball)

Infringements

A free pass should be given to the non-offending team if any of the following infringements occurs:

- The ball is knocked on by a player towards the opposition's try-line.
- Contact is made (this includes pushing, handing off, barging or pulling shirt).
- The ball is passed forward.
- A player guards or shields their ribbons to avoid being tagged.
- A player(s) is offside.
- A player kicks the ball.
- A player dives on the ball or dives to score a try.
- The ball is pulled from the attacking player's grasp.
- The attacking team uses all six tags but fails to score.
- A player continues running for more than 3 seconds after being tagged.
- A defender is involved in play without firstly passing back the ribbon.
- After being tagged a player is involved in play before replacing their ribbon.

The role of the Coach

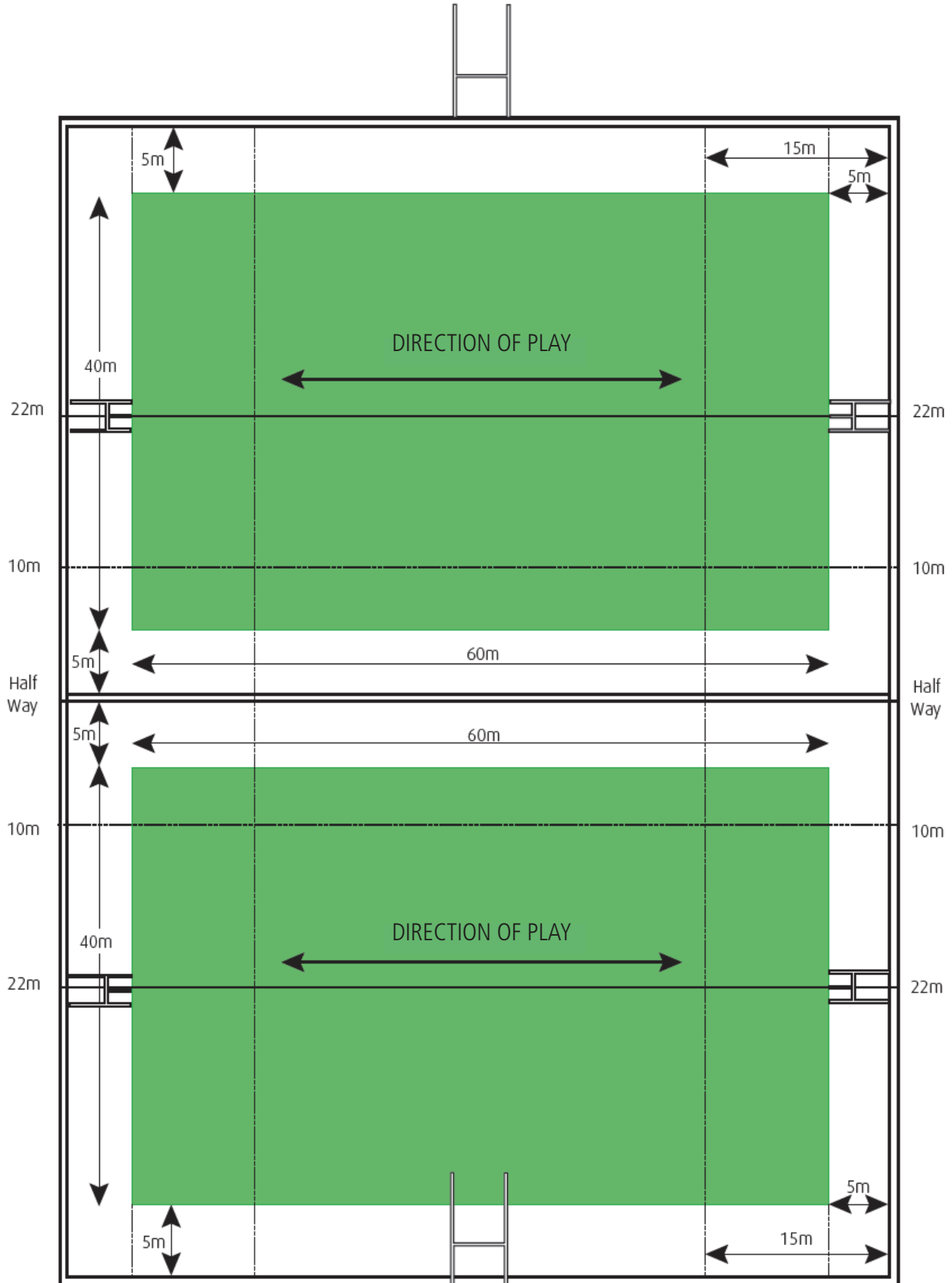
During a match, coaches (one per team) can direct and develop play, in a coaching sense, from on the field of play, ideally from behind their respective teams. Coaches should help to enforce the carrying of the ball in two hands and prompt players to pass the ball when tagged.

During the half time interval coaches should offer positive feedback and explanation on the teams performance and prepare them to resume play with lots of encouragement.



Pitch Dimensions

The recommended pitch size is up to 60 metres in length and up to 40 metres in width, which can easily be marked out using markers or on an actual full size pitch, the diagram shows how 2 games can be organised on 1/2 pitch each.



Tag Rules Test

You have 15 minutes to answer the following multi choice questions, circle the most appropriate answer:

1	What is the maximum number of players permitted per team?		
	7	10	12
	A	B	C

2	How many substitutes are permitted in tag rugby games?		
	3	7	Unlimited
	A	B	C

3	How many tags must each player wear to be involved in a game?		
	0	1	2
	A	B	C

4	What is the maximum number of tags allowed for a team before a turnover?		
	5	6	7
	A	B	C

5	What action must a defender take after removing a tag?		
	Throw tag away	Call tag and hold tag above their head, to be regained by the attacker	Place the tag on the floor where it was removed
	A	B	C

6	How far is the offside line for a defender from the ball following a tag?		
	1 metre	5 metres	10 metres
	A	B	C

7	What is the sequence of events when a tag is being taken?		
	Tag lost, Regain tag, Pass the ball	Tag lost, pass ball, Regain tag	Pass the ball, Tag lost, Regain tag
	A	B	C

8	How soon must a player pass following being tagged?		
	Within 3 steps or 3 seconds	Within 3 steps and 3 seconds	When they have regained their tag
	A	B	C

When should a free pass be awarded?			
9	Ball goes into touch, from, the point the ball crossed the line	Change possession following a turnover, from the referees mark	A rule infringement occurs, from the referees mark
	A	B	C
	Restart the game following a try, on halfway line	All of the answers mentioned	
	D	E	

How far is the offside line for a defender from the ball for a free pass?			
10	1 metre	5 metres	10 metres
	A	B	C

When is a defender allowed to move following a free pass being awarded?			
11	On referees whistle/command	When the passer taps the ball with their foot	When the passer has released the ball
	A	B	C

What is deemed as a player defending their tags?			
12	A player pushing/handing off another player	A player tapping or slapping a player attempting to remove a tag	Spinning with the ball to avoid being tagged
	A	B	C
	All of the answers mentioned		
	D		

What is the player taking a free pass allowed to do?			
13	Pass the ball backward to a team mate	Run then pass the ball	Pass the ball forward to a team mate
	A	B	C

What is the correct method of scoring in tag rugby?			
14	Dive with the ball over the try line	Bounce the ball over the try line	Remain on feet and ground the ball or cross the try line
	A	B	C

15	How many points is a try worth?		
	1	4	5
	A	B	C

16	How many steps is a player allowed to score after being tagged within 5 metres of the try line?		
	0	1	2
	A	B	C

17	If a player is tagged within 5 metres of the try line and cannot score, what must the player do?		
	Pass the ball immediately	Pass the ball to a teammate on the 5 metre line	Retreat 5 metres then pass the ball
	A	B	C

18	What is a knock on?		
	Ball travels backwards and bounces forward	The ball travels backward and bounces backward	The ball travels or is dropped forward
	A	B	C

Responsibilities of sports leaders during sessions are:

1. _____
2. _____
3. _____
4. _____

Role of the Official:

Define what the role of the official is?

What are the 3 main qualities needed to be an official?

1. _____
2. _____
3. _____

Planning An Event

By the end of this session you should be able to:

- Understand the difference between a Festival and a Tournament
- Recognise the organisational requirements of an event
- Develop and understand the use of participation and scoring matrices
- Understand the requirements of an event invitation

Record a definition of the following terms:

1. Festival
2. Tournament

Planning an Event

List 5 requirements that need to be considered when planning an event:

1. _____
2. _____
3. _____
4. _____
5. _____

Volunteers

List 5 potential roles a volunteer may carry out when delivering an event:

1. _____
2. _____
3. _____
4. _____
5. _____

Venue Preparation

List 5 designated areas that will need to be arranged and sign posted when setting up an event venue for attendees that have never visited the site before.

1. _____
2. _____
3. _____
4. _____

Fixture Planning Task

You will be allocated one of the following scenarios:

1. You are running a festival and have one full size rugby field available. The festival is to last no longer than one hour and you have six teams arriving, two of which are from the same school. How would you organise the teams to maximise participation?
2. You are running a festival and you have a sports hall available. The festival is to last no longer than one hour and you have five teams arriving. How would you maximize their participation?
3. You are running a festival and have a field with no markings; the size of the field is 170m x 50m allowing safe proximity from the boundaries. There are 15 teams arriving and are available for one and a half hours. How would you maximise their participation?
4. You are running a tournament with 7 participating teams and have 1 full size rugby field available. Teams are available for 2 hours. How would you organise the competition to find a winner?

Health and Safety Checklist

Complete the following task in relation to the centre of education you are studying for your Leaders Award

To be completed by the event organiser prior to the event starting.

Event Venue:		Event Date:	
Group size:		Event Type:	
Event Organiser:			

Location of venue's health and safety policy:	
Location of nearest telephone:	
Location of nearest First Aid Kit:	
Name of the appointed First Aider::	

Please tick "✓" to confirm that the following items have been checked.	✓
All equipment is safe and appropriate for the age and activity of the players	
All equipment is handled, set up, dismantled and stored correctly	
The playing area and facilities have been checked for actual and potential hazards	
A register of participants has been maintained	
Participants previous experience is suitable for the event activity	
Players' clothing, footwear, eyeglasses and jewellery have been checked as appropriate	
Please tick "✓" to confirm that the following have been explained to the participants.	✓

I confirm that I have completed all the above and the venue and participants are able to safely participate in the planned activity.

Event Organisers Signature		Date	
----------------------------	--	------	--

Health & Safety Awareness

Observe the two diagrams below and identify any potential hazards that you would consider if you were to be using this facility to run a Tag Rugby Development session with 6/7 year old players:





Organising A Festival

When organising any festival ensure that there is adequate first aid provision and that all players, coaches and most importantly supporters sign up to the WRU code of conduct.

How many matches?

The following formula is used to work out how many matches need to be played in a festival situation. For the example, it is assumed that four teams are taking part in the festival.

Step 1

Take one away from the number of teams in the pool:

$$4 - 1 = 3$$

Step 2

Multiply the result by the number of teams in the pool:

$$3 \times 4 = 12$$

Step 3

Now divide the total in half:

$$12 \div 2 = 6$$

Six games have to be played. This formula can be applied to any situation.

Number of pitches

All the following examples can be played on two pitches. However if three or more pools are being used it will speed up the festival if three or four pitches are available. The order of play is more important so each team has equal rest between games and there are not extra long periods between games.

Order of matches & festival layout

3 teams, 1 pitch

(Ensure teams 1 and 3 have had sufficient recovery between games).

Pitch 1:

1 v 2

3 v 1

2 v 3

4 Teams, 2 Pitches

Game	Pitch 1	Game	Pitch 2
1	1v2	2	3v4
3	1v3	4	2v4
5	1v4	6	2v3

5 Teams, 2 Pitches

Game	Pitch 1	Game	Pitch 2	Team resting
1	1v2	2	3v4	5
3	5v1	4	2v3	4
5	4v1	6	2v5	3
7	3v1	8	4v5	2
9	2v4	10	3v5	

6 Teams, 2 Pitches

Game	Pitch 1	Game	Pitch 2	Team resting
1	1v2	2	3v4	5 & 6
3	5v6	4	1v3	2 & 4
5	2v5	6	4v6	1 & 3
7	2v3	8	1v5	4 & 6
9	3v6	10	1v4	2 & 5
11	6v2	12	4v5	1 & 3
13	2v4	14	3v5	1 & 6
15	1v6	No game 2, 3, 4 & 5		

7 Teams, 2 Pitches

Game	Pitch 1	Game	Pitch 2	Game	Pitch 1 or 2	Team resting
1	1v2	2	3v4	3	5v6	7
4	7v1	5	2v3	6	5v4	6
7	6v1	8	2v3	9	3v7	5
10	1v5	11	2v7	12	3v6	4
13	1v4	14	2v5	15	6v7	3
16	3v1	17	4v6	18	7v5	2
19	2v6	20	3v5	21	4v7	1

8 Teams, 2 Pitches

Game	Pitch 1	Game	Pitch 2	Game	Pitch 1	Game	Pitch 2
1	1v2	2	3v4	3	5v6	4	7v8
5	3v1	6	4v2	7	7v6	8	8v5
9	1v4	10	2v3	11	5v7	12	6v8
13	5v1	14	6v2	15	7v3	16	8v4
17	1v6	18	2v5	19	4v7	20	3v8
21	7v1	22	5v3	23	6v4	24	8v2
25	1v8	26	2v7	27	3v6	28	4v5

For large festivals of over eight teams, it is recommended that four pitches are used, this will reduce the time between games and keep the overall time taken to run the festival to a minimum.

9 teams

3 pools of 3 or

1 pool of 4 and 1 pool of 5.

10 teams

2 pools of 5

11 teams

1 pool of 6 and 1 pool of 5 or

2 pools of 4 and 1 pool of 3.

12 teams

3 pools of 4 or 2 pools of 6.

13 teams

2 pools of 4 and 1 pool of 5

14 teams

2 pools of 5 and 1 pool of 4

15 teams

3 pools of 5

16 teams

4 pools of 4

17 teams

3 pools of 4 and 1 of 5

18 teams

3 pools of 6 or

2 pools of 5 and 2 pools of 4

19 teams

4 pools of 4 and 2 pool of 3 or

3 pools of 5 and 1 pool of 4

20 teams

5 pools of 4 or

4 pools of 5

The following checklist suggests items/things to do that will assist with the effective organisation of a Tag Rugby Festival.

Task	Person Responsible	Completed
Pre-festival		
Arrange venue checking it has sufficient pitches for size of festival		
Check parking space. Can it deal with expected numbers?		
Check that there is enough changing room space.		
Send out invitations and reply slips.		
Arrange referees.		
Arrange first aid provision.		
Produce score cards, signs and programmes.		
Check the weather and pitch conditions.		
Arrive early brief all volunteers and allocate roles.		
First aid provision in place.		
On the day		
Tent/gazebo for score desk/control point.		
Chairs and tables for control point.		
Whiteboard for master scoreboard.		
Pencils, markers, pens, board wipes.		
Scorecards.		
Programme and rules.		
Volunteers to act as runners, stewards, etc.		
PA system.		
Match balls.		
Spare bibs/tags.		
Pitch markers/Flags.		
Ropes/barriers for pitches.		
Signs for first aid point, registration point, toilets,		
Litter bins.		
Refreshments provision.		

SESSION PLANNER

Coach		Date	
Aim of Session		Duration	
Equipment Required		No. of Participants	
Participant Information (Ability/ Medical Issues etc...)		Venue / Facility	
Facility Health & Safety Information			
Telephone Available & Location		First Aid Kit Available & Location	Participant's Clothing, footwear, jewellery appropriate
Potential Hazards			
Session Plan			
Aim / Activity	Key Factors	Organisation / Equipment / Time	

EVENT PLANNING – REVIEWING THE EVENT

When an event is completed it is important as with coaching to assess the success of the event. We can therefore apply the Plan-Do-Review process to event planning as well as coaching. As such, it is important to carry out a full review of how the event including the planning and preparation stage, and the operation of the day itself.

Below are some suggested questions that as an individual or group of organisers you should ask to ascertain the success of the event.

What did you want to achieve from running the event?			
What went well during your preparation and planning stage?			
What did not go so well during your planning that you would change next time?			
How would you change your pre-event planning to make it more successful?			
What went well or what did you enjoy on the day of the event?			
What didn't go so well or what did you not enjoy when running the event?			
How would you change the operation of the day to make it more successful or enjoyable?			
As a result of reviewing your planning and delivery stages of your event, identify one action for each area.			
	Start to do:	Stop doing:	Continue to do:
Planning Stage			
Event Delivery			

Home Study Task 5 – Letter of Invitation

Complete the following task individually or in pairs:

Write a letter to the headmaster of a primary school inviting the schools Year 3 class, that you have been conducting rugby development sessions with, to an event organised by you at your centre of education during school time. Include in the letter all necessary information for registration, participation and departure from the event.

Course Reflection

Before you leave the course, 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 course, 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 coach educator one question, relating to the course, what would that question be?

Notes

Notes

Lined area for notes.

Notes

Contacts

For further information, please contact your regional CDO (Coach Development Officer) or Game Changer.



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