



WELSH RUGBY UNION

Community Tag Leaders Award



Tutor Guidance Notes



INTRODUCTION

- Self
- Award – What it is and what’s involved
- H&S for Venue
- H&S for candidate’s participation
- Them – Why coach?

PREPARATION

- **Learning Outcome**
 - **Understand how to set up and manage a playing area**
 - **Understand how to organise groups**
 - **Develop an awareness of Health and Safety procedures**
- Working area
 - 5m steps
 - 10x10m grid set up
 - Best practice
 - Same colour grid
 - 5m increments
 - H&S considerations
 - Boundaries
 - Proximity to walls / obstacles and other groups
 - #s involved – 10m grid = 20 | 5m grid = 5
 - Grid management
 - 10x10m (4x5m) vs. 15x15m (9x5m or 1x10x10m + 5x5x5m)
 - Nest
- Participants
 - Fit to take part? – Injuries and clothing?
 - Groupings
 - Big group to small group
 - Numbering up within groups for player facilitation (1 to xx)
 - Play a game of Huggy Bears
 - Introduce tag belts and tags



- **Assessment**
 - Coach can set up a grid free of hazards and a nest in an appropriate position the their grid
 - Coach can describe methods of how to organise a large group of players into smaller groups

PLAY THE GAME

- **Learning Outcome**
 - *Experience playing the game of Tag rugby*
 - *Develop an awareness of the Tag rules*
- 5v5 central game to introduce the key rules of play in a 25 x 30m area:
 - Run forward pass back
 - Wearing two tags at all times
 - Tag – Pass – Tag (Give tag back)
 - 3 x 3 (3 steps and 3 seconds)
 - 1m offside from tag – free play
 - 5m offside from free pass – play on referee
 - 6 tag turn over
 - No handoffs
 - Free pass infringements
 - Offside
 - Receiving ball with only one tag
 - Knock on
 - Ball in touch
 - No tags left
 - Physical contact i.e. hand-off
 - 3 seconds expires before passing



- **Assessment**
 - *Coach can identify the core rules of the game through questioning*

SKILL IDENTIFICATION

- **Learning Outcome**
 - **Identify the core skills involved in Tag rugby**
 - **Develop an understanding of how to introduce the core skills to a group of players**

- Candidates to identify from the game, the 3 core skills of the Tag game:

- Evasion
- Tagging
- Catch & Pass

- Introduce the IDEAS concept:

- **I**nroduce – Introduce the topic (T), activity (A) or game (G)
 - Question for understanding
- **D**emonstrate – Demonstrate the T, A, G
 - Player led
 - Question for key learning points – performance factors
- **E**xplain
 - Concise
 - Question for key learning points – rules of play
- **A**nalyse
 - Observe from multiple positions – Lion not a Tree metaphor
 - Look for key learning points
 - Praise effort or success
- **S**ummarise
 - Provide feedback
 - Question for learning points
 - Progress / Regress / Conclude



- **Assessment**

- Coach can identify the core skills of the game through questioning
- Coach demonstrates an understanding of the IDEAS principle through future coaching opportunity

EVASION

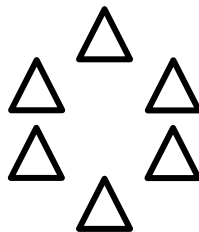
- **Learning Outcome**
 - *Coach has an awareness of manipulating space, use of boundary rules and player facilitation*
- Demonstrate one activity using IDEAS principle that promotes Evasion, i.e. stuck in the mud.
 - Demonstrate player facilitation:
 - Number players 1 to XX in any group
 - Use targets for players to attain
 - Taking turns in order without coach intervention
 - Players manage the game
 - Demonstrate boundary rules
 - If a player is chased and crosses a boundary, the chaser earns a point
- Discuss how manipulating space would affect an activity
- Provide each group with a flipchart / white board and ask them to complete the following task for 15 minutes:
 - Using the activity demonstrated, design two further activities:
 - Progression – increase complexity, adding a key factor/rule change
 - Regression – reduce complexity, removing a key factor/rule change
- Coach the activity amongst themselves taking it in turns for 10 minutes and then feedback their activity to the rest of the group in turn.
- Question on the following:
 - How and what did they modify within each activity?
 - How did they use IDEAS?
- **Return to Play the Game**



- **Assessment**
 - *Coach can describe the principle and themes of evasion through questioning*
 - *Coach can demonstrate an understanding of task manipulation and session management through group work written tasks and coaching activity*

TAGGING

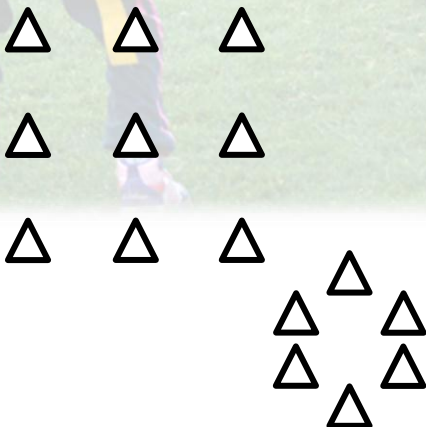
- **Learning Outcome**
 - *Coach has an awareness of rules of play surrounding tagging*
 - *Coach has a better understanding of use of space, player facilitation and boundary rules*
- Demonstrate one activity using IDEAS principle that promotes tagging i.e. Tag Team.
 - Demonstrate boundary rules
 - If a player is chased and crosses a boundary, the chaser earns a point
- Highlight that a key rule of the game is that a tag must be returned to a player in order for play to continue
 - Both players are out of play until a tag has been returned
- Provide each group with a flipchart / white board and ask them to complete the following task for 15 minutes:
 - Using the activity demonstrated, design two further activities:
 - Progression – increase complexity, adding a key factor/rule change
 - Regression – reduce complexity, removing a key factor/rule change
- Coach the activity amongst themselves taking it in turns for 10 minutes and then feedback their activity to the rest of the group in turn.
- Question on the following:
 - How and what did they modify within each activity?
 - Did they use player facilitation and boundary rules?
 - How did they use IDEAS?
- **Return to Play the Game**



- **Assessment**
 - *Coach can describe the principles and themes of Tagging through questioning*
 - *Coach can demonstrate an understanding of task manipulation and session management through group work written tasks and coaching activity*

CATCH & PASS

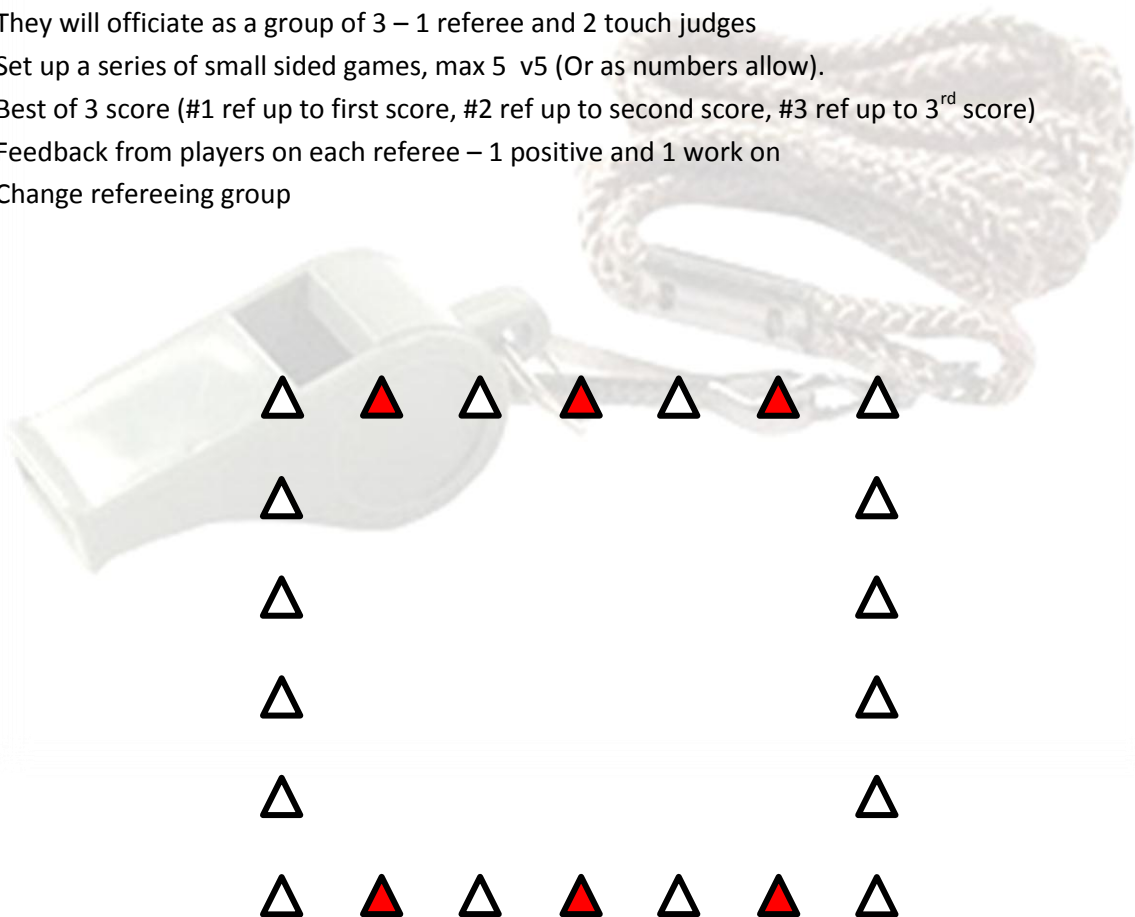
- **Learning Outcome**
 - *Coach has an understanding of catch and pass key factors*
 - *Coach has an awareness of using different types of pressure within activities*
 - *Understand concepts of Rugby – run forwards, pass backwards*
- Demonstrate one activity using IDEAS principle that promotes Catch and Pass i.e. Hot Potato.
- Question the group on what forms of pressure can be added / removed from an activity
 - Space – bigger or smaller, i.e. pass distance or room to play
 - Targets – a goal to achieve, i.e. number of passes or tags/players to be caught
 - Time – more or less to achieve a goal – can be manipulated to create success
 - Movement – allowing or disallowing movement to increase complexity
 - Opposition – obstacles to achieving a goal
- Provide each group with a flipchart / white board and ask them to complete the following task for 15 minutes:
 - Using the activity demonstrated, design two further activities:
 - Progression – increase complexity, adding a key factor/rule change
 - Regression – reduce complexity, removing a key factor/rule change
- Coach the activity amongst themselves taking it in turns for 10 minutes and then feedback their activity to the rest of the group in turn.
- Question on the following:
 - How and what did they modify within each activity?
 - Did they use player facilitation?
 - Did they make use of pressure and how?
 - How did they use IDEAS?
- **Return to Play the Game**



- **Assessment**
 - *Coach can describe the principles, themes and key factors of Catch and Pass through questioning*
 - *Coach can demonstrate an understanding of task manipulation and session management through group work written tasks and coaching activity*
 - *Coach can demonstrate an understanding of manipulating pressure through group tasks and coaching practices*

OFFICIATING THE GAME

- **Learning Outcome**
 - *Develop experience of refereeing the Tag game*
 - *Develop an understanding of applying the rules of play to Tag rugby*
- Set up a 5v5 game – 25 x 30 metres
- Question the players on the core rules of the game and referee a game for 3 minutes asking the coaches to observe you and comment on your performance
- Demonstrate clearly the following traits and facilitate feedback:
 - Use of the whistle – commanding presence
 - Explain decisions – create a positive learning environment for players
 - Knowledgeable – Know the rules
 - Decisive – Make a decision and stick by it
 - Communicate clearly with players during open play - # Tags etc.
- Request the group to split into groups of 3 and number 1-3
- They will officiate as a group of 3 – 1 referee and 2 touch judges
- Set up a series of small sided games, max 5 v5 (Or as numbers allow).
- Best of 3 score (#1 ref up to first score, #2 ref up to second score, #3 ref up to 3rd score)
- Feedback from players on each referee – 1 positive and 1 work on
- Change refereeing group



- **Assessment**
 - *Coach can demonstrate knowledge of rules of the game and principles of officiating through practical application during refereeing opportunities with peer feedback*



Appendices 1 – Print one per candidate to register their details and provide to course organiser at the school

**Unitary Authority and Tertiary College Coach Development Programme
WRU Tag Leaders Award Registration Information**

- 1. All fields are to be filled in by the candidate that is registering for the course**
- 2. Candidates are to be registered online at www.wrucoaching.co.uk by the responsible 5x60 Officer**
- 3. Send a list of the candidate names and dates of birth to the AYP/Coach Education Coordinators**

Personal Details

First Name	
Last Name	
Other Names	
Gender	
Date of Birth	

Contact Information

Address Line 1	
Address Line 2	
Town	
County	
Postcode	
Country	
Contact Telephone Number	
Email Address	

Roles

- Team Coach **(Please Tick Online)**

Associated Organisations

School Name	
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Qualifications

“Unqualified”

Coaching Region

Must be completed for the region where the course is being undertaken online

Coaching Commitments

- Mini’s (Boys and Girls) U7-U11

