

RUGBY LEADERS 2 WORKBOOK



Candidate Name:

Record of Achievement

	TOPIC	RESULT (COMP/NYC)	DATE	SIGNED OFF (TUTOR)
MODULE 1	Effective Coaching			
MODULE 2	Coaching Behaviours			
MODULE 3	The Scrum			
MODULE 4	Introduction to contact			
MODULE 5	Officiating			
MODULE 6	Volunteering			
	Final outcome			

Learners Personal Statement

To be completed by the learner at the conclusion of the programme of learning.

I can confirm the work contained within this Learner Workbook and all evidence and products associated with the achievement of this qualification are my own work.

Learners Signature: Date:

Pre Course Tasks

ON LINE COURSE	CERTIFICATE
World Rugby Laws	
Introduction to coaching	
World Rugby Ready	

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Introduction

Course Description:

The WRU Rugby Leaders 2 course is suitable for teachers, coaches and sports leaders to introduce the contact game of rugby.

Outline of course:

The course is modular in design.

- The course comprises of 6 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.

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

Rugby Leaders 2 course 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.

Rugby Leaders 2 course is a fast paced, fun game suitable for boys and girls. The contact nature of the game provides opportunities for players to develop a basic understanding of the principles underlying rugby.

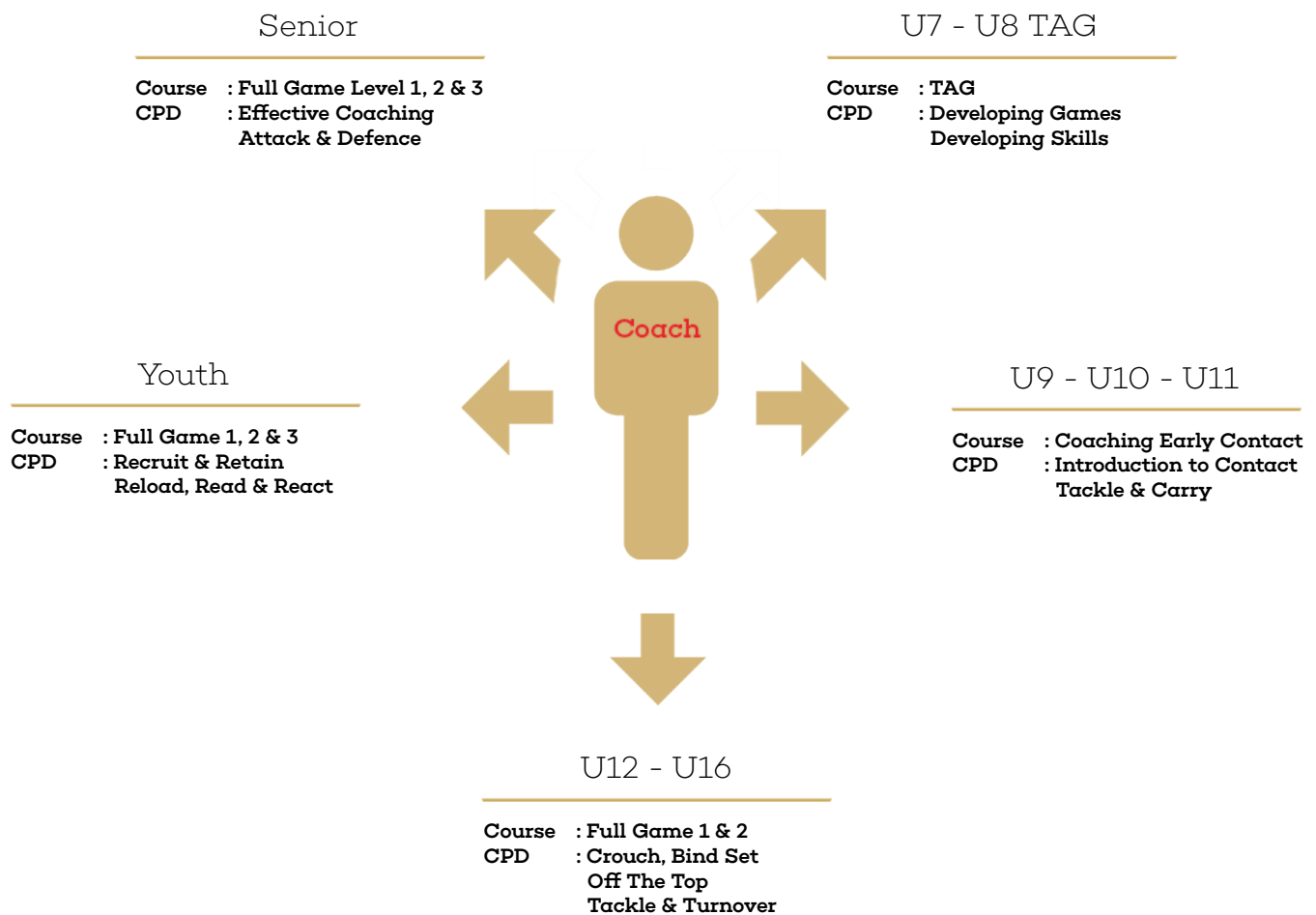
Course Learning Outcomes:

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'
- Effectively and safely coach the tackle and early contact
- Understand the WRU Development Pathway and age groups laws

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.



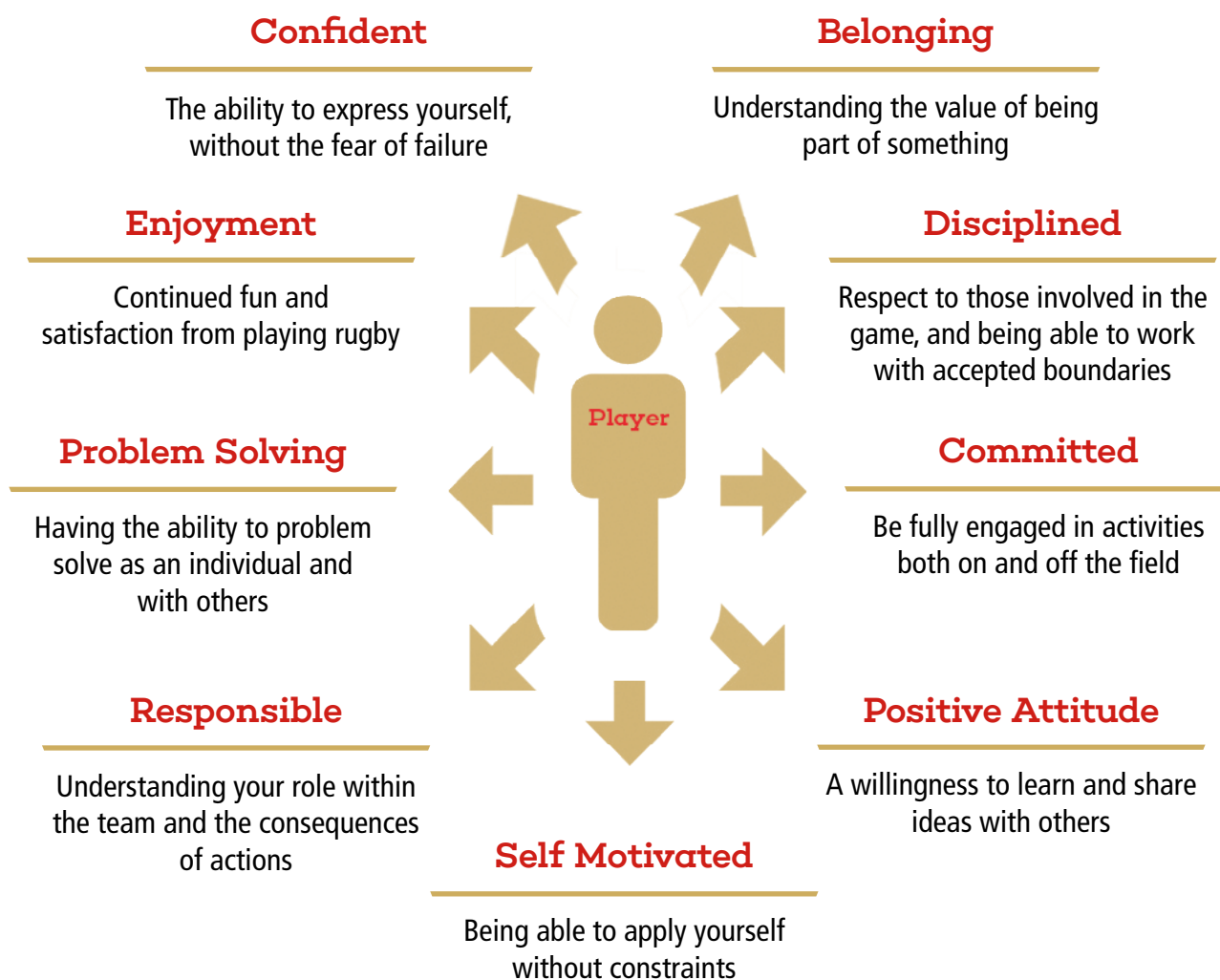
Further Information:

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

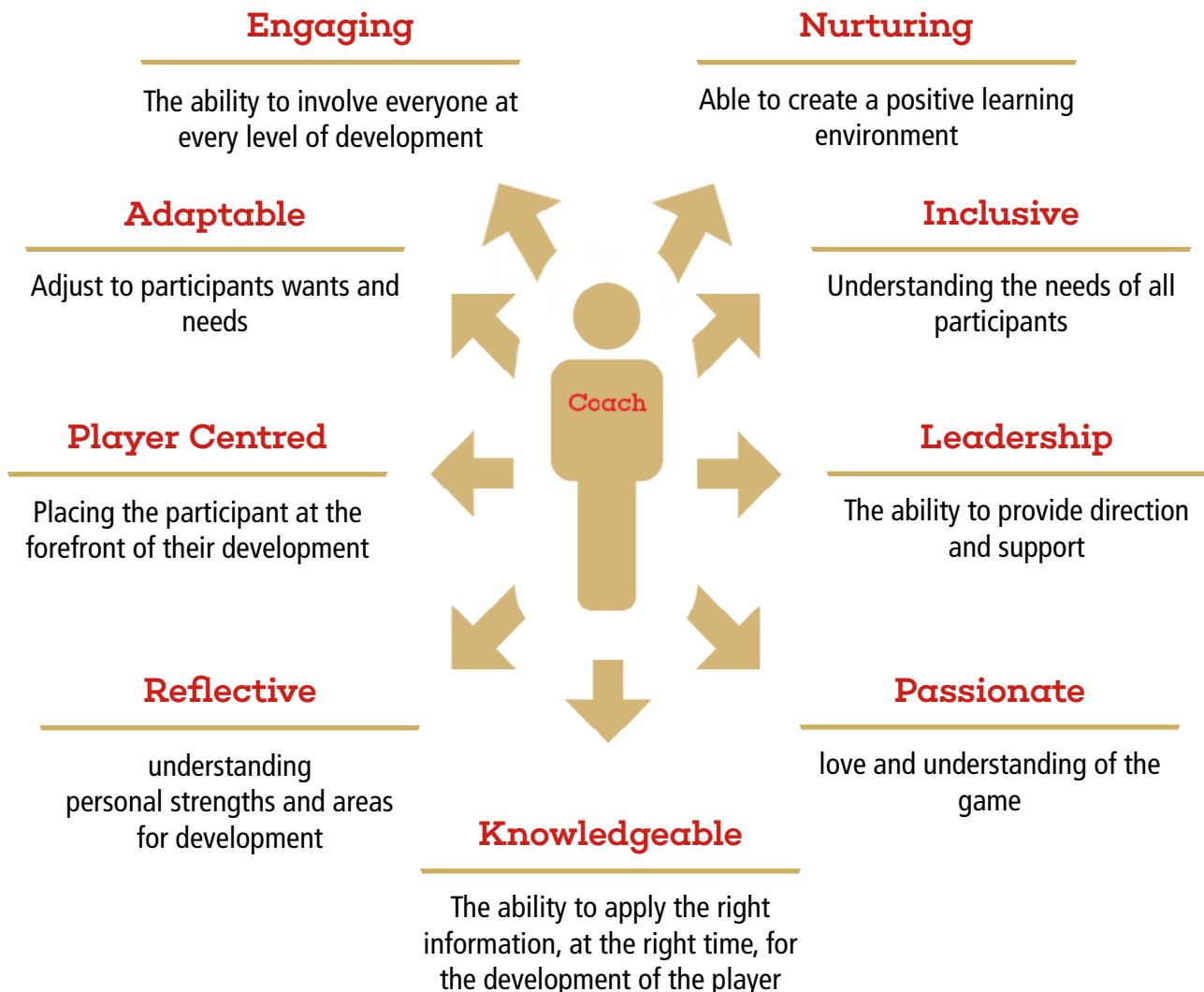
Whole Player

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 2:

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

Watch the following video and list the positive actions by the coach in the space provided below in preparation to feedback to the other groups.

IDEA 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 Coaching Early Contact 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!



Task 3:

List why you use modified games

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

Task 4:

How do you modify game?

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.

Modifying TGFU (team games for understanding)

Task 5:

Watch the following video and list the possible ways that you could modify the game in the space provided below, in order to develop both the players and session.

Please use the empty box below to plan your modified game.



SESSION PLAN TEMPLATE

Date:		Venue:		Duration:	
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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.)

SESSION PLAN TEMPLATE

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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.)

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 | <input type="checkbox"/> |
| 2. The ability to modify a game during a session - Practical | <input type="checkbox"/> |
| 3. The ability to create problems for your players to solve | <input type="checkbox"/> |
| 4. The ability to improve players catching and passing skills | <input type="checkbox"/> |
| 5. Evidence that they have reflected on their practice | <input type="checkbox"/> |

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

Module 2 Coaching Behaviours

Task:

Research, design, and deliver a 20 minute powerpoint presentation to a class in school (Year 7,8)
Student advice in one of the following:

1. Nutrition
2. Hydration
3. Well being

Print off and please provide your presentation as evidence

Module 2 Coaching Behaviours

Now that you have completed the 'Coaching Behaviours' 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 prepare a presentation
- 2. The ability to deliver the presentation
- 3. The ability to create a resource to support presentation
- 4. Evidence that they have reflected on their practice

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

Module 3 Introduction to contact

The following steps are designed to introduce each key point to effectively and most importantly, safely coach the tackle. By coaching each step in a progressive manner, you will establish a clear development process for each player to manage the tackle with a high level of ability and confidence. Do not rush this process and be mindful of what stage of the tackle process you players are comfortable with in order to deliver at an appropriate level.

Step 1:

Firstly the player will need to display the correct body position which is feet shoulder width apart, pointing forward and on the balls of the feet, knees kinked, hips square, hands up and elbows in.



Step2:

Once the player is displaying the correct body position they will be ready to make contact.

The player should lunge toward the ball carrier by dropping their height and making contact with the same shoulder and lunging leg and following with the arms wrapping around the ball carrier.



Step 3:

The next progression in completing the tackle is leg drive.

Once contact has been made the lunging leg is used to bring forward power and momentum to force the ball carrier backwards, sideways etc.

The contact and leg drive is sequential however, there should be no delay and it should be all one movement.



Step 4:

The last step is to complete the tackle, which essentially means to bring the ball carrier to the ground.

If the previous steps have been carried out effectively the tackler should bring the ball carrier to the ground safely.

It is paramount to ensure that the tackler completes the tackle by landing on top of the ball carrier with their head on the correct side and not between the ball carrier and the ground.



Introduction to Contact

The following steps are designed to introduce each key point to effectively and most importantly, safely coach contact. By coaching each step in a progressive manner, you will establish a clear development process for each player to manage a contact situation with a high level of ability and confidence. Do not rush this process and be mindful of what stage of the contact process you players are comfortable with in order to deliver at an appropriate level.

Ball Carrier:

In order for a player to display the correct technique of successfully carrying a ball into a contact situation, the following bullet points should be coached.

- Ball in two hands and held above the waist (this provides a good position to pass either side to a supporting player)
- Ball carrier to go forward towards the attacking try line
- Ball carrier to listen for instruction from supporting players such as passing to a team mate
- Once the ball carrier is close to a defender, the ball carrier should look to avoid contact by evasion, using simple footwork such as a side step
- If contact is made the ball carrier should still be in a position to offload 'On Feet' to a supporting player
- If the ball carrier is brought to the ground the player should still be in a position to offload 'Off Feet' for continuity in the game
- However, if the ball carrier has made contact and there has been no opportunity to pass 'On Feet' or 'Off Feet', the player should present the ball on the floor in a positive position so their team mates can play the ball from the contact area



Supporting players:

To maintain continuity in a game of rugby and avoid breakdown situations such as rucks, the ball should be kept away from contact where ever possible. In order to achieve this, the support for the ball carrier is an essential element to ensure that opportunities to keep the ball moving are ever present.

In order for a player to display the correct technique of successfully supporting a ball carrier, the following bullet points should be coached.

- The supporting player should remain close to the ball carrier going forward (no more than 2 meters away) but always maintain a position of depth that allows the ball carrier to pass backward to avoid a forward pass
- The supporting player should be aware of the defenders in front of them as gaps may appear allowing for a great opportunity to pass the ball to a supporting player who has identified the space
- Communication from the supporting player is key to successfully exploiting space, for example, if a gap in the defence has been identified by the supporting player a simple call for 'Pass' will be enough instruction for the ball carrier to move the ball to the supporting player who will run through the gap, ensuring continuity in the game
- However, if contact has been made and there are no opportunities for the ball carrier to offload the ball, the supporting player will be required to assist in the ruck situation, by entering the ruck with a positive body position which, is identical to the process of tackling
- Once a supporting player is protecting the ball carrier, who is on the floor, by adopting a positive body position the next player will be able to pass or pick up the ball from the ruck



Module 3 Introduction to Contact

Task 1:

Watch the video 'Tackle/regain feet/turnover' from The Game Locker

Task 2:

Research, design, and deliver - Prepare 2 session plans for 20 mins on:

1. The tackle (Technique)
2. Ball presentation

SESSION PLAN TEMPLATE

Date:		Venue:		Duration:	
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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.)

SESSION PLAN TEMPLATE

Date:		Venue:		Duration:	
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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.)

Introduction to Contact Reflection

Now that you have completed the 'Introduction to Contact' 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 coach the tackle safely
- 3. The ability to apply all the key factors when coaching the contact area
- 4. Evidence that they have reflected on their practice

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

Module 4 The Scrum

Task 1:

Watch the video 'Scrum ready' from The Game Locker

Task 2:

Research, design, and deliver - Prepare 2 session plans for 20 mins on:

1. Body profile (Technique)
2. Forming a 5 man scrum

SESSION PLAN TEMPLATE

Date:		Venue:		Duration:	
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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.)

SESSION PLAN TEMPLATE

Date:		Venue:		Duration:	
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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.)

Introduction to The Scrum Reflection

Now that you have completed the 'Introduction to The Scrum' 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 coach the body profile
- 3. The ability to apply all the key factors of the formation of the 5 man scrum
- 4. Evidence that they have reflected on their practice

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

Module 5 Officiating

Course Description:

The WRU Referee Level 1 course is suitable for all as an introduction for participants to officiating the game of rugby. The WRU Referee Level 1 rugby provides a safe and simple introduction to the game of rugby union. The WRU has developed this course to offer referees to grow their knowledge and skills and in doing so improve the experience afforded to players taking part in the game. A positive experience has been shown to lead to longer-term participation.

Course Learning Outcomes:

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

- Officiate the 15 aside game and other formats
- Understand the laws of the game
- Understand the ethos of the game in Wales
- Understand how to prepare and plan to referee
- Reflect on their practice to improve

Whole Referee



Officiating Reflection

Now that you have completed the 'Introduction to referees' 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 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 coach educator one question, relating to the course, what would that question be?

On completion of the Educational Refereeing Course once the candidate has been signed off this course they can then officiate at your school at your discretion.

Module 6 Volunteering

All participants are expected to use their new found knowledge and skills in a volunteering capacity. Please make a log of your experiences.

Coaching

Date	Age group	Witnessed

Refereeing

Date	Age group	Witnessed

Volunteering Reflection

Now that you have completed the 'Introduction to volunteering' 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 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?

All Candidates must complete a session log (in W/B) that is signed by a member of staff that has witnessed the delivery.

There has to be an even split of 5 hours coaching and 5 hours refereeing.

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 tutor one question, relating to the course, what would that question be?

Contacts

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



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