



COACHING MANUAL

Hello and congratulations on attaining your Rugby League Coach Accreditation.

Welcome to the Rugby League family in what is the most exciting period in the game's history.

It is important that you remember that, at all times, you are now a role model for players, parents and supporters, and the game's expectation is that you act accordingly to portray the ethical and behavioural conduct expected of our coaches.

As a coach you have an extremely important role to play in:

- > Facilitating a safe and friendly Rugby League environment
- > The development of players' skills
- > Maximising the enjoyment of all players
- > Highlighting the importance of keeping active, and staying fit and healthy
- > Being a role model and ambassador for the game
- > Making a positive difference in the lives of young players in your care.

The NRL Coaching Manual will provide you with all the relevant information you need to be a Rugby League Coach. I encourage you to use this manual to improve your coaching knowledge and to ensure that you are applying the appropriate coaching methods.

I would like to thank you for taking up the challenge of becoming a Coach in the Greatest Game of All, and wish you every success during the season ahead.

Finally, I also encourage you to regularly check the playnrl.com.au website for new and updated resources to help you in your coaching endeavours.

With very best wishes,



Brad Levy
Education, Training & Research Manager
National Rugby League

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ASC Legal Responsibilities

Under the Australian Sports Commission's National Coach Accreditation Scheme, coaches are required by law to undertake the following responsibilities:

1. PROVIDE A SAFE ENVIRONMENT

Facilities and equipment must be safe for both users and others involved in the competition. Adverse weather conditions must also be taken into consideration during competition and practice.

2. ACTIVITIES MUST BE ADEQUATELY PLANNED

Poor learning and even injury may be the result of unplanned practice sessions. Using appropriate teaching for new skills, especially potentially dangerous skills, is essential.

3. PLAYERS MUST BE EVALUATED FOR INJURY AND INCAPACITY

Players with an injury or incapacity should not be expected to perform any harmful activity. No players should ever be forced to take part in an activity.

4. YOUNG PLAYERS SHOULD NOT BE MISMATCHED

Young players should be matched not only according to age, but also height, weight and maturity. Skill levels and experience should be considered.

5. SAFE AND PROPER EQUIPMENT SHOULD BE PROVIDED

Existing codes and standards for equipment should be met and all equipment should be kept in good order so that it is safe to use at all times.

6. PLAYERS MUST BE WARNED OF THE INHERENT RISK OF THE SPORT

The inherent risks of any sport can only be legally accepted by the participants if they know, understand and appreciate those risks.

7. ACTIVITIES MUST BE CLOSELY SUPERVISED

Adequate supervision is necessary to ensure the practice environment is safe.

8. COACHES SHOULD KNOW FIRST AID

Coaches should have a knowledge of current basic emergency procedures. Coaches should know STOP (Stop, Talk, Observe, Prevent further injury) and RICER (Rest, Ice, Compression, Elevation, and Referral) procedures for managing injuries. Coaches should have a written emergency plan and ensure that medical assistance is available. At the very least, coaches should ensure that nothing is done which could aggravate any injury. Coaches must also be aware of the NRL Concussion policy.

9. DEVELOP CLEAR, WRITTEN RULES FOR TRAINING AND GENERAL CONDUCT

Injuries are sometimes the result of fooling around in the change rooms and training venues. Clear written rules should be developed for general conduct and behavior.

10. COACHES SHOULD KEEP ACCURATE RECORDS

Adequate records are useful to planning and are essential in all cases of injury. Record cards should be kept on all players including relevant general and medical information and progress report. Accident reports should be made as soon as possible after any injury occurs.

Negligence, should it occur, is defined as the failure by a coach to perform a legally-owed duty that is considered reasonable and prudent in the circumstance. A breach of the coach's required standard of care can occur through an error or an omission.

ASC Code of Ethics

As a Rugby League coach you are required to abide by the **Australian Sports Commission's Code of Ethics**:

- > Operate within the rules and spirit of your sport, promoting fair play over winning at any cost.
- > Encourage and support opportunities for people to learn appropriate behaviours and skills.
- > Support opportunities for participation in all aspects of the sport.
- > Treat each person as an individual.
- > Display control and courtesy to all involved with the sport.
- > Respect the rights and worth of every person regardless of their gender, ability, cultural background or religion.
- > Respect the decisions of officials, coaches and administrators in the conduct of the sport.
- > Wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance will exist) with people under the age of 18 years.
- > Adopt appropriate and responsible behaviour in all interactions.
- > Adopt responsible behaviour in relation to alcohol and other drugs.
- > Act with integrity and objectivity, and accept responsibility for your decisions and actions.
- > Ensure your decisions and actions contribute to a safe environment.
- > Ensure your decisions and actions contribute to a harassment free environment.
- > Do not tolerate harmful or abusive behaviours.
- > Place the safety and welfare of the athletes above all else.
- > Help each person (athlete, official etc) reach their potential - respect the talent, developmental stage and goals of each person and compliment and encourage with positive and supportive feedback.
- > Any physical contact with a person should be appropriate to the situation and necessary for the person's skill development.
- > Be honest and do not allow your qualifications to be misrepresented.

National SafePlay Code

INTRODUCTION

The Safeplay Code was developed to emphasise safety and good conduct within the game of Rugby League by creating the best possible on-field environment and actively controlling undesirable actions. It applies to all players up to and including the Under 15 years age group.

1. TACKLE ZONE

The Code: TACKLES ABOVE THE ARMPITS ARE NOT PERMITTED

Application:

- (a) It is an infringement if, whilst attempting to effect a tackle on a ball-carrier running with an upright posture, a defender makes contact above the armpits intentionally, recklessly or carelessly.
- (b) It is an infringement for a defender/tackler to set upon the head or neck region of a ball-carrier.
- (c) A defender, in front of a ball-carrier who is diving or running with a “stooped” posture, is permitted to come in contact with the ball-carrier’s shoulder provided the defender’s arm(s) extends down the shoulder and trunk, i.e. underneath the ball carrier.

Reference: Law Book: - Section 15, Law 1 (b), Page 38.

2. DANGEROUS TACKLES

The Code: (2.1) THE TACKLER’S LEGS CANNOT BE USED TO TRIP IN A THROW.

Application:

The use of the legs in a tackle is not permissible. Using the legs (even if the defender has a hand/hands hold on the ball-carrier) to trip or throw constitutes an infringement.

Reference: Law Book - Section 15, Note to Law 1 (a) and (d), Page 38.

The Code: (2.2) ADOPTING A CROTCH HOLD IS MISCONDUCT

Application:

Adopting a crotch hold i.e. by placing either a hand or arm in the crotch region is an infringement.

Reference: Law Book - Section 15, Law 1 (i), Page 38.

The Code: (2.3) NO VERTICAL LIFT IN A TACKLE IS PERMITTED

Application:

Vertical lifting in a tackle is an infringement. No defender(s), during the course of a tackle, are permitted to vertically lift the ball - carrier. If the possibility of a vertical lift occurs, i.e. one or both feet of the ball-carrier have been lifted off the ground; the referee must immediately blow the whistle to prevent the tackle from continuing. (This is not to be confused with a tackle that, in the same motion, "knocks" a player off his feet).

Reference: Law Book- Section 15, Law 1 (d), Notes 1 (d). Page 38.

The Code: (2.4) A BALL-CARRIER CANNOT BE LIFTED AND DRIVEN.

Application

A tackle that results in the ball-carrier being lifted and remaining off the ground while the tackle takes two (2) or more steps to drive the player (in any direction and while the ball - carrier's feet are off the ground) is an infringement.

Reference: Law Book- Section 15, Law 1 (d), Notes 1 (d). Page 38.

The Code: (2.5) THE ADDITIONAL FOLLOWING ACTION(S) BY A TACKLER WILL ALSO INCUR AN IMMEDIATE PENALTY

Application:

It is an infringement if, during the course of a tackle, a defender or defenders intentionally lift the leg/foot of the ball carrier. (This is not to be confused with a tackle that in the same motion, "knocks" a player off his feet).

Reference: Law Book - Section 15, Law 1 (d) and Notes 1 (d), Page 38.

The Code: (2.6) A DEFENDER CANNOT "PUSH" THE BALL-CARRIER TO EFFECT/COMPLETE A TACKLE

Application:

A defender who pushes the ball-carrier to effect / complete a tackle is guilty of an infringement.

Reference: Law Book - Section 15, Law 1 (i), Page 38.

3. SHOULDER CHARGE

The Code: A DEFENDER CANNOT "SHOULDER CHARGE" A BALLCARRIER TO AFFECT A TACKLE.

Application:

Shoulder Charge - is where a defender, without attempting to tackle, grab or hold the ball-carrier (or any opposing player) using the arms or hands, makes direct physical contact with the shoulder or the upper arm (tucked into the side).

Reference: Section 15, 1(k) Page 38.

4. VICIOUS PALM

The Code: AN ATTACKING PLAYER CANNOT “THRUST” OUT AN ARM TO CONTACT THE DEFENDER ABOVE THE SHOULDER

Application:

It is an infringement for the ball-carrier to violently punch, thrust out an arm or use an outstretched stiff arm so as to make contact with the hand or fist to the defending players head, neck or face (This section does not state that a player cannot legitimately ‘palm’ the head, neck or face).

Reference: Law Book - Section 15, Law 1 (a), Page 38.

5. SLINGING

The Code: THE USE OF THE BALL-CARRIER’S ARM, OR JERSEY TO SLING OR SWING A PLAYER IS PROHIBITED

Application:

A defender who uses the arm or jersey of the ball-carrier to sling or swing the player in a tackle commits an infringement.

Reference: Law Book - Section 11, Note to Law 1. Page 23.

6. SANDBAGGING (FLOPPING)

The Code: A DEFENDER CANNOT DROP OR FALL ON A PRONE PLAYER.

Application:

It is an infringement for a defender to drop, dive or fall on a player in possession of the ball who is prone or stationary on the ground and not attempting to play-on. (A simple hand-on completes the tackle).

Reference: Law Book - Section 15, Law 1 (i), Page 38.

7. SURRENDER (IN THE TACKLE)

The Code: BALL-CARRIERS MAY SURRENDER IN THE TACKLE. WHEN SMALL AND/OR INEXPERIENCED PLAYERS ARE INVOLVED IN A “SURRENDER”, DEFENDERS MUST NOT COMPLETE THE TACKLE

Application:

This rule is designed to protect beginners and small players by minimising risk and eliminating excessively robust play. The referee, NOT the player, calls ‘held’. Players who are at an obvious disadvantage because of low levels of experience, are of small stature or show a lack of skill are to be protected when in possession of the ball and being tackled. A halt to play is to be called (BY THE REFEREE) when these players submit to the tackle or are held, subdued or their progress is halted by bigger or more experienced players. Failure by a tackler to respond to the referee’s call is an infringement.

Reference: Law Book - Section 11, Law 2 (c), Page 23, Note 2 (c), Page 24.

8. VERBAL ABUSE / FOUL LANGUAGE

The Code: IT IS AN INFRINGEMENT TO USE THREATENING OR OFFENSIVE LANGUAGE.

Application:

Verbal abuse, obscene language and sledging, including comments or words that threaten or denigrate an opponent, referee or supporter is an infringement.

Reference: Law Book - Section 15, Law 1 (f), Page 38.

9. SCRUMS

The Code: PUSHING OR PULLING IN, OR ROTATING A SCRUM IS NOT PERMITTED.

Application:

All scrums are to be de-powered. Scrums will form as per the following instruction: FORM, ENGAGE & HOLD. A team that deliberately pushes or pulls in, or rotates a scrum is guilty of an infringement. Once the ball has been fed into the scrum, only the hookers may strike for the ball. Second row players can lift a foot to rake the ball out of the scrum, but cannot step forward over the ball to cause the ball to come out of the scrum.

Reference: Law Book - Section 12, Law 4, Page 30.



It should be noted that every penalty under the Safeplay Code should be accompanied by a caution and instruction to the player responsible for the infringement.

IMPORTANT NOTE:

IT IS MANDATORY THAT A PENALTY KICK FOLLOW ANY ACT THAT TRANSGRESSES THE SAFEPLAY CODE. IN ADDITION TO A PENALTY FOR A BREACH, REFEREES AT THEIR DISCRETION MAY:

- SIN BIN THE OFFENDING PLAYER (INTERNATIONAL GAME ONLY)
- DISMISS THE OFFENDING PLAYER FROM FIELD OF PLAY (INTERNATIONAL GAME ONLY)

Refer International Laws, Section 13, 1 (a) and Section 15- Player's Misconduct.

- REPLACE IN MINI/MOD GAME

Refer Rugby League Laws of Mini Footy & Mod League Page 14, Law (25) & Page 37 Law (23).

ADVANTAGE PLAY & THE SAFEPLAY CODE

A penalty kick must follow any infringement.

- 1. IF NO ADVANTAGE OCCURS**, the penalty is to be awarded immediately at the mark where the infringement occurred.
- 2. IF AN ADVANTAGE OCCURS**, the penalty is to be awarded either at the breakdown in play immediately after the misconduct occurred, (unless a try is imminent) or where the act of misconduct occurred, whichever is to the greater advantage to the non-offending team.
- 3. WHEN A TRY HAS BEEN SCORED** in the same play in which the act of misconduct occurred or in the immediate play thereafter (the imminent factor), the penalty kick, additional to the conversion, will be awarded in front of the goal posts. A kick at goal must be taken from the penalty kick (place or drop) and play restarted from the centre on the half-way line irrespective of the outcome of the kick.

National Rugby League Code of Conduct

General Principles

Participants in the game of Rugby League include:

All registered players; accredited persons – coaches, first aid and Leaguesafe Officers; referees and touch judges; Officials - club, League or Association staff and volunteers, ground managers and duty officials; parents/carers of players, sponsor representatives and club supporters; members of the general public attending as spectators.

Participants are encouraged and expected to:

- **show positive acts of sportsmanship**, discouraging all instances of foul or illegal play, or acts of violence, both on and off the field;
- **demonstrate the greatest levels of respect**, protecting the rights, dignity and worth of every person regardless of their gender, ability / disability, sexual orientation, cultural background or religion;
- **lead by positive example**, and condemn the use of recreational and performance enhancing drugs and doping practices; their use endangers the health of players and is contrary to the concept of fair play;
- **celebrate the “good news” stories**, and understand that cyber-bullying, which includes negative or demeaning comments, status posts, personal messages or emails, is deemed as a serious form of harassment;
- **accept that the integrity of the sport is of paramount importance**, therefore, no coach, player, Club official or match official is allowed to participate, or be directly or indirectly involved in any way, in gambling in relation to matches/ competitions in which they are involved or directly linked.

CODE OF CONDUCT - PLAYER

- Be a good sport. Respect all good play whether from your team or the opposition and shake hands with and thank the opposition players and officials after the game – win, lose or draw.
- Participate for your own enjoyment and benefit.
- Always respect the referee’s decision.
- Never become involved in acts of foul play.
- Honour both the spirit and letter of the competition rules and live up to the highest ideals of ethics and sportsmanship; avoid gamesmanship and respect the traditions of the game.
- Never engage in disrespectful conduct of any sort including profanity, sledging, obscene gestures, offensive remarks, trash-talking, taunting or other actions that are demeaning to other players, officials or supporters.
- Care for and respect the facilities and equipment made available to you during training and competition.
- Safeguard your health; don’t use any illegal or unhealthy substances.
- Recognise that many officials, coaches and referees are volunteers who give up their time to provide their services. Treat them with the utmost respect.
- Do not bet or otherwise financially speculate, directly or indirectly, on the outcome or any other aspect of a Rugby League match or competition in which you are involved.

CODE OF CONDUCT - COACH

- Actively discourage foul play and/or unsportsmanlike behaviour by players.
- Seek to maximise the participation and enjoyment for all players regardless of ability; avoid the tendency to over-use a talented player; treat all players as equals, regardless of their talent.
- Show concern and caution towards all sick and injured players. Follow the advice of a physician and/or sports trainer to the letter when determining when an injured player is ready to recommence training or playing.
- Teach players that an honest effort and competing to the best of their ability is as important as victory.
- Maintain appropriate, professional relationships with players at all times.
- Maintain a thorough knowledge of the rules of the game and keep abreast of current coaching methods; maintain or improve your current accreditation level.
- Always consider the health, safety and welfare of the players.
- Teach young players to realise that there is a big gap between their play and the professional game; do not coach them as if they are professionals.
- Ensure that your coaching reflects the level of the competition being played; do not be a “winner-at-all-costs” coach.
- As a coach, conduct yourself at all times in a manner, and in all situations, leadership, respect for the game of Rugby League and respect for all those that are involved in the game – the players, officials, the fans, the parents, the referees and the media.

CODE OF CONDUCT – MATCH OFFICIALS

- Be impartial! Also, be consistent, objective and courteous.
- Place the safety and welfare of the players above all else; be alert to minimise dangerous physical play, fair or foul, especially in junior matches.
- Accept responsibility for all actions taken.
- Avoid any form of verbal contact with coaches, team officials, parents and spectators during play.
- Avoid any situation which may lead to a conflict of interest, both on and off the field.
- Maintain an appropriate level of fitness for the standard of game at which you are officiating.
- Condemn all and every instance of unsportsmanlike, foul or unfair play.
- Set a good example by the way you dress, speak and act towards players, coaches, officials, parents and spectators.
- Show concern and caution towards sick and injured players.
- Officiate to the age and/or experience of the players.

CODE OF CONDUCT – TEAM & CLUB OFFICIALS

- Uphold the integrity of the game of Rugby League at all times;
- Always act in a sportsmanlike manner, respecting opposition players, team and club officials and spectators;
- Make decisions in the best interests of the game of Rugby League;
- Place the safety and welfare of players as the top priority;
- Accept responsibility for all decisions made..

CODE OF CONDUCT – PARENTS AND SPECTATORS

- Condemn all violent or illegal acts, whether they are by players, coaches, officials, parents or spectators.
- Respect the referee's decisions – don't complain or argue about calls or decisions during or after a game.
- Behave! Unsportsmanlike language, harassment or aggressive behaviour will not be tolerated.
- Encourage players to play by the rules and to respect opposition players and officials.
- Never ridicule or scorn a player for making a mistake – respect their efforts.
- Understand that sport is part of a total life experience, and the benefits of involvement go far beyond the final score of a game.
- Participate in positive cheering that encourages the players in the team you are supporting; do not engage in any cheering that taunts or intimidates opponents, their fans or officials.
- Remember that children participate in Rugby League for their own enjoyment, not yours!
- At all times, follow the directions of the Ground Manager and/or other match day staff.
- Never arrive at a Junior League game under the influence of alcohol, never bring alcohol to a Junior League game and only drink alcohol, if it is available, in a responsible manner in the designated licensed area.

Code of Conduct – SUMMARY OF OFFENCES



Note – Clubs are responsible for the conduct of their players, parents/carers of players, coaches, officials and spectators.

1. No person(s) attending a match, function or event shall:
 - (a) Use offensive or obscene language to any participant;
 - (b) Enter the Field of Play or the Playing Area during the course of a match without the prior approval of the Ground Manager appointed by the home club and/or League;
 - (c) Excessively dispute the decision of a referee or touch judge either during or after a match;
 - (d) Assault or act with aggression to any person/s;
 - (e) Behave in a way contrary to the Code of Conduct and/or the spirit of the game;
 - (f) Behave in a way which disturbs the enjoyment of a match, function or event by any other person/s, or brings discredit to the home club and/or League;
 - (g) Act in such a way as to exhibit racial intolerance, by language or other conduct, to any person/s;
 - (h) Refuse to accept the reasonable direction of the Ground Manager, official of the team/club which that person is supporting, or official of the home club and/or League.

Clubs are responsible for the conduct of their players, parents/carers of players, coaches, officials and club supporters.

Breaches of the Rugby League Code of Conduct may result in penalties, including but not limited to:

- > Suspension of a match and/or
- > Termination of a match (including potential forfeiture of competition points) and/or
- > Monetary fines and/or
- > Suspension of a participant on a temporary or permanent basis and/or
- > Suspension of a club, League or Association on a temporary or permanent basis.

These penalties are in addition to any penalty which may be imposed by the home League's judiciary.

www.playnrl.com

MINI Footy and MOD League Rule Modifications

Rule Modification	Mini Footy	Mod League
Number of Players	8	(9/10/11 Years) 11 (12 Years) 13
Field Dimensions	68-70m(l) x 30m(w)	(9/10/11 Years) 80m x 48-50m; (12 years) 100m x 68m
Game Time	3 x 10 minutes	2 x 20 minutes
No. of Tackles	4	6
Defensive Line	5 metres from the play the ball	5 metres from the play the ball
Marker Defence	No Marker	One Marker
Restarts	Tap restart to the non-scoring team	Tap restart to the non-scoring team
Kicking	No kicking in general play,	Kicking permitted in general play, no bombs allowed
Goal Kicking	(6/7 Years No Conversions. 8's- Drop Kick or place kick in front of posts;	(9/10/11 Years) Drop Kick or place kick in front of posts; (12 Years) in line with where the try has been OR on the 20m line

Rugby league is broken down into different modes of play to suit different age groups. The laws of Mini Footy and Mod League are designed to promote involvement, enhance skill development and provide a fun and enjoyable experience for participants in a safe non-competitive environment.

The complete laws of the modified games can be found at www.playnrl.com

The main rule modifications are:

Mini Footy

Mini Footy is focused on meeting the needs of younger children. It caters to kids aged 6-8 (and in some areas 9 years) and focuses on involvement and encouraging learning through play without the pressure of sticking to the strict laws of the adult game.

Team Sizes: The maximum number of players on the field is eight (8) and minimum six (6).

Game Times: Matches are played over three 10-minute periods.

- Each player must play a minimum of 10 minutes of unbroken play, but each player should receive the opportunity to play as much time as possible.

Tackle Counts: Each team has possession for four (4) tackles, unless the ball is lost before that.

Tackling: To ensure safe play in Mini Footy:

- No contact is permitted above the armpits when making a tackle.
- The ball-carrier may not be tripped; slung, thrown or pushed; or lifted from the ground to be then driven to the ground when tackled.
- The shoulder charge is never permitted.

Play-The-Ball: The play-the-ball is the same as the adult laws but;

- No markers are allowed.
- A minimum of two passes is required to maintain possession in attack. The aim is to encourage involvement, teamwork and the development of catching and passing skills. If two passes are not performed in each attacking sequence, a turnover will result. The only exception is when attacking from inside your own '20'.
- At the play-the-ball, no-one from the team without the ball is to move forward until the first receiver has the ball or the dummy-half chooses to run. Everyone in the team without the ball must be back five (5) metres from the play-the-ball.

Scrum: No Scrums

Kicking: Kicking is not allowed in general play in Mini Footy. Should a kick be attempted during a match there will be a change of possession at the spot where the kick was taken.

Conversions:

A) 6/7 Years - No Conversions

B) 8's Following a try being scored an attempt may be taken by either drop kick or place kick from directly in front of the posts. Once a player has attempted a kick at goal, that player may not attempt another until all others of their team (on the field at the time) have had an attempt at a goal.

Mod League

Mod League is focused on the 9-12 year age group, when the demands of adult football are still too much, but the simpler Mini Footy is not challenging enough.

Team Sizes: The maximum number of players on the field is 11 for the 9-11 year age group and 13 for 12-year-olds and minimum eight (8) for 9-11 years and 11 for 12-year-olds.

Game Times: Matches are played over two 20-minute periods, with a five-minute interval in between. Each player must play one unbroken half.

Tackle Counts: Each team has possession for six (6) tackles, unless the ball is lost before then.

Tackling: To ensure safe play in Mod League:

- No contact is permitted above the armpits in a tackle.
- The ball-carrier may not be tripped; slung, thrown or pushed; or lifted from the ground to be then driven to the ground when being tackled.
- The shoulder charge is never permitted.

Play-The-Ball: The play-the-ball is the same as the adult game but;

- There is only one marker. The marker cannot touch the ball-carrier or ball nor interfere with the play-the ball. The marker is not to move until the first receiver has the ball unless the dummy-half chooses to run, kick or mishandles the ball;
- At the play-the-ball, no-one from the team without the ball is to move forward until the first receiver has the ball or the dummy-half chooses to run. Everyone in the team without the ball must be back five (5) metres from the play-the-ball.
- Two Pass Variation - The two-pass law applied, with the following exemption.

Player at first receiver will be identified with a vest or armband of one colour, and a player at dummy half will be identified with a vest/armband of another colour. A player identified with vest/armband is permitted to run from their nominated position, and be tackled, before a minimum of two passes is performed, without their team turning over possession. If any player without the FR vest (including the player nominated as Dummy Half) runs from First Receiver, is tackled in possession without a minimum of two passes being performed, then his/her team will forfeit possession. If any player without the DH vest (including the player nominated as First Receiver) runs from Dummy Half, is tackled in possession without a minimum of two passes being performed, then his/her team will forfeit possession. At all ages except for Under 12, teams will be required to rotate vests every period of play. A player may wear one vest, once only, in a game.

Scrum: No Scrums

Kicking: A kick at penalty goal is not allowed. Kicking in general play is allowed, however;

- Bombs or kicks that aim to gain time rather than distance are not permitted.
- There are no field goals.
- Chip punts, grubber kicks and kicks for touch are permissible.
- The 40-20 law applies for Under-12 age division only.

Conversions (9-11 years): Conversion attempts may be taken by either place kick or drop kick. Once a player has attempted a kick at goal, that player may not attempt another until all others of the same team (on the field at the time) have been given an attempt. (12 years) Conversion attempts are to be taken by place kick only. Once a player has attempted a kick at goal, that player may not attempt another until all others of the same team (on the field at that time) have been given an attempt at a goal.

Accreditation

Upon completion of all course requirements, including; course attendance, online modules (entry-level courses only) and assessments, you will be accredited as a National Rugby League Coach and provided with a National Rugby League ID Number.

Your National ID number links all your Rugby League activity to the National Rugby League Database. If you have upgraded your coaching accreditation, for example from an International Games Coach to a Senior Club Coach, this will update your existing record and you will maintain the same National ID number.

All your Coaching Accreditation details and Coaching History are stored in the National Database. All new coaches will be provided with access to their own coaching records, including accreditation details and coaching history. You will be able to monitor the status of your accreditation and when it will expire using your SP Passport.

Your accreditation has an **expiry date** – of four years, from its date of issue. Each year you register to coach a team; this will be updated on the National Rugby League Database. This will provide the NRL with a record of your active involvement in Rugby League. On the provision that you abide by the Coaches Code of Conduct and remain actively involved as a coach, your accreditation will be continually updated on the National Database.

If you upgrade your accreditation to a higher level at any time during those four years, then the expiry date re-commences from the date of issue of the upgraded accreditation. The expiry date is clearly shown on your accreditation card. Coaches who hold a Modified Games Coach, International Games Coach or a Club Coach accreditation can re-accredit by attending an NRL Face to Face Coach re-accreditation.

Coaches have two alternatives to gain re-accreditation:

- 1) complete the online Coach re-accreditation module via www.playnrl.com;
- 2) register and attend a Face to Face Coach re-accreditation.

NRL Face to Face Coach re-accreditations are conducted throughout the year by NRL Game Development Officers. These Face to Face Coach re-accreditations are advertised through www.playnrl.com under the 'upcoming courses' section, and are available to any coach who wishes to attend. Coaches who do attend will need to register in order to have their accreditation expiry extended or will be re-accredited based on their current accreditation level and accreditation status.

Any Coach with an expired accreditation, who registers and attends a NRL Face to Face Coach re-accreditation, will be issued with a re-accreditation for a period of one (1) year.

Any Coach with a current accreditation, who registers and attends a NRL Face to Face Coach re-accreditation, will have their accreditation extended by one (1) year.

In order for Senior Club Coaches and High Performance Coaches to re-accredit, they must submit a re-accreditation form with full details of their coach related activities. Coaches can access these forms from playnrl.com

Coach Registration

National Rugby League Policy

All coaches are required to register to the team they are coaching on an annual basis. This is no different for players to being registered to a team prior to playing in any given Junior or Senior League competition.

This requirement is the responsibility of all Leagues and Clubs to ensure that all coaches are adequately trained and qualified to coach children, adolescents and young adults under their care. In order to ensure that each respective party is covered by insurance, coaches are required to meet minimum standards in terms of education and background checks.

It is critical that all this information is recorded on the National Rugby League Database.

- All coaches must be registered to the team they are coaching in the upcoming season e.g. If you are coaching the Clovelly Crocodiles Under 10's in 2014, you must register as the coach of that team on the National database
- Coaches must be registered prior to Round 1 of the Competition that the team they are coaching or intend to coach is participating in
- In the event that there is not an individual person registered as the coach of that specified team, they will be not be able to participate in the competition until a nominated person has been registered to coach the team
- All coaches who are coaching must complete the relevant Working with Children Check for the state in which they are coaching in order for the Junior League to endorse their registration
- For all registered coaches, completion of a relevant National Coach Accreditation Course is compulsory
- Coaches are allowed to register to a team without a coach accreditation, however they will be given until Round 5 of the competition they are actively involved in to register for the relevant National Coach Accreditation Course
- All new coaches or coaches who have never completed a National Coach Accreditation Course are required to complete the relevant entry-level course
- Entry Level courses are designed to cater for different stages of player development;
 - The Modified Games Coach (MGC) Course is designed for players aged 6-12 Years
 - The International Games Coach (IGC) Course is designed for players aged 13 and above
- All Coaches must complete the relevant National Coach Accreditation Course, this involves;
 - Completing all online modules and assessment questions
 - Attendance at all face-to-face modules
- Upon completion of the above components of the course, the coach will be qualified to coach the team they are responsible for the remainder of the season. This will also act as a probationary period, in which coaches will receive their accreditation once they have been signed off by a course provider at seasons end.

If during this time a coach is found guilty of a Code of Conduct breach or has a relevant tribunal record, their accreditation will not be signed off.
- Any coach, who does not complete a National Coach Accreditation course prior to the June 30, will risk forfeiting all remaining games.

In any unforeseen circumstances, such as a new coach is required after the June 30 cut-off, Leagues will need to work with their respective Course Providers to ensure that they receive appropriate education and meet registration requirements.

Coaching Methods

Teaching Points:

The main points of a skill which, through explanation and practice will allow a participant to perform the skill.

Key Words:

Words or phrases that can be used to describe a set of teaching points for a skill or movement. By setting up and using the key words during feedback, coaches can quickly correct a movement/skill performance with the use of one word or phrase which acts as the summary of the teaching point.

Concurrent Feedback:

Concurrent feedback occurs when the coach provides the feedback to the players while the players are actually performing the skill. This might occur during a game or drill at training.

D.E.P.E. Teaching Method

DEMONSTRATION

- > Tell the players exactly what you are going to teach them.
- > Show the players what you are going to teach them through the use of a demonstration.
- > The demonstration must be of high quality, so a skilled performer must be used.
- > The coach does not have to always be the demonstrator, and coaches are encouraged to seek the assistance of skilled performers if they are unable to perform the skill competently.

EXPLANATION

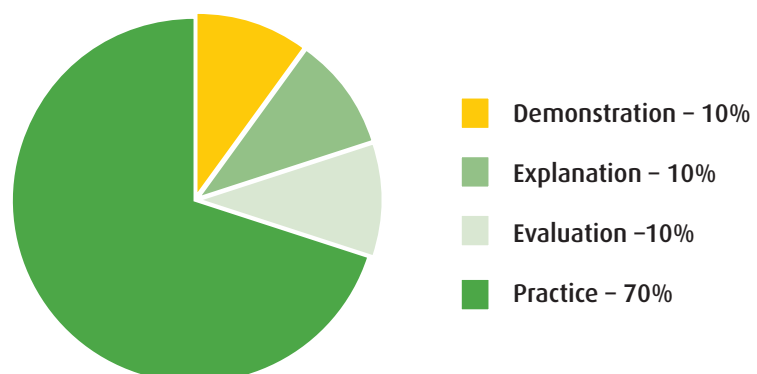
- > This stage involves explaining the main teaching points of the skill to the participants.
- > Only the main points need to be explained, too much information can be confusing.
- > The use of **key words** is important at this stage.

PRACTICE

- > Players perform the skill.
- > Ensure that the activity/drill being used to perform the skill is allowing the players to perform it correctly.
- > Allow the players time to practice and develop confidence before providing large amounts of feedback.
- > **Concurrent feedback** can be used while the players are actually participating in the activity.

EVALUATION

- > Should be linked back to the **key words** used in the demonstration.
- > Most effective when supplied immediately after participation.
- > Can be done concurrently with participation, or following participation.
- > Can be followed by further participation to practice the feedback supplied by the coach.



Demonstrations:

It is not unusual for a coach to be unable to demonstrate all the skills of the game at a high level. In these cases it is recommended that coaches seek assistance from within their club. Other coaches or older and more experienced players can assist in this area.

Game Specific:

Making practice game-specific involves making drills/games and activities as close to an actual game of Rugby League as possible. This might involve adding defenders into a passing activity or support-players into a tackling activity. This can be achieved gradually as the player's performance of the skill improves.

Whole-Part-Whole Teaching Method

This teaching method is a good way to teach complex skills that are comprised of a number of smaller movements or skills that can be taught separately.

STEP ONE – Demonstrate the Whole Skill

- Demonstration of the whole skill will provide the players with an idea of what the completed skill should look like.
- An explanation should outline some key points of the skill and when/where the skill would be used in a game.
- Demonstration should be of high quality so the use of a skilled performer is recommended.

STEP TWO – Teach Separate Parts

- It is recommended that the parts be taught sequentially (in the order that they will be performed when the complete skill is performed.)
- The D.E.P.E. teaching method can be used to teach the separate parts of the skill where appropriate.
- The separate parts of the skill can be gradually linked to create larger parts in an effort to move closer towards completion of the complete skill.

STEP THREE – Practice the Whole Skill

- Eventually the parts can be joined to allow for practice of the complete skill.
- Errors in skill performance can often be corrected by identifying the separate part of the skill where the error is occurring and practicing only that part, before practicing the complete skill again.
- Remember that it is important to practice skills in conditions similar to the game. This can be achieved by gradually adding 'parameters' that make practice more **game-specific**.
- Concurrent feedback can be provided during skill practice.

Example Game Sense Activity/Progression:

1. Players play a one-on-one try scoring game, with the aim of scoring a try past a single defender.
2. Introduce a second attacker to the game (two-on-one).
3. Introduce a second defender (two-on-two).
4. Increase the number of chances that a team has to score.
5. Introduce a third attacker into the game.
6. Introduce a third defender into the game.
7. Make the players 'play-the-ball' following each of their chances in the game.
8. Continue to introduce players and chances to score.

Game Sense

What is Game Sense?

Game Sense is an approach to coaching which involves the use of games to develop an understanding of tactics and game concepts, while enabling the performance of skills in a realistic environment.

Game Sense makes a game the focus of a practice session rather than technique. It challenges the players to think about what they are actually doing and why. The coach/teacher becomes a facilitator, setting tasks to be solved and creating situations where players take on the responsibility of finding solutions for themselves.

Why use Game Sense?

Traditionally, we have taught skills to young players in isolation, and have not always considered the tactical components of the skill (knowing when and where to actually use the skill or what changes need to be made to the skill during the game to make it effective).

Game Sense coaching focuses on the performance of skills in game situations and allows players to develop tactical and strategic thinking, decision making, problem solving through tactical awareness and understanding.

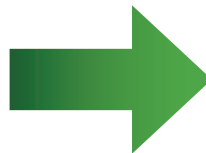
While there is an important place for technical coaching and skill development, the Game Sense method encourages players to use their basic skills as well as develop strategies or tactics themselves.

How to use Game Sense?

Game sense involves the principle of moving from simple challenges in games to progressively more complex ones. This progression can involve the movement from a relatively structured environment to a more open one.

For example:

**FEW RULES
ONE OPPONENT
ONE TEAM MATE**



**MANY RULES
MORE THAN ONE OPPONENT
MORE THAN ONE TEAM MATE**

(Reference: Australian Sport Commission, 1999, 'Game Sense Cards: 30 games to develop thinking players'.)

Proper Planning:

Proper planning is the key to ensuring that your players have a positive and effective learning experience at every training session. Planning will enable coaches to consider the use of each of the 'Principles for Better Practice' in each session

Player Involvement:

Coaches should aim to have all players involved throughout the session. Maximum player involvement enhances player interest and enjoyment and ensures that ALL players are enjoying the experience.

Principles for Better Practice

Make the practice game-specific and use the Game Sense approach frequently

- Games are enjoyable for the participants and the learning transfers well to the player's performance in matches.

Keep practices short and frequent

- Variety in activity will assist in maintaining the player's interest level and will improve their learning as well as the sessions more fun.

Make maximum use of equipment, facilities and assistants

- The less time that players spend waiting around, the more time they get to participate and learn. This will make your sessions more fun and allow the players to get the maximum benefits of both learning and physical activity.
- Coaches should aim to have maximum player involvement in all activities.

Provide proper feedback and correction

- Coaches must not forget their role of providing proper corrective feedback during all skill practice. This will ensure that players continue to improve their skills at every session.
- Feedback must be considered and planned. Coaches should not rush into providing feedback until they have thought about the message and how they plan to deliver it.

Make sure that the players achieve reasonable success at every session

- It is important that all players leave each session having felt that they have achieved and improved. Coaches can ensure that this occurs through providing appropriate positive feedback and planning sessions so that players complete each session on a successful note.

Reflective Questioning:

By asking questions to players about their performance, coaches can achieve better results from feedback than would have been achieved by simply telling the players what they need to do to improve.

Timing of Feedback:

Coaches need to allow players to make mistakes and to learn from their own mistakes. To allow this process to happen, coaches should not be too willing to 'rescue' their players by providing feedback immediately following every mistake. If there is no immediate danger to the players (for instance: if a tackling technique is incorrect) coaches are encouraged to allow players to identify and correct some of their own errors. Feedback can then be used if the errors become consistent.

Providing Proper Feedback

Feedback to your players must be:

1. Specific and concise

Make sure that your feedback is specific and accurate and does not include too much general information. Feedback is best when it only concentrates on a few small points of a skill performance rather than the skill performance as a whole.

2. Positive and immediate

It is beneficial if your feedback occurs immediately after a skill performance. This will allow players to consider your feedback while the performance is fresh in their memory. Positive feedback is important to build and maintain the confidence of your players.

3. Constructive (performance-based)

Feedback must be concentrated on areas of performance that players can physically improve in their next performance. Constructive feedback needs to concentrate on areas like movement and positioning during skill performances.

4. Individual and/or group

Feedback can be provided to both individuals and groups and can be based on both individual and group performances. It is often beneficial to provide positive feedback to the group and individual corrective feedback directly to individual players.

5. Offering remedial solutions

Feedback must offer corrections rather than criticisms. Feedback should be used to encourage and correct performance and therefore the players must be able to physically act upon your feedback to improve their performance.

6. Encouraging self-assessment/reflection

Coaches are encouraged to use questioning as a method of enabling players to improve their performance. Rather than telling the players what to do, coaches are encouraged to ask the players about their performances and work together to develop corrective actions.

Maintaining a Safe Environment

Duty of Care:

An obligation that a sensible person would have in the circumstances when acting toward others and the public. The actions of a coach should be made with care, attention, caution, and prudence.

Keep Adequate Records:

As part of a coach's duty of care, all coaches must keep adequate records of any injuries/incidents that occur at both training sessions and matches. This resource will assist coaches to fulfill this obligation.

Duty of Care

Coaches have a duty of care to the health and safety of their players. By ensuring that the following statements are implemented, coaches will be able to maintain the safety of their players at both training and in matches.

- 1. Provide a safe environment**
- 2. Plan activities adequately**
- 3. Evaluate any injury or incapacity**
- 4. Do not mismatch players**
- 5. Provide safe and proper equipment**
- 6. Warn of inherent risk**
- 7. Supervise well**
- 8. Know first aid**
- 9. Develop clear rules for training and general behavior**
- 10. Keep adequate records**

This resource is an important tool in maintaining a safe training and playing environment. Coaches are encouraged to use this resource to:

- Record player details and medical information.
- Seek permission from parents to administer injury/illness management in consultation with qualified First Aid Officer.
- Plan training sessions and match days.
- Review training sessions and match day activities.

Using this resource to consistently plan and review coaching activities throughout the season enables coaches to regularly evaluate their coaching activities against the statements above.

NRL On-Field Policy:

The National Rugby League On-Field Policy States that:

1. All official personnel over the age of fourteen (14) years who enter the Field of Play to attend a player, must possess a 'LeagueSafe Certificate of Attendance' or an accredited NRL Sports Trainers certificate of attainment
2. No person other than an accredited NRL Sports Trainer, or those with appropriate and acceptable qualifications, shall administer first aid or offer advice to an injured/ill player. Personnel with other qualifications must be ratified by the National Education, Training & Research Manager and equate with NRL Sports Trainer Certification.
3. All injuries/illnesses must be recorded in an Injury Report Booklet

Basic First Aid Procedures

The notes below are to provide a reference point for coaches and in no way replace the knowledge gained through the completion of National Rugby League's accredited LeagueSafe and Sports Trainer Courses. It is encouraged that all coaches have a LeagueSafe or Sports Trainer accreditation.

When you attend the scene of an incident/injury, follow the **DRSABCD action plan:**

DANGER

Check for Danger:

- > To yourself
- > To others/bystanders
- > To the casualty

RESPONSE

Check for a Response:

- > Is the casualty conscious or unconscious?

SEND FOR HELP

Call triple zero (000) for an ambulance

- > Or ask another person to make the call

AIRWAY

Check the Airway

- > Is the airway clear and open?

BREATHING

Check for Breathing

- > Look, listen and feel
- > Look to see if the chest is rising and falling
- > Listen for the sound of breathing
- > Feel for air from nose or mouth

CPR

If there are no signs of life (casualty unconscious, unresponsive, not moving and not breathing normally) commence CPR.

- > CPR protocol: Thirty (30) compressions, followed by two (2) breaths (rate of approximately one hundred (100) compressions per minute)

DEFIBRILLATOR

Apply a defibrillator if available

NRL On-Field Policy:

(CONTINUED)

4. The accredited Sports Trainer shall at all times, whilst a game is in progress, be situated on the sideline in a position to respond quickly should an injury/illness occur.

5. The accredited Sports Trainer shall have the final say on whether a player should continue in the game and when to resume playing in that game. If a doctor is in attendance at a game venue, he/she shall make decisions in conjunction with the Sports Trainer. The doctor will make the final decision on a player's welfare. In the event of a serious injury, as defined by the Sports Trainer, a doctor's certificate must be obtained by the player and handed to the Sports Trainer prior to the player resuming playing.

After assessing the patient using the DRSABCD action plan, the next assessment that is required is the **TOTAPS assessment**

TALK

Ask the injured player:

- > How did it happen?
- > Where does it hurt?
- > How did you land? Twisted/straight?
- > Did you hear or feel clicking, locking, grating, snap, rip, tear or giving way?
- > What kind of pain? Throbbing, burning, searing pain? Pins and needles? Toothache pain?
- > Ask any other questions relevant to the players suspected condition.

OBSERVE

Look for the following:

- > Bones: alignment, deformity or unusual shape.
- > Soft tissue: contours shape, comparing both sides.
- > Note any swelling.
- > Colour: redness, inflammation, pale or bluish colour.

TOUCH

This should only occur after the above has been completed.

- > Be gentle and consider player comfort.
- > Do not drag the player to his/her feet.
- > Is it tender to touch?
- > Start away from the injured site and work towards and beyond.
- > What is the extent of the painful area?
- > Try to locate the exact site and relate it to a particular anatomical structure.

ACTIVE-MOVEMENT

- > Ask the player to move the injured limb until restricted by pain.
- > Significant restriction indicates possible serious injury.

PASSIVE-MOVEMENT

- > You, as the examiner, gently move the injured area to the point of pain or restriction.
- > Return to play should not be considered unless pain free full range of movement is evident.

SKILLS

- > Ask player to stand unaided
- > Ask him/her to walk, jog and carry out specific skills related to the injured part.
- > Return to play if pain free

NRL On-Field Policy:

(CONTINUED)

6. An accredited NRL Sports Trainer will be attached to a team. It is advisable that at least two (2) be available in case one is required to attend a player or not be available on game day.

7. It will be the responsibility of the Club and/or Ground Officials to ensure the above policy is adhered to.

8. If the above personnel are not in attendance, the game shall not commence UNDER ANY CIRCUMSTANCES until such persons are available.

9. Each player shall complete a Medical Advice Card before training or playing. This will be the responsibility of the designated Sports Trainer(s) to ensure all cards are up to date. All privacy laws must be adhered to.

Management of Injuries (R.I.C.E.R. Management Cycle)

REST: Withdraw from the game

Continued activity increases the severity of the injury.

Rest reduces the volume and pressure of blood through the damaged vessels to the injured area.

ICE: Apply ice to the injury

Ice reduces bleeding by slowing down the blood flow to the injured area, thus reducing swelling.

Ice must be applied as soon as possible after injury.

Application: Apply regularly for 10-15 minutes, for first 24-72 hours

COMPRESSION: Apply a compression bandage

Most effective method of controlling bleeding.

Should be applied during and after icing.

Use a stretch bandage above and below the injured area.

Apply from beyond the injury upwards (towards the heart) and from inside to outside.

Must be continued after icing.

ELEVATION: Elevate the injured area above the heart where practical

Elevation assists in: Reducing the pressure through the injured limb and reducing blood pooling

REFERRAL: Refer the player to appropriate medical personnel

At all times refer the player to appropriate medical personnel.

Correct an immediate management is essential for a quick recovery.



There are certain practices that should not be undertaken in the acute stages of injury management to a soft tissue injury:

HEAT: Application of any form of heat will dramatically increase bleeding.

ALCOHOL: Consumption of alcohol dilutes the blood vessels thus increasing blood flow, swelling and pain.

RETURNING TO PLAY: Returning to play with a soft tissue injury will result in delayed healing, or an increase in the severity of the injury.

MASSAGE: Massaging an acute soft tissue injury will increase bleeding or may re-start bleeding.

An ambulance should be called if it is suspected that a player has suffered a concussion.

.....

The doctor is the only person who will determine when a player is allowed to return to training or playing following a concussion.

.....

A player should never return to a sports activity until they are cleared by a doctor.

Head Injury & Concussion

What is a concussion?

A concussion is an injury to the brain. A blow to the head usually causes it. Most of the time it doesn't involve loss of consciousness.

What are the signs of a concussion?

- > Headache
- > Dizziness
- > Confusion
- > Ringing ears
- > Nausea
- > Vision disturbance
- > Loss of balance
- > Memory loss (amnesia)
- > Difficulty concentrating

What should I watch out for?

- > Stiff neck
- > Severe headache
- > Repeated vomiting
- > Confusion
- > Difficulty walking, speaking or using arms
- > Numbness/tingling or altered sensations to extremities
- > Seizures/convulsions
- > Unusual drowsiness or hard to wake up

When can a player return to play?

A player should never return to play while they have any signs of a concussion like headache or dizziness. If the concussion was very mild, the player may be allowed to return, but only on the advice of a doctor.

If the player had a loss of consciousness or memory, they may not be able to return to play for a number of weeks. After a severe concussion, a player may not be able to return to play for a month. If this wasn't the player's first concussion, the return to play may be even longer.

What are the risks in returning to play too early?

A player returning to play too early from a head injury risks suffering from a number of complications such as 'cerebral contusion' (a bruising of the brain tissue) or a 'cerebral haemorrhage' (bleeding of the blood vessels in the brain), both of which MAY BE FATAL.

Are there any lasting effects to a concussion?

Most people recover after a concussion without any permanent damage though people can have signs of concussion for weeks or even months afterwards. Repeated concussions can cause permanent damage. After several concussions a doctor may speak to a player about alternative options to contact sports.

Skills of Rugby League

Holding the Ball



- Fingers spread around the ball
- Thumbs on top
- Fingers underneath



- As a possible guide for beginners, putting the index finger on the seams helps put the hands in the correct position.
- This can be progressed later with the thumbs on top and fingers underneath to create a stronger grip.



- The grip should be around the middle of the ball, with the fingers spread for best control.
- When not passing – ball at chest height with fingers pointing up.



- When about to pass – ball down to waist with fingers down.
- Arms and body relaxed.



Key Coaching Points

- Thumbs on top
- Fingers underneath
- Fingers spread
- Ball held more in the fingers than the palm of the hand



Common Faults / Errors

- Ball held with fingers on top
- Ball held too far up the ball towards the end/point

Standing Pass



- Hold the ball as for basic grip.



- Stand side on to the target.
- Step towards the target.



- Swing the arms across the body and extend the hands towards the target



- Hands behind, guiding the ball to the target area and finishing extended towards the target.



- The passer's upper body should finish facing the target.



Key Coaching Points

- Start in a 'side on' position.
- Rotate torso and swing arms
- Extend arms towards the receiver.



Common Faults / Errors

- Stepping with the wrong foot.
- Incorrect grip.
- Not side on, resulting in the ball going too high.
- Not enough arm extension

Running Pass



- Run with the ball in two hands.



- As the outside foot is about to land, prepare to pass.



- As the outside foot lands, turn the upper body, focus on the target and drop the ball to hip height.
- Note that the inside leg has swung out slightly to help keep the body balanced.



- Swing the arms through and maintain the running line throughout the pass.



- Don't move in the direction of the pass until after the pass is made.



Key Coaching Points

- Pass off outside foot.
- Allow upper body to turn as the pass is made.
- Extend arms in the pass.



Common Faults / Errors

- Passing off incorrect foot.
- Not turning upper body.
- Turning the outside foot inwards too much
- Raising outside elbow too high

Receiving the Pass



- Hands up in early preparation and providing a target for the passer.



- Thumb and forefingers forming a 'W', other fingers spread.



- Hands up to a position at least height of the armpit.



- Reach for the ball and catch away from the body.



Key Coaching Points

- Form 'W' with the thumb and forefingers, with the other fingers spread out.
- Elbows away from body.
- Look above hands towards ball.



Common Faults / Errors

- Hands not prepared to make an early catch away from the body.
- Bringing the ball to the body to finish the catch.

Catching a 'High Ball'



- Keep the eyes on the ball at all times.



- Focus on moving the legs so as to quickly get the body in the correct position to make the catch.



- Reach up and out with the arms with the fingers spread and elbows tucked in.



- Keep the elbows into the body and allow the ball to land and be trapped in the 'cradle' formed by the arms and the upper body.



- Bend the knees slightly as the catch is being made to soften the impact so there is less chance of the ball bouncing out of the 'cradle'.



Key Coaching Points

- Quickly to the ball.
- Eyes on the ball.
- Hands up and elbows in.
- Knees bend as catch is made.



Common Faults / Errors

- Slow movement into position.
- Eyes taken off the ball.
- Elbows spread too wide.

Front-on Blocking tackle



- > Don't let the ball-carrier come to you.
- > Move forward to deny the ball-carrier space and time.
- > On approach to tackle, try to remain as upright as possible.



- > Drop by bending the knees, keeping shoulders higher than hips.
- > Make contact with the shoulder.
- > Keep chin up and neck in line with the spine.



- > Wrap arms tightly around the ball-carrier.



- > Use the ball-carrier's momentum and a strong leg drive to force the ball-carrier to the ground.



- > The tackler should finish on top of the ball-carrier.



Key Coaching Points

- > Stay upright on approach.
- > Drop and target.
- > Chin up, head 'straight'.
- > Shoulder contact.
- > Tight grip and drive.



Common Faults / Errors

- > Head not close to the body of the ball-carrier.
- > Chin down and/or neck not kept in line with spine – dangerous!
- > Bending the back rather than the knees.
- > Loose grip.

Tackle from the Side



- On approach to the tackle, try to remain as upright as possible and set up so that the tackle is to be made with the head in behind the ball-carrier.



- Drop by bending the knees.
- Shoulders higher than hips.
- Contact with the shoulder.
- Chin up and neck in line with the spine.
- Eyes on the target.



- Wrap arms and hands tightly around the ball-carrier.
- The tackler's hips should be lower to maintain straighter back, allowing for more powerful contact.



- The ball-carrier's momentum and the tackler's strong leg drive forces the ball-carrier to the ground.



- The tackler should finish on top of the ball-carrier.



Key Coaching Points

- Stay up and determine best line of approach.



Common Faults / Errors

- Committing to the tackle too early.

Play-the-Ball



SNAP

- Bring (Snap) your knees to your chest.
- Use a fast dynamic movement as fast as you can.



SWEEP

- Bring (Sweep) your non play-the-ball foot next to the ball.
- Place the point of the ball next to your toes.



- Use the same foot to play the ball as the hand carrying the ball.



TOUCH

- Gently roll the ball using the sole of



Key Coaching Points

- Bring knees to chest
- Stand in lunge position
- Place ball on ground next to balancing foot
- Role the ball backwards with sole of foot



Common Faults / Errors

- Poor ball control when rising to feet and placing the ball on the ground
- Using the heel/kicking the ball instead of rolling the ball backward
- Knocking the ball loose with the knee when rising

Tackle from Behind



- On approach keep eyes on target area
- Strongly push off appropriate leg to allow solid shoulder contact on the ball carrier.



- Make contact with the shoulder on or just below the buttocks.
- Ensure that the head is to the side and tucked in tightly.



- Squeeze hard with the arms and hands to decrease ball carriers base of support
- The tacklers weight drags the opponent to the ground.



Key Coaching Points

- Strong push off appropriate leg to allow solid shoulder contact on the ball-carrier.
- Contact on or just below the buttocks.
- Eyes on the target.
- Head to the side.
- Squeeze hard with the arms and hands as the tackler's weight drags opponent to the ground



Common Faults / Errors

- Tentative execution will lead to ineffective tackles.
- Mis-timing the contact

Drop Punt



- The ball is held as shown.
- Arms relaxed, fingers spread evenly along each side of the ball.



- The ball is guided down with the hand on the kicking side.



- The ball is struck with the lower laces of the boot.
- The ball is upright and the foot should have a straight instep on contact.



- Leg should follow through in the direction of the kick.
- If kicked correctly, the ball will spin in a backwards, end over end fashion.



Key Coaching Points

- Extend arms.
- Kick through the ball.
- Time the kick.
- Maintain balance.



Common Faults / Errors

- Throwing the ball up before kicking.
- Foot not hitting the ball correctly.
- Leg not coming straight through.
- Trying to kick the ball too hard.
- Uncontrolled ball drop.

Grubber Kick



- While running, hold the ball as for passing.



- The ball drop is controlled so that it does not wobble through the air onto the foot.



- The kicking foot makes contact with the ball comfortably close to the body and just slightly above the ground.
- The knee is bent at impact with the ball.



- The toes are pointed and the ball should fit into the shape of the kicking foot.



- When on the run, the body should be upright with the head over the ball in order to enable the kicker to chase and re-gather.



Key Coaching Points

- Control the ball release.
- Toes extended.
- Knee bent for 'soft', low trajectory kick.



Common Faults / Errors

- Poor ball drop resulting in bad alignment of the ball when kicked.
- Dropping the ball too far in front of the body.
- Leg too straight at impact.

Place Kick



- Adopt a comfortable starting position and time the run so that the movement to the ball is as fluent as possible.
- Move into the ball with rhythm and balance, with the eyes focused on the point of contact with the ball.



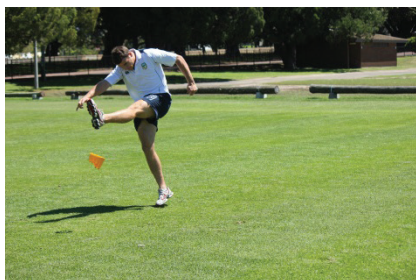
- The non-kicking foot is placed alongside the ball, about 20cm away, point in the direction of the target.
- The last step is a long one.



- The hip now rotates, bringing the kicking leg forward with the upper leg (thigh) leading.



- The leg straightens, and with the toes pointed, contact is made on the ball with a straight instep.



- Follow through as far as possible in the direction of the target, keeping the kick leg extended.



Key Coaching Points

- Relax.
- Smooth steady approach.
- Head down.
- Extended follow through.

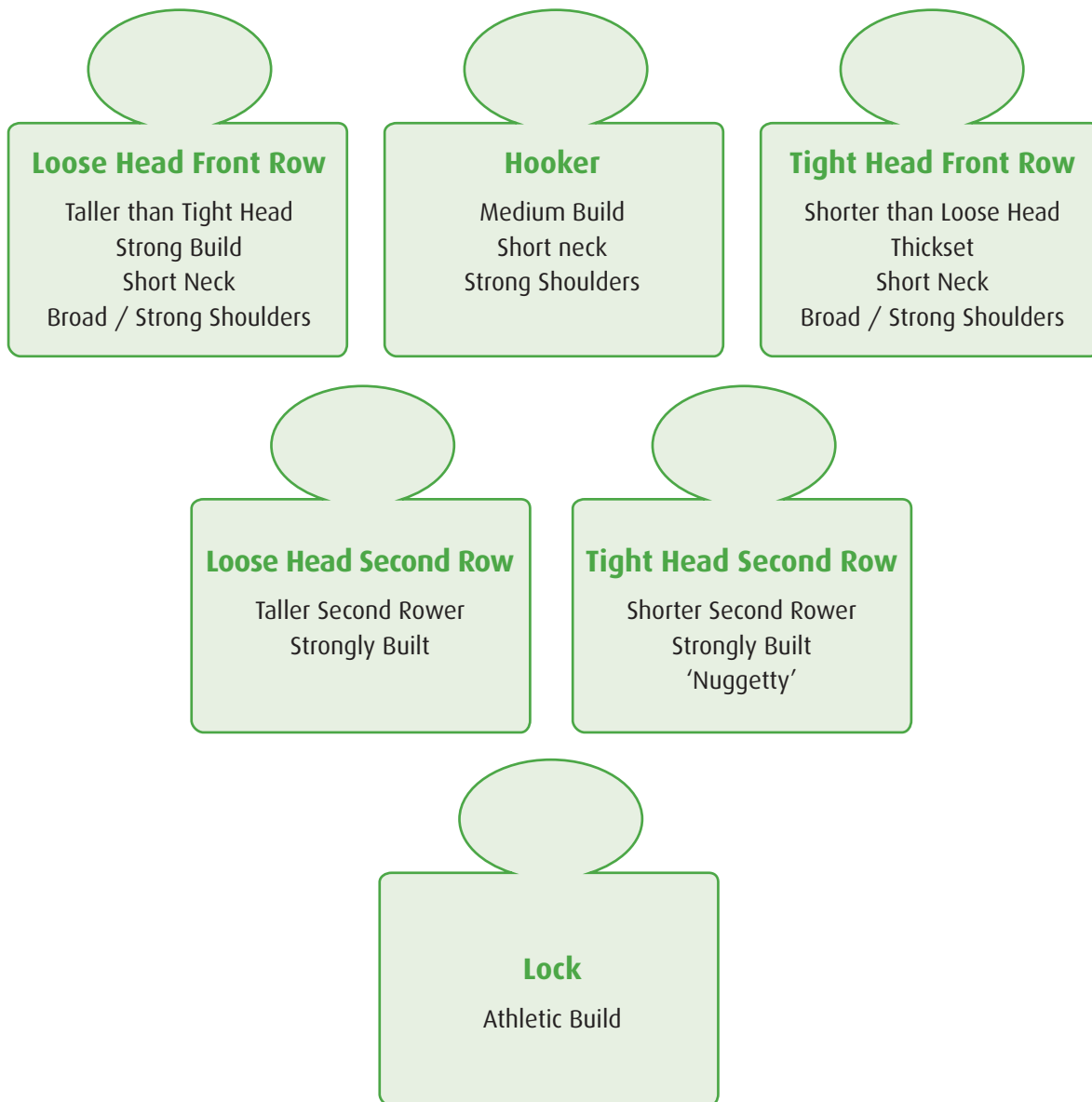


Common Faults / Errors

- Eyes not on the contact point at impact.
- Non-kicking foot too close or too far from the ball.
- Leg not following through the ball.

Packing a Scrum

Selection of Players for the Scrum



Binding and Feet Placement

Please note that in all images below, the ball is being fed from the 'Right Hand Side' of the scrum, therefore the 'Loose Head' players are situated on the Right Hand Side of the scrum.



Front Row Binding in Scrums with a Strong Hooker

- > Note that the arm of the Tight Head (Left Side) front Rower is over the top of the Loose Head (Right Side) Front Rower.



Front Row Binding in Scrums with a Lightly Built Hooker

- > Note that the arm of the Loose Head (Right Side) Front Rower is around the waist of the Hooker



Second Row Binding and Feet Placement

- > Note that the arm of the Loose Head (Right Side) Second Rower is over the top of the Tight Head (Left Side) Second Rower.
- > Note that all players in the front and second row have the foot forward which is closest to the side where the ball is being fed.



Lock Binding and Feet Placement

- > Note that the Lock has both feet together while the players in the Front Row and Second Row have their foot forward which is closest to the side of the scrum where the ball is being fed.

Reference: Corcoran, P.D. (1999), *Coaching Rugby League, Australian Rugby League*. Pp. 148-149

Coaches Recorder

This simple checklist will help you to get off to a good start this season. Coaches are encouraged to ensure that they have completed all of the activities below, prior to the commencement of every season.

Coaches Checklist

Please tick the box if you have completed the following activities:

- I have confirmed that my coaching accreditation is valid and current.
- I have recorded the contact details for all of the players in my team into the section provided.
- All parents/guardians have signed off on the "Authority to administer medical treatment".
- I have conducted a meeting with the parents/guardians of the players to inform them of:
 - Training times and venues.
 - Laws of the Game and Safe Play Code as relevant to the age of the team.
 - Selection policies/Coaches expectations of players and parents.
 - Pick up and drop off arrangements.
 - Codes of Conduct for parents and players as representatives of the club.
 - Other important information regarding my expectations of parents.
 - Identification of parents who may be able to offer some expertise to the team.
- I have recorded all of the important contact details onto the forms provided.
- I have fulfilled the coach registration requirements for the competition.
- I have ensured that I have enough good quality equipment available for my sessions.
- I have instructed my assistants/support staff of their roles and my expectations of them.
- I have approached the club coaching coordinator regarding the identification of a mentor.

Important Coaching and Contact Details

Accreditation Details

NRLID: _____ Expiry Date: _____

Accreditation Type: _____

Club Details

Club Name: _____

Club Address: _____

Suburb: _____ State: _____ Postcode: _____

Important Club Contacts

Name: _____ Phone: _____
(Club President)

Name: _____ Phone: _____
(Club Secretary)

Name: _____ Phone: _____
(Club Coaching Coordinator)

Name: _____ Phone: _____

Local Game Development Officer/Coaching Course Provider

Name: _____ Phone: _____

Name: _____ Phone: _____

League/Division/Group/Association Contacts

Name: _____ Phone: _____

Name: _____ Phone: _____

Name: _____ Phone: _____

Player Details and Medical Information

Surname: Name:

Address:

Suburb: State: Postcode:

Phone: (H) (M)

Names of Family Members:

Medical Conditions:

Management:

I authorise the coach and appointed team staff of my son/daughter to administer the management outlined if required, in liaison with the accredited NRL FAO/Trainer.

Signed: Name:

Date: Relationship to player:

Surname: Name:

Address:

Suburb: State: Postcode:

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Signed: Name:

Date: Relationship to player:

YEARLY PLANNER

Date/ Month	January	February	March	April	May	June
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
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30						
31						

YEARLY PLANNER

Date/ Month	July	August	September	October	November	December
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30						
31						

Training Session Plans

Depending on the age group you are coaching, your training session plan will vary in terms of the type of activities you implement and the overall structure of the session. We have provided a basic template for you to plan your training sessions in the following pages.

You can find a sample 5 week program for the age group you are coaching at:

playnrl.com

There are session plans for the following age groups:

- > 6/7 Years
- > 7-9 Years
- > 9-10 Years
- > 10-12 Years

Each of the session plans contain training activities that are suitable for each of the specified age groups.

In this section of the website you will also find a blank training session template for you to download once you have used all the templates in this manual.

INTERNATIONAL GAMES TRAINING SESSION PLAN

Age Group: _____

Session Number: _____

Date: _____

Venue: _____

Session Aims/Objectives/Outcomes

- _____ - _____
- _____ - _____
- _____ - _____
- _____ - _____

Training Session Outline (Warm Up, Skills, Drills, Games, Conditioning, Cool Down)

Time	Time	

Equipment Required: _____

Session Evaluation

Improvements: _____

Ideas for next session: _____

INTERNATIONAL GAMES TRAINING SESSION PLAN

Age Group: _____

Session Number: _____

Date: _____

Venue: _____

Session Aims/Objectives/Outcomes

- | | |
|---------|---------|
| - _____ | - _____ |
| - _____ | - _____ |
| - _____ | - _____ |
| - _____ | - _____ |

Training Session Outline (Warm Up, Skills, Drills, Games, Conditioning, Cool Down)

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Equipment Required: _____

Session Evaluation

Improvements: _____

Ideas for next session: _____

INTERNATIONAL GAMES TRAINING SESSION PLAN

Age Group: _____ Session Number: _____

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Session Aims/Objectives/Outcomes

- | | |
|---------|---------|
| - _____ | - _____ |
| - _____ | - _____ |
| - _____ | - _____ |
| - _____ | - _____ |

Training Session Outline (Warm Up, Skills, Drills, Games, Conditioning, Cool Down)

Time	Time		

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INTERNATIONAL GAMES TRAINING SESSION PLAN

Age Group: _____

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Time	Time	

Equipment Required: _____

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INTERNATIONAL GAMES TRAINING SESSION PLAN

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Time	Time		

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Ideas for next session: _____

INTERNATIONAL GAMES TRAINING SESSION PLAN

Age Group: _____ Session Number: _____

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Session Aims/Objectives/Outcomes

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- _____ - _____
- _____ - _____
- _____ - _____

Training Session Outline (Warm Up, Skills, Drills, Games, Conditioning, Cool Down)

Time	Time	Description

Equipment Required: _____

Session Evaluation

Improvements: _____

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INTERNATIONAL GAMES TRAINING SESSION PLAN

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Date: _____ **Venue:** _____

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Training Session Outline (Warm Up, Skills, Drills, Games, Conditioning, Cool Down)

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Equipment Required: _____

Session Evaluation

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INTERNATIONAL GAMES TRAINING SESSION PLAN

Age Group: _____

Session Number: _____

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Venue: _____

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- _____ - _____
- _____ - _____
- _____ - _____
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Training Session Outline (Warm Up, Skills, Drills, Games, Conditioning, Cool Down)

Time	Time	

Equipment Required: _____

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INTERNATIONAL GAMES TRAINING SESSION PLAN

Age Group: _____

Session Number: _____

Date: _____

Venue: _____

Session Aims/Objectives/Outcomes

- | | |
|---------|---------|
| - _____ | - _____ |
| - _____ | - _____ |
| - _____ | - _____ |
| - _____ | - _____ |

Training Session Outline (Warm Up, Skills, Drills, Games, Conditioning, Cool Down)

Time	Time		

Equipment Required: _____

Session Evaluation

Improvements: _____

Ideas for next session: _____

MODIFIED GAMES TRAINING SESSION PLAN

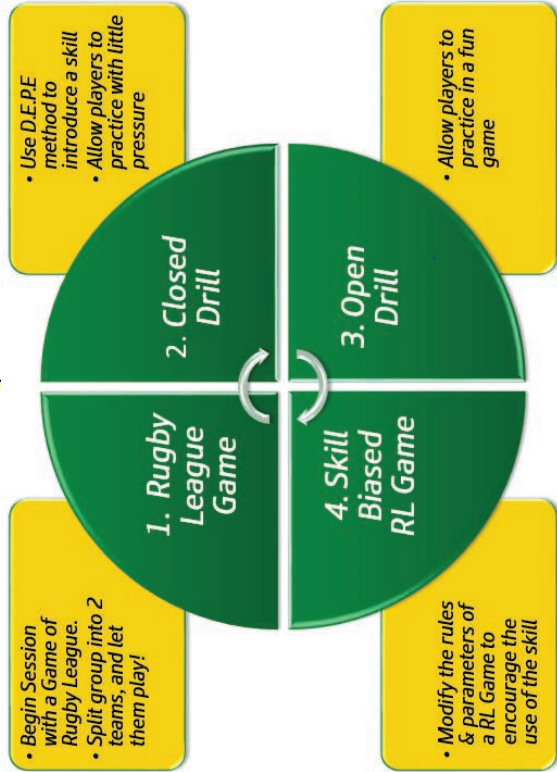


SKILL FOCUS:

Date: _____

Time: _____

Venue: _____



Name of Closed Drill: _____

Equipment Needed: _____

Comments: _____

Diagram:

Diagram:

Name of Open Drill: _____

Equipment Needed: _____

Comments: _____

Diagram:

Name of Skill Biased RL Game: _____

Equipment Needed: _____

Comments: _____

MODIFIED GAMES TRAINING SESSION PLAN



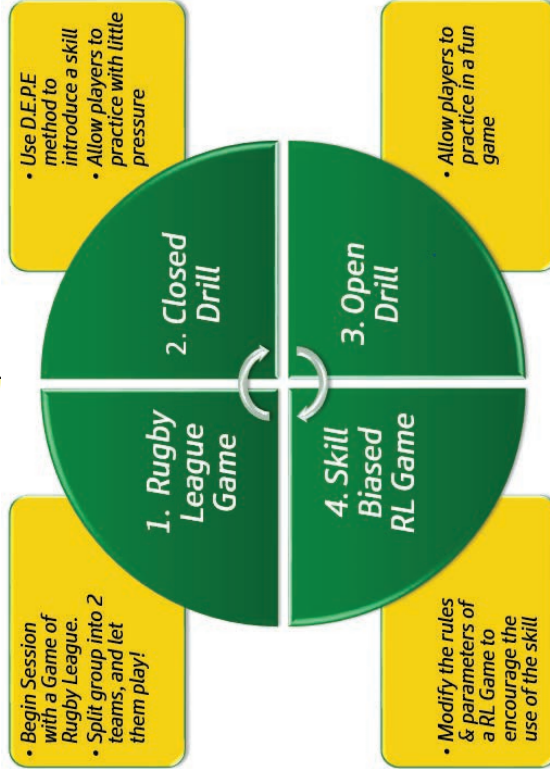
SKILL FOCUS:

Date: _____

Time: _____

Venue: _____

Diagram:



Name of Closed Drill: _____
Equipment Needed: _____
Comments: _____

Diagram:

Name of Open Drill: _____
Equipment Needed: _____
Comments: _____

Diagram:

Name of Skill Biased RL Game: _____
Equipment Needed: _____
Comments: _____

MODIFIED GAMES TRAINING SESSION PLAN

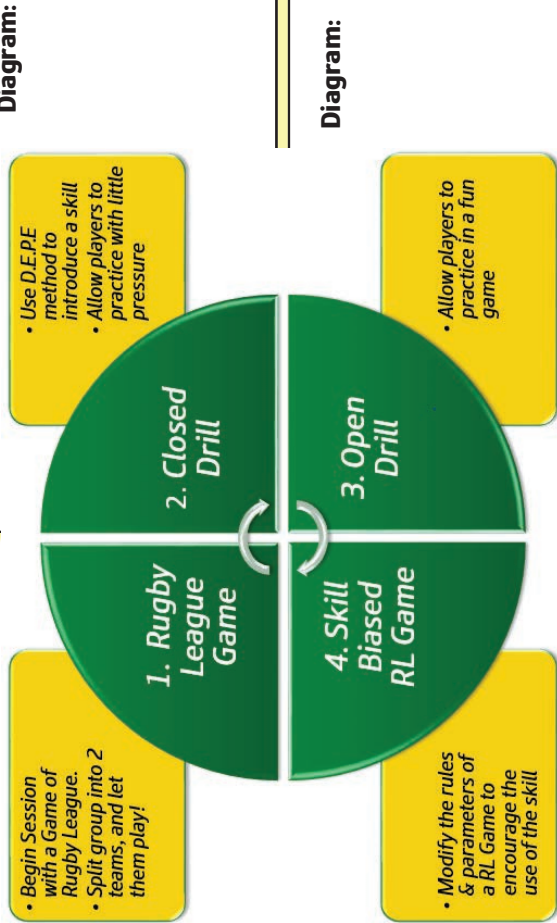


SKILL FOCUS:

Date: _____

Time: _____

Venue: _____



Name of Closed Drill: _____
Equipment Needed: _____
Comments: _____

Name of Open Drill: _____
Equipment Needed: _____
Comments: _____

Name of Skill Biased RL Game: _____
Equipment Needed: _____
Comments: _____

MODIFIED GAMES TRAINING SESSION PLAN



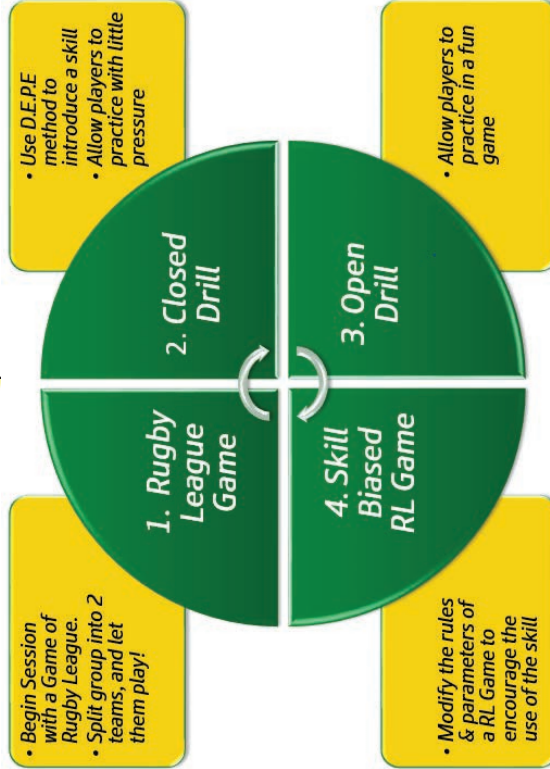
SKILL FOCUS:

Date: _____

Time: _____

Venue: _____

Diagram:



Name of Closed Drill: _____
Equipment Needed: _____
Comments: _____

Diagram:

Name of Open Drill: _____

Equipment Needed: _____

Comments: _____

Diagram:

Name of Skill Biased RL Game: _____

Equipment Needed: _____

Comments: _____

MODIFIED GAMES TRAINING SESSION PLAN

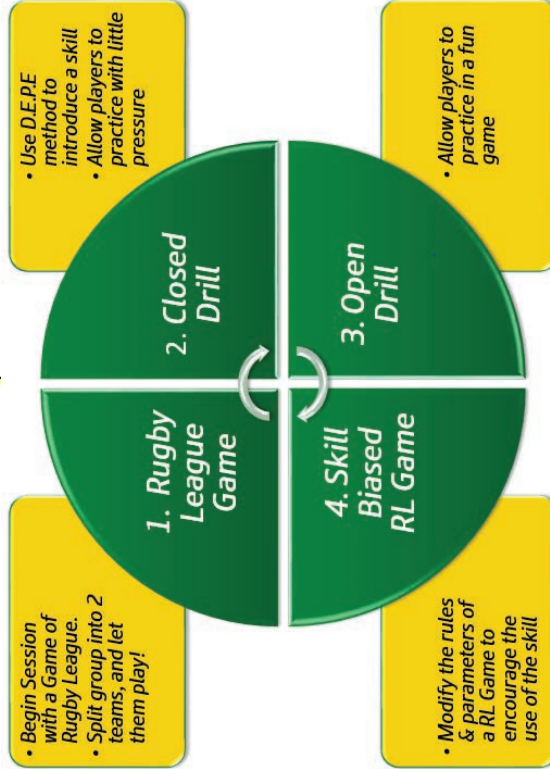


SKILL FOCUS:

Date: _____

Time: _____

Venue: _____



Name of Closed Drill: _____
Equipment Needed: _____
Comments: _____

Diagram:

Diagram:

Name of Open Drill: _____
Equipment Needed: _____
Comments: _____

Diagram:

Name of Skill Biased RL Game: _____
Equipment Needed: _____
Comments: _____

MODIFIED GAMES TRAINING SESSION PLAN



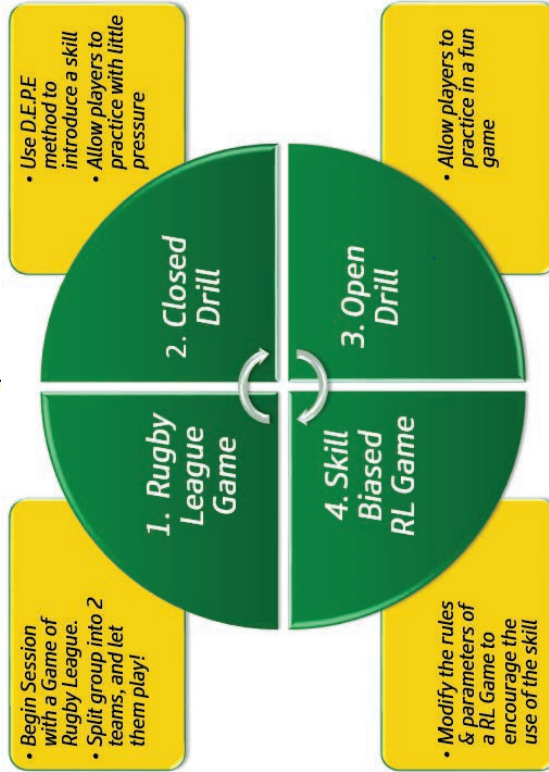
SKILL FOCUS:

Date: _____

Time: _____

Venue: _____

Diagram:



Name of Closed Drill: _____
Equipment Needed: _____
Comments: _____

Diagram:

Name of Open Drill: _____
Equipment Needed: _____
Comments: _____

Diagram:

Name of Skill Biased RL Game: _____
Equipment Needed: _____
Comments: _____

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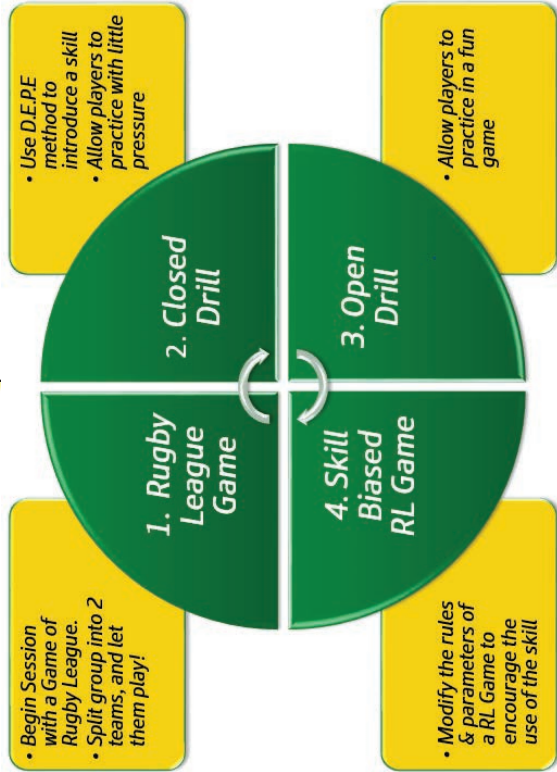


SKILL FOCUS:

Date: _____

Time: _____

Venue: _____



Name of Closed Drill: _____

Equipment Needed: _____

Comments: _____

Diagram:

Diagram:

Name of Open Drill: _____

Equipment Needed: _____

Comments: _____

Diagram:

Name of Skill Biased RL Game: _____

Equipment Needed: _____

Comments: _____

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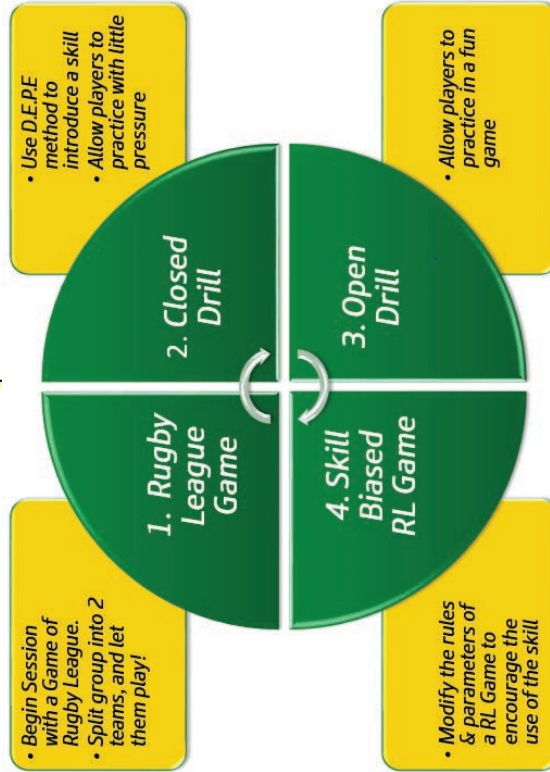
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Date: _____

Time: _____

Venue: _____

Diagram:



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Equipment Needed: _____

Comments: _____

Diagram:

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Equipment Needed: _____

Comments: _____

Diagram:

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Comments: _____

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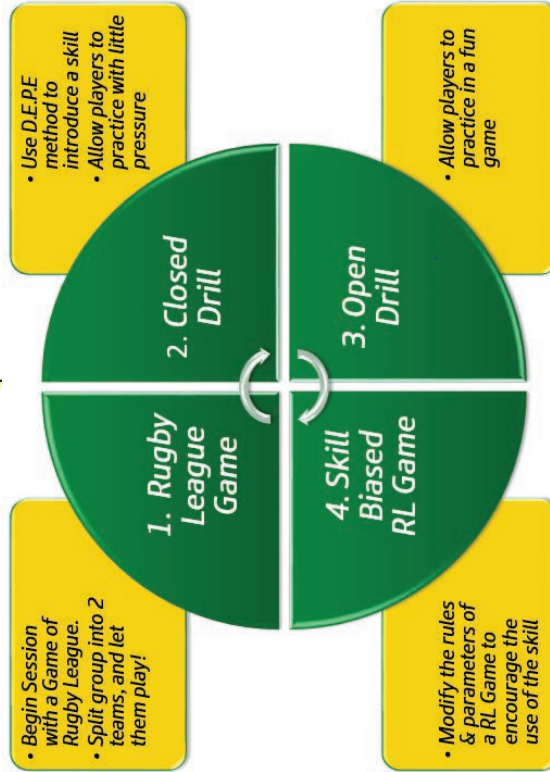
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Comments: _____

Diagram:

Name of Skill Biased RL Game: _____
Equipment Needed: _____
Comments: _____

MODIFIED GAMES TRAINING SESSION PLAN



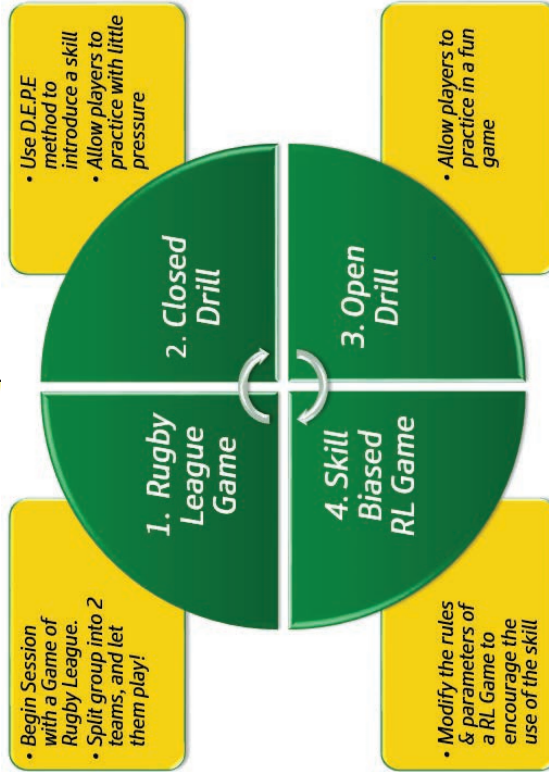
SKILL FOCUS:

Date: _____

Time: _____

Venue: _____

Diagram:



Name of Closed Drill: _____
Equipment Needed: _____
Comments: _____

Diagram:

Name of Open Drill: _____
Equipment Needed: _____
Comments: _____

Diagram:

Name of Skill Biased RL Game: _____
Equipment Needed: _____
Comments: _____

MODIFIED GAMES TRAINING SESSION PLAN

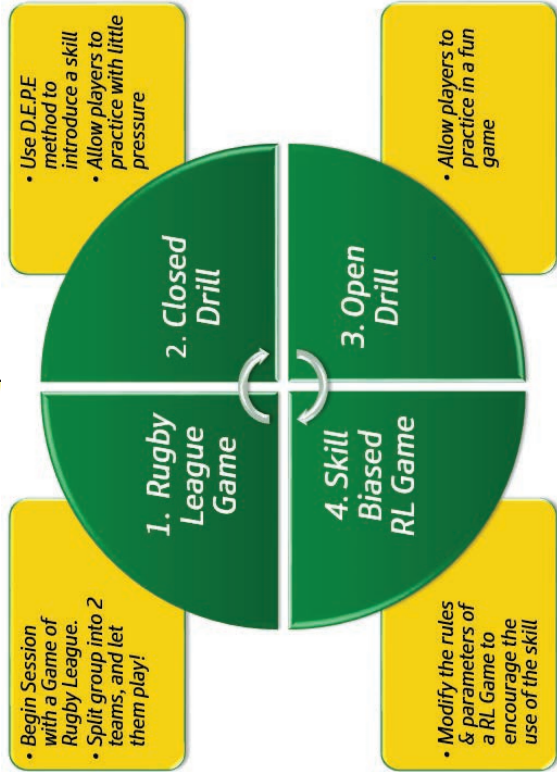


SKILL FOCUS:

Date: _____

Time: _____

Venue: _____



Name of Closed Drill: _____
Equipment Needed: _____
Comments: _____

Diagram:

Diagram:

Name of Open Drill: _____
Equipment Needed: _____
Comments: _____

Name of Skill Biased RL Game: _____
Equipment Needed: _____
Comments: _____

Diagram:

MODIFIED GAMES TRAINING SESSION PLAN



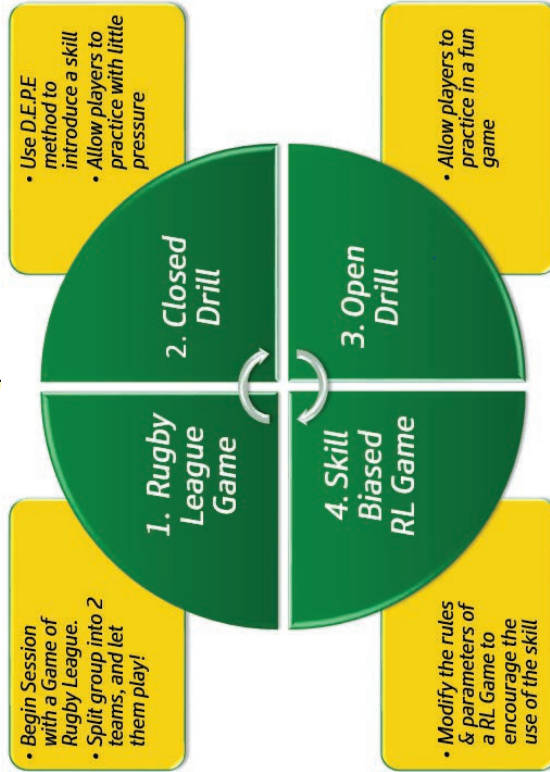
SKILL FOCUS:

Date: _____

Time: _____

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Diagram:



Name of Closed Drill: _____

Equipment Needed: _____

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Diagram:

Name of Open Drill: _____

Equipment Needed: _____

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Equipment Needed: _____

Comments: _____

MODIFIED GAMES TRAINING SESSION PLAN

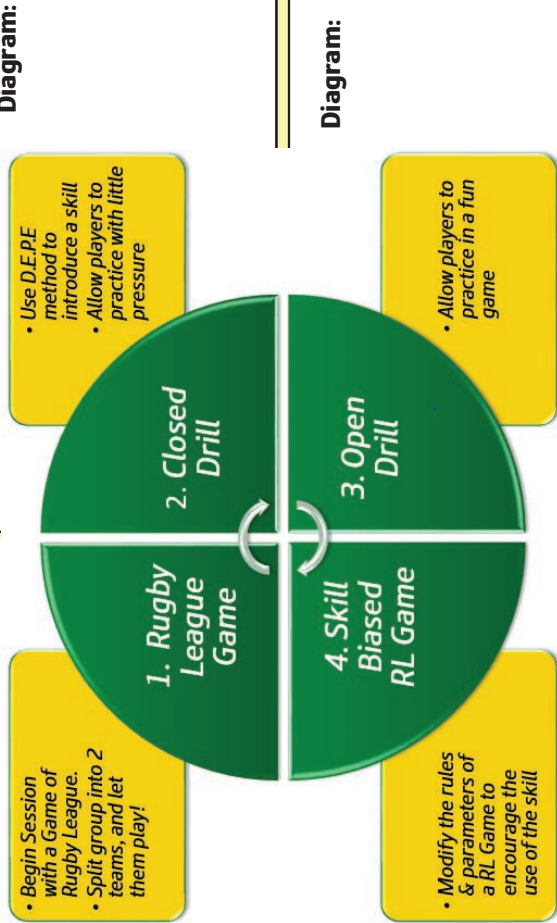


SKILL FOCUS:

Date: _____

Time: _____

Venue: _____



Name of Closed Drill: _____

Equipment Needed: _____

Comments: _____

Name of Open Drill: _____

Equipment Needed: _____

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Name of Skill Biased RL Game: _____

Equipment Needed: _____

Comments: _____

Diagram:

MODIFIED GAMES TRAINING SESSION PLAN



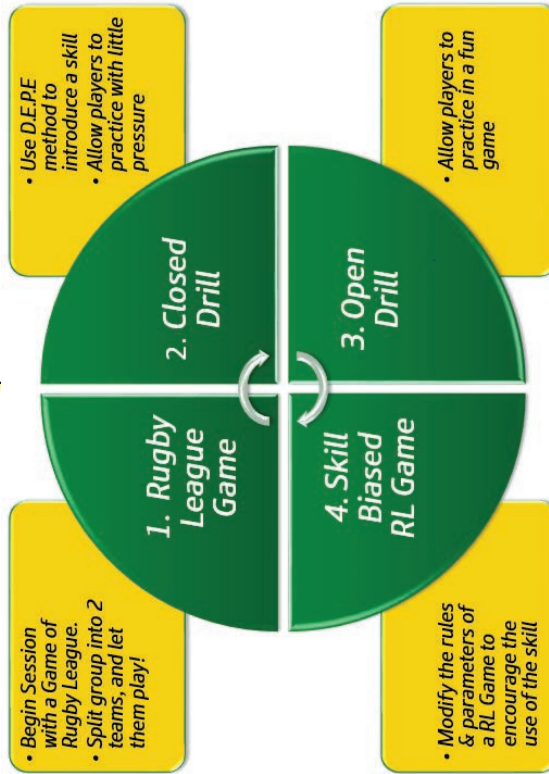
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Name of Skill Biased RL Game: _____
Equipment Needed: _____
Comments: _____

MATCH DAY PLANNING AND POST MATCH ANALYSIS

Date: _____ Vs. _____

	TEAM	Time Played	Team Objectives and Tactics:
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Match Evaluation: _____

Injury Reporting: _____

Considerations for next session: _____

MATCH DAY PLANNING AND POST MATCH ANALYSIS

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