

② PROGRESSION - DEFENSIVE COMMUNICATION

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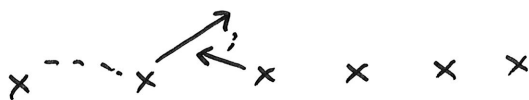
* PLAYERS JOIN HANDS & MUST KEEP THE BALL IN THE MIDDLE OF THE PACK AS PLAYERS PASS THE BALL IN 1 DIRECTION THEN BACK AGAIN



* IN THE SECOND STAGE ATTACKING PLAYERS CAN THROW DUMMIES & CHANGE THE PASSING DIRECTION AT ANY TIME

③ PROGRESSION - DEFENSIVE COMMUNICATION

INTRO TO LINE DEFENCE



* USING THE PRINCIPLES LEARNT IN PREVIOUS DRILLS WE CAN NOW USE THE SQUEEZE TECHNIQUE TO DEFEND THE

* ALLOW PLAYERS TO SWITCH etc BUT DO NOT INTRODUCE JUMPING UNTIL CONFIDENT.

* ENSURE TALK IS LOUD SAME PRINCIPLE AS WHEN THEY WERE HOLDING HANDS.

8. Your team is competing in a local competition against a side whose main attack is working set moves on the 4th touch. How would you alter your game plan to apply pressure to prevent them scoring touchdowns.

A. I would ensure that early in the touch count the team was pinned down in their own half by shooting up on the players. On the first touch players 2 & 4 would shoot up so as to pin down the first touch with 1,3 & 5 ready for the next shoot. This allows player's 2 & 4 to readjust for 3rd shooter. The awareness of the style of play is something that you can make your team aware of but try not to emphasise that this will occur all the time, there is danger involved with over reading the play.

9. John n Smith is an "A" division player in our local competition who shows a degree of potential. However he displays a lack of commitment in defence. How would you correct this problem?

A. I would talk to the player primarily about his goals as a player & whether or not he wanted to go any further or not. If he did I would invite him along to a training session for the representative side for the district & let him train with the team. When the team moved onto their defensive work, I would sit him behind the scoreline with the captain & myself & talk through the defensive style of the team & the policy. When fully understood I would throw him in the deep end, while being positive & encouraging at all times. After the session I would talk to him on the area's for improvement & take him to the next representative game so that he could witness the level of effort required at that level. I would then work with him to correct his lack of commitment while being a member of the squad with a view to eventually having him in the team.

10. What do you see as the advantages & disadvantages of each of the options in team formations?

A. I have changed the formation to 1-6 as for the six-aside game.

Option 2: 1& 6 should have reasonable ball skills as they may get caught out of position in the faster game.

Option 2: 2 & 5 in today's game should have very good ball skills as well as exceptional pace & a good work rate

Option 2: 3& 5 are the workers in the team as well as being excellent communicators, fast & able to read the play.

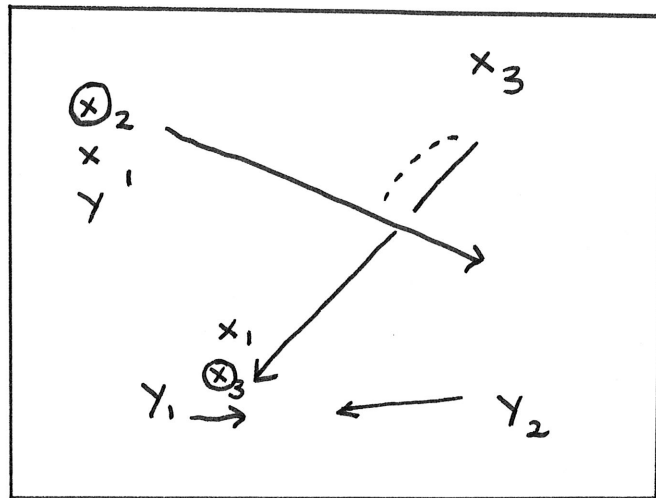
I believe option 1 to be a more accurate description of what is required for the formation of today's teams.

11. List the skills you would require from your players in positions 1-6.

- A. Wingers: Positions 1& 6
Excellent communicator
Good acceleration & maintains high pace
Reasonably tall (important for the taking of the long ball)
Well disciplined
Ability to read when to come in on the cut off
Good ball skills
Ability to finish
Does not panic & takes the ball as a priority
Keeps good depth
Ability to hit holes
Switches back as the last option
- Links: Position 2 & 5
Good specific talkers
High work rate
Good ball skills
React quickly to calls
Hit good holes
Good acceleration & pace
Look for phase play
Readjusts well
Works off the ball
Good agility
Good attacking attributes – step, dummy, dive
Good communicator
Reads the play well
Excellent on the cutoff
- Middles: Position 3 & 4
Controls the play
Goes forward
Quick off the mark
High work rate
Good ball skills
Reads the play
Excellent communication
Good knowledge of team patterns & plays & the ability to control their execution
Aggressive defender
Low mistake rate
Play the phases well
Ability to attack with ball skills & step etc
Good vision

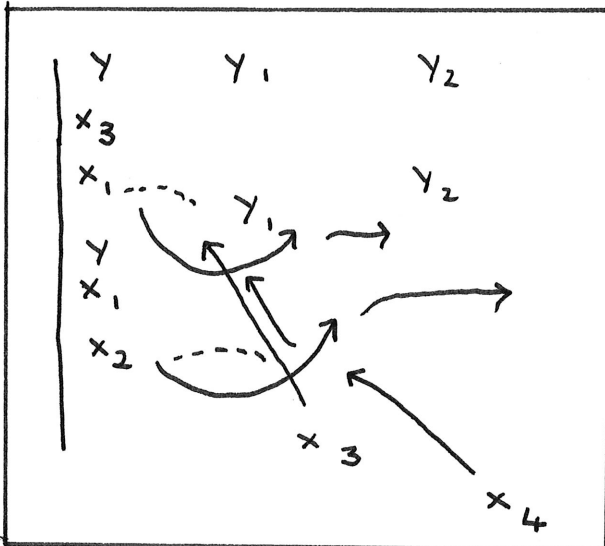
12. Using diagrams, describe another 3 examples of settling the ball. Be prepared to present them in the practical session at the course. (time 20 min).

① SETTLE PATTERNS - QUEENSLAND



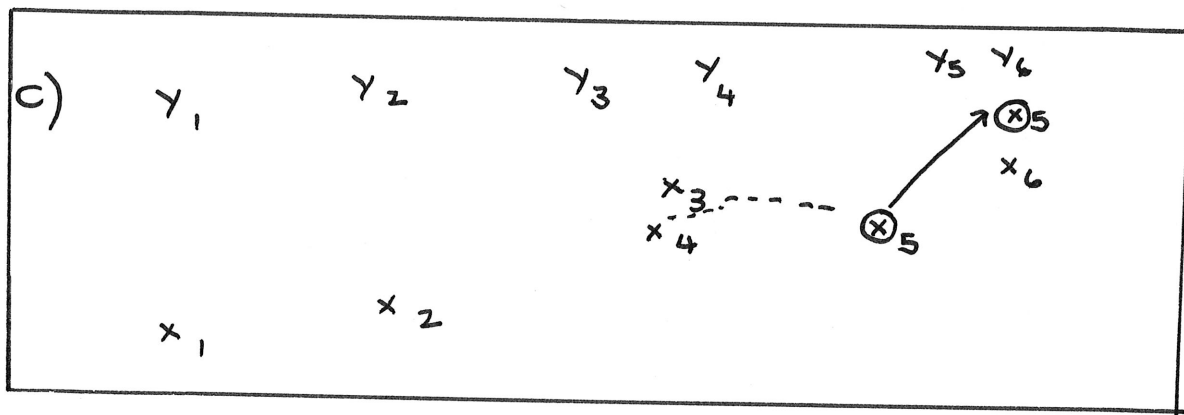
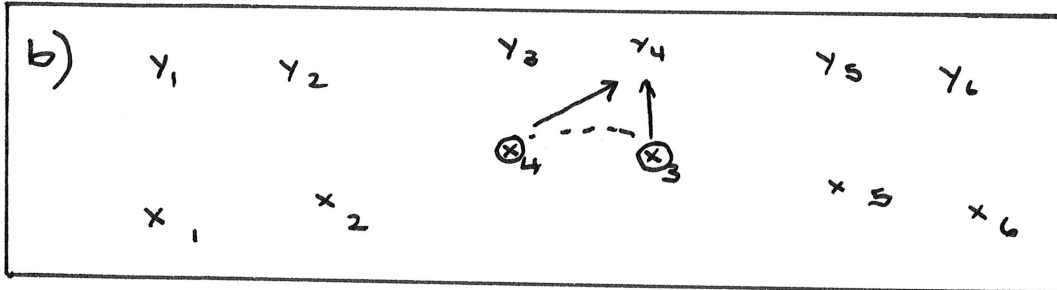
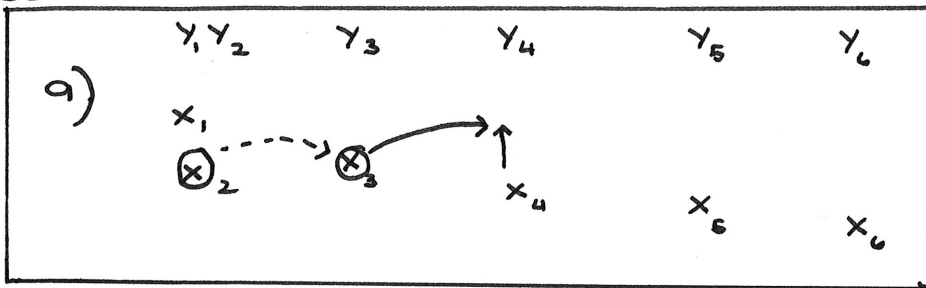
- * AT THE ROLLBALL THE ACTING HALF TAKES OFF & GIVES A LAZY SWITCH TO THE ONE OFF PLAYER WHO RUNS BACK TOWARD THE ORIGINAL DEFENDER
- * THE PROCESS IS REPEATED TO THE OPPOSITE SIDE & BACK ON THE SAME DEFENDER

② SETTLE PATTERNS - SUB-BOX



- * PLAYERS PERFORM ROLLBALL ON THE SIDE LINE & THE ACTING HALF WRAPS THE 1st RECEIVER
- * 1st OFF DUMMIES WRAP & DRIVES BACK DOWN SIDE LINE
- * x4 GETS READY FOR THE NEXT HIT & x1 WILL WRAP OUT.

③ SETTLE PATTERNS - OK



- * X₂ PASSES TO X₃ WHO TAKES THE BALL OVER & DUMPS IN FRONT OF X₄.
- * X₃ SPLITS & X₄ PICKS THEM UP WITH A QUICK RELEASE PASS
- * X₃ THEN DRIVES THE BALL & X₄ GETS TO HALF
- * X₄ THEN PASSES TO X₅ THAT DUMPS INFRONT OF X₆
- * REPEAT IF DESIRED

13. List 4 reasons why you feel settling the ball will help in attack.

- A. Minimum players touching the ball therefore the mistake rate is low
 Low number of players involved allows substitutions to happen
 You control the pace of the game – can be done fast & slow

Gains a large amount of metres for minimal effort
 The attacking team by initiating the touch controls the location of the mark
 Settlers are easily organised
 They require only minimal communication

14. At stages of the game would you instruct your team to settle the ball?

A. I would tell my team to settle the ball primarily in the first 5 to 10 minutes of each half. It may also be a useful tool to close out a game with a minimal mistake rate.

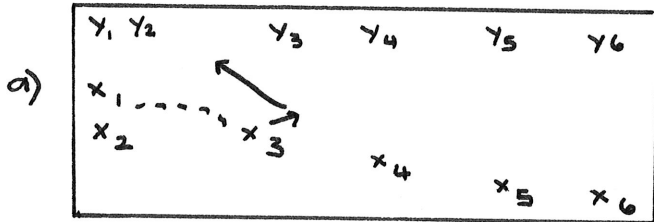
15. Give 2 more examples of defensive patterns you would use against a team who settles the ball.

A. Soak or lane Defence: Players stay in their lanes & allow the team to come forward to them without applying too much pressure, as the defence is not working hard to cut the attack off, it is not difficult. This conserves energy for attack & minimises confusion rolling into the line.

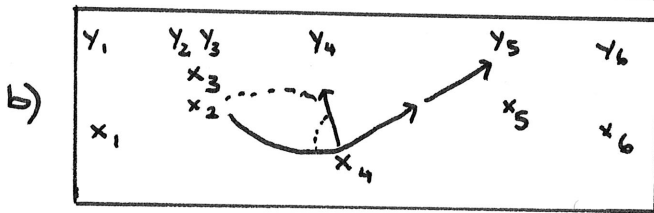
Aggressive cut off with shooters: On the first touch players 2 & 4 would shoot up so as to pin down the first touch with 1,3 & 5 ready for the next shoot. This allows player's 2 & 4 to readjust for 3rd shooter. (diagram to assist) - **DIAGRAMS ON OPPOSITE PAGE** →

16. Using diagrams, explain 3 more set plays you have found successful. Be prepared to present them at the course. (20 Min)

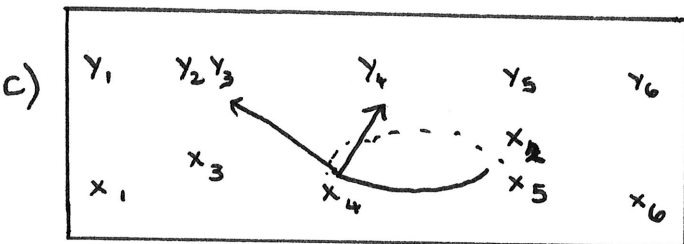
① SET PLAY - 21



* X2 PASSES TO X3 WHO DUMMIES & DRIVES THE BALL BACK TO X2



* X2 GIVES THE BALL TO X4 WHO GIVES A FRONT SWITCH OR A WRAP DEPENDING ON DEFENCE
 * X2 DRIVES ACROSS TO FAR LINK & X4 READJUSTS.

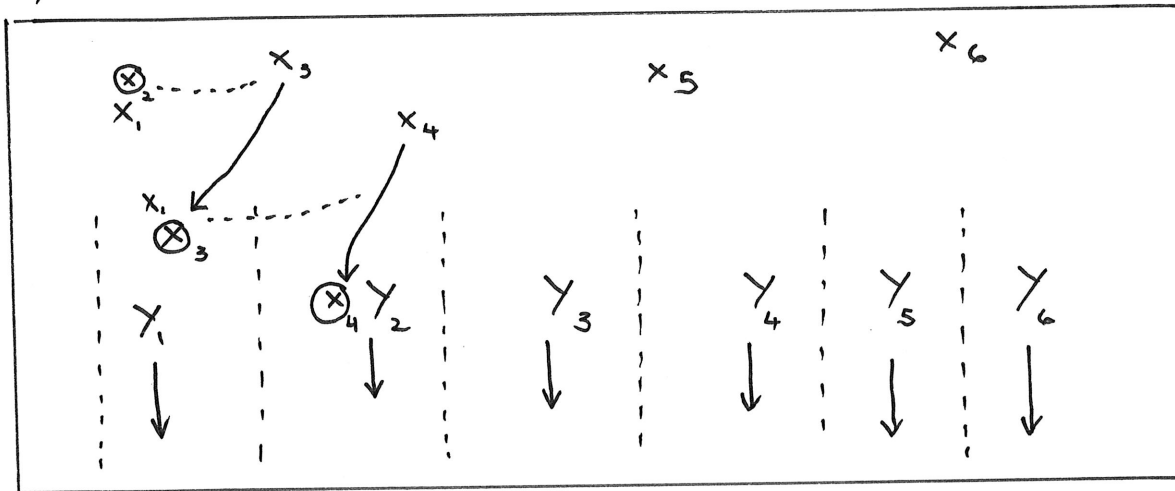


* X5 NOW REPEATS THE ACTIONS OF X2 WITH X4 DOING THE SAME

* A SET PLAY IS RUN AFTER THE RUCKING

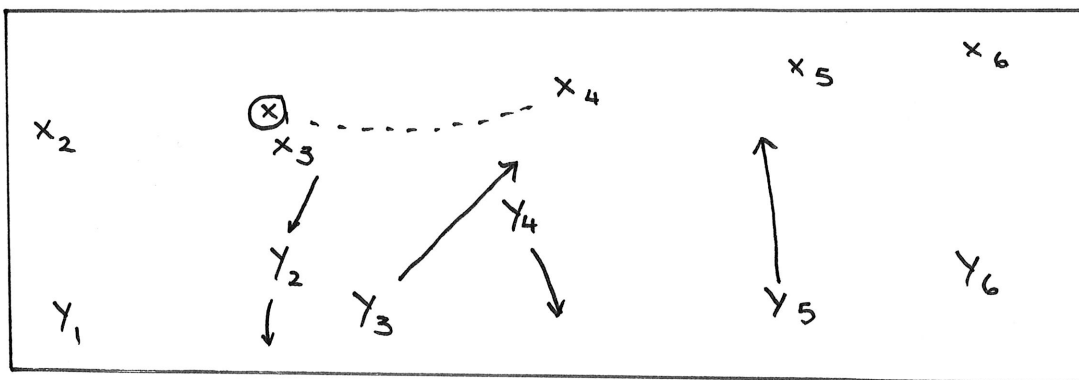
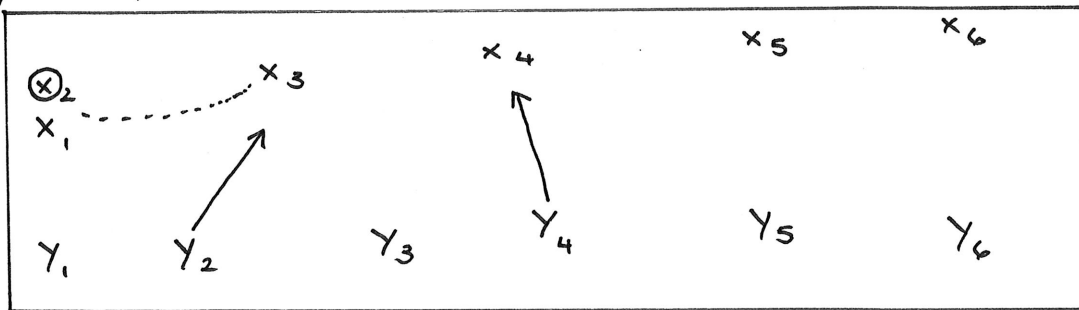
15/

a) SOAK OR LANE DEFENCE



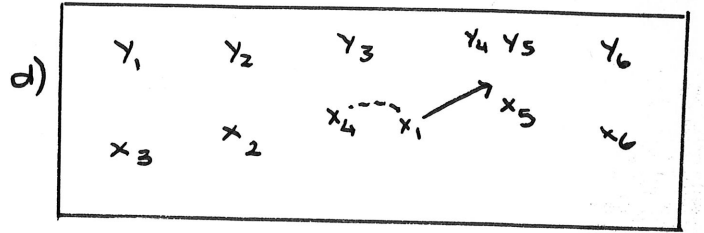
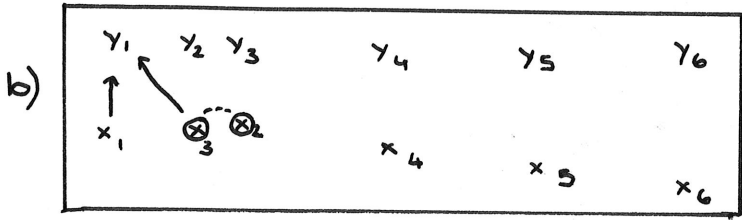
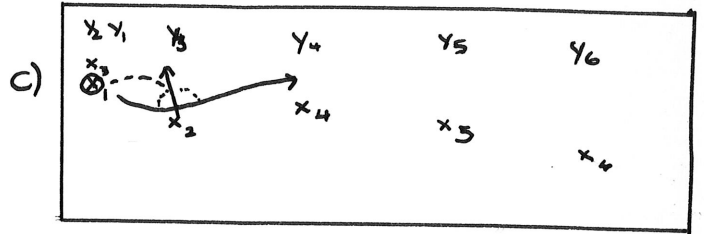
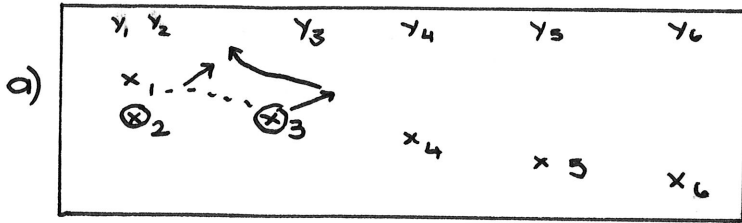
- * PLAYERS AS MENTIONED OPPOSITE RETIRE WITHOUT CHASING & ARE RESPONSIBLE FOR A SET AREA
- * MINIMAL CONFUSION
- * ENERGY SAVED

b) AGGRESSIVE CUT OFF



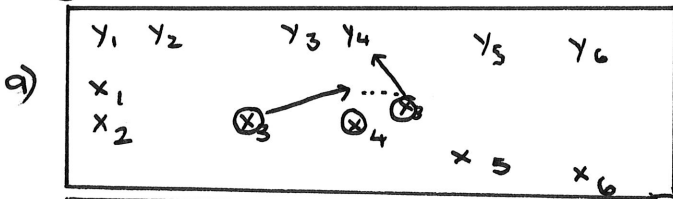
- * Y2 & Y4 SHOOT UP ON X3 & X4
- * ALLOWS Y3, Y5 & Y1, TO BE SET FOR NEXT SHOOT
- * Y2 & Y4 MUST READJUST QUICKLY FOR SHOOT 3
- * NO USE SHOOTING FOR 3 & THEN LETTING THE OPPOSITION MAKE 20m ON THE 4th.

② SET PLAY - DOUBLE

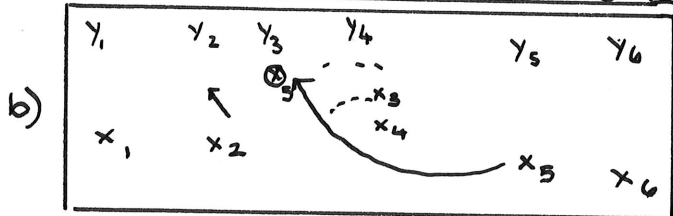


- * PLAY STARTS THE SAME AS 21 TO CONFUSE PLAY
- * X₃ SPLITS SHORT & DRIVES WIDE TO THE WING & X₂ READJUSTS
- * X₁ GIVES & WRAPS AT PACE & IS GIVEN FRONT OR LATE WRAP DEPENDANT ON DEFENCE
- * X₁ DUMPS FOR X₄ & SPLITS & IS PICKED UP WITH A QUICK RELEASE
- * X₁ DRIVES TO LING & DUMPS
- * RUN SET PLAY - ATTACK.

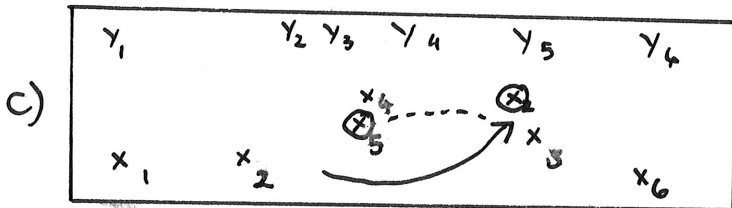
③ SET PLAY - PATTERN 1



- * STARTS THE EXACT SAME AS CK IN SETTLE PLAYS
- * PLAYER DRIVES IN AT ANGLE



- * PLAYER X₅ SWEEPS AROUND & COLLECTS PASS FROM X₄
- * X₃ FADES OUT & X₄ TRAILS SLIGHTLY
- * X₅ DUMMIES X₂ & GIVES BALL BACK TO X₄



- * X₄ DRIVES FWIO & X₅ GETS TO HALF & X₂ SWEEPS AROUND & RECEIVES PASS FROM X₅ & THEN FADES TO WHERE X₃ IS NOW