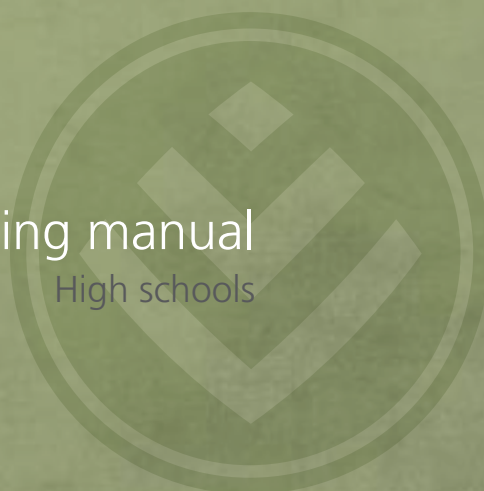


JAKE WHITE & EDDIE JONES  
**COACHING  
THE  
COACHES**

 Discovery  
*Vitality*



Rugby coaching manual  
High schools



# CONTENTS

• Aims of manual .....	1
• Message from Professor Tim Noakes: The value of sports science in rugby coaching.....	2
• Rugby analysis .....	4
• Pre-season .....	6
• Conditioning.....	7
• Nutrition.....	10
• Language of rugby.....	12
• Developing an annual programme .....	14
- Coach's philosophy .....	15
- Player management .....	15
• Philosophy of the game .....	16
- Backline .....	16
- Forwards.....	17
- Defence .....	17
- Attack .....	18
- Breakdown .....	19
• Patterns of play.....	21
• Outcomes of manual .....	28
• U14 checklist and practice schedule .....	29
• U15 checklist.....	48
• U16 checklist .....	50
• First XV checklist and practice schedule.....	52
• Conclusion .....	77
• Appendix A: Daily schedule.....	79

# AIMS

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## OF THE MANUAL

Through this coaching curriculum, we hope to give coaches an understanding of the philosophy of the game. Schools can be the perfect examples of the progression that a player can make if in the correct system, and it shows why such a system is so important.

However, at most schools, when a side moves from U14 up to U15 (or across any age-group) they are generally told by the new coach, "Forget what you were told last year; this is what's going to happen and we'll start from scratch". That's the wrong way to go about it because there is no forward planning from the onset and the boys and coaches will find themselves starting over and over again, going around in circles. No real development can take place in this scenario. The ideal scenario sees the U14s developing basic skills and maximising their potential as they reach the senior age groups.

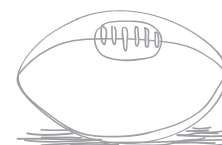
For U14s especially, there must be general training sessions across the teams for all the players. If you have a small boy playing U14C, you should spend the same amount of time on him as a player in the U14A team. This way, if this player grows by the time he reaches the open age groups, he will have the same skills as those who played for the A team all along.

These drills and plays can be used as a basis and a guideline to stimulate the coach. Winning and playing good rugby are bi-products of a broader aim which is to put structures in place to ensure coaches improve. This in turn produces better and more skilful players, which will improve not only schools rugby, but the country's rugby in general.

It is most important to develop skills and we want a boy from a weak school, or a weaker age-group, to be able to make a career out of rugby, even if he has come through tough circumstances.

For the U14s, the first three weeks of practice have been set out as a guideline, while for the First XV, a six-week programme has been provided. From there the coach should plan the rest of the season based on the guidelines and checklists provided for each age-group and according to what he feels is required for his team. For example, if the team is having problems at the breakdown, work more on that, but ensure a balance is still maintained so that you're not spending 95% of your time on attack while neglecting defence.

We have provided practice schedules and checklists as the basis for the season. For the remainder of the season, it is up to the coach to decide and plan – this will reward coaches who plan best and work the hardest. It also encourages coaches to think, which will then encourage players to think and develop. If you're a defence-orientated side, for example, this will influence your planning for the remainder of the season, and you will then have to work out the aspects you need to work on and tailor your own practice schedule accordingly.



# MESSAGE

FROM PROFESSOR TIM NOAKES

## The value of sports science in rugby coaching

Science is based on accurate measurement so that change, improvement and impairment can be measured. If the test used doesn't provide the correct information and doesn't predict the change you are looking for, it must be re-done or a new test found to quantify improvement. Scientific thinking is hypothesis driven, and the measurement aspect proves whether or not there has been improvement, in this case, in the schoolboy rugby player. The key function of the coach is to improve the abilities of each of the players that he coaches. Coaches must be able to show that their coaching has produced improvement, and this can only be done by measurement.

Rugby coaches can measure improvement from game analysis, but also from training and practice analysis. In Bob Woolmer's book, the Art and Science of Cricket, he talked about the "How" versus the "Why". Bob focused on asking "why" something happens and not "how" it happens. Being able to coach a rugby player on how to practise a skill is important, but it's even more important to work out the "why". Only when you understand the "why" can you explain the "how".

As a Test cricketer playing in India, Bob was suddenly unable to hit the ball off the square. He asked the professional coach what he could do to sort out his problem. The answer he got back was: "Just hit the ball off the square." But if he had been able to do that in the first place, he would not have had to ask the question. Bob then knew he had to work it out for himself. That was why he became one of the greatest cricket coaches of all time. He slowly learnt the "why" and in turn he could teach the "how".

Rugby coaches must also learn from that: Diagnose the problem and then work out how to solve it. That's where science comes into the equation, by producing thinking coaches who measure change and look for the competitive advantage. We must develop coaches who have that ability to think beyond the routine, the ordinary, of what they were taught. They must continually be striving for that competitive advantage.

A few years ago in Australia, they came up with a saying that they wanted "no more dumb coaches in Australia". That would in turn lead to thinking sports men and women, including rugby players. We need to move beyond the belief that size, brute force and willpower will provide teams with the competitive advantage. That is not always the case currently. The competitive advantage comes from understanding the "why", coaching the "how", and always looking for novel ways to improve all the players and the team's skill. Then you also need to out-think the opposition.

I would suggest that coaches try to find a drill that gives a measurable outcome of whether their players are improving in all the aspects the coach thinks are important. Many coaches rely on a match result to determine "improvement", but that's not particularly helpful because there are so many variables that influence the outcome.

Coaches could develop their own drills, or use a set of skills drills at the start of the season, and note how the players improve on a regular basis. Measuring performance outcomes of that drill include the speed of completion and the number of errors, for example. That would give a measurable outcome of how effective the coach has been.



Message from  
Professor Tim Noakes



Coaches also need to work out what individual skills players need according to each position. They need to rate players according to that and how they improve from season to season, and not just measure their size or physical attributes. We over-value the physical in this country, but with an emphasis on measuring according to skills and the improvement thereof, we will develop better coaches and therefore better players. If coaches could measure what the norms are for their players in terms of how they can kick or pass, that would promote individual skills, and would help to find out which skills they need when putting their team together. In terms of sports science, it would revolutionise rugby if we could measure all those skills, and that must be the aim of the modern rugby coach.

In coaching the 2007 Rugby World Cup winning team, Jake White showed that he is one of the world's great rugby coaches. It was my privilege to work with him and to be exposed to the depth of his rugby brain. Jake has so much to offer South African rugby coaches and their players. I believe his programmes can help drive South African rugby forward and take us to where we should be – the undisputed best rugby nation in the world.

*Timothy Noakes*

Professor Tim Noakes OMS, MD, DSc

**Discovery Health Professor of Exercise and Sports Science at the University of Cape Town and Sports Science Institute of South Africa**





# RUGBY

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## ANALYSIS

Analysis of your own team and the opposition team is vitally important. As Professor Noakes says, "If you can measure it, you can improve it". Analysis should be positive and not negative, although players should be aware that they cannot continue to repeat the same mistakes.

Monday evenings could be analysis nights where the U14A, U15A, U16A and First XV get together to watch their games and have a pizza in a relaxed environment. In this technological age everything is visual, and this is a good way to get kids to learn. Some may not take kindly to criticism, so analysing Tests and watching their heroes make mistakes or execute properly can serve as a good example and help to reinforce ideas. Doing this with all the teams together creates one unique language, and encourages a brotherhood and spirit across the teams and within the school.

### Why measure and how to do game analysis

Via the manual and the associated planning of practices, coaches can see how much time their team has worked on attack, defence etc. Analysis can be done by the 'boffins' at school who have the intellectual capital to provide relevant information. Rugby schools could use those kids who don't play the sport but are good with numbers to count the number of passes per match, the number of scrums, where your side scores from and so on. For example, U14s may not be able to pass far to their weaker side (right), and that's why there are more mistakes on that side. It's up to you to analyse and determine which aspects need to be worked on. Through analysis, you could even realise halfway through the season that you score 80% of your tries from left-hand side scrums, and then attempt to manipulate play to those situations. This will give you more chances to score.

**Visit [www.rugbyxv.co.za](http://www.rugbyxv.co.za) to learn more about rugby analysis.**



# CURRIE CUP TRY ANALYSIS STATS

Tries during the Currie Cup 2010		Teams										Total	% Per Origin	1st Half	%	2nd Half	%			
		Blue Bulls	Cheetahs	Griquas	Leopards	Lions	Pumas	Sharks	Western Province											
A)	Try Origins																			
-	1) Line-outs	17	4	2	3	9	8	16	21						80	31%	42	53%	38	48%
	2) Scrums	9	3	6	1	5	5	9	9						47	18%	19	40%	28	60%
-	3) Quick Line-outs	-	-	-	1	-	-	-	-						1	0%	1	100%	0	0%
	4) Quick Tap – Penalties	4	4	2	1	7	1	5	3						27	10%	9	33%	18	67%
-	5) Quick Tap – Free Kicks	-	2	-	-	-	-	3	1						6	2%	4	67%	2	33%
	6) Kick Returns	2	3	1	2	4		6	3						21	8%	10	48%	11	52%
-	7) Kick Regains	1	-	-	-	-	-	-	-						1	0%	1	100%	0	0%
	8) Receiving Kick-offs	1	1	1	1	3		3							10	4%	4	40%	6	60%
-	9) Receiving 22 Kick-offs	1	-	1	-	-	2	1	-						5	2%	2	40%	3	60%
	10) Kick-off Regain							1							1	0%	1	0%	0	0%
-	11) Turnovers – T/R/M	2	1	2	-	2	3	5	7						22	8%	9	41%	13	59%
	12) Turnovers – General Play	4	3	3	1	3	1	7	8						30	11%	10	33%	20	67%
-	13) Turnovers – Set Pieces	3	1	4	-	-	-	1	2						11	4%	3	27%	8	73%
		44	22	22	10	33	20	57	54						262	-	115	44%	147	56%

\* Analysis only done on televised games

# PRE-SEASON

For the purpose of this coaching manual, all off- and pre-season work should have been done by the coaches with their players. (Detailed off- and pre-season programmes will be included for each age-group in the next edition of this manual, which will come out after this season.) However, Eddie Jones has provided some basic guidelines and norms that the team should have achieved by the time the season starts.

## Pre-season planning

Planning is crucial to an effective pre-season.

In pre-season you need to get fit for rugby – aerobic, anaerobic running plus strength and body conditioning is essential. Teams need to develop their core (for example catch and pass) and unit skills (forwards and backs). Coaches need to develop their team attack and defence systems, as well as team ethic and spirit.

You need to look at the number of weeks you have available – it is recommended you work over a period of 12 weeks, but working over this amount of time is the ideal scenario.

In the first six weeks, prioritise fitness, body conditioning and strength development, then core and unit skills. The core skills of catch / pass, tackle and breakdown skills should be practised every session. Emphasis must be

placed firstly on the correct techniques and then on the use of the core skills in decision-making.

Start each session with a fundamentals session where the core skills are practised. This should last for 60 minutes. The rest of the session (about 20 to 30 minutes) should be devoted to unit skills. Again, concentrate on technique. With the forwards, for example, concentrate on lineouts, scrum and maul, and for the backs, running lines, kicking and kick / catching.

For the last six weeks, continue to practise core skills but reduce time to 20 minutes. Unit skills should be increased to 30 to 40 minutes. Team skills, in terms of the attack and defence systems, should then be practised consistently for 30 to 40 minutes at least twice a week.

Devote time in the last six weeks to building the team culture. Decide on the values you think are important and organise team activities to reinforce these values.

In the last three weeks, it is important that you make sure you play at least two to three trial games.

Game practice is vital! Decide in the practice games what you want to achieve and set the players' targets to achieve this. Practise what you have been doing in the pre-season.





# CONDITIONING

Professor Derik Coetzee (who was the Springboks' conditioning coach throughout Jake White's tenure, and also worked with White and the SA U21 team in 2002 when they won the Junior World Cup) provides the statistics for the condition the players should be in if they hope to make a career out of rugby. Coetzee provides the testing norms for U19's, and where your first team players should strive to be physically by their final year of school, and the norms of the 2007 Springboks when they won the World Cup.

Even if you don't have the most talented teams, if they're physically strong and fit, they already have an advantage over other sides.

## Coetzee's views on the importance of fitness and conditioning in rugby:

Rugby specific fitness is VITAL to every rugby player who wishes to play well. Physical conditioning and the development of skills are interdependent requirements for rugby preparation. The player can only perform at his genetic best if he prepares himself well in these areas.

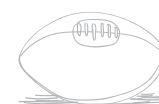
Significant advances have been made in the process of physical conditioning for rugby over the past ten years. In the old days it was common for rugby players to "play themselves" into shape. Gradually, coaches have begun to attribute the success of certain players and teams to their intense physical conditioning; perhaps it was true that conditioning could provide an edge in competition. While the scientific underpinnings for many conditioning

methods are still in their infancy, the strength and conditioning specialist has become an important element of the coaching support staff, taking a place alongside the physiotherapist, the team doctor, sport nutritionist, the sport psychologist, massage therapist and vision specialist, to name a few.

The question arises now: "How much better can we condition a rugby player?"

Developing a sport-fitness base is important for both the performance and the health of the rugby player. A needs analysis for a rugby conditioning programme evaluates the demands of rugby, which includes the range of metabolic requirements, the injury potential for different parts of the body, and the types of muscle action or biomechanical characteristics involved in the sport. Rugby-fitness characteristics, beyond physical size and inherent biological characteristics, include power, strength, speed, agility, co-ordination, quickness, flexibility, local muscular endurance, cardiovascular aerobic and anaerobic capacity.

The degree of reliance of each component is completely dependent on the specificity of each position in rugby. These components can be analogous to a puzzle where each piece represents a fitness component. However, only a few conditioning coaches will be able to place these components into a logical, practical and scientific sequence. Nevertheless, the quality and type of exercise stimuli used to prepare the rugby player's body for competition will play a significant role in success.



## SPRINGBOK RUGBY FITNESS NORMS 2007 WORLD CUP

Playing Position	Body fat %		Explosive Power		Speed	Strength			Anaerobic Capacity		Aerobic Capacity	
	7 Skinfolds (mm)	<56 (9%)	Vert Jump (cm)	10m (sec)		40m (sec)	Bench Press (kg/kg.bw)	Squat (kg/kg.bw)	Pull ups (reps)	Repeat Sprint Ability (m)	Bleep Test (Level)	3km run (min/sec)
Inside Backs	<56 (9%)	65	1.68	5.25	1.4 140	1.8 170Kg	>16	780	13.5	11.15		
Outside Backs	<56 (9%)	68	1.65	5.10	1.4 140	1.6 160Kg	>18	790	13.5	11.15		
Loose Forwards	<72 (10%)	62	1.72	5.30	1.4 150	1.8 190Kg	>16	770	13.0	11.45		
Locks	<75 (12%)	65	1.75	5.50	1.5 150	1.7 200Kg	>12	760	12.5	12.15		
Hookers	<72 (11%)	60	1.75	5.50	1.5 150Kg	2 210Kg	>14	760	13.0	12.00		
Props	<96 (13%)	55	1.80	5.65	1.5 160Kg	2.2 220Kg	>10	730	11.5	12.45		

### NOTES:

- 10m and 40m sprint must be executed on a rugby field.
- Bench press and squat must be executed with an olympic bar. Repeated sprint must be executed on a rugby field.
- 3km run must be executed with *teckies* on tartan or tar.

## U/19 RUGBY FITNESS NORMS

Playing Position	Body fat %		Explosive Power		Speed	Strength			Anaerobic Capacity		Aerobic Capacity	
	7 Skinfolds (mm)	<60 (10%)	Vert Jump (cm)	10m (sec)		40m (sec)	Bench Press (kg/kg.bw)	Squat (kg/kg.bw)	Pull ups (reps)	Repeat Sprint Ability (m)	Bleep Test (Level)	3km run (min/sec)
Inside Backs	<60 (10%)	63	1.70	5.20	1.2 100	1.2 110	>12	770	12.8	11.30		
Outside Backs	<56 (9%)	65	1.72	5.15	1.2 95	1.2 110	>12	780	13.0	11.30		
Loose Forwards	<72 (10%)	60	1.75	5.40	1.3 110Kg	1.4 130	>14	760	12.5	12.00		
Locks	<75 (12%)	62	1.80	5.60	1.3 115Kg	1.5 150	>10	740	12.0	12.45		
Hookers	<75 (12%)	58	1.80	5.55	1.3 115Kg	1.5 140	>12	750	12.5	12.30		
Props	<100 (14%)	53	1.85	5.70	1.3 125Kg	1.6 160Kg	>8	720	11.0	13.15		

### NOTES:

- 10m and 40m sprint must be executed on a rugby field.
- Bench press and squat must be executed with an olympic bar.
- Repeated sprint must be executed on a rugby field.
- 3km run must be executed with *teckies* on tartan or tar.

# NUTRITION



What your players put into their bodies before and after matches will affect performance and recovery. Eating correctly before matches will provide players with sufficient energy levels, while eating well after games will ensure the muscles repair adequately in time for the next practice.

Although it may at times be impossible to monitor what each player eats, they should be encouraged to stick to the below guidelines so individuals and the team have the best chance of performing to their ability.

## Pre- and post-match nutrition

By Shelly Meltzer RD(SA)

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### Pre-match

The timing, type and volume of food intake need to be considered. The ideal scenario is to have a larger pre-match meal rich in carbohydrate with some lean protein 3-4 hours before the match (see Table 1), followed by a smaller carbohydrate-rich top-up 1-2 hours before the match (see Table 2). Fat and fibre intake should be kept low, and fluid intake should be encouraged. This regime will optimise fuel stores and will prevent dehydration and stomach upsets.

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### Pre-match meal ideas

- Fruit / fruit salad / fruit juices and low-fat yoghurt / milk and cereal or porridge
- Muffins / crumpets / pancakes / toast with jam and reduced fat cheese
- Boiled or scrambled eggs or a frittata (egg / potato / sweetcorn) and toast with jam / honey / Marmite
- Noodles (eg spaghetti / macaroni) with lean mince and / or vegetables or tomato-based topping (no cream)
- Chicken a-la-king and rice, and peas / carrots
- Grilled fish fillets or chicken breasts with mashed potato / sweet potato or stir-fry and rice
- Baked potato with tuna or chicken or vegetable-based topping
- Extra bread, fruit and fruit salads and low-fat yoghurt / low fat desserts can be included with this meal, plus sports drinks

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Choose options according to the time of the match as well as appetite. When playing a morning match, breakfast-type foods may be preferred. If lacking appetite or if eating breakfast will mean sacrificing needed sleep, choose 1-2 options from the Top-up list (Table 2).

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### Top-up ideas

- Sandwiches with low-fat cheese / ham / chicken / boiled egg / tuna / jam and peanut butter
  - Muffins or pancakes or crumpets with honey / syrup or sugar and cinnamon or raisin / hot-cross bun
  - Fresh fruit and low-fat yoghurt
  - Fruit smoothies
  - Sports bars or cereal / breakfast bars and sports drinks
  - If lacking appetite or unable to tolerate solid food, try a liquid meal replacement.
-

Players are reminded not to be tempted to eat anything new on a match day that has not been tried and tested during training. Fluid strategies and choice should also have been rehearsed in training. It is advised to drink about 250-500 ml fluid (sports drinks offer both fluid and carbohydrate) just before the match begins and then to use opportunities during the match to quench thirst.

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### Post-match

For effective recovery, within 30-40 minutes after the match, eat 1-2 of the options from Table 3 and fluid (water or sports drink). Each snack provides 50g of carbohydrate and > 10g of protein.

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### Recovery snacks

- 350-400 ml low fat flavoured milk drink
  - 250 ml fruit yoghurt
  - Sandwich with reduced fat cheese / lean cold meat / chicken / boiled egg / tuna or pilchards + 1 fruit
  - 1½ cups of cereal with low fat milk
  - 2 cups mashed potato with 2 tablespoons skim milk powder
  - 1 cup Maas mixed with maize porridge (1 cup)
  - 30 g lean biltong (30 g) + 10 sweets
  - 750 ml sports drink + 30 g lean biltong.
- 





# LANGUAGE! OF RUGBY!

All phases of the game must be communicated quickly, so names must be short and have a specific meaning. The rugby language is used to get players to understand and enact the attack and defence strategies. From the first phase the call comes from a leader. Lineout, shape of attack, direction and the tempo are all communicated in the call.

These calls must be uniform across the school, so that every player uses the same calls for a move (ie a 10 / 12 switch or 8-9-12 off the back of a scrum). This should be decided on before the season by the director of rugby so that if players are promoted / dropped, they will still know all the calls when moving across teams. It also helps from one season to the next when the moves will become more advanced (ie the 8-9-12 introduces the blindside winger etc), but teams will still use the same calls.

One way to instil this rugby language and culture in a school is to get the U14A, U15A, U16A and First XV together every second Friday to practise on the same field for 45 minutes, and run the same plays. The U14As will go first and will be more basic, and the levels will improve as each team goes after the other. This allows the juniors to watch the seniors doing the same move with the same calls at an advanced level so they can learn from them. For example, U14As run 8-9 move off scrum, play next phase and flyhalf clears. U15As use 8-9-12 move, they play for the set three phases, and the flyhalf clears, and so on.

This will provide unity and mentorship between the rugby teams across various age-groups, while players can analyse and see what certain teams are doing well and what others aren't doing well. This will form part of the analysis and self-evaluation in an environment of no pressure.

In the match, calls vary to create doubt in the defence. Examples you can use include KOR (kick or run) calls / rush play / kicking calls.

This is why we have a language of rugby, because you need a code to communicate thinking so that players don't veer from the game plan and do their own thing.

**Factors influencing the calls:** (These are guidelines and it's up to the coach to decide what works best for his team)

- Type of defence: If you're playing against a rush defence for example, you play behind them using grubbers as one option. If you're playing against a drift defence, you could also attack wide
- Weather: If it's raining, you're more likely to kick more often, or if you're playing in a strong wind then players should stand closer together
- Time in the match: If you're wanting to kill the game off, the pick and go around the fringes of rucks can be used. At the beginning of a match, you may want to test the defence by going wide once or twice early on
- Surprise element: Using a split kick-off at the beginning, for example
- To create confidence and give momentum (banker move): This is a move where every player is involved in the first three phases, whether that's via cleaning, carrying or passing
- Field position: Teams can't always run from deep within their own half, otherwise they become predictable.

#### Factors to consider when planning rugby patterns:

- Can we win first phase? Is the scrum or lineout strong enough? If not, you could use 3-man or 4-man lineout, or from scrums use the channel one ball, where the ball is hooked back as quickly as possible so the scrumhalf can clear. Some coaches complain that they can't play off a weak scrum, but the Australians who had the same problem adapted and only played off left shoulder scrums, turning bad ball into good ball
- Who is the ball-carrier? The ball-carrier has to be a specific player chosen for that role as not every player can perform that task. He has to be able to produce quick clean ball. In some instances coaches use the blindside flank for a move because they see it worked for the Springboks with Juan Smith in that role, but at lower levels it may be another loose forward who has to be used
- How many phases are needed? The answer to this is the coach working out how he wants his side to manipulate the defence. Sometimes you can catch them out after one or two phases, but on other occasions you'll need to be patient and keep the ball longer
- What tempo is important? This is relative to what's needed at that junction of the game. No team can play at a fast pace for the entire game, so they have to decide when to increase the tempo and when to slow it down
- Who is the sweeper in the play? Every team needs a safety valve for each move. It could be the scrumhalf or No. 8 who covers behind the backline. You don't want your backs to drop the ball and the opposition to kick it through, so a sweeper is vital for those situations
- How many cleaners in the play at each breakdown? Possession needs to be retained at the breakdowns and it's not just about providing numbers, but also who the designated cleaners are in that particular move
- Can we offload before going to ground? Players don't always have to go to ground and create a ruck, and a good variation is the offload if the pass is possible

- What happens if the player breaks the defence? Players must play what's in front of them and once the line is broken they must use the option-taking and decision-making skills learnt through practice drills
- Direct versus lateral attack? Variation of plays is essential and teams should look to be direct and go forward as much as possible early on, and then play wide or laterally to test the defence
- Defence versus attack (field position): Teams need to have calls on attack and defence, understanding who defends where according to where they are on the field.

#### Why do patterns of play not work?

- Not winning your first phase or poor quality first phase possession
- Not running onto the ball, or players too deep
- Ball-carrier is not strong enough
- Presentation is not up to standard
- Cleaners (first, second etc) are not in position or lack of numbers to breakdown points
- No. 9's lack of positioning, or the tempo too slow when trying to increase the pace
- Ball-carrier went to ground too quickly
- Attack too upright, or defence dominating you
- Shape of the attack is too predictable
- Not all players able to pass from breakdown, which hampers momentum
- Decision-making of first / second arriving player not up to standard
- Attack not asking questions of the defence.

#### Slow ball management:

- How to minimise slow ball? Get motion on the ball and runners running onto the ball and attacking the gain-line
- Teams need to be organised in the shape and direction you want to attack. Use the various options at your disposal
- Teams need to practise realistically. At training, the speed of ball out of rucks can't always be quick as it won't necessarily happen that way in a match.

## DEVELOPING AN ANNUAL PROGRAMME

### Coaching tips:

Teams should train like they are going to play the match, if not harder. Coaches must train like they are going to play – that means simulating game situations. As Eddie Jones says, if you're receiving 60% of your possession from turnover ball or from kick returns (and coaches must detect this and work it out), 60% of your practice should be allocated to playing from kick returns or turnover possession. Most coaches run off to the scrumming machine and spend 45 minutes scrumming, when you have eight scrums in a match. It's not to say scrumming isn't important as it determines the flow of the match, it's just about time allocation and using it wisely. This is exactly why coaches need analysis.

Match simulation must also be tougher than what you would get in the game. For example, when practising breakdowns, send three or four cleaners to the player trying to turn over ball. He will then be accustomed to the intensity when he actually has two players clearing him out in a match. For mauling, try and get your pack to stop 12 players. When they have to stop the drive from eight players during the match, it won't be a shock and will be easier.

Teams should train at the same intensity as matches, with practices resembling match situations. There must be a clear plan from the coach as to what he wants to achieve from the practice so that the players feel there is value to the session.

Teams and age groups should practise together in squads. In other words, the U15A and B teams should be a squad, and while the B side is running attack, the A side is working on defence.

How to warm up for matches? Pre-game warm ups should be the same as the captain's practice, so there is no element of surprise and the players are familiar with the routine.





### Coach's philosophy

#### Selection:

When choosing the correct position for a talented individual, there must be emphasis on what's correct for the boy. If you have a big boy who could play centre and dominate at U14 level, but his rugby future is at hooker, he must play hooker from U14 to develop the necessary skills from a young age. Making this 'sacrifice' for team results will actually help the U14 team, the school's rugby and the boy in the long run.

#### Player management

When managing players, coaches must realise they're dealing with human beings and not robots or professional rugby players. While discipline is vital, it is also important to know what drives an individual.

Rugby is like life – it requires perseverance, hard work, self control, dedication and respect for authority. A team should do everything to ensure that the skills and talents of each player in the squad are developed, refined and enjoyed in an appropriate way.

A team's players are obviously the building blocks for a successful organisation. One of the best investments a team can make in those building blocks is to establish a systematic plan to develop its players to their full potential. To develop players, it's crucial to manage the players. A robust knowledge of each player is crucial – know your players, know what motivates them and spend time discussing solutions to individual and team problems.

**Knowledge of players is KING!**

# PHILOSOPHY OF THE GAME

The game of rugby is becoming so advanced that all 15 players in the team are specialists in their own positions, but they must also all be able to master all skills across borders and be able to attack and defend. For example, you must have backs who can clean rucks and forwards who can catch and pass and run. In the old days, you would have had forwards who were involved in set-pieces and backs who stayed away from the dirty work, but that's changed.

The game is so complex that all players must have a bigger range of abilities. The strength of your team is dependant on the weakest player and therefore each player must have an array of skills.

The following guide looks at how important each part of the game is. For example, defence isn't just tackling; it also includes the defensive system, the technique, and what the player does after the tackle.

## Backline

### Key points:

- Coaches need to understand their players' abilities. Whether a player can beat a tackler one on one and whether they enjoy contact or not means they'll be used in those particular moves accordingly. For example, most fullbacks enjoy time and space, so they'll be used in moves where they're afforded that

- Know your runners and passers. Those who are better passers must be used as such in moves, and others who are better-equipped as carriers or runners must be used accordingly
- Design attacking plays that have many options and variations. You can't just run from everywhere, or have passing plays all the time. For example, your wing may not be a good passer, but bring your blindside wing into the game by using him in the inside centre's position to create second phase. Then the rest of the backs can play from there off a solid platform
- Design plays that maximise your strengths and minimise your weaknesses
- Have a philosophy on alignment (know why you believe it and how it works). For example, whether you want to play short, flat, wide or deep, you must explain to your players when you want them to play that way and why they're playing that way. There should be no gimmicks, as the fancy elements don't last. Mastering the basics does
- Coaches must work out ways to get their backs running at the opposition forwards in order to create mismatches.



## Forwards

### Key points:

- Can you win first phase (scrum and lineout)?
- There must be a balance between height and weight of pack
- Know the ball-carriers and cleaners. Not every player can be used with ball in hand, and role definitions must be clearly set so that there are sufficient cleaners to secure quick ball
- Design plays that compliment the make-up of the players. New Zealand, for example, have Brad Thorn as their lock, and even though he's short by international standards, it works for them because he's mobile and they don't use the lineout as often as other sides, avoiding that set-piece. His mobility suits the style of rugby they play
- Forwards must understand their role in the pack (whether they're a runner or cleaner in particular moves)
- Do not have too many runners because there will be no one to secure the ball at the breakdowns and there will be an imbalance in the composition of the side
- Do not have too many passers
- A strong set-piece (scrum and lineout) is essential.

## Defence

### First-phase defence:

- First-phase defence is defence against the set-piece (scrum, lineout and kick-off)
- It's the first defence contact and is significant in that if you can deny the opposition gain-line advantage or quick second phase possession, you are in a position to take advantage in that particular sequence

- Winning the set piece is first prize. It's more difficult to defend from the scrum than contest the lineout. But, as Balie Swart says, at scrum-time "the first tackle in defence is the actual scrum"
- You must give the opposition bad ball at the scrum by disrupting it. Wheeling is also an option, allowing your forwards to be closer to the opposition backline
- The defending scrumhalf needs to communicate with his loose forwards so as not to be 'sucked' in. The 9 can stay or leave the side of the scrum, which has a massive influence on his team's defence and the system
- The shoulder you manipulate during the scrum, related to the left and right-shoulder wheel, can assist the defence line
- The lineout is also used to start your defensive system. Nowadays, because teams run attacks to three or four phases, it's true to say that by winning the opposition lineout in effect you take away three rucks. Therefore, contesting in the lineouts is vital in getting the defence in order
- Putting your loose forward on the 15m line is also a really effective way to defend from a lineout, especially if a prop is supporting at the back of your lineout.

### Non-negotiables:

- Have a defence system for each set piece in every field position. Make sure you practise it and each player is aware of his role
- Know the opposition's key plays in each important field position and practise your defence against it
- Make sure there is synergy between the set-piece contest and the first-phase defence
- Does your team cover the field on defence?
- See defence notes per age-group.

## Attack

### Shape of attack:

- Same-side attack: Keep moving towards the touchline
- One phase: One strike move from the set-piece. This creates a shock factor for the defence when they have been thinking you are continually trying to take it through the phases
- Three phase: Most commonly used to manipulate and wear down the defence
- Multi-phase: Keeping possession through as many phases as possible to create pressure or win a penalty
- Rush vs normal attack (manipulation of defence): This is linked to the pace or tempo of the game you want to play at according to the time and situation in the match
- Falling to ground too quickly: This is the worst thing that can happen because it allows defenders the chance to stay on their feet and contest for ball on the ground
- Are players forcing the move? Teams mustn't do a move if it isn't on and they have to read the situation. Often senior players will call a move because it involves them and they want the limelight, but they must use a move for the right reasons
- First win the first phase: For example, sometimes loose forwards are so worried about the impending move that they forget to push in the scrum and it goes backwards, hampering the efficiency of the move.

### Fundamentals of attack:

- Where are you going to attack?
- How will defence influence your attack?
- Attacking weaknesses (in numbers and in size): Teams should look to first attack the side where there are less numbers (if you have a five on three overlap, for example), and then where the smaller players are located
- Attacking the opposition's strengths? This is the last resort after attacking in numbers and size, but is done to take the opposition's best defender out of the game and put him on the ground. Once that's done, you can then attack the weakness
- Conditions? Weather always influences the calls made and you can't expect to make too many passes in wet conditions. If the wind is blowing, players should stand closer together
- Influence of team personnel? What type of players you have at your disposal will affect the moves you use. For example, you can't use intricate passing moves if you don't have many good passers in your team
- Time of game (first minute or 80<sup>th</sup> minute) and score (5-3 or 50-3)? Both these factors will influence your attack and the call made. If it's the last minute and you're leading by two points, you're not going to use a risky move deep in your own half.

## Breakdown

### Checklist:

- Ball-carrier dominant?
- First man in over ball?
- Second man in to make a decision
- Third man in as an option
- Is No. 9 clearing?
- Using the league option (where players other than No. 9 clear ball)
- Ball pocket minus? When coaching the breakdown, it's easier for the coach to refer to the three main role players as 'ball', 'pocket' and 'minus'. Each player must have designated roles in structured moves, but there must be contingency plans for players to play off the cuff if something goes wrong and a player who wasn't supposed to get the ball ends up being the ball-carrier. Therefore, everyone practises being the 'ball', 'pocket' and 'minus'.

### Attack off 9 – ball, pocket and minus:

'Ball' is the ball-carrier. He must use leg-drive in order to get over the advantage line. Ball presentation is important so that the momentum continues and it's vital the ball-carrier places the ball far from his body so it's easier for the No. 9 to clear. The ball-carrier must run as if he's going to score, which is the ideal situation and the first option, or he must try his utmost to at least beat the defence.

The first cleaner is known as the 'pocket'. He must get over the ball to protect it and be in a strong body position. The lower he gets to seal it off, the more difficult it will be for an opponent to get his hands on the ball. He also can't flop on the ball as he'll get penalised and he must keep his head up to make a decision!

The second cleaner is known as the 'minus'. He must attack the correct side and look where the second defender is, and then go to that side and clear him out. At times he won't have to go in as there won't be a second defender, and it's up to him to make a decision. At the junior levels, players may struggle to make these decisions, so it's an idea that at these age-groups they always go in to add numbers, and from the senior age-groups they must make decisions.

### Principles to remember about the breakdown:

- If you are planning to kick from your 22m area, you can never have too many players over the ball. This guarantees that you will win the ball back and there will be no threat of the counter-ruck from the opposition
- If you're against the touchline or are using one-off runners, players present at the previous ruck must double up and go to the next ruck, which is close by. This will help the quality of the attack as you won't require extra cleaners
- No. 9 must run to keep pillar defenders honest.

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Player keeping head up at breakdown to make a decision

## PATTERNS OF

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# PLAY

Patterns of play allow players to know where the ball is moving to on attack. It allows the coach to manipulate the defence, to control the tempo of the game and, more importantly, position ball runners or passers into positions they're best suited for in the sequence. U14s should try to get to two phases in one set play and, as the players get more skilful, increase the set to a multi-phase attack (U15s three-phase, U16s four-phase and so on).

### For the benefit of this manual:

- One ruck and change direction is a TIGER play
- Two rucks and change of direction is an OPTUS play
- Three rucks and change direction is a BLACK play
- Four rucks or going to exhaust the touchline is a SHARKS play
- Going wide and wide back again is a STORMERS play.

### Example:

Calling the play will be as follows:

U14: 5-man lineout: Tiger play: Wellington / Red

U19: 5-man lineout: Tiger play: Wellington / Red, Snap / default.

This indicates the progression.

When building the sets, the coach must understand he needs to pick runners in the set to carry the ball and passers to get the ball to the runners.

Every action in the game needs to be communicated from the coach or between players and, therefore, each action / phase is given a name. When players have run a set play from U14s up until U19s it can be used as a **banker call**. Usually a set that brings players back into the game: a confidence call.

The phases put into a set are determined by the skill level of the players. The better the skill level, the more flashy the plays. The plays must be arranged to put the defence under pressure, and therefore variation is key. For example, numbers in lineout, using decoy-runners, surprise element, 8-9 option from scrums, variation in where you attack opposition defence, variation in tempo of attack (rush vs normal manipulation).

The **direct option** is always part of the attack strategy and is used to hold the defence and keep it honest.

A banker play is usually a rush play that is direct and involves the whole team.

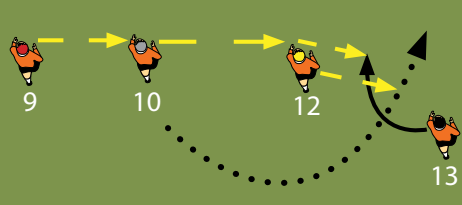
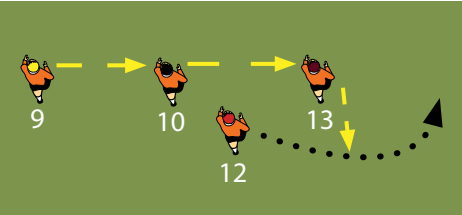
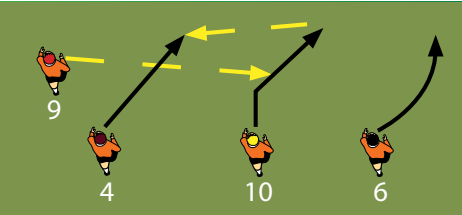
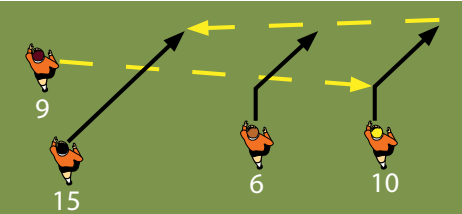
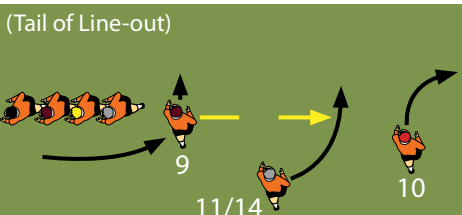
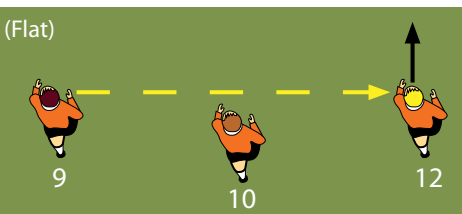
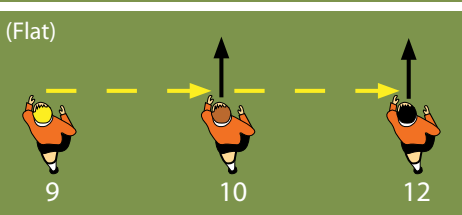




Patterns  
of play

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<b>PUMA</b>		From scrums ----- ----- -----
<b>2/3</b>	<p>(Drop pass)</p>	----- ----- -----
<b>CRAB</b>		----- ----- -----
<b>RED</b>		Swivel with 9 ----- ----- -----
<b>BOZO</b>	<p>(Skip)</p>	----- ----- -----
<b>BLACK</b>	<p>(Double switch)</p>	----- ----- -----
<b>OFS</b>		----- ----- -----

<b>ACT</b>		<p>2 Options</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>ROCKET</b>		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>APPLE</b>		<p>Inside pass</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>PINEAPPLE</b>		<p>Double inside pass</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>COWBOY</b>	<p>(Tail of Line-out)</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>CANTERBURY</b>	<p>(Flat)</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>ALL BLACK</b>	<p>(Flat)</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

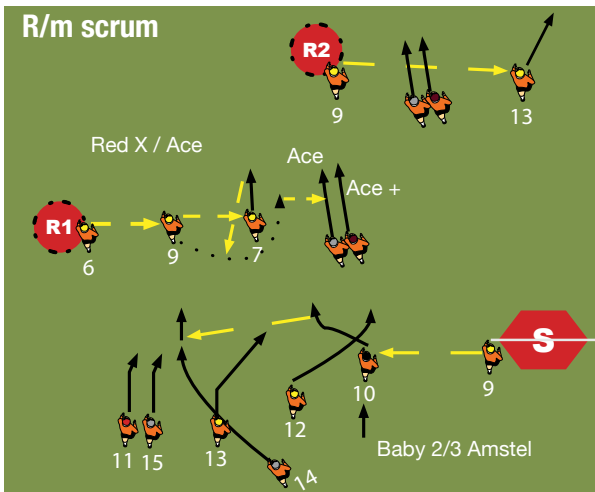
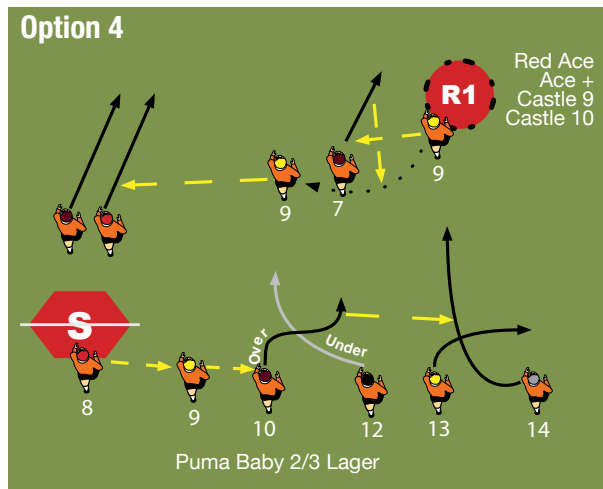
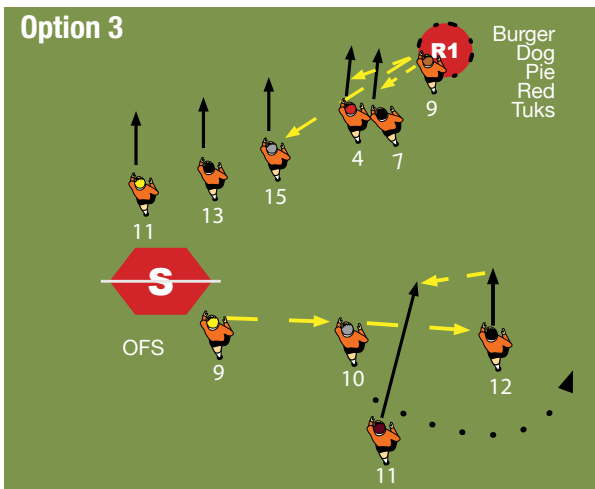
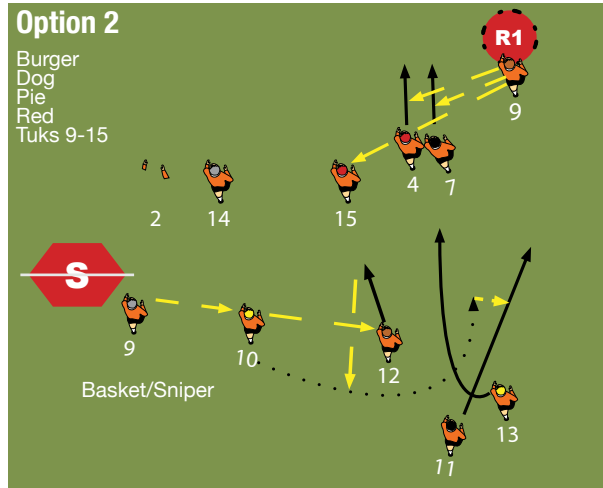
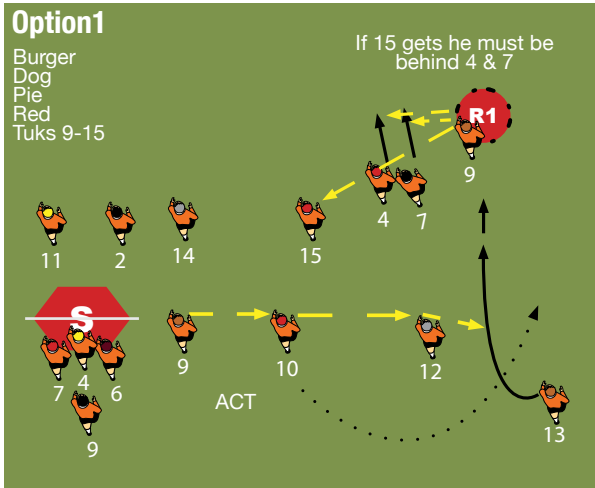
<b>BASKET</b>		
<b>BULL</b>	Pick & go	Through the middle
<b>FLASH</b>	Ball to be released immediately to backs	Overrides all calls
<b>BOK</b>		From the base of scrum - 8 pick & go
<b>FLAGS 1/5</b>		Wiper kick to Left(1) & Right(5)
<b>COKE BALL</b>	Ball to backs	From 1st phase
<b>CASTLE - 10</b>		13 over 12

<b>LAGER - 10</b>		<p>13 under 12          2 options, pass to 12 is in front of 13</p>
<b>AMSTEL - 10</b>		<p>Receiving player behind passer as an option</p>
<b>WARATAH/TAN</b>	<p>Drive!</p>	<p>To exhaustion</p>
<b>CLOWN (SHORT)</b>		<p>Skip passes 8 to 15 inside holds          defenders</p>
<b>AMSTEL - 10</b>		<p>Passes to 8</p>

**KEY**

Pass	Player Attacker	Quick feet ladder
Running Line	Player Defender	Flag
Support run	Scrum	Beacon
Kick	Breakdown Ruck or Maul	Contact Shield
		Tackle bag
		Ball
		Hoop

Tiger plays

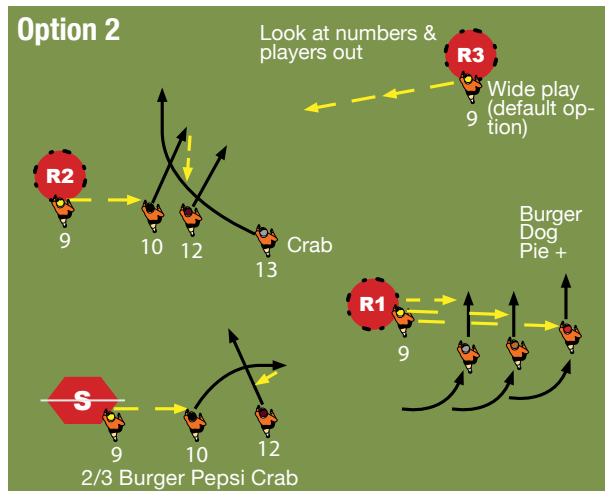
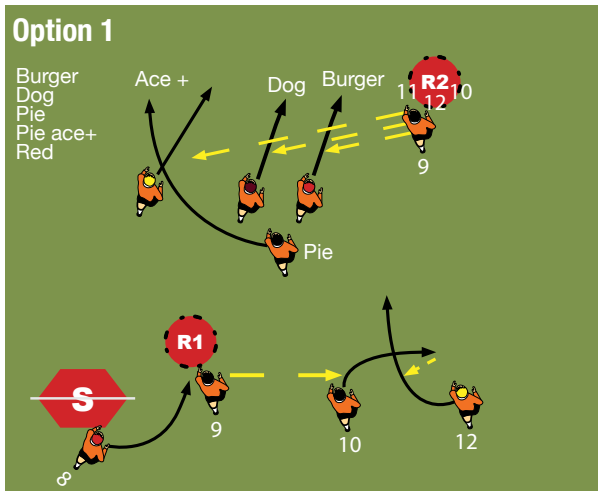


**KEY**

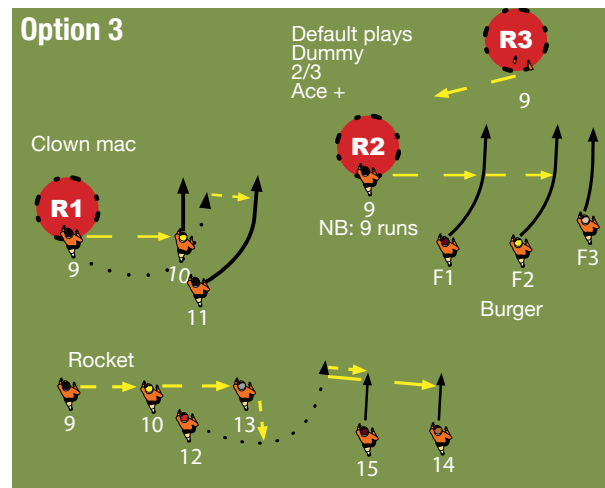
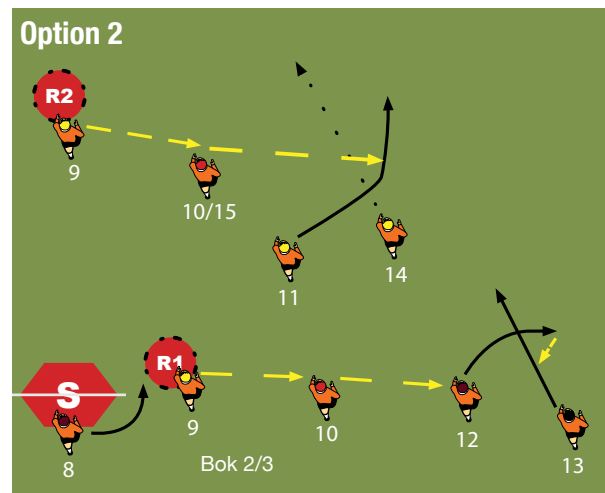
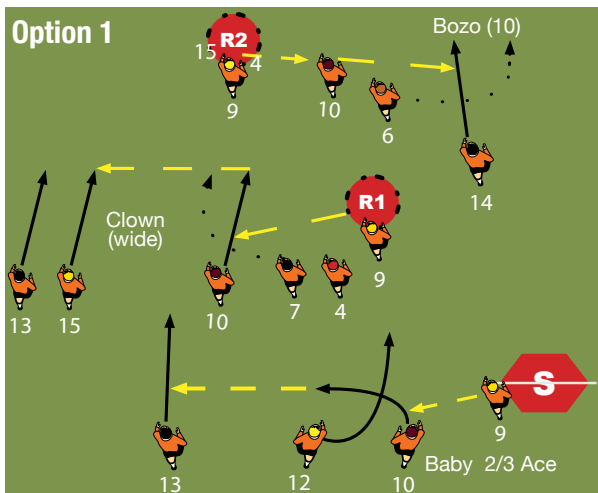
Pass	Player Attacker	Quick feet ladder
Running Line	Player Defender	Flag
Support run	Scrum	Beacon
Kick	Breakdown Ruck or Maul	Contact Shield
		Tackle bag
		Ball
		Hoop



Optus plays



Black plays





## OUTCOMES OF MANUAL

- Based on the drills in the manual and the relevant ratings given for those drills and all the data and planning from the season, coaches can gauge what type of team they have (ie a team filled with runners). That will impact on what type of game they play the following season and what they need to work on to become a better all-round side. For example, if you have a small side who are good passers, you know what style of rugby to play and what moves you can use. If you have a big side with lots of runners, you won't have many moves that require many passes until the required work has been done on catching and passing.
- All rankings and assessment of drills (see 'Evaluation' section in practice sheets), skills and practices must be done with honesty in order to plan accordingly for the following season with regards to what areas need improvement.
- Advice for doing drills: As Prof Noakes says, it is important to explain to children the reason for doing the drill (the 'why' first and then the 'how'). That will 'sell' the drill to them and they will know they're doing it for a reason (the bigger picture), and not just doing something to take up time until the end of practice.
- Once all the checklists are complete, you can add variations if you have a gifted group, but only once all the basics have been done.
- From all this, next year's coach will be able to plan accordingly depending on what the team's strengths and weaknesses are, which have been measured throughout the season.

# U14 CHECKLIST AND PRACTICE SCHEDULE

The following is a guideline of the basics that U14s should have achieved after the completion of their first year in high school. The key aspects in U14 are more structure-orientated and general-skill orientated than individual skills. If you have these five tenets of defence, building up tackle confidence and confidence in contact, lifting in lineouts, scrumming, and structure to your team, the base stones are there to add to the game in U15, where you can work on aspects such as tactical kicking etc.

## **General:**

U14s must be introduced to the school's rugby language (see page 12). The younger boys should also be introduced to the school's rugby history and ethos to ensure there is a pride in the First XV jersey and that they will want to run out for the school at that level in a few years' time. As with all teams – but even more so at this level, in order to instil discipline and the standards expected for the rest of their rugby careers at the school – there must be an emphasis on work ethic and intensity from U14 level.

## **Defence checklist for U14**

Tackle both shoulders; defence in threes; pillar and two outside (structure); not loading blindside, tackle and jackal technique.

Defence skills points for junior coaches:

### **Pre-contact positioning:**

- Split feet with one slightly in front of the other
- Body weight forward – chest over feet and bent at knees
- Hands up in order to get the hands forward and on the toes.

### **Key cues:**

- Hands up
- Pick a target area and aim through the area, 1m past the player
- Take the space in defence
- Hit, stick and squeeze – the squeeze will fling the player to their feet and put them in a jackal position (challenge for ball on feet)
- Leg-drive – chase through the hit
- Head up, dip at the hips and knees slightly – contact is with the shoulder
- Legs load the gun, shoulders fire the gun.

### **Tracking (subject to defensive pattern):**

- Inside shoulder (attacker is on the outside of defender in relation to where the ball is coming from)
- Take the space forward
- Steady once a target area is chosen with shorter steps (no plant)
- Body weight slightly forward, eyes on the target through to the hit
- Stay tall and dip from the knees and hips
- Re-accelerate once the attacker has been fixed into a zone
- Shoulder contact
- Hit, stick and squeeze – finish with leg drive.

### **Key reads and decision-making on defence:**

- Carrier has ball in one hand = line speed and hit
- Ball in two hands = take the space and force the play on the ball-carrier
- Poor pass = line speed and hit.



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## Attack checklist for U14:

- Catch and pass (before and in contact)
- Running skills / evasive skills
- Scrumhalf pass (left and right)
- Very NB - 9 passing to 10 as much as possible, who then plays to forwards off inside and outside shoulder (encourages 10 to make decisions as he has ball in his hands as often as possible and not in the hands of random forwards)
- Scrumhalf right box kick
- Two-phase attack (scrum and lineout)
- Scrum body position / technique
- Lineout – support, catch, delivery to No. 9. Short lineouts are also simple in the junior age-groups
- Working on getting 4-ball (middle ball) at the lineout.

U14s should have five base plays, which is the base level. Add something new the higher you go. In U15 you can add two variations to each, U16 a further two variations, and another two in open. For these five plays, you'll need certain types of players to execute them properly. However, there's nothing to stop you from using your 13 to run the 12 lines for certain moves, for example, if the 12 isn't as abrasive as the 13 and that's what you require for that move.

At U14 level, the team should have moves lasting two phases.

Skills coaching points for junior coaches:

### Catching skills

- Fingers spread
- Hands facing the ball / bent elbows
- Elbows in and up for a high ball
- Fingers spread after the ball is caught for quick transfer.



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### Passing skills

#### Clearing pass:

- Back foot in tight to the ball
- Bent knees and backside down with weight transferred from the back leg through to the front leg upon sweeping the pass
- Ball to be passed off the deck
- Fingers to point to the target (point and shoot!)
- After the pass the support line is to follow the line of the ball (NB).

#### Short pass:

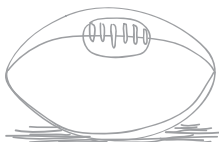
- Elbows bent
- Fingers spread around the ball for control
- Hands follow the ball after pass
- Must not be a spiral or spin pass
- Sequence: look at the ball, catch it, turn head and look at target, point and shoot.

#### Long pass:

- Elbows bent and move to full extension
- Outside leg back when passing in order to avoid passing across body
- Fingers spread around the ball to ensure control
- Sequence – important to point and shoot
- Spiral pass is the fastest ball – bottom hand provides direction and top gives the power
- Upper body over the ball.

#### Press pass:

- Elbows bent
- Fingers spread across the ball
- Ball is passed to a player after being tackled – the pressing motion will give the ball control and power as opposed to popping the ball up
- Fingers will dictate the trajectory / positioning of the ball (point and shoot).



### General tips for selection in U14

- Pace out wide in back three
- Flyhalf passing and kicking skills, and ability to take ball flat
- Hooker who can throw four ball
- Tall locks
- Loose forwards (combination of pace, size and skill).

### Breakdown skills

With the new law interpretations favouring attacking sides, the longer you can keep the ball and control possession, the more structure your team will have.

For safety, no squeeze ball must be taught to young age-group!

Breakdown coaching points for junior coaches:

General principles in attack and defence:

- Get to the player as he is going to ground (timing)
- Coming in square and attacking the breakdown with good body height OVER the ball.

#### Defence:

- Decision-making skills through game simulation on whether to commit or stay out at breakdown
- Enter from the back with head up
- Be aggressive in hitting the breakdown or contesting the ball
- If contesting the ball, stay in a low body position on the feet with chin up and NOT on chest
- Two schools of thought with stealing the ball: either one leg over and grab the ball OR reach over in a low position behind the tackled player
- Match body height with attacking players / get in low
- If attacking support player comes in at speed there is the possibility of pulling them through and stepping to the side
- Once contact is made with an opposition player, the defender should use leg drive and hit the player the same as in defence, low to high, pick a point and stick.

**Attack:**

- First player secures the ball – go in hard to get hands on the ball and pivot to present after winning the ball
- On the clean-out players enter from the back in a low body position and use leg drive to win the breakdown contest (decision whether to hold or continue the drive is a team philosophy)
- If a defender has his hands on the ball, the attacker matches body height and hits with the shoulder while getting the arm through to attack the opposition player's base (legs)
- On the clean-out, players must hit and stick in order to be effective
- Steady before entering in order to get balance and then hit the breakdown and leg drive with aggression
- The ball is where the game is – this is the zone to focus on when cleaning out.

**Conclusion for U14**

Ensuring your team takes the correct options in match situations is the most important consideration here, because this shows their skills are developing and they are able to think on the field and transfer material learnt in practices to game situations. This combined with the side being physically conditioned and having the ethic of playing for one another from an early age, will help the side achieve the best possible results.





U14

practice schedule

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# U14 PRACTICE

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## SCHEDULE



Complete the training templates in the format of the 'Daily Programme' spreadsheet, which can be found in Appendix A on page 79.

### Week 1: Practice 1, Session 1 (Training template 1)

Equipment requirements (tick boxes): balls, shields, cones, bibs

Session's focus: passing / catching / basic skills

Volume: low; Intensity: high

Session		Coaching points:
3.00 – 3.15pm:	Warm up	
	Visual awareness / hand-eye co-ordination Quick short passes (drill 1– 3 mins) Longer passes (drill 2 – 3 mins) Combination (drill 3 – 3 mins) Add pressure by introducing defence drill for 3 min	Hands out Quick short passes (drill 1– 3 mins)  Run straight, eyes open
3.15 – 3.40:	Phase calls introduction	
	2/3 Bozo Crab Apple	Run 'S' shape Decoy to do his job Run hard
3.40 – 3.45:	Water break	
3.45 – 4.00:	Breakdown skills (contact skills)	
	Recoil and ball placement: 1 vs 1 (fall long ways) 1 vs 2 (second man in on feet) 2 vs 2 (strong position)	
4.00 – 4.30:	Structure: scrum attack / lineout attack	
	One Tiger play / one Optus play / one Black play A vs B team, 50% defence	
4.30 – 5.00:	Scrum session to get timing	
	Backs to do individual skills and first-phase defence	





U14

practice schedule

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Tackled player falling longways and placing ball,  
second man in and making decision



U14 S1 Week 1

**Drill 1** 3 mins

Groups of 5

5m

Passing left and right

**Drill 2** 3 mins

Same as drill 1

Stand further apart

**Drill 3** 3 mins

Right hand side (Long)

Left hand side (Short)

**Drill 4** 3 mins

2 vs 3 Add defenders 3 vs 4

**KEY**

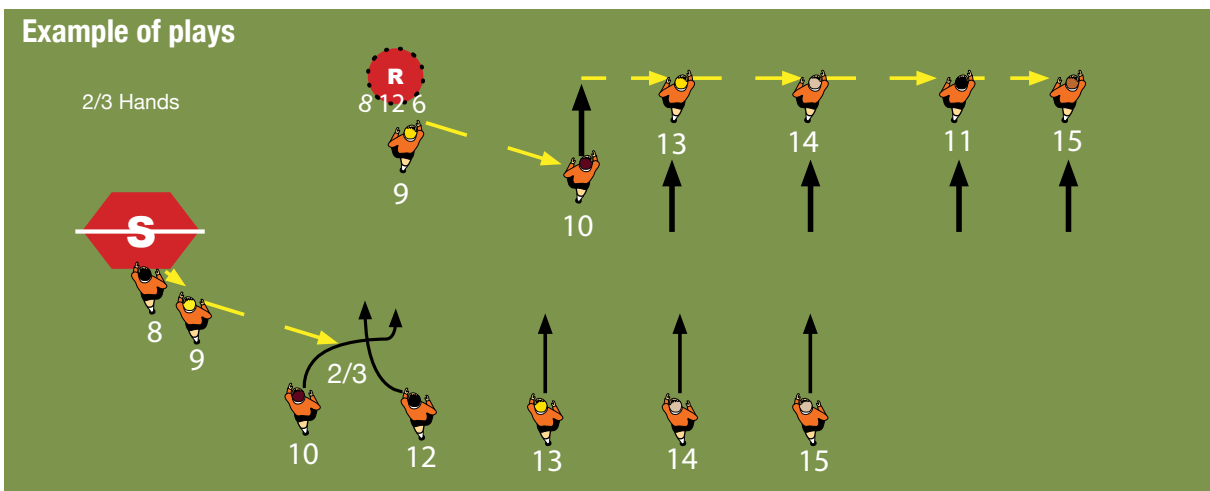
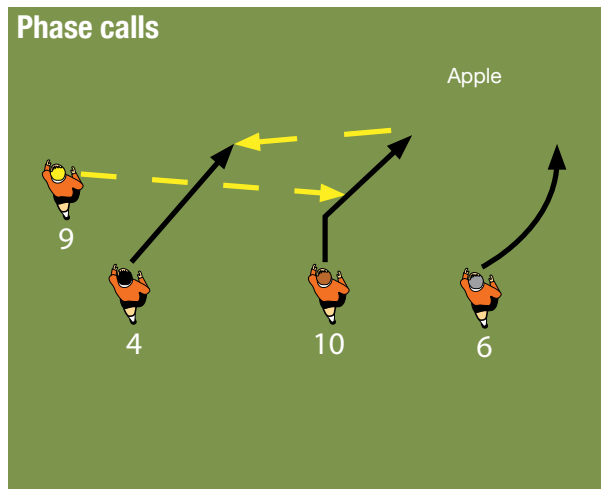
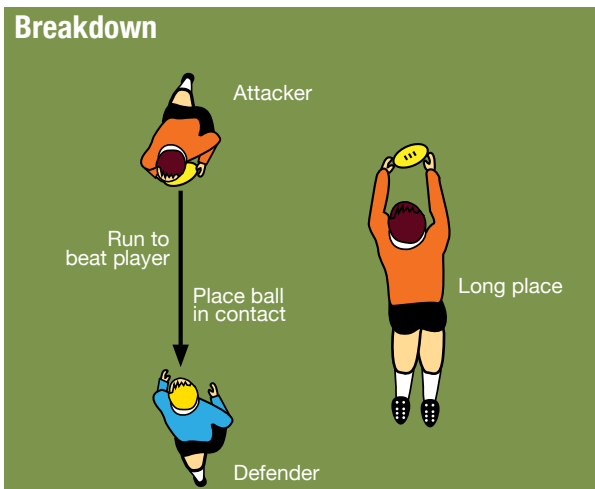
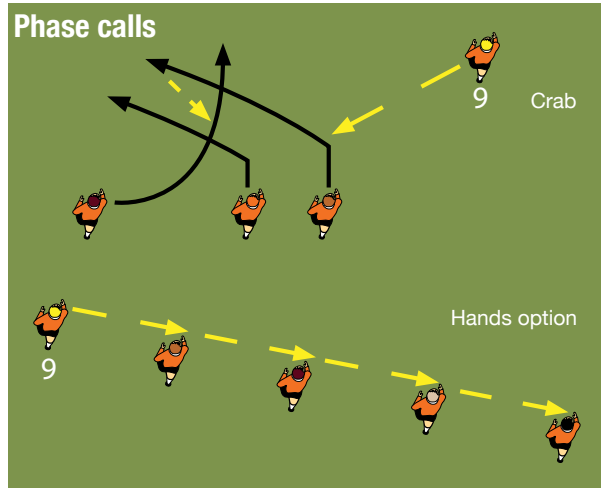
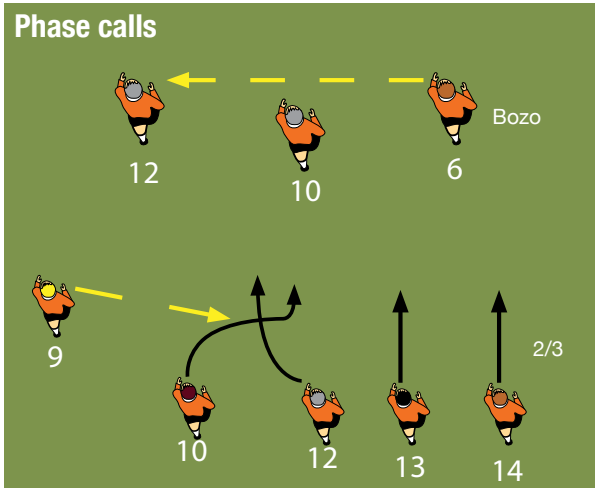
Pass	Player Attacker	Quick feet ladder
Running Line	Player Defender	Flag
Support run	Scrum	Beacon
Kick	Breakdown Ruck or Maul	Contact Shield
		Ball
		Tackle bag
		Hoop



U14  
practice schedule

# JAKE WHITE & EDDIE JONES COACHING THE COACHES

U14 S1 Week 1



Comments/Evaluation

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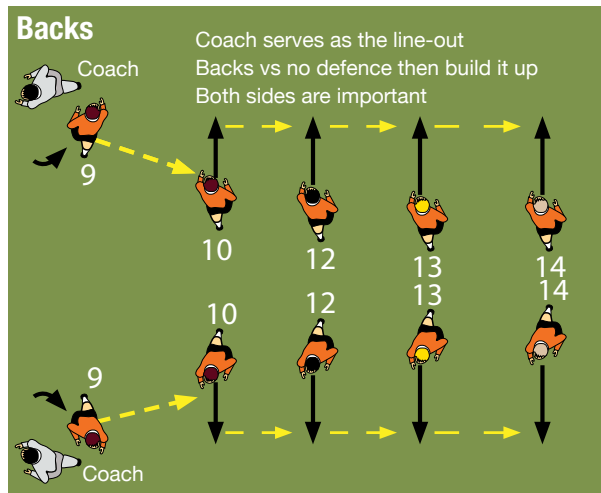
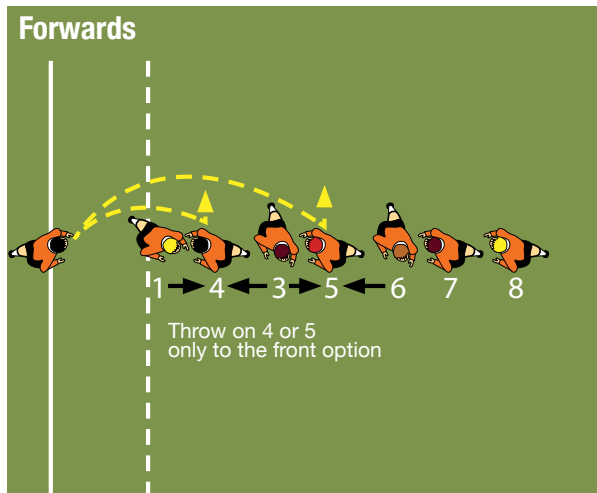
**Week 1: Practice 2, Session 2**

Equipment requirements: balls, shields, cones, bibs  
 Session's focus: unit skills, basic catching and passing  
 Volume: high; Intensity: low / high

Session		Coaching points:
3.00 – 3.15pm:	Warm up	
	Same as session one	
3-15 – 3.30:	Phase calls	
	Same as session one	
3.30 – 3.35:	Water break	
3.35 – 4.05:	Unit skills – the lineout (forwards)	
	Supporting the jumper Jumping technique Throw to 2 with options and variations Delivery to 9 Backs: Plays from lineout Getting out of their own half	On the toes Explosive Hooker to throw Delivery on the run
4.05 – 4.30:	Structure	
	Run the three plays needed for the Saturday match until two phases (A vs B team, 50% defence)	
4.30 – 4:50:	Kick-offs (receiving and own)	



U14 S2 Week 1



**Explanation:**

Two coaches to be involved with the session to make it productive for the players – one to oversee the lineout and one to oversee the backs’ running and passing options.

**Comments/Evaluation**

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**Captain’s practice template**

**Week 1: Practice 3, Session 3**

The template for the captain’s run is that it must be short, sharp and to the point with specific goals in mind for that specific match. The warm up done here must be exactly the same as the warm up the players will do on match day, so that they are familiar and comfortable with it.

The captain’s practice should be of high intensity for a short period and shouldn’t be too long, so the players save their legs for the next day.

The coach must decide on the format and, as a dress rehearsal for the game, the plays should be done quickly with no mistakes. The coach and captain must discuss and come to agreement on issues such as discipline and the referee before the game.

**Comments/Evaluation**

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**Week 2: Practice 1, Session 4**

Equipment: balls, poles

Session's focus: ball skills / breakdown / defence systems

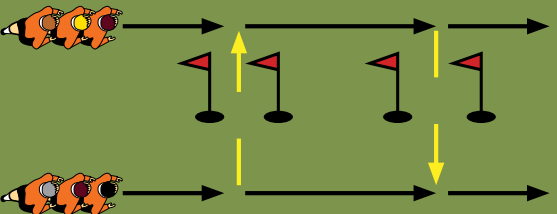
Volume: high; Intensity: high

Session		Coaching points:
3.00 – 3.15pm:	Warm up	
	Re-cap passing and catching drills, and add one option	
3.15 – 3.30:	Defence structure: Mapping drill	
	Start in groups of 3, build to 5 Up / down / called by coach to get three to work in unison (7min) Build up to shape at rucks (form PX Y shape quickly – 8min)	Keep distance Keep line Communicate
3.30 – 3.35:	Water break	
3.35 – 3.50:	Drawing your man	
	2 vs 1 drills 3 vs 2 drills	
3.50 – 4.20:	Unit skills	
	The lineout (forwards); counter-attack (backs)	
4.40 – 4:45:	Game to work on defence structure / breakdown and kick with counter-attack	
4.45 – 5.00:	Kicking out of their own half	
	Scrum plays	

U14 S4 Week 2

**Drill 1**

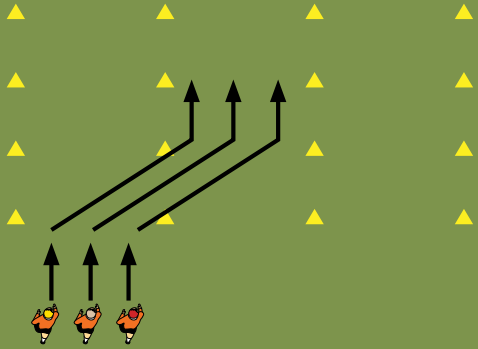
Pass through poles for added pressure



More than one flag station needed

**Drill 2** Defensive mapping drill

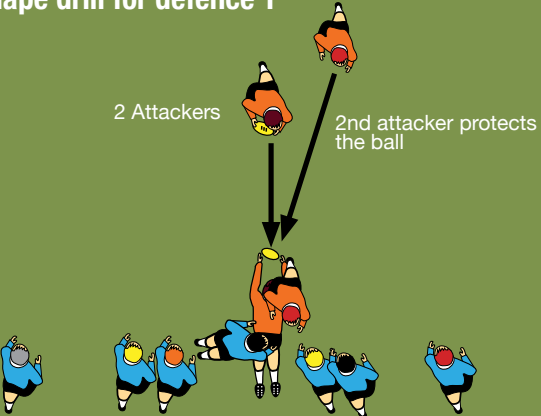
In groups of 3 from channel to channel



**Shape drill for defence 1**

2 Attackers

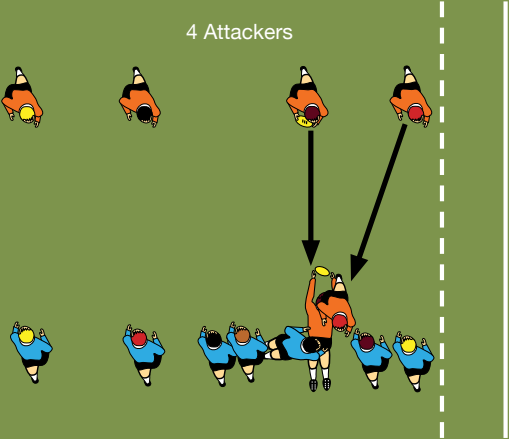
2nd attacker protects the ball



Defenders on both sides of tackle  
 PX Y shape quickly

**Shape drill for defence 2**

4 Attackers



Comments/Evaluation

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U14

practice schedule

# JAKE WHITE & EDDIE JONES COACHING THE COACHES

## Week 2: Practice 2, Session 5

Equipment: balls

Session's focus: team structure / tackle technique

Session		Coaching points:
3.00 – 3.15pm:	Warm up	
	Touch rugby (3 touch) – concentrate on the presentation/2nd man in to secure the ball Defence to get PX Y shape	Long lay back Second man strong position
3.15 – 3.30:	1-on-1 tackle technique (both shoulders)	
	First on knees, then walking, then jogging	Head behind hips Eyes open Leg drive Pull with arms
3.30 – 3.35:	Water break	
3.35 – 4.15:	Structure: phase plays included	
	Run to multi-phase (own half and attack) Scrum and lineout	
4.15 – 4.40:	Scrum session	
	Backs – individual skills (9s and 10s passing and kicking pressure)	

### Comments/Evaluation

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Captain's practice: Session 6

See captain's practice template, U14 Week 1: Session 3

Comments/Evaluation

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Week 3: Practice 1, Session 7

Equipment: balls

Session's focus: fitness

Volume: high; Intensity: high

Session		Coaching points:
3.00 – 4.00pm:	Fitness session is needed as it is a long season and the players need to be pushed for 45 mins	
	Last 15 minutes – Aerobic fitness session, recovery	
4.00 – 4.30:	Team structure	
	30 minutes at 50% effort, scrum and lineout structure	No dropped balls! Concentration

Comments/Evaluation

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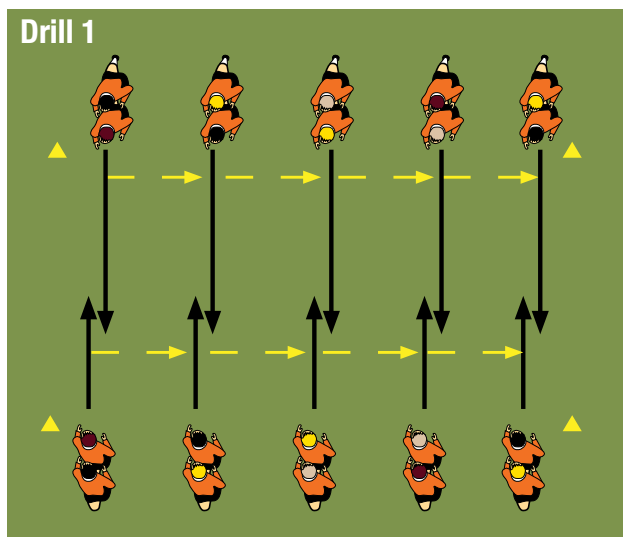
### Week 3: Practice 2, Session 8

Equipment: balls

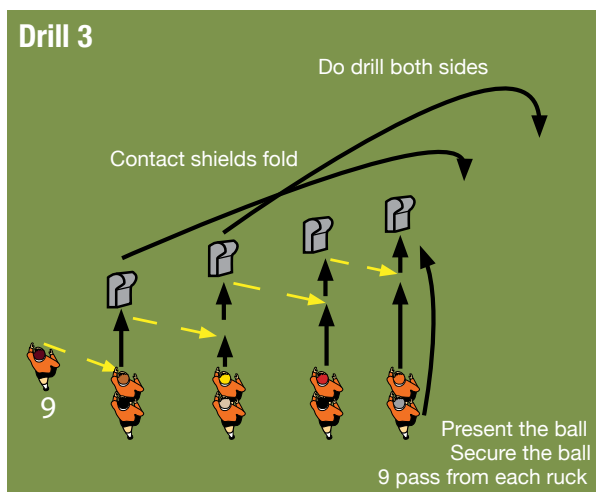
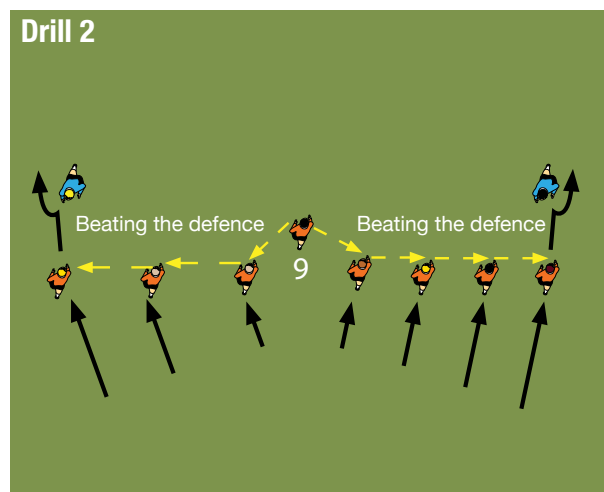
Session's focus: individual skill/unit skills/team structure

Session		Coaching points:
3.00 – 3.15pm:	Warm up	
	Individual skills (drill 1) Passing: quick hands in groups of 5, two groups running toward each other Beating your man	Footwork, hands out
3.15 – 3.30:	Cleaning out: Breakdown skill (drill 3)	
	Add variations (2 passes etc) Phase calls	9 to pass accurately
3.30 – 3.35:	Water break	
3.35 – 4.00:	Defence – 2nd man in to contest	
	1 attacker: defender tackles ankles, second man on to ball	Aggressive Technique Evasive running
4.00 – 4.25:	Unit skills – the lineout	
	5-man options Options to win ball in middle	Technique Throwers accurate
4.45 – 5.00:	Individual skills	
4.25 – 4.45:	Structure – Match situations A vs B team (50% defence)	

### U14 S8 Week 3



U14 S8 Week 3



Comments/Evaluation

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Captain's practice, Session 9

See captain's practice template, U14 Week 1: Session 3

Comments/Evaluation

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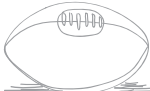
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The first three weeks of practice have been set out as a guideline here. You can plan the rest of the season based on the guidelines and checklists provided and what you feel will meet your team's specific requirements.



# U15 CHECKLIST



If all the basics of U14 level haven't been mastered, the U15s must go back and complete these with the coaches assessing their skill levels and then planning from there accordingly. The review of the U14 season and planning for the next must be handed to the director of rugby by the previous year's U14 coach, given to the U15 coach, and analysed and discussed by all three individuals (this should be the same when moving across all age-groups).

U15s should have all the U14's basics, but they must be more accurate in execution. Examples of this include working on body position at the breakdowns, running lines etc.

The drills for the breakdown below are examples of how players can be more accurate in execution at this level.

## Breakdown

### Clean-out technique:

The ability to clean effectively is essential. In response to the different types of contest and body position employed by the defenders at the tackle, we need two distinct techniques for cleaning out players. We need to target over the ball (low clean-out position) and inside for sniper threats.

### Situation 1

The defender, whether at the ruck or entering it, is mostly upright and there is a significant piece of torso that can be targeted.

Sniper cleanout: should contact be made under the defender's shoulder area (torso), hook the leg and drive in a traditional tackling motion. The entry must be directly at the player and drive him away from the ball and off his feet. This type of clean-out can be done at speed.

### Situation 2

The defender is crouched / prone over the ball or is attacking it with his shoulders lower than his hips and the torso cannot be targeted (Dogo or low clean-out position). At speed a normal clean-out approach would likely miss or compress the defender onto the ball, further trapping it.

Tackler / peel technique: get in close to the defender, balance (adjust speed) and prepare to use a jump squat and drive technique to remove the defender. Targeting must be specifically under the player or between the arm. Drive off using both feet and then immediately keep the drive going with both feet until you have driven him back off the ball and you are past the ball. If you end up on the ground after the clean-out, so must the defender.

### Counter-rucking

Pre-conditions: Superior number of defenders; 'Numbers' near breakdown; poor body height by attacker's position; slow / contested ball.



### Technique:

- Come through the gate
- Target defender nearest the ball with high / clean-out technique
- Drive the defender over the ball to disrupt No. 9's access and get bodies past the ball
- Must make contact with opposition player only.

### Lineout

In U14 and U15, this set-piece is all about ball-winning, with securing ball at the tail vital in the latter age-group.

Lineout coaching points for junior coaches

### Throwing skills:

- Stance should allow thrower to be balanced / stable yet there should be no lower body movement as this will provide a cue for the opposition
- Thrower should be able to throw 5-8m from his starting position (tail ball)
- Elbows should be at shoulder width in order to minimise the margin of error as opposed to splayed elbows
- Elbows should be locked out post-throw
- Fingers out post-throw
- Thumbs-down post-throw to ensure full extension / follow-through
- Grip on the ball should have fingers spread and slightly on the back side of the ball's centre.

### Jumping skills:

- Ability to react from a static jump / dynamic jump
- Start with the outside leg up in a split position – the outside leg should face in towards the lineout
- Arms bent at chest level with the hands open
- Knees slightly bent
- Weight forward on the toes and balls of the feet.

### Lifting skills:

- Start in a split position on balls of feet in order to react / get in tight quickly
- Hands open and up – fingers spread
- Knees slightly bent and the upper body leaning forward

- Lifter gets in as tight as possible on the jumper and gets to full extension
- Legs are at shoulder width and slightly split to ensure balance during and after the lift
- Lifter picks the target area on the jumper and focuses on getting a grip, and then lifting in the same way as doing a squat.

### Our ball:

- Variations
- Calls to come quickly
- Get excited about the call
- Speed: reaction; jump and support, speed on the ground, ball delivery, first to the ruck
- Drives: prevent sacking, pack quickly, body position and tightness, leg driver, stay together or re-join
- Execution
- Blockers to prevent opposition from coming through
- Dummies to hold opponents.

### Competing:

- Count numbers quickly
- Communicate and organise
- Speed on ground and contest aggressively (go up!)
- Sweepers to be awake
- If turnover 2 passes to 12
- If none: recover quickly, sack or stop drives, pressure contact situation, go for turnovers.

At U15 level there must also be the introduction of players working in partnerships and combinations.

The traditional 8-9 move off a scrum can be used in U14, and from U15, the 8-9-14 blindside move and 8-9-12 in general move can be used. In U15, the halfbacks and back three should be taught to work in combinations.

### U15s should aim to use three-phase moves.



The U15 and U16 programmes can be developed using the checklist above and adjusted to suit the requirements of your team.

# U16 CHECKLIST



Shape off 9 attack must start at this age-group.

Shape off 9, by Eddie Jones – for video examples see [www.rugbyxv.co.za](http://www.rugbyxv.co.za) site (<http://www.rugbyxv.co.za/coaches-corner/trends/111-are-scrumhalves-allowed-to-run-with-the-ball>)

In 2010 the scrumhalf became the most influential player in the game.

With the ref being insistent on the tackler rolling away, the amount of quick ruck ball has increased considerably – the area hardest to defend now is the first three defenders around the ruck. Defenders are scrambling – tending to come off the line laterally – allowing the 9 more latitude to pick up and run.

The good 9s like Fourie du Preez and Will Genia attack the outside shoulder of the second defender and then have two or three runners attacking the fringe defenders.

If the ball is slower and the first three defenders are set, the 9s will not run but pass in the more traditional way – off the deck to a running forward or the standoff.

Good 9s pick their opportunity to attack on the speed of the ruck ball, as the speed of the ruck ball dictates the ability of the first three ruck defenders to take space square. As soon as a defender turns his shoulders, the good 9s light up!

## U16 lineout

Ball usage is important, which includes tactics of where and how you'll use possession according to how you want to play. At this age-group, the use of mauling and peels off the lineout should commence.

## Individual maul skills:

- Correct locking procedure: If the ball-carrier has the ball in the left arm, the next player binds on them with their left shoulder
- In contact keep the feet with a lower base of support and continue leg drive if possible
- Ball presentation: Half turn to offer a target on the chest and also to keep the leg drive
- Support player's shoulder is tight on the ball-carrier in order to provide greater leverage on the rip.

## Senior coaches:

- Importance of creating the platform
- Patience
- The ball must be moved quickly to the first supporter
- Releasing the ball when the formation is going forward.

## U16 general

Decision-making and game appreciation must be taught, as long as the basics (from U14) and accuracy (from U15) are apparent.

**U16s must aim to use four-phase moves.**



Shape off 9 attack: Scrumhalf trying to get to shoulder of second defender

# FIRST **XV** CHECKLIST AND PRACTICE SCHEDULE

- Game structure and plan for different parts of the field
- Basic skill
- Breakdown accuracy (appreciation of numbers into contact)
- Decision-making on attack and defence
- Patterns of play
- First phase and phase defence, defence patterns (outside in vs outside out, drift hard / soft, rush)
- Kick structure
- Game understanding (team structure).
- The lineout (basics), and peel options, the maul, variation of attack off lineout
- Six team plays (that should have been learnt throughout from U14 level) with variations. One on left-hand side, one on right, one in middle, and three lineout moves
- Three plays on how to get out of your own half
- Linkage between 9 and 10 (game management, understanding momentum of when to play direct and when to go wider)
- Slow ball management.

## Attack

- Accurate running lines
- Passing skills (both sides)
- Beating your opposition 1 vs 1, 2 on 2, 3 on 3
- Acquisition of individual skills, position specific
- Multi-phase attack
- Scrum understanding (control the tempo), combinations of plays / players (8-9 plays)

## Defence

- Shape of defence
- Line speed
- Communication (numbers and attack structure)
- Variations
- Pocket defence.



## JAKE WHITE & EDDIE JONES COACHING THE COACHES

### New art of kicking

(For video clips, click <http://www.rugbyxv.co.za/coaches-corner/trends/146-the-new-art-of-kicking>)

Games in 2009 could have had up to 90 kicks a game – more than one a minute. In 2010, under the ‘new’ tackle / ruck law interpretations, teams were kicking far less and in the Tri-Nations last year, games had less than 40 kicks a game. What are the implications?

#### Firstly a couple of questions:

- A) What Tri-Nations stand-off averaged the most number of kicks per game?
- B) Secondly, which team was the best attacking team in the Tri-Nations?

#### If your answers were:

- a) Dan Carter
- b) New Zealand

**You are right.**

The implications are that good kicking has become even more important. Kicking to re-arrange the back field and how the wingers defend is crucial to keeping the ball and attacking with purpose. Initially in the Tri-Nations, the Kiwis basically ran everything. Then, tactically, they introduced the short kick – grubber and chip kick behind to push the wingers back and make the 9 defend out of the line. This reduced the front line to 11 defenders, creating space.

Then, they started kicking long – forcing the wingers further back – and therefore taking two defenders right out of the line which meant the next time they received the ball they could explore this space by running and passing. They kept the defence guessing, allowing the All Blacks to have various attacking options – run, pass or kick plays.

A kick or run philosophy in attack is now vital. Look at how the defence position, then use kicks or running, passing plays to manipulate the defence.

Last year's teams just kicked, now teams just run; the best teams do both to control the defence. Kicking well, short and long is crucial for this.





### Kicking trends

(For video examples, see site: <http://www.rugbyxv.co.za/coaches-corner/trends/147-kicking-trends-in-the-game> )

#### Philosophies of kicking:

- Every kick must have a purpose
- Maximise field position
- The ability to get out of your half and play in the opposition's half
- Manipulate defensive systems.

#### Kicking trends in the game:

- With the 'new' law interpretations favouring the attacking team there is less kicking.

#### Accurate kicking with effective chase lines:

- Looking to turn the ball over once the opposition team is caught in possession or contest possession.

#### Kicking is used more and more as an attacking weapon (to create or attack space):

- The ability of the opposition to counter attack has become a big weapon
  - Referees are very strict on players not taking up the space before they are put onside by the kicker
- With this in mind you need to pick players that have the ability to:
  - Make field kicks
  - Counter (either by running or accurate kicking)
  - Turn poor kicks into points
- It is important to have left & right foot kickers – gives you more options especially on defence
- By accurate kicking you have the ability to dictate the pace of the game
- A quality goal kicker is non-debatable.

### Linkage between 9 & 10 must also be used at First XV level

#### By Eddie Jones

(For video examples see site: <http://www.rugbyxv.co.za/coaches-corner/trends/131-linkage-between-the-scrumhalf-a-flyhalf>)

While attack off 9 is very important these days, the linkage between 9 and 10 is equally as important.

The term linkage means that the attack shape off 9 and the attack shape off 10 are linked, and the defence have to defend both areas of the line – the ruck and the next transition line.

The classic example is when you have two runners off 9 with 10 then being flat enough to receive the ball having both inside and outside options available.

The defence needs to jam on the runners off 9 and that leaves space for the 10. If they don't jam then the option is on for the 9. The Springboks in 2007 were terrific at this.

### Breakdown

#### Key to modern breakdown:

- How to get optimal ball speed
- Ball carry options (teach them)
- Role of second / third man
- King's space – the need to win it
- How to practise the breakdown
- Defending breakdown (role of tackler, second and third man)
- Way forward.



**Slow ball management (key issues):**

- How to minimise slow ball
- Slow ball usage vs various defence patterns  
rush defence, high counter-rucking team, soft defence
- Need to be organised (shape and formation)
- Various options to use
- Need to realise practice speed of ball – how?
- Other issues.

**Tackle contest principles:**

In all cases the ball runner will attempt to win the contest through:

- Carrying ball in two hands
- Using evasion and footwork to target the defender's shoulder and beat the tackle
- Transferring the ball away from contact before tackle
- Using superior body position and leg speed to gain maximum yardage
- Off-loading to a support player if he has won the contest
- Present the ball efficiently for secure and swift recycling ('Gadget' placement\*).

\*Principles of gadget: twist body to ensure chest faces our goal line, look for extra 10 degrees. Reach back to full arm distance to place ball in a stationary position. Keep hand on ball until No. 9 calls.

In all cases the second man will, where possible:

- Position himself on the inside of hip of the ball runner (pocket)
- React to the running line of the runner, remaining tight on him so he can:
  - adjust to receive an offload in space  
OR
  - target the ball and ball runner (using the opposite shoulder position to the ball runner).  
If rip is possible, second man rips the ball  
OR
  - target any threats to position.

# FIRST **XV** PRACTICE

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## SCHEDULE

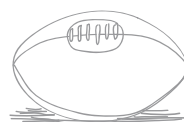
### Week 1: Practice 1, Session 1

Equipment requirements: balls, bags, suits, poles, cones, shields, hoops, ladders

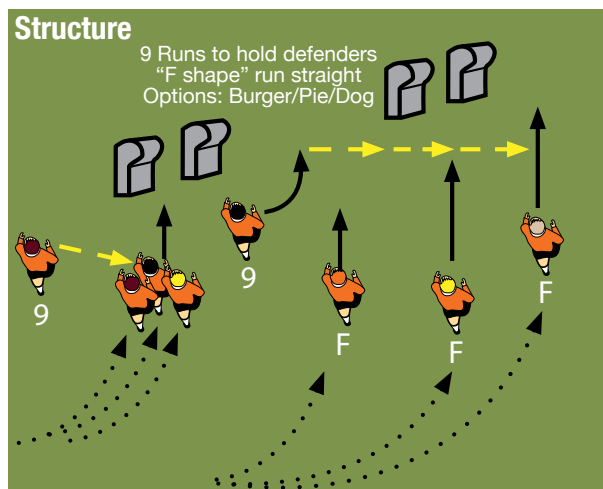
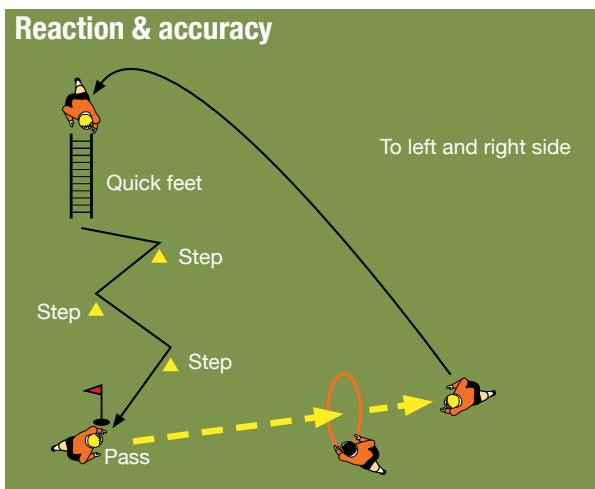
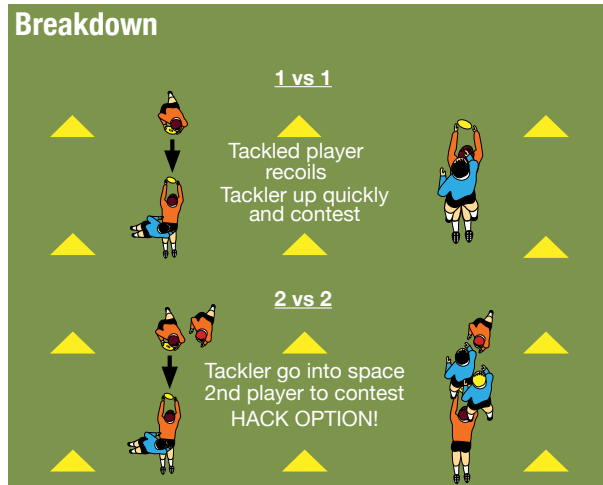
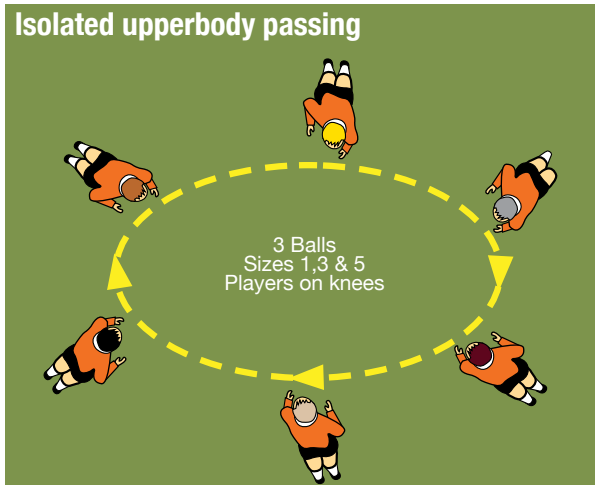
Session's focus: handling, Phase calls, breakdown, structure

Volume: high; Intensity: high

Session		Coaching points:
3.00 – 3.15pm:	Warm up	
	Visual awareness Reaction & accuracy	Peripheral awareness Passing accuracy
3.15 – 3.50:	Phase calls:	
	i) Simple ones – 2 / 3; bozo, Crab Apple, 10 / 12 Castle / Lager Amstel (ii) Build up two phases to: Snap, play to touchline Tuks – 15 comes into play Flash – quick hands	Show target & spot on ball Running lines and comm.  Re-alignment, pace on ball
3.50 – 3.55:	Water break	
3.35 – 4.15:	Breakdown: recoil and jackal	
	Build it up from 1 v 1 to 2 v 2 (side on tackle, front-on tackle – recoil)	
4.10 – 4.45:	Structure: Shape, Burger / Dog / Pie	
	3 plays i) Canterbury / Red (tiger) ii) Apple 10 / Burger (Optus) ii) Crab / Burger (Black)	



U19 S1 Week 1



Comments/Evaluation

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### Week 1: Practice 2, Session 2

Equipment: balls, suits, shields

Session's focus: Unit skills/recap phase calls/structure

Session		Coaching points:
3.00 – 3.15pm:	Warm up - Recap on phase-calls	
	2/3 / Crab / Bozo Castle / Lager Amstel	50% effort Communication
3.15 – 3.50:	Breakdown – ball presentation / clean-out	
	Slow ball management	Long place Basics of slow ball
3.50 – 3.55:	Water break	
3.35 – 4.10:	Unit Skills: Forwards – scrum; Backs – scrum attack / counter-attack	
	Backs to do wide clean-outs	
4.10 – 4.45:	Structure – Lineout attack	
	Lineout defence	
4.40 – 5.00:	Kick-off and penalty and short-arm options	

Lineout structure:

Five-man lineout: vacuum attack (Black play). Cowboy/Burger/Hands

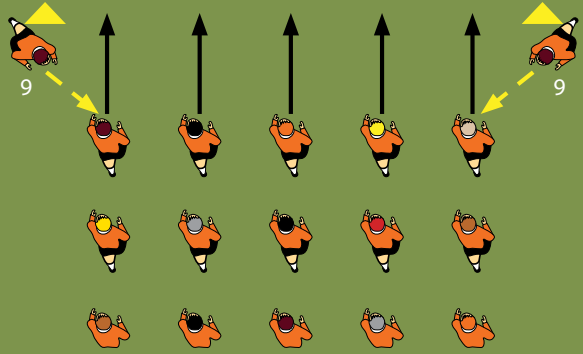
Full lineout: Dummy basket/Dog/Bozo 10 (Optus)

Six-man: Wellington/Red (Tiger play)

Full lineout: Castle 10/Apple 10/Burger/Snap (Sharks play)

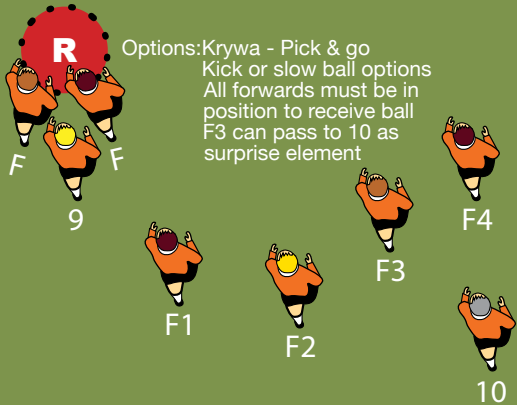
### U19 S2 Week 1

**Phase calls**  
 Scrumhalf passes from both sides  
 Do phase calls off 1st or 2nd receiver



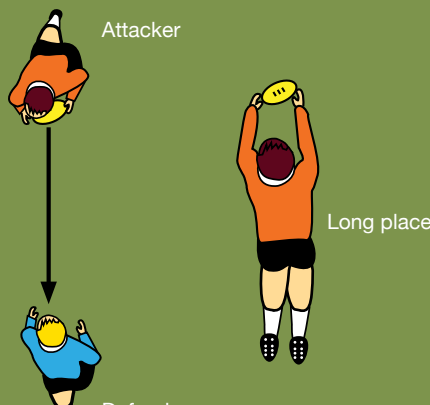
U19 S2 Week 1

### Slow ball management



Options: Krywa - Pick & go  
Kick or slow ball options  
All forwards must be in position to receive ball  
F3 can pass to 10 as surprise element

### Breakdown



Attacker

Defender

Long place

Comments/Evaluation

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### Week 1: Practice 3, Session 3

15 min warm-up: same as on match-day

15 min: Structure – Both attack and defence, scrum and lineout.

15 min: Kick-offs and penalty organisation.

### Comments/Evaluation

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### Week 2: Practice 1, Session 4

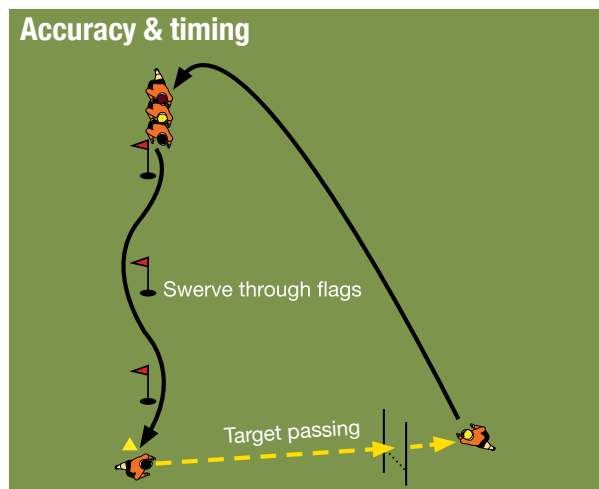
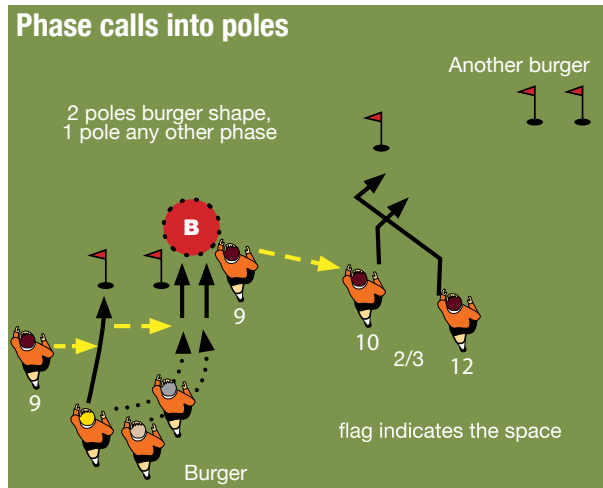
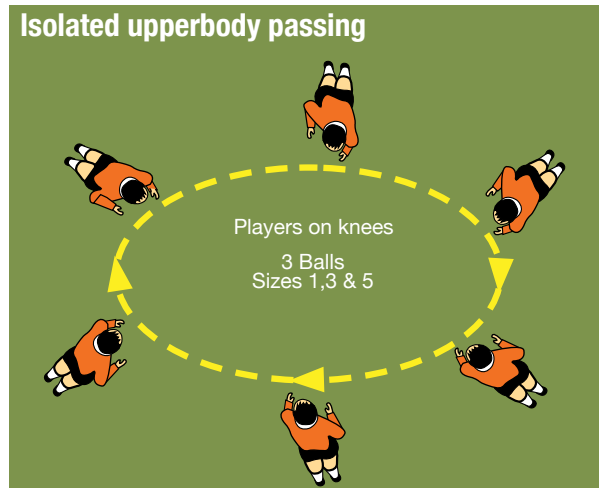
Equipment: balls, bags, suits, poles, shields, cones

Session's focus: visual awareness / Phase calls / Lineouts

Volume: high; Intensity: high

Session		Coaching points:
3.00 – 3.15pm:	Warm up	
	i) Visual awareness: Isolated upper body passing – 3 balls sizes 1, 3 & 5 ii) Swerve running and passing at target	50% effort Communication
3.15 – 3.40:	Phase calls into contact shields	
3.40 – 3.45:	Water break	
3.45 – 4.15:	Unit skills – forwards lineout	
	Backs: i) rhythm and angle running (10 minutes of Basket / Rocket / Castle / Amstel / Lager) ii) Decision-making 4 v 2 (10 mins of 4 v 2, 5 v 3) iii) Vacuum attack (10 mins of Rocky 7/12)	
4.15 – 4.30:	Structure 3 plays off attacking lineouts (Cowboy / Canterbury)	
4.30 – 4.40:	Skills extras	
	Tight 5 – lineouts Loosies – Recoil / Jackal and Body positioning and clean-outs Backs – Blindside attack	

U19 S4 Week 2



Comments/Evaluation

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Week 2: Practice 2, Session 5

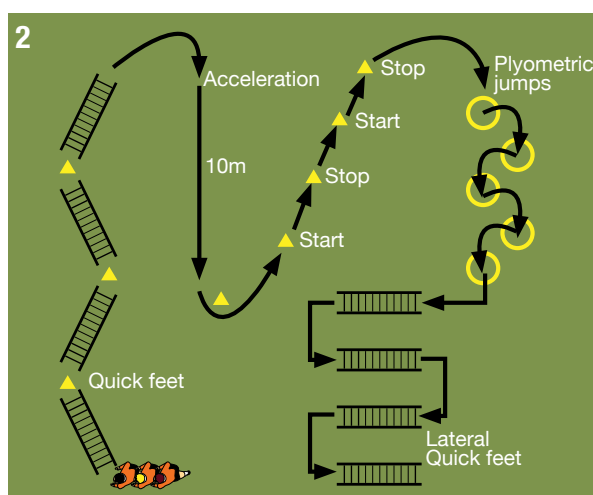
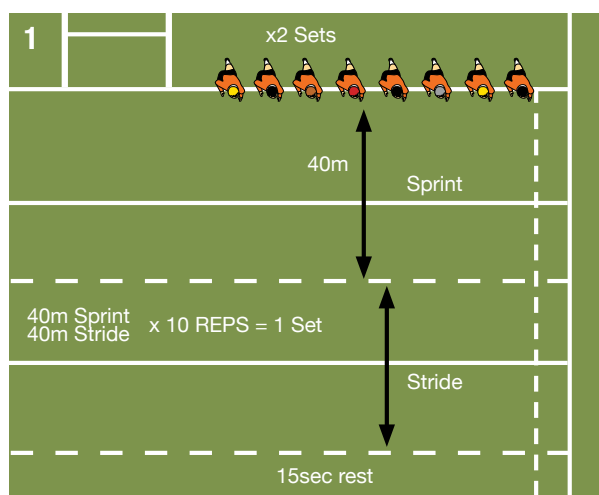
Equipment: balls, suits, shields, cones

Session's focus: fitness / defence

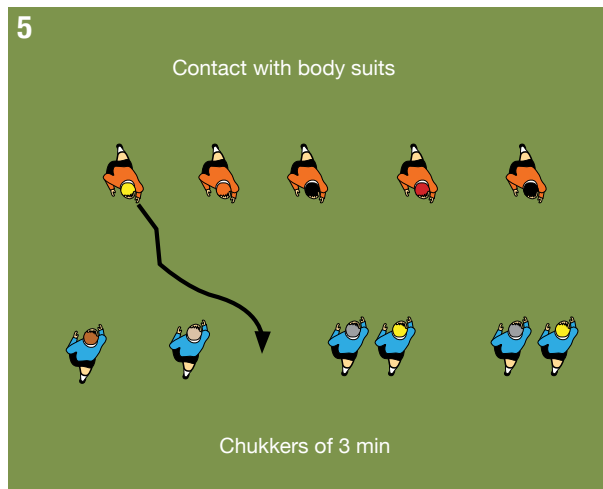
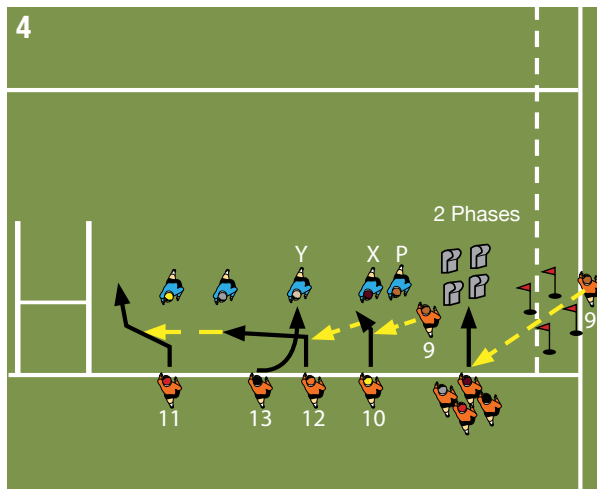
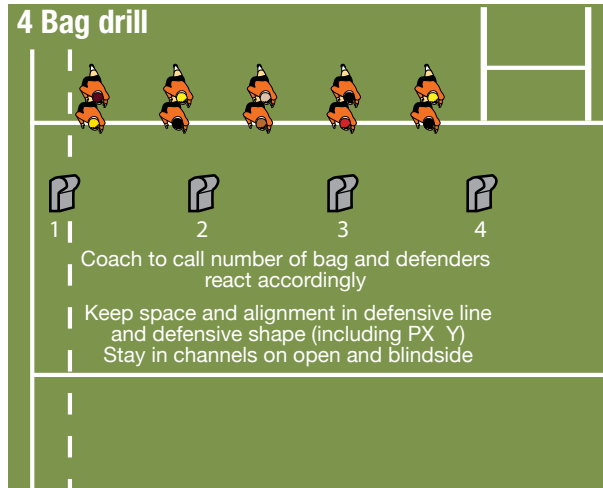
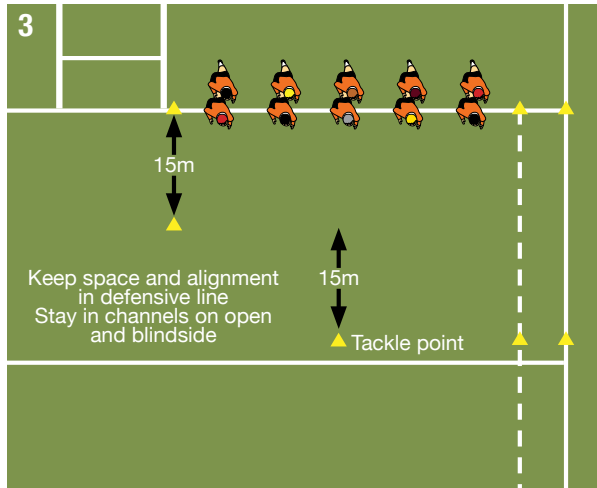
Volume: high, Intensity: high

Session		Coaching points:
3.00 – 3.45pm:	Anaerobic session	
3.45 – 3.50:	Water break	
3.50 – 4.05:	Alignment (defence in channels)	
		Spacing, communication
4.05 – 4.15:	Organisation defence / shape	
		PX Y
4.15 – 4.30:	Both above principles in contact	
		80% effort

U19 S5 Week 2



U19 S5 Week 2



Comments/Evaluation

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**Week 2: Practice 3, Session 6**

**Captain's practice – 60% effort**

**Plays from lineouts:**

- Fox: Dummy Basket / Dog / Vodka 8 (O)
- Fox: Sokkies / Red / Lager 10 (S)
- Vix: Rocky 7 / Dog / Clown Wide (B)
- Spok: Wellington / Red (T)
- Spok: Triple C / +1 / Vodka / Flash (SH)
- Fox: Castle 10 / Apple10 / Burger / Snap (SH)
- Spok: Rocky 12 / Burger / Compass (O)

**Defensive:**

- Tetra: Barney / Wellington / Flags 1 or 5
- Vix: Canterbury / Flags 1 or 5
- Vix: Sokkies / Veters / Ice 9

**Comments/Evaluation**

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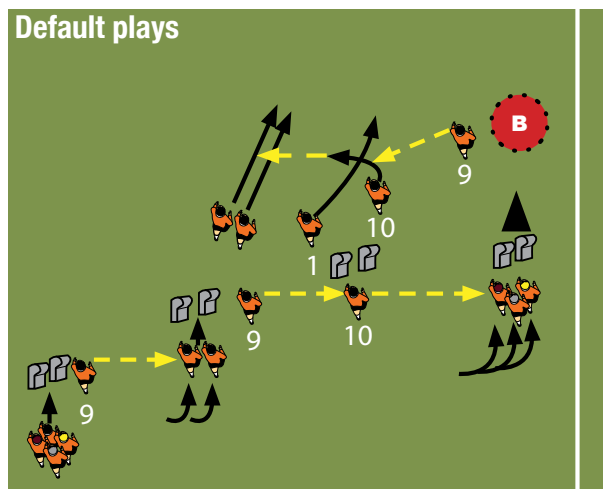
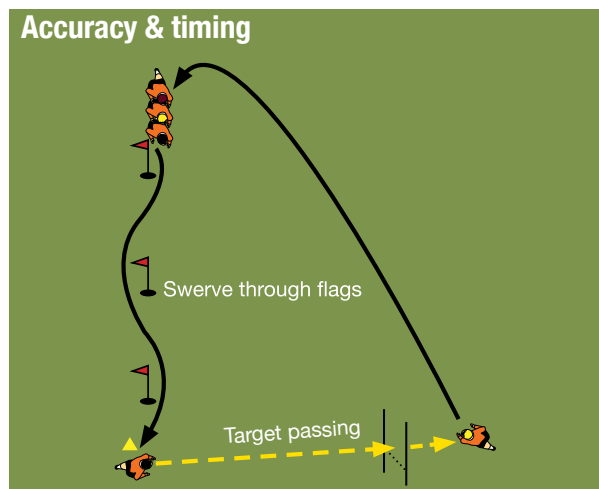
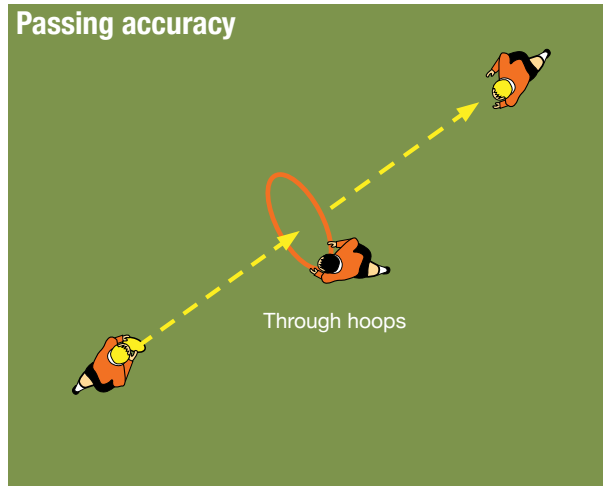
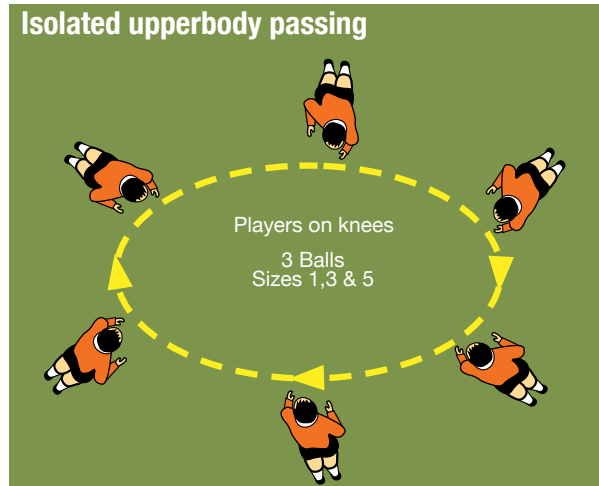
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**Week 3: Practice 1, Session 7**

Equipment: balls, suits, shields, cones  
 Session's focus: default plays / dolley & latch / vacuum attack  
 Volume: medium, Intensity: medium

Session		Coaching points:
3.00 – 3.15pm:	Warm up – Eye vision drills	
		Accuracy and timing
3.15 – 3.20:	Water break	
3.45 – 4.15:	Default plays	
	i) Ace 9 ii) Baby care / Ace+ iii) Baby/Amstel iv) Latch 10	Run hard Cleaners over & past ball
4.45 – 4.15:	Vacuum attack	
	i) Canterbury ii) Cowboy iii) Triple C iv) Rocky 7/12 v) Rambo	All to 1st breakdown
4.15 – 4.40:	Structure – Vacuum attack and Dog or Burger	

U19 S7 Week 3



Comments/Evaluation

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Week 3: Practice 2, Session 8

Equipment: balls, bags, suits, cones

Session's focus: dolley & latch / lineout structure

Volume: medium, Intensity: high

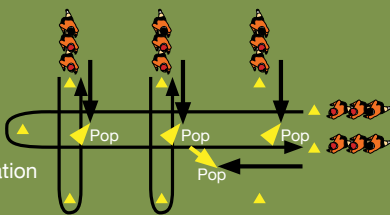
Session		Coaching points:
3.00 – 3.15pm:	Warm up – Hand / eye co-ordination drill	Evasive Running
	Quick Hands drill, 3 v 2	Accuracy and timing
3.15 – 3.30:	Water break	
3.45 – 4.15:	Dolley & Latch	
		Anticipation
4.45 – 4.15:	Mauling technique (mini-maul / to exhaustion)	
		Body positioning & timing: leg-drive
4.00 – 4.20:	Lineout structure	
	i) Castle 10 / Apple 10 / Burger / Snap (SH)	
	ii) Rocky 7 / Dog / Clown Wide (B)	
	iii) Rocky 12 / Burger / Compass (O)	
	iv) Wellington / Red (T)	
4.20 – 4.45:	Scrum session	



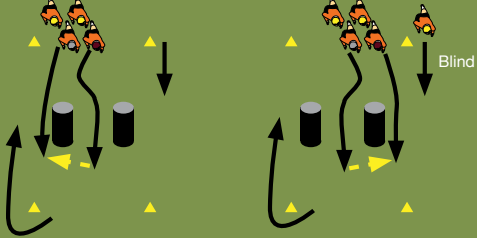
U19 S8 Week 3

**Warm up**

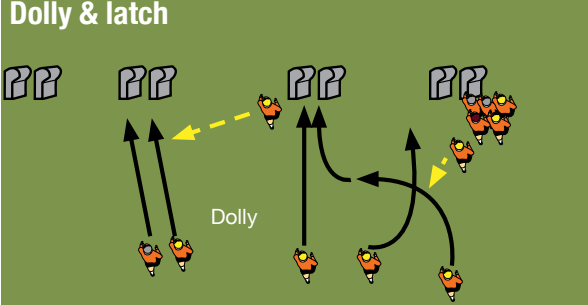
**A**  
Ball size 1 & 3  
Evasive running  
Eye hand co-ordination



**B**



**Dolly & latch**

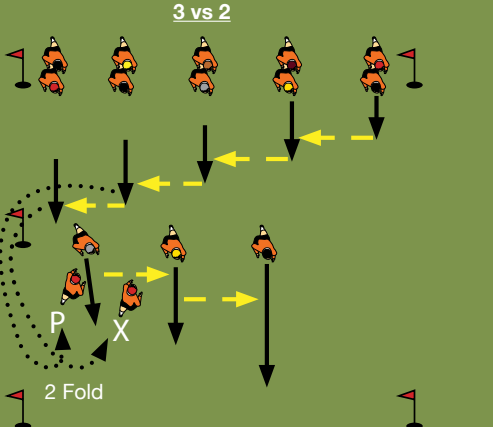


Dolly

Left to right & right to left

**Quick hands**

3 vs 2



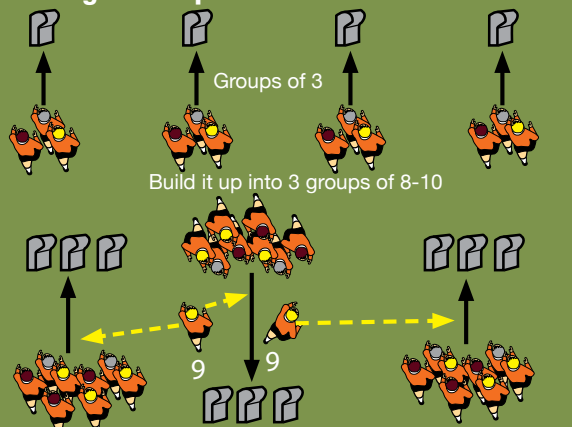
P X

2 Fold

**Mauling technique**

Groups of 3

Build it up into 3 groups of 8-10



9 9

Comments/Evaluation

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**Week 3: Practice 3, Session 9**

**Captain's practice**

Equipment: balls, suits, shields, cones, bibs

Session's focus: defence

Volume: high, Intensity: high

15 mins: Six-touch

20 mins: Structure: Lineout and scrums

10mins: Kick-off receiving

5 mins: Counter-attack and turnover attack.

**Comments/Evaluation**

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**Week 4: Practice 1, Session 10**

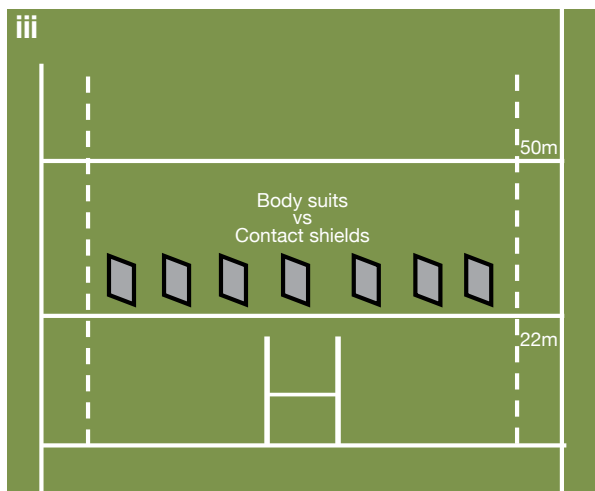
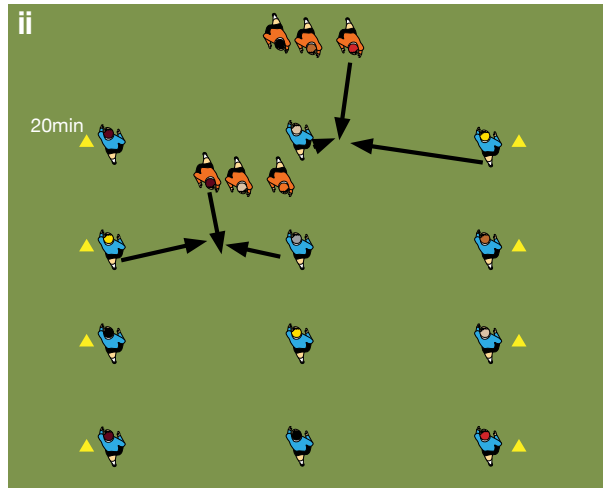
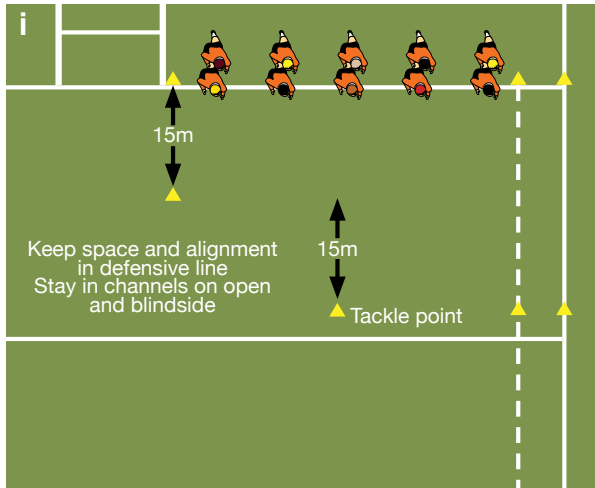
Equipment: balls, suits, shields, cones, bibs

Session's focus: defence

Volume: high; Intensity: high

Session		Coaching points:
3.00 – 3.20pm:	Individual warm up:	
3.20 – 3.30:	Alignment drill	
		Spacing / VWC / communication
3.30 – 3.50:	Adjustment drill	
		Double-hit / reaction
3.50 – 4.05:	Defence into shields	
		Shape / straight line
4.05 – 4.20:	Body suits vs Body Suits	
	Attack from lineouts and scrums	Shape / pillar defence
	Set plays and multi-phase attack	2nd man make decision

U19 S10 Week 4



Comments/Evaluation

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Week 4: Practice 2, Session 11

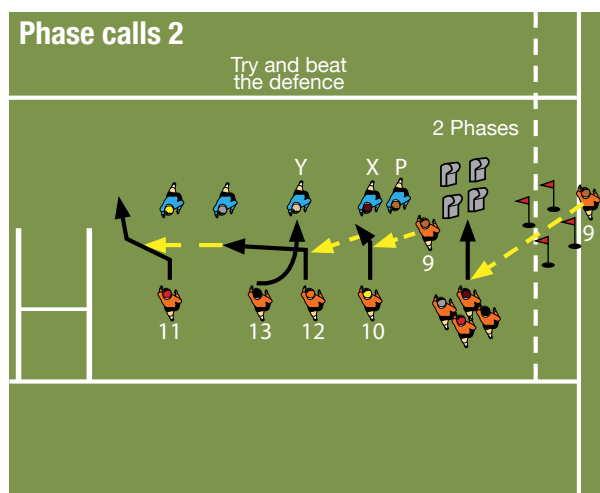
Equipment: balls, suits, shields

Session's focus: phase calls / defence / structure

Volume: medium, Intensity: high

Session		Coaching points:
3.00 – 3.20pm:	Warm up – phase calls into bags	
		Communication & running lines
3.20 – 3.35:	Defence: consolidation	
		Shape / alignment
3.40 – 4.00:	Waterbreak	
4.00 – 4.20:	Lineout structure	
	Wellington / Red (T) Castle 10 / Apple 10 / Burger / Snap (SH) Sokkies / Red (S) Rocky 7 / Dog / Clown wide (B) Rocky 12 / Burger / Compass (O)	

U19 S11 Week 4



Comments/Evaluation

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### Captain's practice, Session 12

See captain's practice template, U14 Week 1, Session 3.

### Comments/Evaluation

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### Week 5: Practice 1, Session 13

Equipment: balls, bags, suits, poles, shields, cones

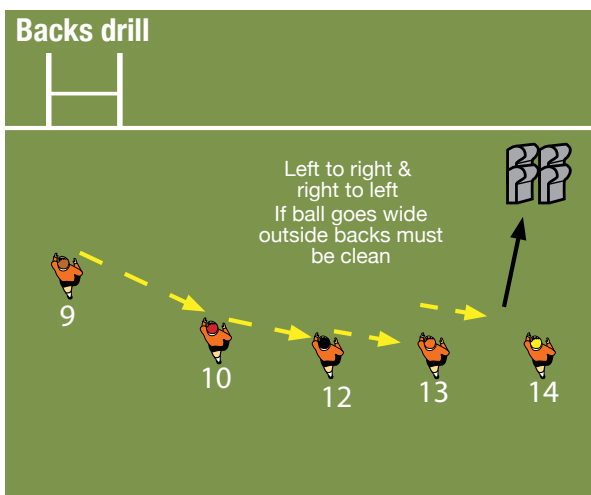
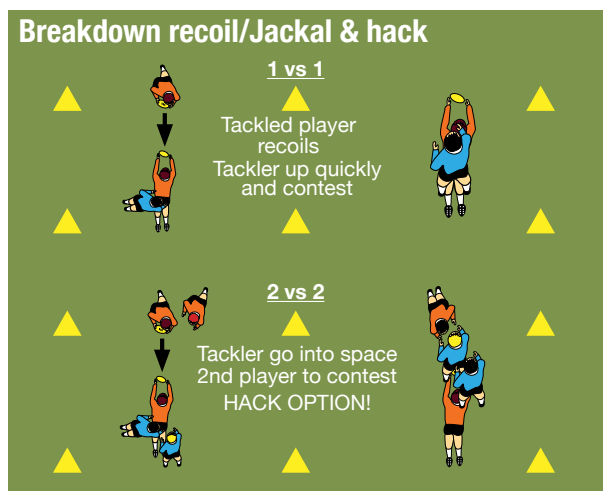
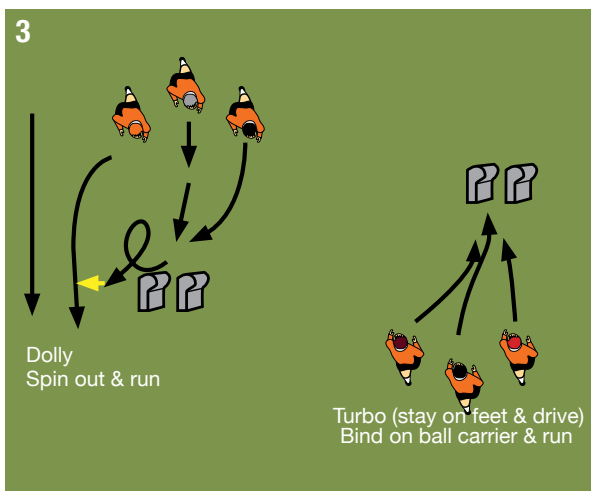
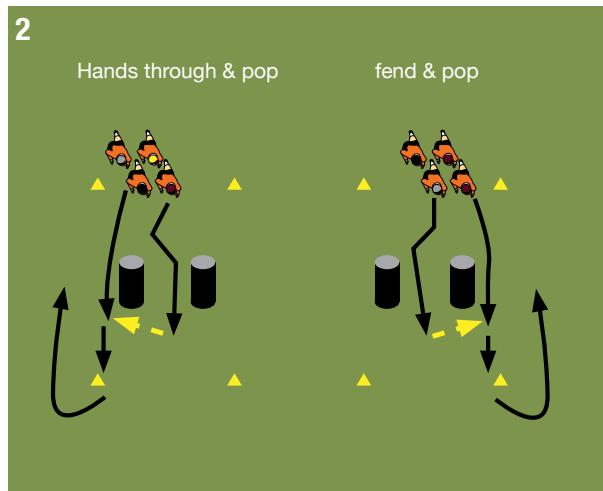
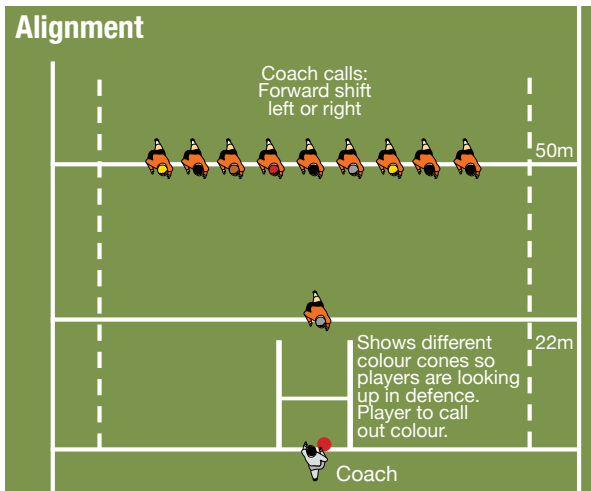
Session's focus: breakdown, mauling, plays from mauls. Cleaning wide

Volume: medium, Intensity: high

Session		Coaching points:
3.00 – 3.20pm:	Warm up – phase calls into bags	
	i) Alignment drill ii) Offload in contact hands through & pop (depth, timing and anticipation) offload in contact Dolly and Turbo (Drive on carrier)	Discipline / VWC
	Water break	
3.20 – 3.35:	Breakdown:	
	Re-coil / Jackal & Hack, 1 v 1, 2 v 2	Body position, reaction
3.50 – 4.30:	Unit Skills –	
	Forwards: kick-offs & mauling, lineout peels Backs: Wide clean-outs, plays from drives, linebreaks (4 v 2, 4 v 3, 5 v 4), Vacuum attack (accuracy and timing)	



U19 S13 Week 5



Comments/Evaluation

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### Week 5: Practice 2, Session 14

Equipment: balls, shields, suits, cones

Session's focus: phase call, scrum attack, scrummaging

Volume: medium, Intensity: high

Session		Coaching points:
3.20 – 3.35pm:	Warm up	
3.20 – 3.35:	Phase calls – into poles	
		(Communication / VWC)
	Water break	
3.40 – 4.00:	Unit skills	
	Forwards – scrumming	Timing & lean principle
	Backs – scrum attack with opposition	Execution and accuracy
4.00 – 4.10:	Tight 5 and 10s – kick-offs	
	ii) Loosies and 9 and 12s – roll outs	
	iii) Back 3 and 13 – high ball management	

#### Comments/Evaluation

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### Captain's practice, Session 15

See captain's practice template, U14 Week 1, Session 3

#### Comments/Evaluation

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### Week 6: Practice 1, Session 16

Equipment: balls, suits, bags, poles, shields, cones

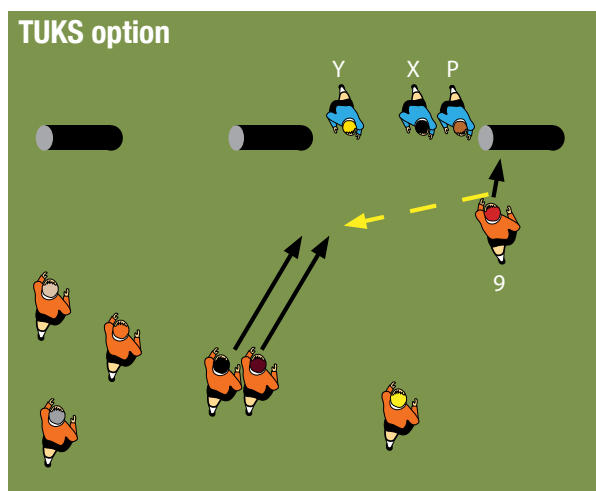
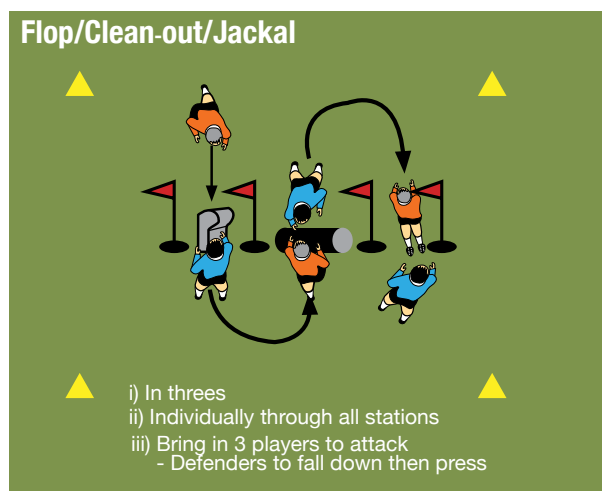
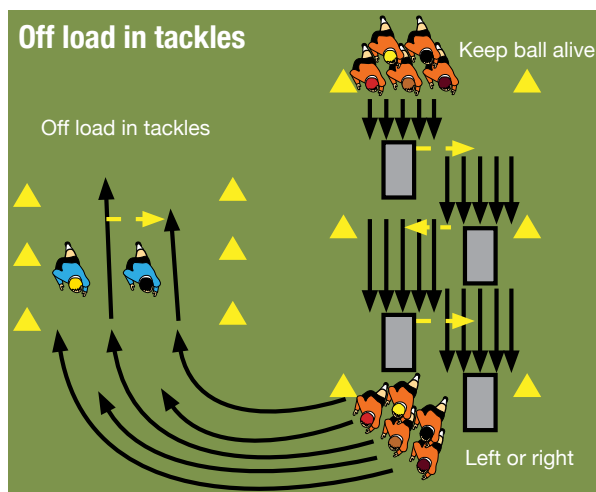
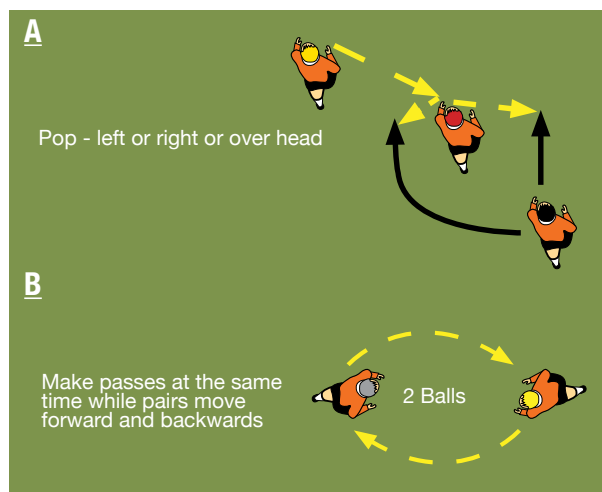
Session's focus: cleanouts, contacting, Tuks options, lineout structure

Volume: medium, Intensity: high

Session		Coaching points:
3.00 – 3.20pm:	Warm up	
	Eye – co-ordination / passing accuracy	Timing, accuracy
	Reaction & timing & communication	
3.20 – 3.45:	Clean-outs / flop / jackal	
		Body position
	Water break	
3.50 – 4.00:	Off-loading on contact	Ball protection, depth, timing, comm.
4.00 – 4.15	Unit skills	
	Forwards – lineouts	
	Backs – lineout plays (attacking various areas)	
4.15 – 4.30	Lineout structure (timing / delivery – 9 to 10, 2 to 9 to 12)	

**Notes:** Lift intensity

U19 S16 Week 6



Comments/Evaluation

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### Week 6: Practice 2, Session 17

Equipment: balls, bags, suits, poles, shields, cones, bibs, medicine balls

Session's focus: breakdown / defaults / scrum structure

Volume: medium, Intensity: high

Session		Coaching points:
3.00 – 3.20pm:	Warm up	
	i) Peripheral awareness drill ii) Rhythm reaction accuracy iii) 4 v 2 v 2	Reaction & vision Handling
	Water break	
	Breakdown: Re-coil and Jackal	Presentation and body position
3.35 – 3.45:	Defaults:	
	i) Baby Ace ii) Baby Ace iii) Turbo iv) Ace / Ace+	Communication Running lines & timing Timing
3.45 – 4.05:	Structure: Scrum attack and defensive kicking options	Timing & organisation
4.05 – 4.15:	'Sex'	
	i) Scrumming – forwards ii) 9s, 10s and 15s – Pressure on kickers iii) Outside backs – passing at pace	

#### Notes:

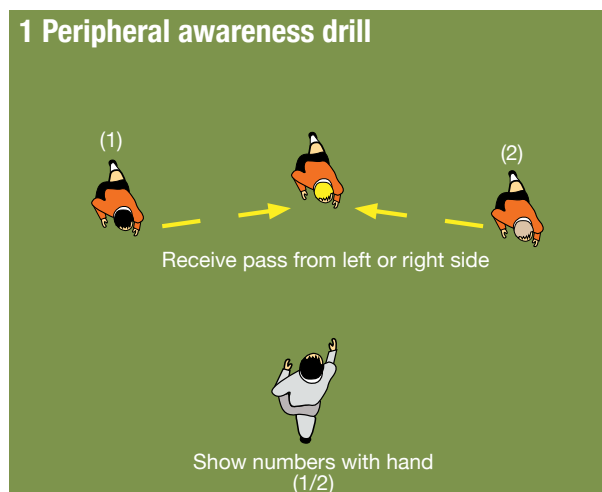
Breakdown: recoil and jackal – medicine balls, and body suits

Default plays: hit shields, balls



U19 S17 Week 6

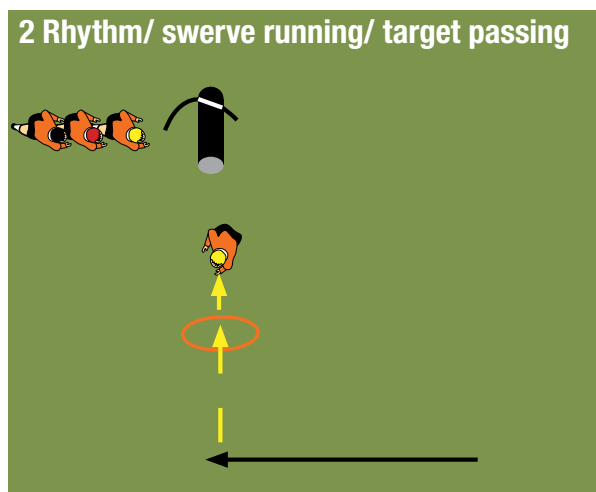
**1 Peripheral awareness drill**



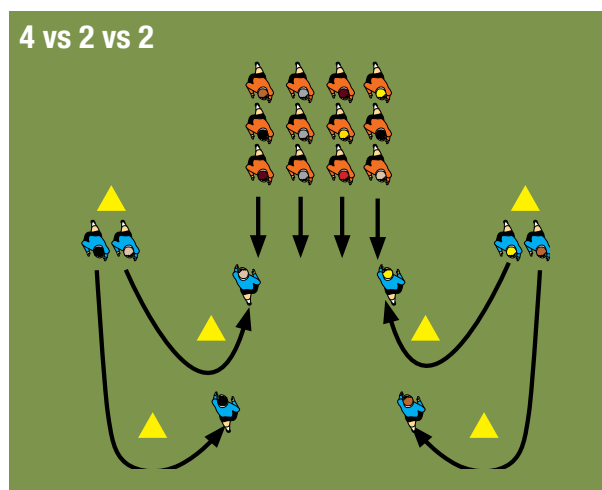
Receive pass from left or right side

Show numbers with hand  
(1/2)

**2 Rhythm/ swerve running/ target passing**



**4 vs 2 vs 2**



Comments/Evaluation

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**Captain's Practice, Session 18**

See captain's practice template, U14 Week 1, Session 3.

Comments/Evaluation

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A six-week programme has been set out as a guideline for coaching the First XV, but you will need to plan the rest of the season based on the guidelines and checklists and what you feel will meet your team's specific requirements.

# CONCLUSION

This manual should encourage coaches and masters-in-charge of rugby at all schools to create a streamlined system so that there is definite and noticeable progression from age-group to age-group. If the correct planning is adopted and implemented from U14, all players should have been exposed to similar drills by the time they reach matric, and should therefore be afforded the best possible opportunity to develop their skills.

Individuals will have expanded their skills-base and achieved the required level from the co-ordinated and structured practice schedule provided, and then from

their coaches who developed the practice schedule further to suit the needs of the team. It is imperative that the correct planning is in place, and that all coaches across the school are in agreement on what the school's rugby aims are, so as to promote cohesion between the coaches and players across different age-groups and the various teams in those age-groups. This will ensure that the potential of players and coaches is maximised.

**To find out more information on rugby analysis, coaching techniques and workshops, visit [www.rugbyxv.co.za](http://www.rugbyxv.co.za)**







## Acknowledgement



Discovery Vitality would like to thank the following people and institutions for their contributions to this manual, without which it would never have been possible:

Rory Ross Photography for his precise and easy-to-follow diagrams and pictures, the South African College High School (SACS) for providing a lovely location and venue for the photo shoot, and Grant Ball for his dedication and hard work in writing this manual with Jake White.



# APPENDIX A

## DAILY SCHEDULE

Week:  Practice no:  Equipment requirements

Session no:  Balls  Bags

Sessions focus:  Suits  Poles

Coach:  Duration:  Shields  Cones

Session rating:  Volume:  Intensity:  Tyres  Bibs

Other:

Time	Activity / explanation	Coaching points



## Diagrams/Conclusion



Diagrams

Comments/Evaluation

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