



Touch New Zealand
Six A-side
Coaching Manual





CONTENTS

PART 1

EFFECTIVE COACHING

- The Coach's Impact
- A Positive Approach to Coaching
- Group Goal Setting
- Communication and Feedback
- Individual Differences of Players
- Ten Common Coaching Situations

PART 2

THE GAME

- Basic Individual Skills
- Basic Sub-Unit Skills
- Basic Team Skills
- Basic Tactical Play

PART 3

THE PRACTICAL

- Planning the Season and the Training Session
- Grid Training and Training Drills
- The Most Common Player Errors
- The Most Common Rule Infringements

PART 4

THE PHYSICAL

- An introduction to Juniors

PART 5

GRIDS & DRILLS

PART 6

SPORTS INJURY PREVENTION

PART 7

COACHES ACCREDITATION PROGRAMME COACHES PATHWAYS



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PART 1

EFFECTIVE COACHING

INTRODUCTION

The philosophy that a coach subscribes to is most likely to be a reflection of the sports expectation or their own experiences.

Most coaches subscribe to one of two positions:

- An attitude toward winning
- or
- The psychological development of a player.

Your philosophical position as a coach is pivotal in determining how effective you will be. It will determine the environment you create, the experiences that will be provided and the level of satisfaction that will be enjoyed by all.

Having established the reasons for their involvement, a coach will then be able to work on those qualities that characterise an effective coach:

- Player development
- An attitude towards winning
- Transformative leaders
- Reinforce and encourage player behaviour
- Value performance over outcome
- Respect for rules - officials and opposition
- Allowing players to take responsibility

And being a consistent role model.

The Coach's Impact:

The influence of the coach, relationships with players, characteristics of coaches, capacity of coaches and the coaching assets inventory.

A Positive Approach to Coaching:

Benefits of the positive approach, some ways to be positive, positive coaching techniques and showing a positive attitude.

Group Goal Setting:

Definitions of goal setting, player and coach goals, twelve advantages of group goal setting, the results of group goal setting and how to set goals, phases of follow-up action and reviewing goals.

Effective Communication and Feedback:

What verbal communication means, how to communicate with players, good listening, ways to improve communication, communicating with officials, communicating with players before, during and after competition, value of feedback and the variable aspects of effective feedback from players and from coaches.

Individual Differences of Players:

Size and shape of individuals, relationship between individuals and the learning of the skills of the game, age and training and sex and training.

Principles of Training Programme Design:

The general principles, when to use specificity, how to use specificity, what to stimulate, negative transfer, high-speed specificity and the relationship with beginners.

Ten Common Coaching Situations:

How to be positive, how to react to mistakes, how to maintain order and discipline, how to deal with team violations, how to create a learning atmosphere, how to affirm players, how to gain respect, communicate, and how to counteract parental or supporter pressure.

The Coach's Impact

As a coach you affect your player's performance level, motivation, and enjoyment in the game. You also have the capacity to influence your players both morally and socially.

People involved in playing any sport will benefit most from coaches who are supportive and encouraging. Children with supportive coaches learn to like the game more and develop more positive self-images than children playing for coaches who are not supportive or encouraging.

Your players' decisions about long-term or life-long involvement in the healthy, physical activity of Touch rest heavily on your shoulders. Therefore, your role and responsibility as a coach is far more important than it may seem at first glance.

Coaches working with older players often develop close relationships with them that extend over long periods of time. When this occurs, coaches can influence their players' educational plans, occupational choices and general value orientations.

Coaches who become genuinely concerned with the overall well being of their players may find that players will confide in them about personal problems and important decisions. Consequently, the impact and responsibility of the coach extends well beyond the playing field.

Effective coaches are generally:

- Encouraging
- Good teachers
- Enthusiastic
- Qualified
- Understanding
- Hard workers
- Polite people

Effective coaches are able to motivate their players. They know how to provide help on an individual basis, give praise, build confidence and through it all, retain their sense of humour.

COACHING ASSETS INVENTORY

Here are some statements players have used to describe the coaches with whom they were most satisfied. Each statement is a 'coaching asset'.

Rate yourself on each statement as you think your players would rate you. And then consider having your players respond anonymously to the coaching assets inventory. The sheet could be handed out to all team members. A coaching profile could then be constructed by averaging the responses for each item.

Coaching Assets	Rating Scale				
	Low				High
Hard worker	1	2	3	4	5
Qualified	1	2	3	4	5
Enthusiastic	1	2	3	4	5
Understanding	1	2	3	4	5
Provides Individual Help	1	2	3	4	5
Interested in Game	1	2	3	4	5
Builds Players' Confidence	1	2	3	4	5
Motivates	1	2	3	4	5
Develops Player Potential	1	2	3	4	5
Good Teacher	1	2	3	4	5
Encourages	1	2	3	4	5
Praises Effort	1	2	3	4	5
Open	1	2	3	4	5
Likeable	1	2	3	4	5
Respects Players	1	2	3	4	5
Patient with Players	1	2	3	4	5
Sense of Humour	1	2	3	4	5

A POSITIVE APPROACH TO COACHING

Sometimes as a coach you can get trapped into defining everything in a negative way. You can become a more positive person/coach by consciously saying and doing more things that make your players feel good, accepted, important, fulfilled, happy and successful.

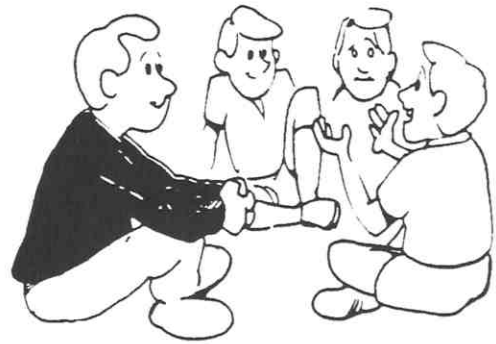
Some approaches that positive coach's use are:

- A warm greeting using the player's christian name
- A smile
- A wink
- A thumbs up sign
- A pat on the back
- An arm slung around a persons shoulders
- Talking with them
- Joking with them
- Playing some games with them
- Asking their advice and listening to what they say
- Helping them learn a new skill or refine an old skill
- Giving specific suggestions
- Asking about their family or outside interests
- Providing enjoyable activities
- Being free with your praise "Congratulations Dave ... nicely done, you played really well.... much improved."

OTHER POSITIVE TECHNIQUES INCLUDE:

- Ensure that the players feel important and accepted even if they don't perform well. Praising and encouraging good performance is desirable, but accepting the players as important people should never be dependent solely upon performance.
- Participants need to know you care and that you are sincere in your caring. Some may find one of your "positive" responses less meaningful than others, but virtually all appreciate their coach's support, encouragement and specific corrective feedback.
- Remember to encourage your players to give each other positive feedback too. If they let each other know when something was appreciated or done well, it will be a terrific morale booster for the whole team.
- Remember also, that when you have gone to the trouble of setting up any group discussion or team talk, unless you have a specific reason to the contrary, ensure that you act as a positive facilitator for the players. It becomes very easy to turn into a negative dictator, particularly amongst young and perhaps inexperienced children.

FACILITATOR



DICTATOR



GROUP GOAL SETTING

Group goal setting involves discovering why your players have become interested in the game. It provides the coach with an insight into what players expect to achieve from participation. For example, many senior players become involved for social reasons, while some return to the game in an attempt to re-live some of the pleasures gained from participation in other sports.

It is important to ascertain whether or not your goals for the season are compatible with those of your players. During the early part of the season is the time to find out if your expectations and priorities differ from those of your team. Unless adjustments are made early, problems may arise at a later date.

If you can get your players involved in goal setting and planning you will find that they become more interested and committed to achieving the goals. It is good leadership technique to do so and besides, it will improve team motivation.

When players have decided to pursue a particular goal rather than them "having to do it", they tend to be more receptive to your ideas. It would be a total waste of a coach's time and effort if seven players in a team were only interested in playing the game for fitness and social reasons and the coach and five players were after the premiership. This does not mean that combined goals cannot be decided upon. But they should be discussed and agreed by all concerned.

SOME ADVANTAGES OF GROUP GOAL SETTING

Here are the reasons that group goal setting makes sense:

1. **Clarified Goals and Priorities**
Everyone has an increased awareness of what the season or competition is about and an increased appreciation of why it is important.
2. **Increased Commitment and Motivation**
When goals are clear, fully understood, and agreed upon, commitment to the competition is usually much greater.
3. **Measurable Success**
When many specific, achievable goals are identified, apart from winning games or competitions, various forms of "success" are usually more evident – even if you lose.
4. **Improved Confidence and Morale**
Clear common goals and fairly immediate success lead to improved self-confidence and excellent group morale.
5. **Psychological Maturity**
Actively involving players in the goal-setting process can help develop self-discipline, self-control and skills for self-management.
6. **Improved 'Coping' Capabilities**
Clear goals, self-confidence and psychological maturity often lead to improved abilities to 'cope' with or adapt to difficult circumstances. It helps players keep things in perspective and concentrate on the right things.
7. **Prevention of Problem Behaviours**
When goals are clear, it is usually easier to eliminate or prevent behaviours which are inconsistent with group goals (for example, unsportsmanlike conduct, tardiness or truancy, laziness, moody outbursts and lack of discipline). We can all think of a players who fit the description.
8. **More Enjoyable and Effective Leadership**
Being a leader becomes easier and more enjoyable because everyone has agreed where the team is going. They are simply there to assist the process.
9. **Appreciation of Planning and Goal Setting**
Once people experience the benefits of good planning and goal-setting in one aspect of their lives, they begin to recognise its potential in many other areas. This is particularly true for more mature players.
10. **Empathy for the Rights of Others**
Often, the process of group goal setting forces one to consider the rights of others. This exercise (and resulting awareness) can have a very positive effect on the future behaviour and performance (e.g. team harmony, sportsmanship etc.)

11. Improved Communication

Because everyone has a better idea about what the season or game is about and you, as a coach, have been instrumental in bringing this about, your communication and relationship with all participants is likely to be better.

12. Happier Players, Better Performances, and More Fun

These are the most meaningful results of good goal setting and they are likely to occur regardless of the skill level or nature of the activity.

ALLOWING PLAYERS TO MAKE THEIR OWN DECISIONS HELPS THEM TO LEARN HOW TO SOLVE PROBLEMS WITHIN A TEAM AND BECOME RESPONSIBLE FOR THEIR OWN ACTIONS.

WHEN YOU GIVE PLAYERS RESPONSIBILITY FOR DIRECTING THEIR OWN INVOLVEMENT, YOU TAKE ADVANTAGE OF A VALUABLE OPPORTUNITY TO DEVELOP SELF-RELIANCE AND SELF-DISCIPLINE. BOTH OF THESE TRAITS ARE USEFUL QUALITIES OF PARTICIPANTS IN TOUCH.



HOW TO SET GOALS

Here are ten steps to follow to achieve effective group goal setting.

- Step 1 -** Plan on your own. Decide what you want to achieve first.
- Step 2 -** Plan to involve players. Discover what the players want.
- Step 3 -** Consider progressive involvement. Involve your players on a gradual basis. Some will take longer than others.
- Step 4 -** Share the available limitations. Ascertain limitations such as training locations, times, financial matters etc.
- Step 5 -** Set the right climate. Make all players feel comfortable and eligible to contribute.
- Step 6 -** Act as 'facilitator' not 'dictator'. Try to get everyone to contribute to the goals.
- Step 7 -** Set specific goals. Don't rely on generalities. For example, "Let's agree that everyone makes training on Tuesday's".
- Step 8 -** Strive for consensus. Try to get everyone to agree to the goals.
- Step 9 -** Discuss Strategies of Coaching. Consideration of the effort and discipline that will be required.
- Step 10 -** Record the Goals and Strategies for reference throughout the season and to ascertain success/failure at the end of competition.

FIVE PHASES OF FOLLOW UP

It is one thing to play together and set goals. The next responsibility is to follow-up with the players on the goals that were established. Involving your players in taking some responsibility for follow-up can be part of your strategy.

There are five main points to emphasise in the follow-up process.

Encourage Progress Towards Group Goals

Encourage behaviour that is consistent with group goals and discourage that which isn't. Whenever possible, concentrate on picking out behaviour which is desirable and consistent with group plans and praise it openly while explaining why.

Don't restrict praise to certain individuals – find something positive in everyone's behaviour ("a little improvement there") and let them know about it. If goals and strategies are clear, your team members soon begin to monitor their own behaviour and encourage their teammates to do the same.

Check on Your Own Behaviour

It is critical that your behaviour is consistent with the stated goals and strategies. As you know, youngsters usually end up imitating what you do, rather than what you say. Therefore, it is ridiculous to demand sportsmanship, self-discipline etc. from your players yet regularly abuse officials etc. yourself.

If coaches are to expect commitment from their players, they must display that commitment and dedication themselves.

Delegate Leadership Tasks

One of the best ways to strengthen commitment is to involve all team members in some form of leadership. Playing a part in leadership produces a "vested interest" or increased identity with the team as well as an increased appreciation of the leadership role and team plans.

With a little guidance, team members can become a terrific source of helpful ideas and leadership. When goals and strategies are clear, players can easily be asked to create and conduct drills, 'fun' games, new ways of stretching or warming up and various other activities. This provides the coach with the opportunity to give special attention to individuals or sub-groups.

Different players can be asked to act as sub-unit leaders or captains for each game, practice or team drill. Shared leadership can be a great source of enthusiasm and group morale.

Periodically Review Goals

A periodical review of stated goals and strategies serves as a reminder or restatement of intentions and commitments. In addition, concentration and revised strategies.

A review also provides an opportunity to re-assess goals and intentions and modifies or adjusts them if deemed necessary. Short-range goals can be developed in areas of difficulty and longer-range goals in areas of success. Updated goals allow the coach to make fairly regular reference to stated goals and strategies in the everyday justifying, encouraging, or criticizing of behaviours in the group.

Communicating with Parents and Others

Copies of stated goals, intentions and priorities can be made available to parents, teachers, administrators, fellow coaches, fellow players and so on.

If the team agrees to do this, it will often increase the commitment of team members as a result of the sincere public display of intentions. It also usually produces considerable moral support and can help educate parents, fellow coaches and administrators in an attempt to improve the total competitive environment.

If you simply listen to what your players are saying, listen to parents, and to officials, you'll be a long way ahead in communication and understanding.

When you listen to a player, parent or official, you are showing that you care about them (or about their children). Hear them out – sometimes that's enough to solve the problem. Ask them what they think would be best for all the team players. If they are interested, tell them how you see the situation and how you are trying to do what you personally feel is best for all concerned. Think over what they say, follow your beliefs, but don't be reluctant to admit mistakes or accept good suggestions.

COMMUNICATION & FEEDBACK

Communication with Officials/Referees

The coach's behaviour towards officials has a direct influence on player's attitudes. Here are some ways you can influence your players' attitudes towards officiating by your own actions.

- Listen and accept the Referees' decisions even in heated moments and even if a call is viewed wrong.
- Bring in Referees for discussions with players about such things as the reasons for rules and fair play.
- Have your player's practice officiating themselves so they know the other side.
- Tell your players that officials are there to help make the competition fair for everyone and more enjoyable for everyone in the sport.

- Let your players know that Referees are human and mistakes can occur even in the best of us. None of us are perfect all the time.
- Explain your expectations and philosophy and stick to it by your own example.
- In the event that consistently poor officiating needs to be challenged and improved, it can be done in a controlled and professional way, after game time.

COMMUNICATING WITH PLAYERS BEFORE, DURING AND AFTER COMPETITION

Here are some useful tips on what to say to your players before a game, while it is going on and after it is over.

Some of these points can help you mentally prepare yourself for how to handle the stresses, strains, joys and disappointments that will occur.

Before the Match. Tell Your Players to:

Use the skills they have been practicing:

They have prepared well, and here is a chance to try their new skills in a game.

Focus on personal performance improvement:

They should simply try to do the best they can, based on their personal skills and not worry about how well others do.

Set a goal to learn something:

They will learn something no matter what the score or the result of the game.

Get totally absorbed in the event itself:

They should try to relax and enjoy the game/competition.

During the Game and at Half-Time – Tell Yourself To:

Be positive:

Point out the good things your players are doing.

Stay cool with officials:

Avoid jumping up or shouting at Referees or other officials even if you feel they have made a mistake. Talk to them later, if you must, to discuss a questionable call but be sure to compliment them on their good calls too.

Set a good example for your players:

Help your players (keep their cool) by keeping cool yourself.

Give constructive feedback:

Give corrective feedback in a constructive quiet manner.

Players attention:

Ensure you have your players total attention when talking to them.

After the Game:

One way of making each game more valuable is to get your players together afterwards and ask a few questions to help them integrate what happened. Here are a few sample questions:

- What was one good thing that happened?
- What did you do well?
- What did the opponents do well?
- Did we have a good attitude towards the other team? Towards the officials?
- Did you encourage each other out there?
- Did everyone have enough playing time on the field?
- Did everyone learn something?
- What can we do better next time?
- What do we need to work on in practice to better prepare for next time?

In addition, compliment your players for the good things they did. Don't forget to thank the Referee and officials and to pay compliments to the opposing coaches.

After a Training Session:

Some of the questions asked after a competition match can also be asked after a training session. Here are a few to try out:

- What good thing happened today?
- What is the one thing you have learned or tried to improve?
- What did you do that you really enjoyed?
- What is one thing you want to do next training session?
- What is the one thing you want me to do at the next training session?



EFFECTIVE FEEDBACK

Verbal feedback (talking to the players about how and what they are doing) gives information that can help them learn and develop in a positive and effective way.

Effective feedback is essential for your player's motivation, learning and self-image. It is an important key to successful coaching as your feedback can turn a player off or on.

Variable aspects of effective feedback are as follows:

1. Specific NOT General
2. Constructive NOT Destructive
3. Directed at Behaviour which is Changeable
4. Sooner NOT Later
5. Checked for Clarity NOT left Misunderstood
6. Positive and Informative NOT Negative and Useless

7. Specific not General

Specific feedback contains precise information about what the player should try to do in order to solve or correct a problem.

Example:

Specific (and effective) "When you try to catch the ball you seem to be grabbing at it. Try spreading your fingers and allow the ball to move into you. That should help to improve your control"

General (and ineffective) "Can't you control the ball?"

9. Constructive not Destructive

Constructive feedback recognises positive parts of your player's behaviour and suggests positive steps for improvement. It should (as much as possible) deal with observable behaviours. It should not deal with inferences about the player's personal characteristics.

Example:

Constructive (and effective) "You are playing well in attack. In defence you're tending to wait for the opposition to come to you. You will have to concentrate on getting up on them quicker. Think of the straight line defence."

Destructive (and ineffective) "You are really lazy ... you aren't trying."

Example:

Constructive (and effective) "I know you have been really running well and that's great. Now let's improve your team play. The next time you make a break try to look for support in the open and don't be afraid to use him. Okay, let's keep up that good running."

Destructive (and ineffective) "You are a lousy team player."

10. Directed at Changeable Behaviour

Feedback based on this principle helps the player focus on a change, which is within reach.

Example: In the previous "ball passing" case, if you were coaching an inexperienced player you might first say, "Just try to look for a teammate in the clear. Good, that's it, you looked." Later, your feedback could request that the "player attempt a pass" "get in a supporting position after passing" and so on. you try to help your player focus on an immediate goal which is achievable and which will help them to reach the long-range goals that you both want to achieve.

11. Sooner not Later

Effective feedback should be given sooner not later. It is given as soon as possible after the player performs. Your player then has a clearer memory or "feeling" of what they have done and are in a better position to learn from your feedback.

Example: If you want to encourage passing the ball a certain way, you should say (or do) something positive immediately after your player does it (or makes steps toward it). Similarly, if your player can "try out" your constructive, corrective feedback immediately after you have given it, so much the better.

12. Check Out for Clarity

To make sure that your feedback has been clearly understood, check it out with the player.

Example: Ask your players to tell you what they think you said or what they think you want them to do. If they have it wrong, you can clarify the message. ("That's not exactly what I mean. What I said was ...").

13. Positive and Informative

Effective feedback has two main components. It is generally positive and informative. It affirms the player. It also gives the information needed to correct a problem. Negative feedback in itself provides little, if any, precise information on how to correct a problem.

INDIVIDUAL DIFFERENCES OF PLAYERS

There are many differences between individuals and in the same person at different stages of life, which are related to physical activity levels. The one that immediately comes to mind is the size and shape variations apparent in various players.

The size and shape variations are dependent basically on skeletal differences, which may be divided into the hardness of bones, the articulation of bones and skeletal proportions. For example, in stocky individuals the diameter of the vertebrae in the spinal column is greater, and the length of the vertebrae is relatively less than in the slender person.

There are also differences in the amount of musculature and in the functioning of the nervous system in different individuals. Strength, agility and alertness are determined in part by body structure and in part by training. Simply this means that we are what we are partially due to hereditary reasons and partially due to the environmental factors to which we have been subjected.

Differences in bodily proportions have resulted in the concept of different body types and the

characterisation of persons as being stocky, medium or slender. It may, however, be advisable to avoid such classifications, as everybody cannot easily be classified into one or other of these groups.

One of the distinct advantages of Touch over many other sports is that the game can be played by most, if not all individuals. Albeit that the game is one of speed, agility, endurance, and ball handling skills, satisfaction can be achieved by grading any person against players of similar abilities.

Everyone can learn the skills of the game. Legge and Barber (1976) pointed out that "It is generally considered that skill, unlike talent, is a consequence of training and practice. So a skilled worker is one who has been trained, perhaps over a prolonged period. There is the corollary that without such training, performance of a skill is impossible."

Once a coach has accepted that all players are capable of learning individual, sub-unit and team skills, the problem of individual differences almost disappears.

All that skill involves is the ability to coordinate muscular contractions in tune with the prevailing situation such that some deliberate change is brought about. Whether an individual is small, large or in between, should have little bearing on the result.

Experience to date, however, has shown that the top representative players of the game of Touch have generally been slender in body form, and have usually been agile people with a definite degree of speed.

There are two very important ways in which individuals will differ.

They are Age and Sex.

Age and Training

The bodies of young and old players are not different in how they respond to training but rather how much they respond. The energy and strength development systems are the same but there are some points to keep in mind:

- Aerobic, static flexibility and local muscle endurance are good general types of training for all ages.
- Anaerobic training and high resistance strength training causes rapid rises in blood pressure. Older players with poorly trained cardiovascular systems should avoid training these systems if possible, or at least approach them with extreme caution.
- The training de-training cycles get more difficult with increasing age.
- Flexibility does decrease with age but the decline can be greatly slowed through training.
- Functional use of fast-twitch muscle decreases with age but, like flexibility, is greatly slowed through training.
- Young players have a lower lactic anaerobic potential than adult players do.

Sex Differences and Training

Here are four points worth noting:

- Some female players report transient changes in menstrual flow during hard aerobic training.
- Weight training does not alter female sex hormones so it cannot lead to development of muscle bulk as in men. Changing attitudes towards full participation of women in sport has generally

- rekindled interest and desirability of good muscle tone in all players, particularly women.
- Numbers and types of fast-twitch and slow-twitch muscle are the same in men and women.
- Adult males have on the average a 10% lower heart rate than females. If you use heart rate changes to monitor training, compare each player to their values prior to training.

GUIDELINES FOR HANDLING 10 COMMON COACHING SITUATIONS

What follows is a series of guidelines for handling 10 common situations that occur in coaching.

Research conducted with players shows that if they have coaches who follow the guidelines listed below, the player generally:

- Enjoy playing more
- Like their team-mates more
- Rate their coaches as more knowledgeable
- Feel their coaches are better teachers
- Have a greater desire to play for their coaches in the future

You may agree or disagree with the guidelines. However, it is what the experts (the players) say about successful coaches.

1. How to be More Positive

- Give a lot of positive feedback
- Have realistic expectations
- Give positive feedback for desirable behaviour as soon as it occurs
- Praise effort as much as you do results

2. How to React to Mistakes

- Give encouragement immediately after a mistake
- If the player knows how to correct the mistake encouragement alone is sufficient
- When appropriate, give corrective instruction after a mistake, but always do so in an encouraging and positive way
- Don't punish when things go wrong
- Don't give corrective instruction in a hostile or punitive manner

3. How to Maintain Order and Discipline

- Maintain order by establishing clearly what is expected
- Involve players in formulating behavioural guidelines and work to build team unity in achieving them
- Strive to achieve a balance between allowing freedom and maintaining order
- Emphasise that during a game all members of the team are part of the game

4. How to Deal with Team Rule Violations

- Allow the player to explain his/her actions (to coach and team-mates)
- Be consistent and impartial
- Don't express anger and a punitive attitude towards the player concerned
- Don't lecture or embarrass the player
- Focus on the fact that a team policy has been broken, placing the responsibility on the player, not you

- Discuss why certain rules are necessary and how violation of these rules hurts the team
- Focus on following through on the agreed consequences of a violation
- Don't use physical measures to punish (e.g. running laps, doing push-ups) as they become disliked and avoided. If a penalty is necessary it is better to restrict involvement in something which is valued (e.g. have player sit off to the side).

5. How to Get Positive Things to Happen

- Set a good example of desired behaviour
- Encourage effort, don't demand results all the time
- In giving encouragement, be selective so that it is meaningful
- Never give "encouragement" in a sarcastic or degrading manner
- Encourage players to be supportive of each other and reward them when they do so

6. How to Create a Good Learning Atmosphere

- Set realistic goals
- Always give instructions positively
- When giving instructions, be clear and concise
- Show players the correct technique (by demonstrations)
- Be patient and don't expect or demand more than maximum effort
- Acknowledge and reward effort and progress

7. How to Affirm Your Players

- Show all players you care about them as individuals
- Don't let players leave a training or game feeling as if they are worthless
- Help players separate their personal value from their performance at a given session

8. How to Communicate Effectively

- Ask yourself what your actions have communicated
- Encourage players to express their concerns to you
- Be sensitive to individual needs
- Communicate at the time when the player is most receptive

9. How to Gain Respect

- Establish your role as a competent and willing teacher
- Be a fair and considerate leader
- Set a good example
- Don't demand respect... earn it

10. How to Counteract Parental or Supporter Pressures

- Communicate to your players that the important thing is that they enjoy playing and developing their skills, not that they must win or be a 'star'
- Communicate to parents that by placing excessive pressure on children they can detract from the potential that Touch can have for enjoyment and personal growth
- Have a meeting with parents before the season to discuss these matters

PART 2

THE GAME

INTRODUCTION

The game of touch is relatively simple, with few technical skills of complex rules.

As a coach you will be responsible for optimising the team's performance and developing their skill levels so that they gain a greater sense of achievement and satisfaction from their participation.

In doing this, an effective coach would be able to:

- Demonstrate and facilitate the practice of a skill with players using appropriate coaching strategies, behaviours, styles and methods
- Observe and evaluate players performance of a skill
- Provide effective feedback to players on the performance of a skill.

Coaches need to develop a higher understanding of these basic requirements as they are pivotal to a coaching career.

The following skills components are covered in this section:

- Individual skills
- Sub-unit skills
- Team skills
- Tactical Plays.

Your planning should involve:

- Setting objectives (the underlying purpose of every training session)
- Developing a task analysis (dividing up each objective into specific tasks and developing the necessary content so that they can be performed effectively).

The organisation of these training sessions must be directed and need to simulate game conditions as closely as possible.

Basic Individual Skills: The basic catch and pass, dummy half pass, the spiral pass, the dummy pass, the plant (rollball), taking a tap, running with the ball, the evading side step and effecting a touch.

Basic Sub Unit Skills: The wrap, wrap defence, the switch pass, the switch defence, running the ball up and ruck defence.

Basic Team Skills: Team positions, general play, principles of attack, alignment, running angle, penetration, overlaps and gaps, fitness, policies on defence, communication, ruck policy, straight-line defence, winger policy, numbers policy and forcing mistakes.

Basic Tactical Play: General philosophy, instructions versus flair, decision making, the game plan, lines of attack and phases of play.

BASIC INDIVIDUAL SKILLS

All people have the capacity to learn skills. Some learn better than others and some even produce latent ability for performing the individual skills of the game. Coaches should study, analyse and develop expertise in the ability to demonstrate these skills, as they are the basis of the game and will be the cornerstone of a coaching career.

- The basic catch and pass
- Dummy half pass
- The spiral pass
- The dummy pass
- The plant (rollball)
- Taking a tap
- Running with the ball
- The evading side step
- Effecting a touch
- Scoring a touchdown

THE BASIC CATCH AND PASS

Skill: The Basic Catch and Pass

Description: The basic catch and pass is perhaps the most common skill in touch. The skill requires the individual to receive the ball passed from a teammate and then pass the ball to another teammate positioned on the far side. Players must develop an ability to pass to either side at any stage of the running stride.

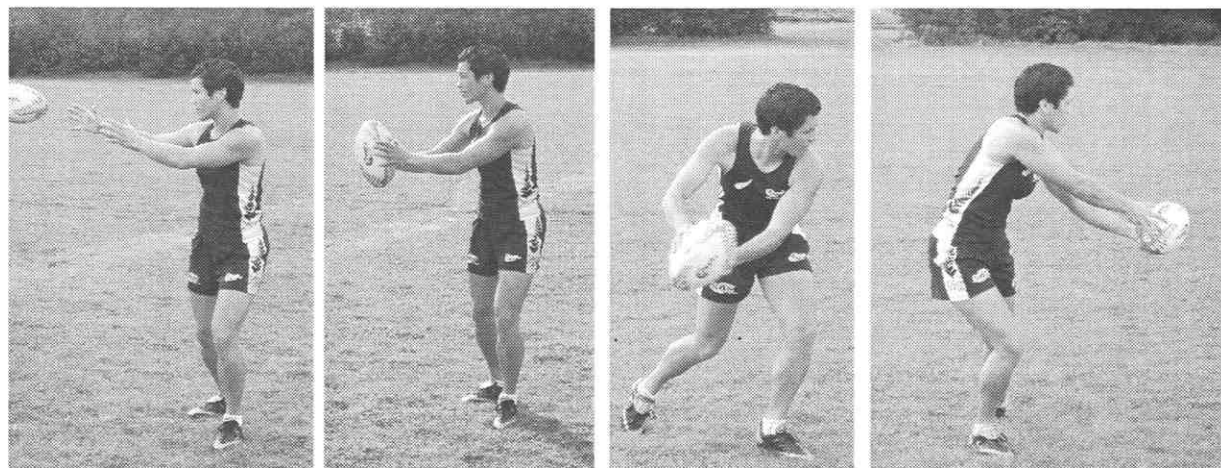
When Used: This skill is used in most facets of the game when a team in possession is attempting to out manoeuvre the opposition. It is a pre-requisite of outside breaks and an essential skill when the attacking team has an overlap. All players must be capable of catching and making passes.

Teaching Factors:

- EYES looking towards the ball
- HANDS out with fingers spread, pointing in the direction of the ball
- GUIDE the ball into your hands – do not grab
- LOOK towards the receiver, after the ball is in control
- SWING the ball across the front of the body in two hands
- RELEASE the ball as the upper body turns and arms extend
- DIRECT the ball towards the receivers hands, in front of the receivers body
- BALANCED deliver
- SUPPORT after passing

Common Faults:

- NOT looking at the ball
- Grabbing AT the ball
- Passing away from the body with the passer facing the receiver
- NOT looking prior to passing
- Poor directional control
- UNBALANCED delivery
- NO support
- Incorrect foot position on delivery



DUMMY HALF PASS

Skill: Dummy Half Pass

Description: Dummy Half pass differs from the basic pass in that the ball is retrieved from the plant (rollball) and is on the ground. The ball is secured and then passed to a teammate in the shortest time possible.

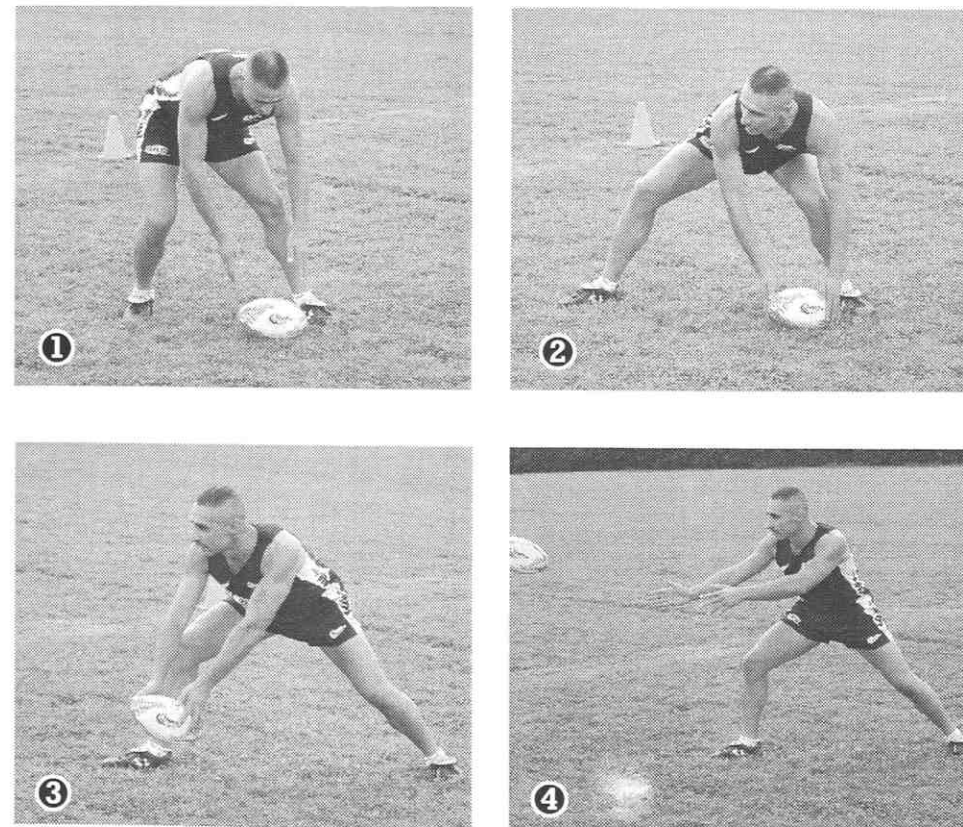
When Used: On all occasions when dummy half chooses not to run with the ball and when quick distribution is required. It is often beneficial to use dummy half pass when a long, clearing pass is needed

Teaching Factors:

- LISTEN for the support call
- POSITION the forward foot near the ball
- SECURE the ball with both hands and then widen the base of the feet with the rear most foot towards the receiver
- LOOK towards the receiver after securing the ball
- SWING the ball from the ground in a single movement towards the receiver
- RECOVER and support the ball

Common Faults:

- NOT listening and positioning wrong foot forward
- REACHING too far for the ball
- NOT looking at the ball on the ground
- NOT securing the ball prior to attempting the pass
- NOT establishing a wide base
- NOT looking at the receiver prior to delivery
- Incorrect foot position on delivery



THE PLANT (ROLLBALL)

Skill: The Plant (rollball)

Description: The requirements of this skill are contained in the Rules of Touch and are as follows:

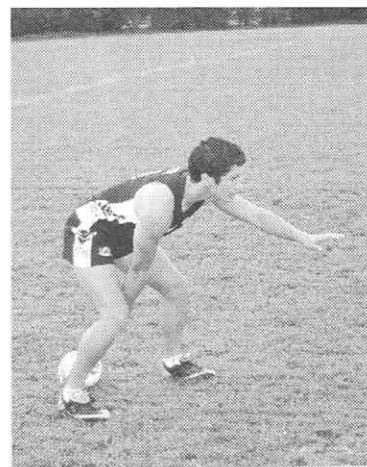
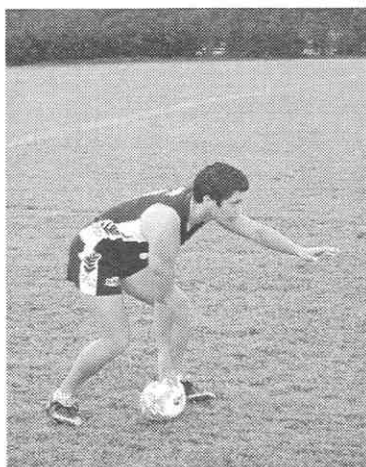
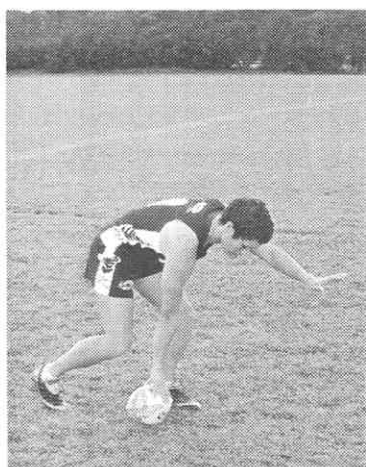
- a. face the opponents (defending) scoreline
- b. stand parallel to the sidelines
- c. place the ball on the ground between the feet
- d. without the ball moving a distance of no more than one (1) metre

When Used: The plant (rollball) is used to:

- a. re-commence play following a touch
- b. re-commence play following a change of possession
- c. re-commence play when the ball goes to ground
- d. re-commence play when directed by the referee
- e. re-commence play when possession changes due to an infringement by an attacking player at a tap

Teaching Factors: POSITION the player at the mark
FACE the opponents scoreline
LOWER the ball to the ground under control
STEP over the ball

Common Faults: NOT at the mark
NOT facing opponents scoreline
Using TOO MUCH power
DELAYING the action
DROPPING the ball out of control
UNBALANCED action



TAKING THE TAP

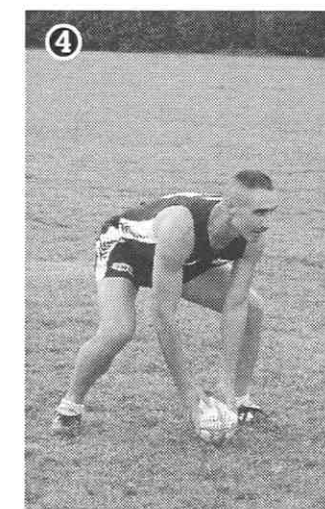
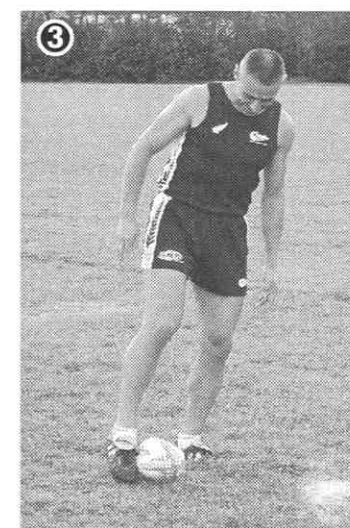
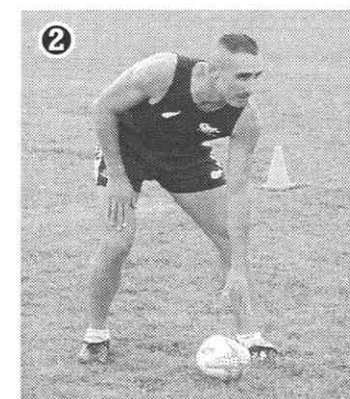
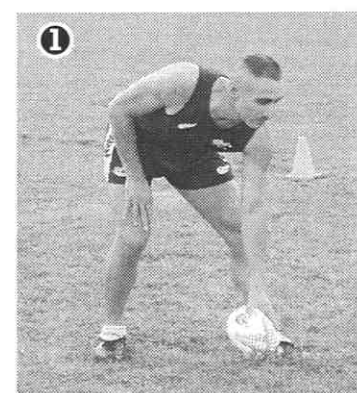
Skill: Taking a Tap

Description: Taking a tap is described as placing the ball on the ground, releasing both hands from the ball, tapping the ball with either foot so that it moves a distance of not more than one (1) metre, and then retrieving the ball. The ball may be tapped in any direction.

When Used: The taking of a tap is used to commence play at the beginning of the game and after the half time break, to re-commence play after the scoring of a touchdown, and when a penalty has been awarded.

Teaching Factors: POSITION the player at or behind the mark
PLACE the ball on the ground
RELEASE the hands from the ball
LOOK at the ball
TAP the ball with either foot (any direction), preferably with inside sole
RETRIEVE the ball with both hands

Common Faults: NOT releasing hands from the ball
KICKING the ball forward with front of foot
Fumbling the retrieve through NOT looking at the ball



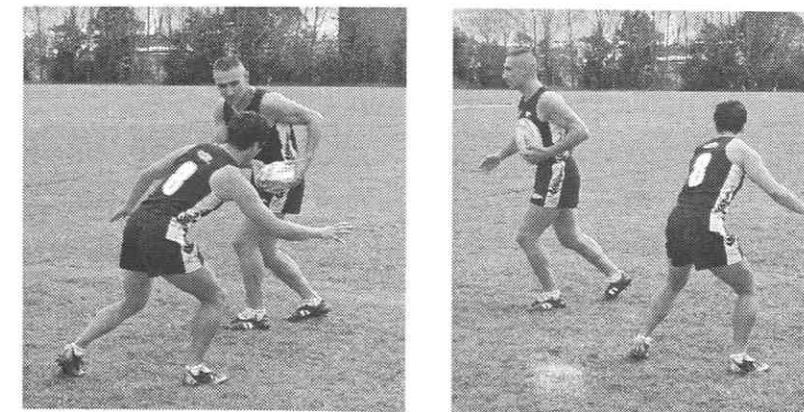
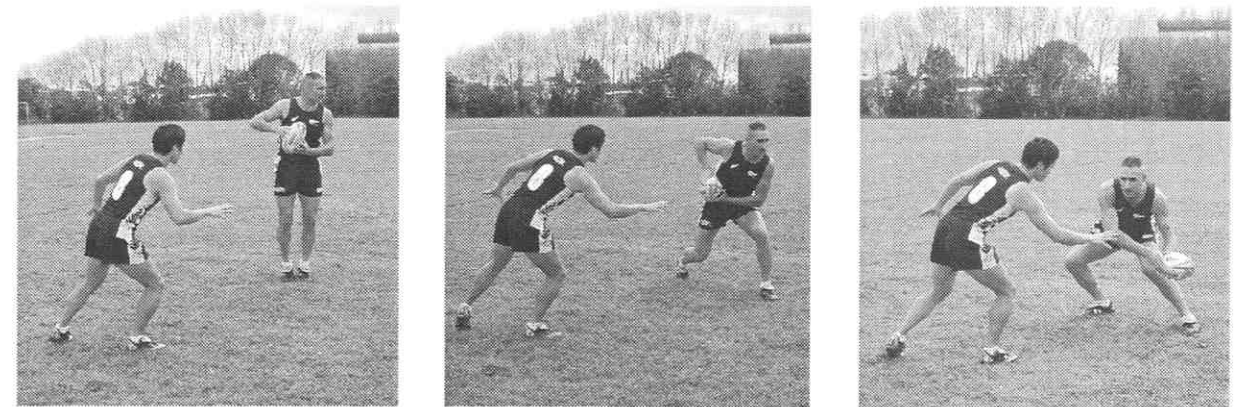
RUNNING WITH THE BALL

- Skill:** Running with the Ball
- Description:** The skill of running with the ball involves the player moving at varying speeds while carrying the ball. The skill varies from that used when attempting to run at maximum speed without any support when it is advisable to carry the ball under one arm. The more frequently used skill requires that the ball be carried in two hands in front of the body while running with support.
- When Used:** The attacking team uses the skill of running with the ball in most phases of play.
- Teaching Factors:**
- | | |
|------------|---|
| BALANCED | body position |
| BALL | carried in two hands until maximum speed, then hold ball under one arm. |
| SMOOTH | striding action |
| PACE | variations |
| DIRECTION | variations |
| PERIPHERAL | vision |
| AWARE | of support |
- Common Faults:**
- | | |
|------------|--|
| Ball NOT | in two hands |
| UNBALANCED | running due to overstriding |
| UNBALANCED | running due to body rotation |
| FIXED | vision |
| LACK | of speed |
| NO | pace change or direction change skills |



THE EVADING SIDE STEP

- Skill:** The Evading Side Step
- Description:** The side step is an evading manoeuvre executed by a player in possession. The skill is the result of a change in the direction of attack accompanied by a variation in pace and is usually made on the inside of an opponent. Sideways thrust and deception are pre-requisites.
- When Used:** The side step is a one-on-one evasion skill used by a player in possession to evade an opponent. It is normally used in open play, however, variations of the skill may be employed in other aspects of the game.
- Teaching Factors:**
- | | |
|------------|---|
| POSITION | the opponent at an angle towards the direction of the 'step' |
| TRANSFER | body weight towards stepping leg |
| FEINT | towards stepping side (with body and/or dummy pass) |
| DECELERATE | as stepping knee flexes and readies for thrusting action |
| LEG DRIVE | across running direction to provide maximum change of direction of attack |
| EVAD | opponents outstretched arms by trunk rotation as necessary |
| ACCELERATE | to regain former speed |
- Common Faults:**
- NOT sufficient sideways thrust
 - NOT positioning opponent
 - Insufficient feint or dummy
 - Ill-timed weight transfer



EFFECTING A TOUCH

Skill: Effecting a Touch

Description: By definition as contained in the Rules of Touch, a 'touch' is any legitimate contact between a defending player and the player in possession. The skill of effecting a touch is also subject to the requirement to use the minimum physical force necessary. It is normal that the skill involves a defending player using a hand to touch the body of the player in possession.

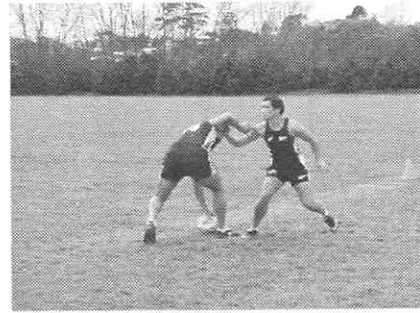
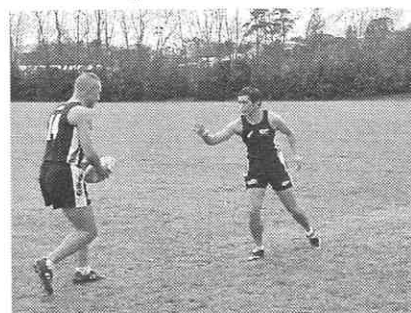
When Used: With the exception of an attacking player effecting a touch to settle play, all touches are the result of successful action by players in the defending team. Players effect touches to cause the attacking team to plant (rollball) and the skill is used by all defending players near the player in possession.

Teaching Factors:

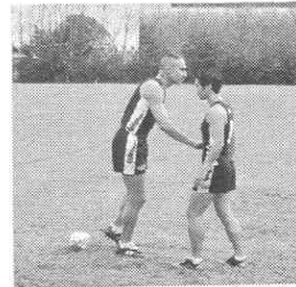
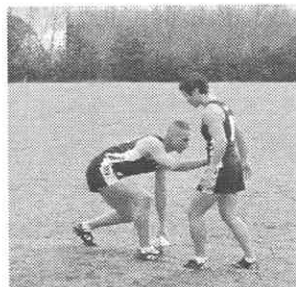
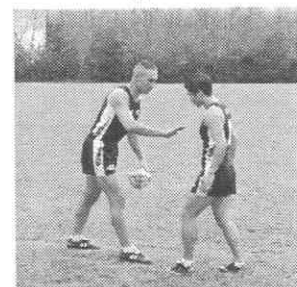
POSITION	on the inside of the player in possession
LOOK	at the waist/lower trunk of the attacker
CLOSE WITH	the ball runner at steady rate
DECELERATE	slightly
LEAN	towards ball runner with arm flexed and hand 'cocked' backwards
TOUCH	ball runner when in range and decelerate
AVOID	body-to-body physical contact

Common Faults: POOR positioning to one side of attacker
Reaching out with straight arm too early
NOT watching the attackers waist/lower trunk
NOT moving up on the attacker
Moving up TOO FAST on stationary attacker
Aiming at arms or legs, rather than waist/lower trunk

Effecting touch on defence



Effecting touch on attack



THE SPIRAL PASS

Skill: The Spiral Pass

Description: The spiral pass is achieved when the delivered ball rotates about the longitude axis and when the ball remains relatively stable in flight

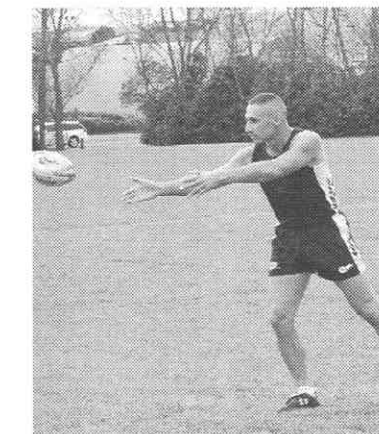
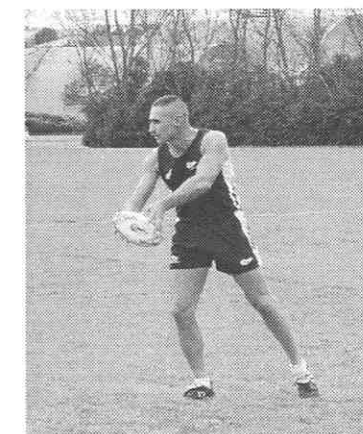
When Used: When the distance between attacking players increases, when speed through the air is required, and when accuracy becomes a critical factor in ball delivery. The spiral pass is ideal for cut-out moves and for the standard acting half pass

Teaching Factors: Either:

- Same first four teaching factors for the basic catch and pass; or
- Same first three teaching factors for dummy half pass, and then;

FINGERS	positioned around the ball, thumbs uppermost
SPIN	the wrists and fingers to impart the spinning action as the ball is delivered
POINT	the uppermost end of the ball towards the receiver (slightly higher)
POWER	comes mainly from the 'rearward' hand (furthest from the receiver)
CONTROL	comes mainly from the 'forward' hand (nearest the receiver)

Common Faults: NOT imparting sufficient spin
Disjointed NOT smooth swinging action
Incorrect grip



THE DUMMY PASS

Skill: The Dummy Pass

Description: The dummy pass, or 'dummy' as it is more often referred to, is achieved when a player goes through the motions of preparing to pass the ball and, at the moment when the ball is normally delivered following the swinging action, the player retains the ball. It may be executed while running or while in the stationary position.

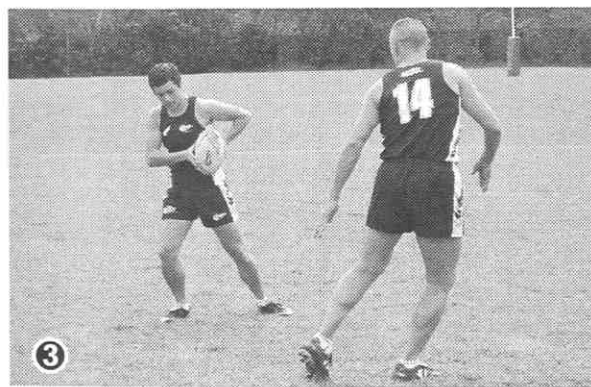
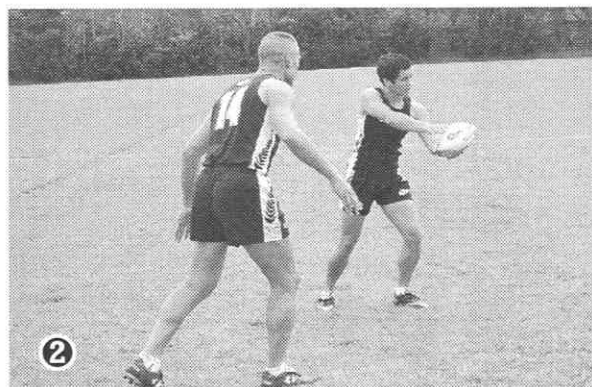
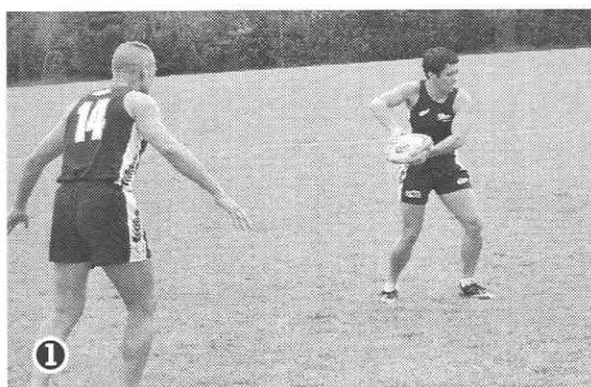
When Used: The attacking team may use the dummy pass in most phases of attack. The dummy is a useful skill for all players, from dummy half position through the middle players to the wingers

Teaching Factors:

LOOK	towards the receiver
SWING	the ball across the body
EXTEND	the arms to full extension opposite to body weight
HOLD	onto the ball and return the ball to the normal central carrying position
ACCELERATE	and EVADE as necessary

Common Faults:

- NOT looking towards alleged receiver
- NOT developing full passing motion
- LOSING control of the ball
- NOT capitalising on the dummy pass
- UNBALANCED action



THE TOUCH DOWN

Skill: The Touch Down

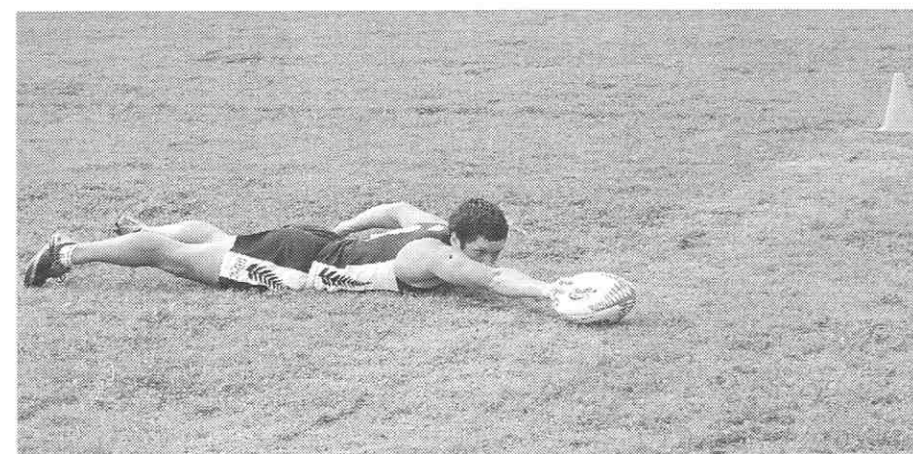
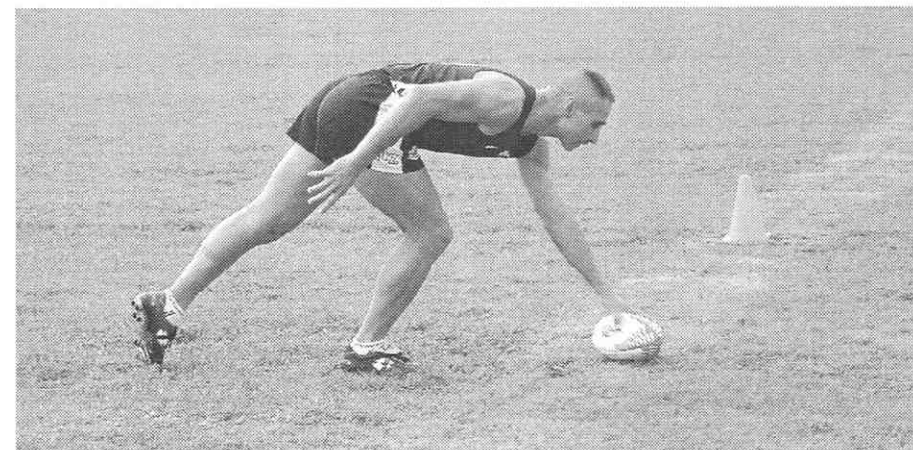
Description: A touch down is awarded when a player (prior to being touched and other than the dummy half) places (or grounds) the ball on or over their team's attacking scoreline, and within the boundaries of the touch down zone.

Teaching Factors:

- SHIFT defence to create space
- LOWER body weight for diving position
- MINIMISE speed reduction
- RETRIEVE the ball with two hands and slide the ball along the ground to or beyond the scoreline

Common Faults:

- BODY position too high
- UNABLE to position one's self in space
- LACK of ball control
- OBSTRUCTION on defender



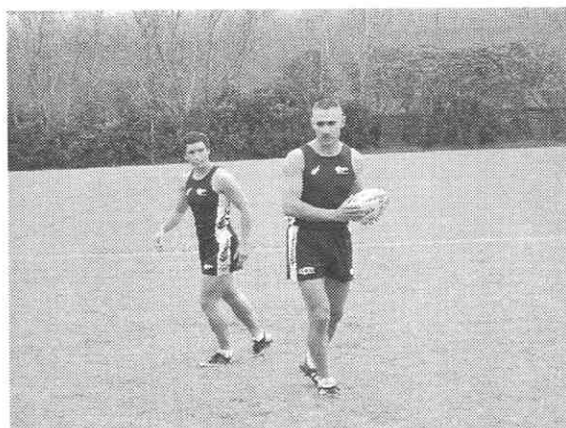
THE BASIC SUB-UNIT SKILLS

The basic sub-unit consists of two players. Because of the nature of the game of Touch, all or any of the players may be required to perform sub-unit skills. The sub-unit skill should be developed after players are competent in the performance of individual skills.

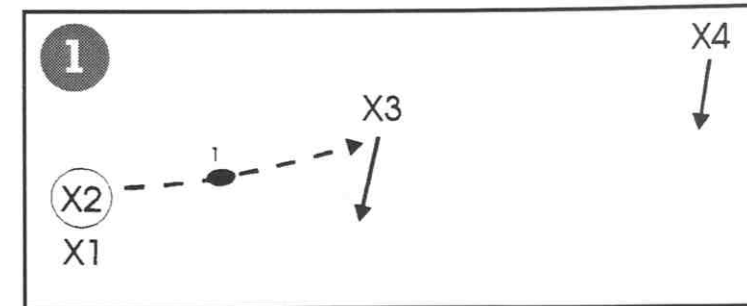
Remember also that, as for any skill, once learned under ideal conditions, they must be practised under game conditions with real opponents.

- The wrap
- Wrap defence
- The switch pass
- The switch pass defence
- Running the ball up
- Ruck defence

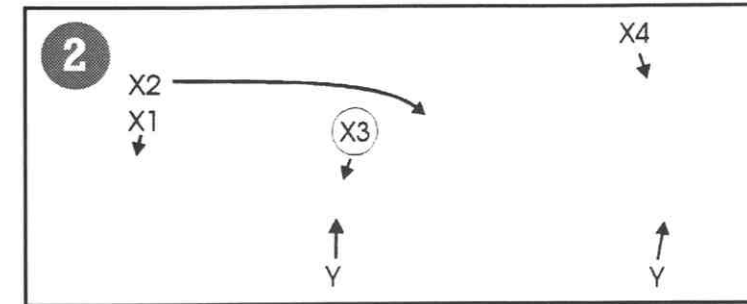
Wrap



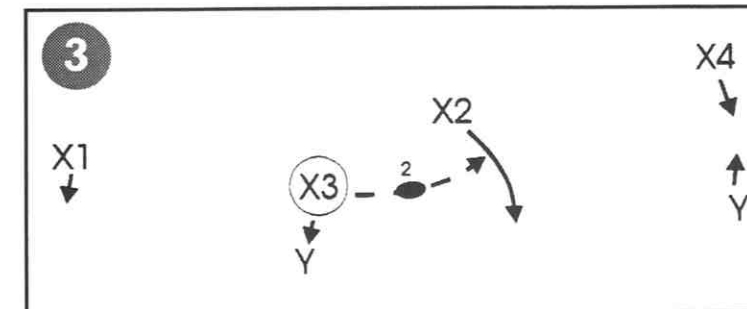
THE WRAP



1. x2 (dummy half) delivers a quick and accurate pass to x3 (receiver)
x3 moves forward and slightly inwards
x4 stays wide and deep



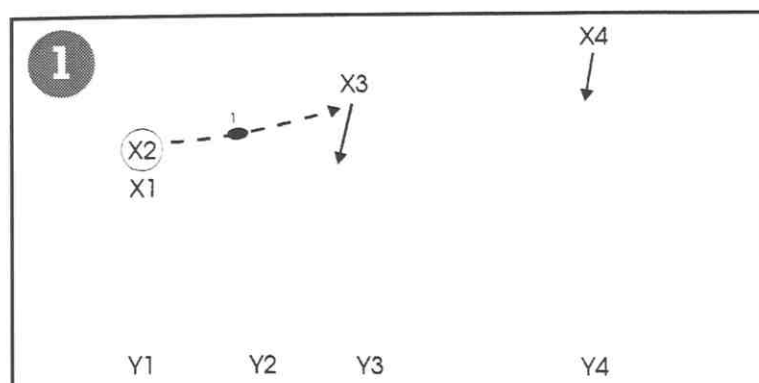
2. x2 (dummy half and wrapper) wraps around x3
x4 stays wide and deep (changes angle of run to draw defender)
x1 moves forward to support x3



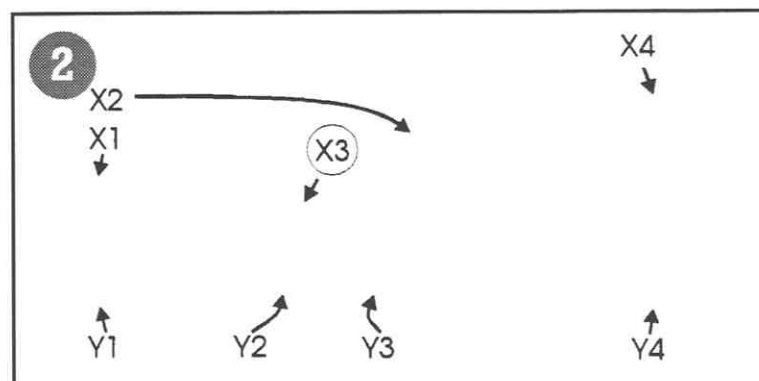
3. x3 draws defender and passes to x2 (wrapper)
x2 receives ball from x3 and then straightens up for the gap

Skill:	The Wrap																
Description:	The simple wrap, sometimes referred to as a 'double', occurs when a player runs around behind a team-mate to whom the player has passed the ball and receives the ball from that team-mate on the outside																
When Used:	The most frequent use for the wrap is from dummy half to the player who is first receiver from the plant (rollball). However, the move can be used to create an overlap in most phases of play, especially against a defending team that moves up quickly on a one-for-one policy																
Teaching Factors:	<table border="0"> <tr> <td>RUNNER</td> <td>delivering a quick and accurate pass</td> </tr> <tr> <td>RECEIVER</td> <td>running straight</td> </tr> <tr> <td>OUTSIDE</td> <td>support drifting wide and deep</td> </tr> <tr> <td>ACCELERATION</td> <td>around the receiver</td> </tr> <tr> <td>STRAIGHTENING</td> <td>through the gap</td> </tr> </table>	RUNNER	delivering a quick and accurate pass	RECEIVER	running straight	OUTSIDE	support drifting wide and deep	ACCELERATION	around the receiver	STRAIGHTENING	through the gap						
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Common Faults:	<table border="0"> <tr> <td>TOO SLOW</td> <td>with the first pass</td> </tr> <tr> <td>Receiver NOT</td> <td>running straight</td> </tr> <tr> <td>Runner TOO CLOSE</td> <td>to the receiver in run-around</td> </tr> <tr> <td>NOT straightening</td> <td>attack</td> </tr> <tr> <td>NOT keeping eyes</td> <td>on the ball</td> </tr> <tr> <td>Support NOT</td> <td>drifting wide and deep</td> </tr> <tr> <td>Poor TIMING</td> <td>of second pass</td> </tr> <tr> <td>Receiver TURNING</td> <td>around to pass</td> </tr> </table>	TOO SLOW	with the first pass	Receiver NOT	running straight	Runner TOO CLOSE	to the receiver in run-around	NOT straightening	attack	NOT keeping eyes	on the ball	Support NOT	drifting wide and deep	Poor TIMING	of second pass	Receiver TURNING	around to pass
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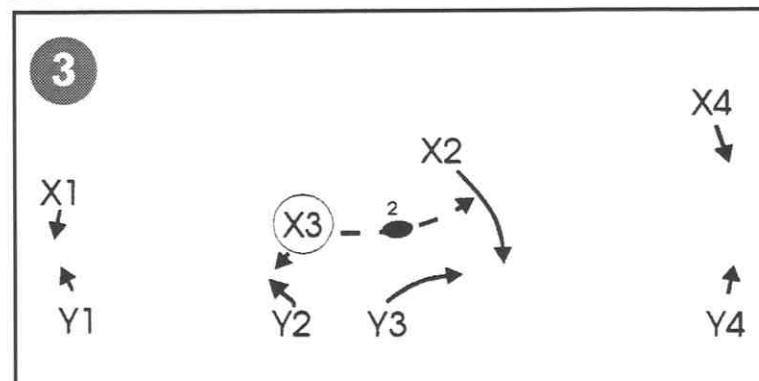
WRAP DEFENCE



1. Communication between defenders involved (Y1, Y2, Y3, Y4)



2. Y2 follows X2 across, Y3 follows X3 infield
When X2 and X3 cross the defenders responsibility changes



3. Y2 is now marking X3
Y3 is now marking X2

Skill: The Wrap

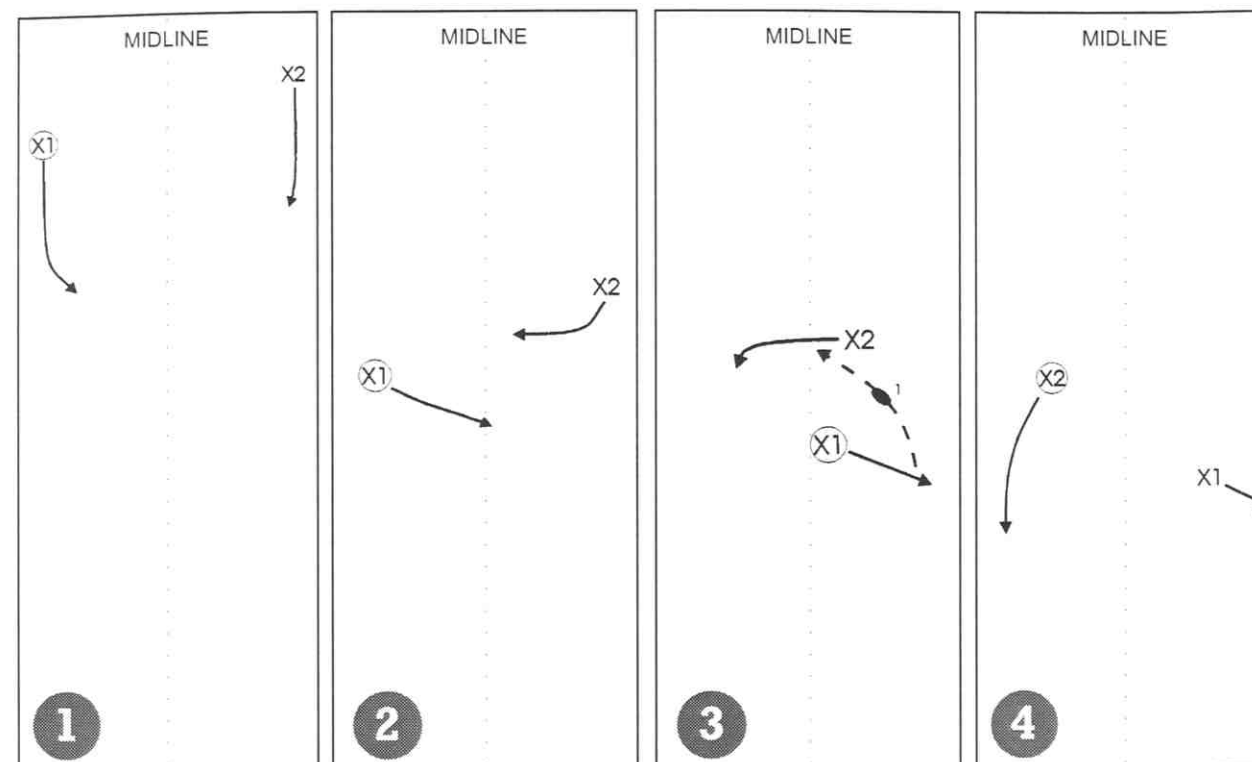
Description: Wrap defence involves the defensive players responsible for attacking players who perform a wrap. It is most common that a wrap is used near the plant (rollball), with dummy half wrapping the first receiver and therefore the two defenders most involved are the spare and the first defender (or the retiring defender and the first defender, depending on the Ruck Defence policy being used). The skill requires effective communication between two players so that a one-on-one situation is retained and the straight line defensive policy is followed

When Used: Whenever the attacking players perform a wrap

Teaching Factors: COMMUNICATION between players involved
Maintaining STRAIGHT LINE DRIFTING left or right as needed

Common Faults: ONE-ON-ONE defence
POOR communication
Lack of ANTICIPATION
Two-on-one commitment
POOR fitness

THE SWITCH PASS



Skill: The Switch Pass

Description: The switch pass utilises a pass to a player who initiates a different line of attack. The move involves the passing player running across the field at an angle and then passing to the receiver who has moved in towards and behind the first player. The receiving player then accelerates through the gap, which should have been created. A dummy switch pass should also be developed

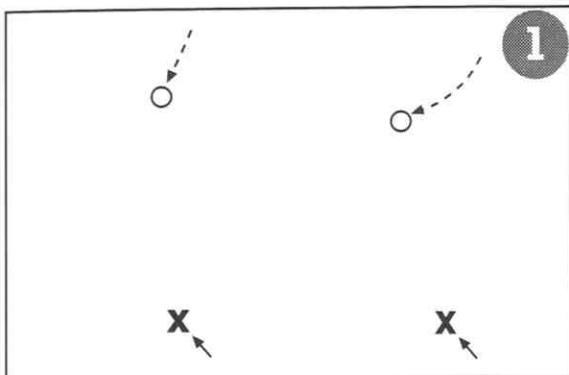
When Used: The switch pass should be used to break up routine defensive patterns. Once introduced, a combination of switch passes and dummy switch passes should create a break. The switch pass can also be used when the attack occurs near the sideline and the winger is being forced out of room to move

Teaching Factors:

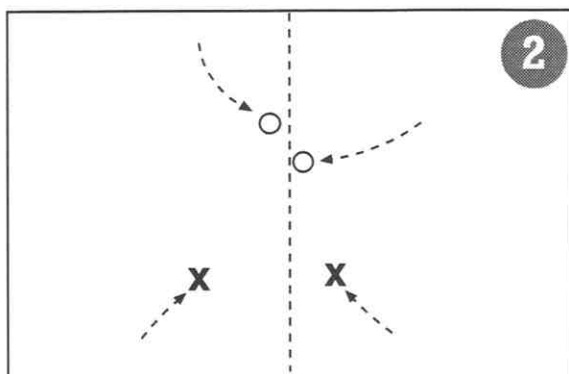
COMMUNICATE	the move with the receiver
RECEIVER	runs parallel with the passer initially
PASSER	runs across field to widen the attack angle
THREE-QUARTERS	distance covered, receiver steps in
ROTATE	body in direction of receiver
DIRECT	pass to receivers arms
RECEIVER	eyes on ball
STRAIGHTEN	attack and ACCELERATE through the gap

Common Faults: NOT a widened angle by passer
Receiver moves in TOO EARLY
Eyes NOT on ball
Passer turns WRONG DIRECTION
MISDIRECTED pass

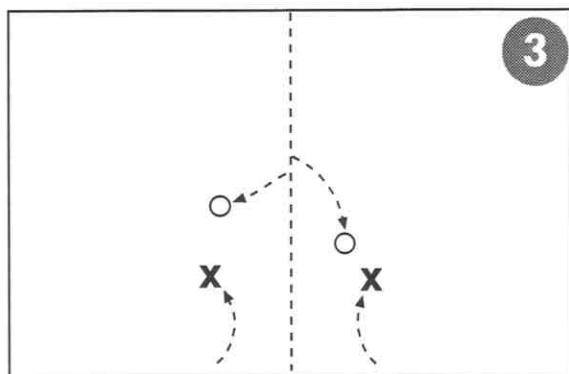
THE SWITCH DEFENCE



Defenders follow attacking players as they move across the field, keeping defenders between attackers and scoreline.



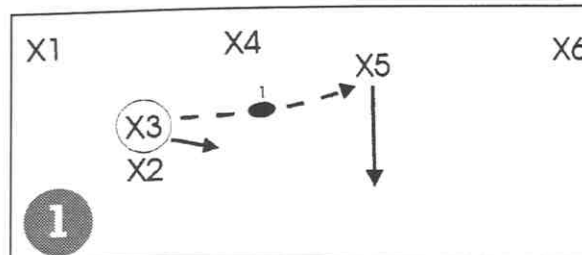
After anticipation of the switch move, defending players change responsibility of attacking players at the instant the attackers cross. The dotted line depicts the imaginary area of responsibility of each defender.



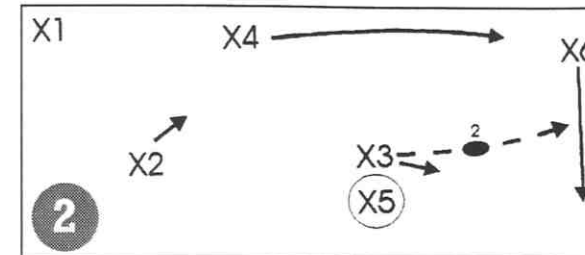
Defenders move in opposite direction following the crossing of attacking players. Defenders maintain responsibility for their own "zone of responsibility" and must anticipate the change of direction required.

- Skill:** Switch Defence
- Description:** The switch pass defence involves verbal communication most of all and then players moving to a one-for-one policy without crossing a central position and without creating confusion. Players must move with attacking players until the switch defence is called and then **change** their responsibility to the player who intends moving into their area of defence
- When Used:** Whenever the attacking team executes either a switch pass or a dummy switch pass
- Teaching Factors:** IDENTIFY opponents
FOLLOW runner and receiver across field
CALL the change of responsibility at the cross over
DECELERATE and ACCELERATE off inside foot
- Common Faults:** POOR communication and drilling of the change
NOT maintaining straight-line defence initially
Runner marker NOT moving across and forward
NOT anticipating the move
Defenders going TOO FAR across

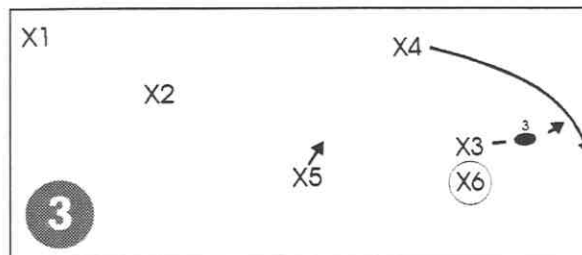
RUNNING THE BALL UP (SETTLERS)



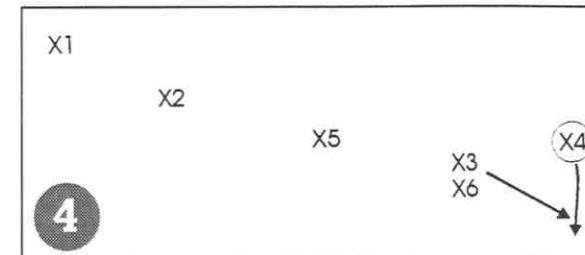
1. The first receiver (X5) runs straight and decelerates after gaining ground in anticipation of the touch



2. The same dummy half (X3) moves into position and the ball is worked the same direction (left) to the next receiver (X6)



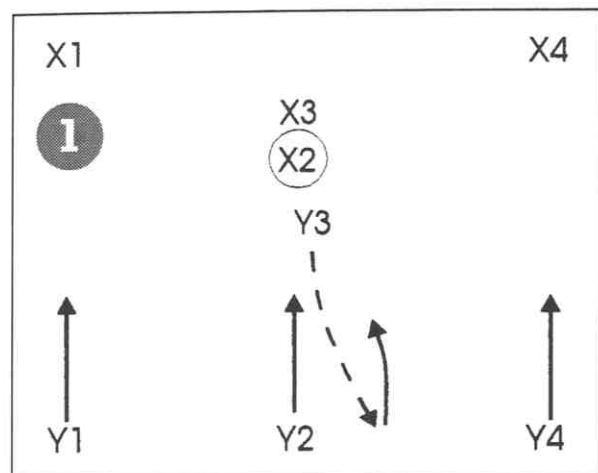
3. Support player (X4) positions him/herself to receive dummy half pass and the sub unit skill continues to gain ground.



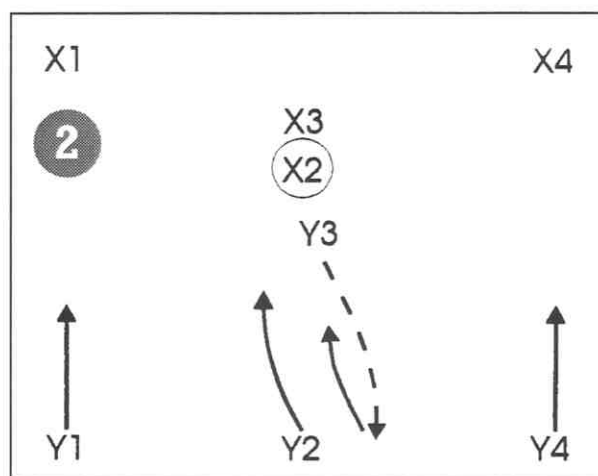
4. The ball is finally worked across the field, giving the attacking team plenty of room to move on the open side.

- Skill:** Running the Ball UP (SETTLERS)
- Description:** This sub-unit skill is the basis of gaining ground either to settle play or when under pressure. The skill involves a level or slightly backward pass from the acting half to the first receiver who demonstrates distinct acceleration and straight running, followed by deceleration at or before the touch is effected. The ball carrier then completes a quick plant (rollball) to the same acting half and the procedure is repeated. The skill may be used as many times as necessary depending on the situation. However, two or three repetitions are normally sufficient to break up the defence if that is the aim.
- When Used:** When close to your own (defensive) scoreline, when trying to break up the defence, or when settling play after some excitement
- Teaching Factors:** First receiver SHALLOW alignment
Correct ACTING HALF PASS from the ground
ACCELERATION and STRAIGHT running by receiver
DECELERATION when nearing defence
EFFECT a touch
QUICK plant (rollball)
SUPPORT by acting half
COMMUNICATION
- Common Faults:** DELAY in the plant (rollball) and acting half pass
First receiver aligns TOO DEEP
NO real acceleration and deceleration
Plant (rollball) BEFORE touch effected
OVER-RUNNING the mark

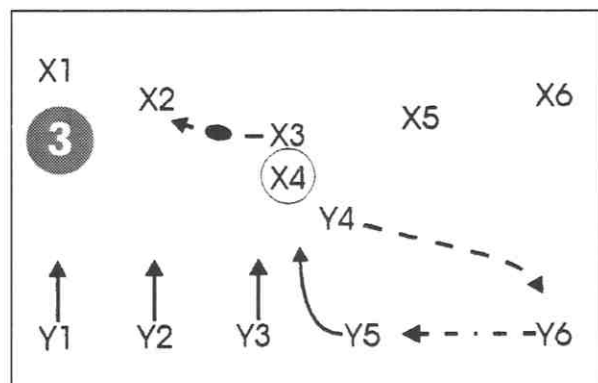
RUCK DEFENCE



Option 1
The player (Y3) who effects the touch marks the dummy half.
Y3 must retire 5m from where the touch was effected until he/she can become involved in play again. Y3 is not permitted to deviate from his/her selected line when returning onside.
Y2 marks the player performing the plant (rollball).
First defenders Y1 and Y4 continue to mark first receivers left and right respectively.



Option 2
The player (Y3) who effects the touch marks the plant (rollball) player.
Y3 must retire 5m from where the touch was effected until he/she can become involved in play again. Y3 is not permitted to deviate from his/her selected line when returning onside.
Y2 marks the player at dummy half.
First defenders Y1 and Y4 continue to mark first receivers left and right respectively.



Option 3
The player (Y4) who makes the touch moves backwards on an angle (to the opposite side of the next settle) to take up his/her defensive pattern. Y5 moves across and forward to mark X4 (plant (rollball)).
Y3 marks the player at dummy half.
Y6 moves sideways across the field to cover Y5 (and also to allow Y4 to join the defensive line).

Skill: Ruck Defence
Description: Ruck defence similar to switch pass defence involves the key element of communication. There are three options of policy and once selected this sub-unit skill should ensure that the ruck area, as a line of attack is rendered inoperative to the opposition. Specifically, the skill appoints respective defending players responsible for attacking players with the ruck
When Used: The ruck defence skills are used at every plant (rollball) by the attacking team
Teaching Factors: Select OPTION and train at it. The options are shown in the diagrams opposite
Common Faults: OFFSIDE DEFENDER becoming over-anxious and chasing ball
First defenders NOT moving up
SPARE defender committing to first receiver.
POOR communication

BASIC TEAM SKILLS

The team skills contained in the manual should be considered the basis for the development of a team under the guidance of individual coaches. Coaches are encouraged to use their experience, natural flair, imagination and personalities to develop not only their players and team, but the sport of Touch as a whole.

Because the game is relatively young in its present form, coaches may have alternative solutions of their own.

- Team positions
- Attacking principles
- Defending policies
- Basic moves for penetration

This chapter provides guidelines for coaches and a suggested first step to developing original and progressive team skills.

Team Positions

Many, unlike other sports with similar styles to that of Touch, players in competitive teams will often find themselves in many of the six team positions on the field. This is not to say that there are no specialist positions. Some possible options are shown below:

For standardisation we will refer to the following team positions:

- Wingers - usually the fastest players in the team
- Links - usually the most adept ball handlers and the most deceptive runners
- Middle players - usually the most consistent and the fittest players

For the very reason that any player may find the necessity to play the game in any of the six positions, all players should be taught the same basic skills. The only variations in requirements for each of the positions are:

WINGER	LINK	MIDDLE	MIDDLE	LINK	WINGER
X	X	X	X	X	X

General Play

Many coaches can influence the patterns of play exhibited by their players in the majority of situations on the field. However, there are some situations where the opportunity arises for individuals to demonstrate their own talent through personal ability in the performance of particular skills.

There are two general aspects of play; ATTACK and DEFENCE. Remember that the object of the game is to score more touchdowns than your opponent.

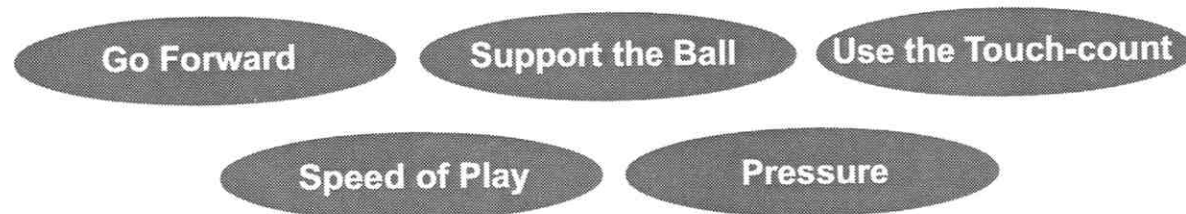
ATTACK

There are several considerations before we discuss the aspects of attacking play. The elements involved in carrying the ball across the scoreline are:

- The DISTANCE to travel
- The TIME available
- The RULES governing play
- The ability to negotiate the OPPOSITION

Understanding these elements, we can produce the principles, which should govern our method of attack.

Principles of Attack

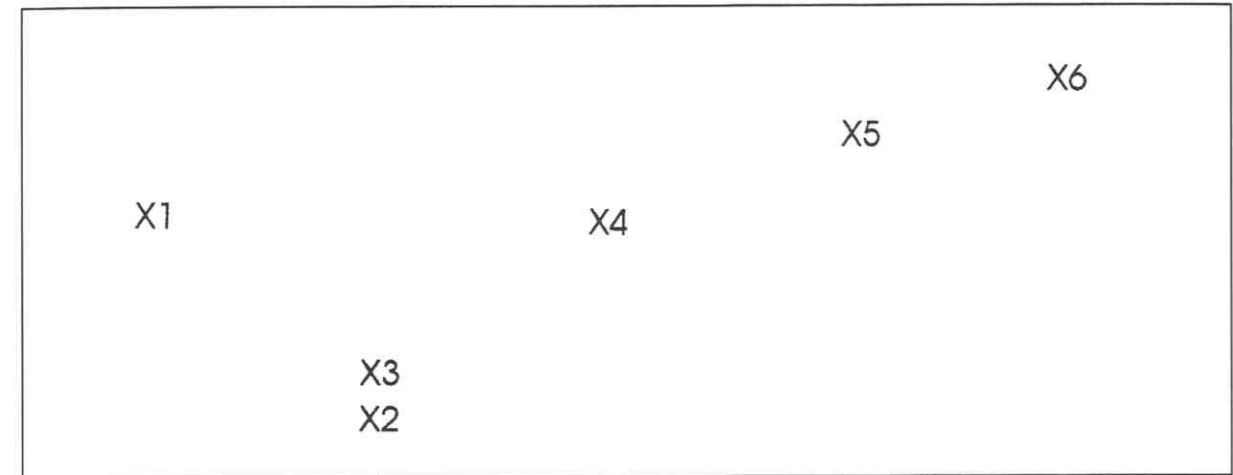


TEACHING FACTORS

ATTACK

Considering the principles of attack, Let us now look at the teaching factors that we, as coaches, can use.

1. **Alignment.** One of the most simple and effective alignments is the saucer alignment with each of the players standing roughly five metres apart and with sufficient depth so that the outside player can see the back of the inside player.



The Standard Attacking Alignment.

This alignment sometimes makes it difficult to gain ground unless dummy half produces a quick ball to the next middle player. Additionally, because the first receiver is relatively deep in alignment, unless the players are well practised at quick passing it becomes more difficult to go forward against a good defence.

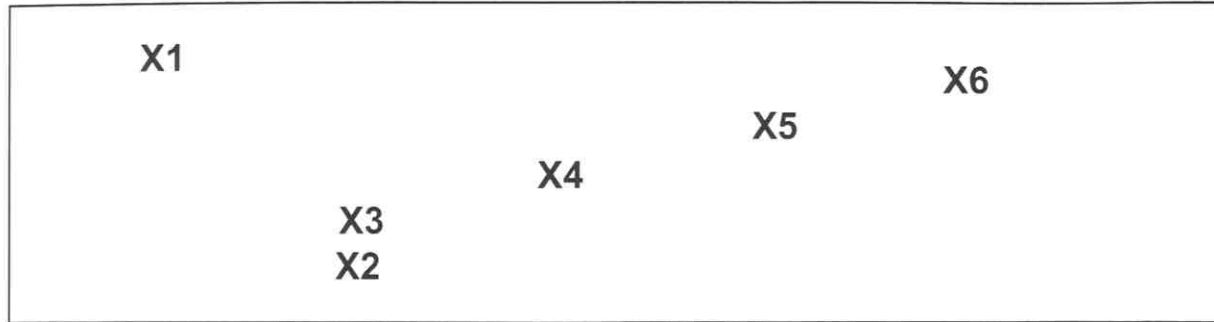
The saucer alignment shown does allow the left winger to provide support for the ball by running behind the other players.

A different approach to alignment involves the first receiver standing very flat to receive the pass from dummy half. Other players should continue with the saucer alignment on the outside of the first receiver.

The 'first receiver flat' alignment overcomes the problem of not being able to gain ground in the previous saucer alignment as the receiver only has to move forward a few metres to achieve a gain.

This alignment is normally used to settle play or to 'work the ball out' of the danger area near a team's own (defending) scoreline. The first receiver should be accelerating as the pass is received and should be prepared to decelerate when a touch is imminent to ensure pressure is applied to the opposition's defence through a quick plant (rollball).

Other alignments that allow players to support the ball and go forward may be considered. In fact, because the game of Touch relies fairly heavily on a one-for-one defence, if advanced attacking moves are planned, deceptive alignments can be introduced in an attempt to out-position the opposition.



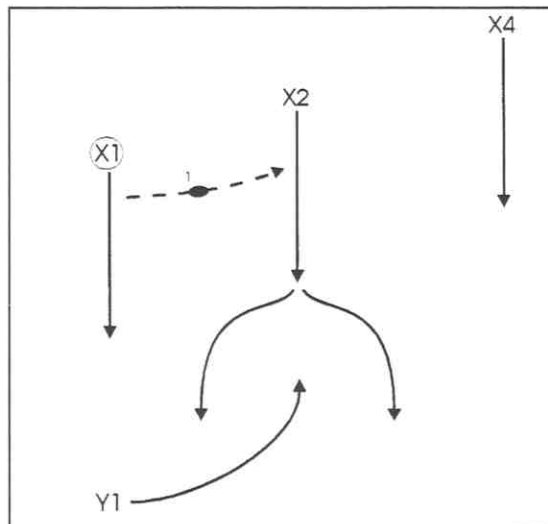
The First Receiver Flat Alignment

The First Receiver Flat Alignment

Common Faults:

- TOO FLAT – players who align too flat increase the chances of forward passes and allow the defence to effect touches before the attackers can accelerate behind the gain line.
- TOO DEEP – players who align too deep usually fail to go forward and because they increase the element of distance to the scoreline, decrease the opportunity to score.
- TOO CLOSE – players who align too close allow one defender to cover more than one attacker.
- TOO FAR APART – players who align too far apart find it difficult to pass quickly and increase the chances of inaccurate passes and intercepts.
- WRONG SIDE OF RUCK – although usually a matter of a lack of support through poor fitness, players who align on the wrong side of the ruck fail to utilise the potential of possession and rarely place pressure on the opposition.

2. Running Angle. Because of the angle of the normal alignment in relation to the scoreline, it is natural for players in attack to run at an angle across the field. This tendency conflicts with the principle of going forward and increases the distance to run to the scoreline. Running at a straight angle up the field requires the defending team to adhere to a strict one-for-one defence without any cover being possible. Additionally, a straight runner increases the chances of penetration by the supporting players on the outside. A player who runs directly towards an opposition player has the option of beating that defender either on the inside or on the outside. If the attacking player simply runs at an angle across the field, the job of defence is made more simple, especially if the player passes to support on the outside.



Straight running by attacking player allows at least two directional options,

It is important that the inside players straighten attack. If the middle players run across the field, the options for links and wingers are reduced because of a lack of space. It is normal for dummy half to run with the ball therefore the responsibility to straighten attack falls with the first receiver.

This means the first receiver has three choices:

- Option 1: Stand a little deeper and wider in alignment and run straight onto the ball.
- Option 2: Stand in the normal position and use quick passing.
- Option 3: Align flat and settle the play

Although the straightening of the attack lies with the first receiver, links and wingers should also be aware that unless a planned move is being executed, straight running is of paramount importance in going forward and gaining ground.

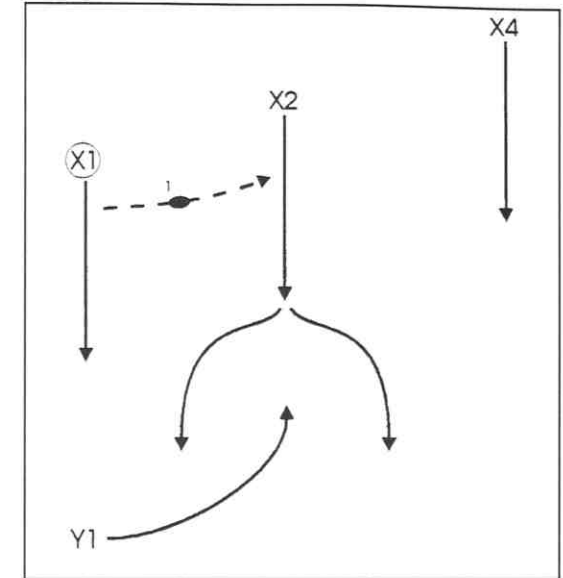
Common Faults:

- POOR BODY/FOOT POSITIONING. If individual players position themselves with the outside foot forward and the body and hands facing dummy half the chances of running across field are reduced.
- POOR FITNESS. Although this fault can be cited under most aspects of the game, it has been included here because unfit players are unable to position themselves correctly to make straight running.

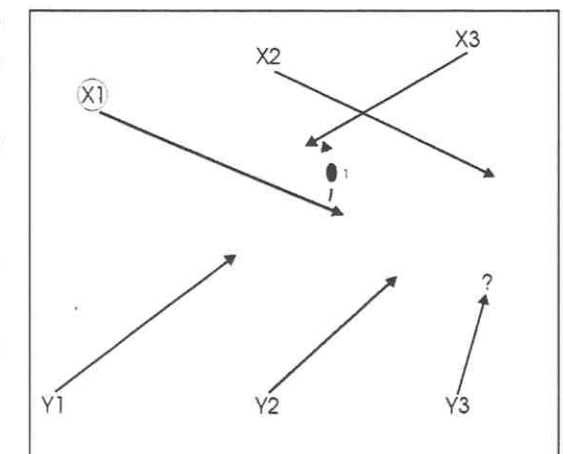
3. Penetration. Against standard one-for-one defence the only way to effectively gain ground and score is to ensure the attacking team has the ability to penetrate the opposition's defensive pattern. Penetration can come from individual brilliance in skill or from combined action of players in set moves.

Penetration means finding either gaps through the defence or overlaps on the outside of the defence. Gaps through defence are usually the result of a move involving deception while overlaps are usually created as a result of support.

Gaps may be created as a result of a properly executed sub-unit skill such as a wrap or a switch pass. What is required is some form of decoy or deception to widen the normal space between the defending players. Most simple attacking sub-unit skills should achieve gaps.

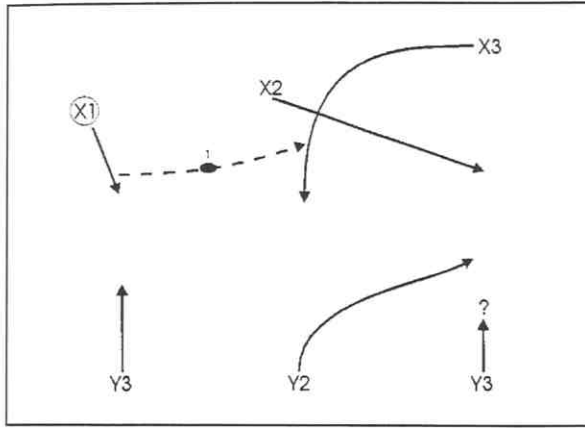


Angled running by attackers allows a single defender to cover more than one player.

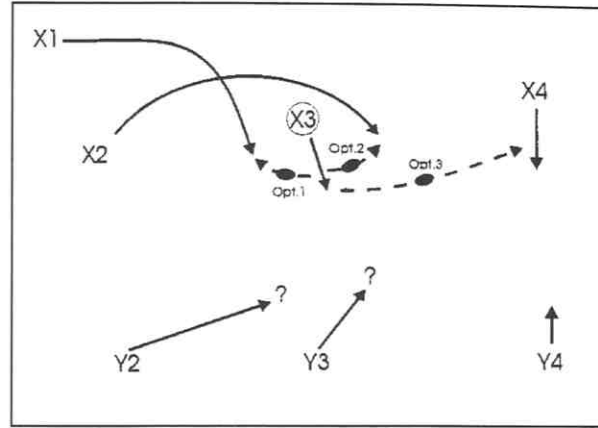


A simple switch in direction of play with a decoy runner in the former direction across field may result in penetration as a result of deception.

Some other simple moves, which are used to create gaps, are shown below.



In this move the switch of players occurs before the ball is passed, usually resulting in a large gap between defending players.

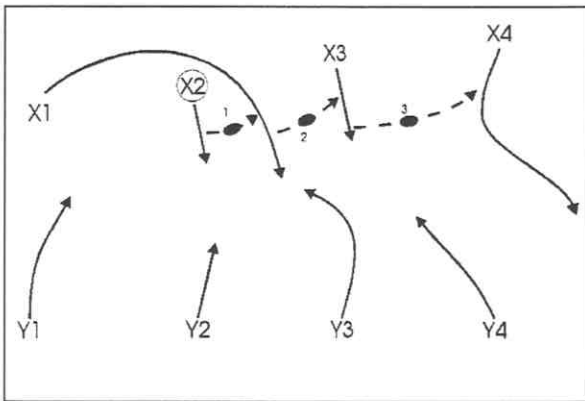


Using a combination of support and deception this move gives the ball carrier (X3) the option of an inside pass to (X1), an outside pass to the wrapper (X2), a run alone or even a face pass to the outside winger (X4)

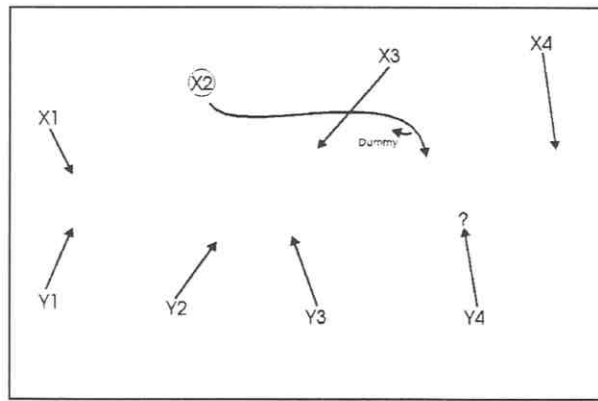
Supporting the ball brings about an imbalance in the number of attacking players against the number of defenders. All players should be taught that once the ball has been passed, the real part in the game begins – that of support.

The simplest form of creating an overlap is with support. Whether the support joins the move inside near the middle players, or on the outside of the winger, the result is the same and providing the middle players and the links have straightened the attack there should be an overlap.

Some easy ways to create overlaps are shown opposite and below.

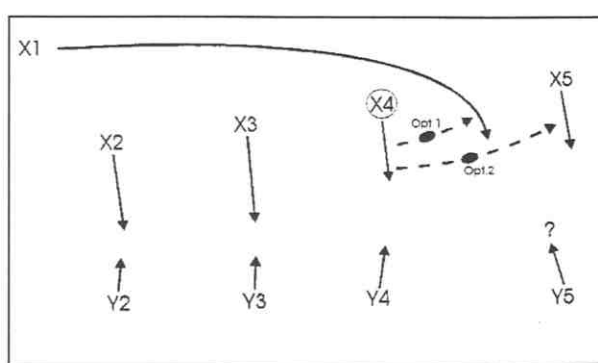


The addition of an extra player near the inside of the line, together with effective ball handling by other players, will cause an overlap on the outside.



A dummy switch of players to create confusion in the defence should create an overlap for the winger (X4)

When the extra player is used to create the overlap the player should simply act as a link or middle player unless brought in on the outside.

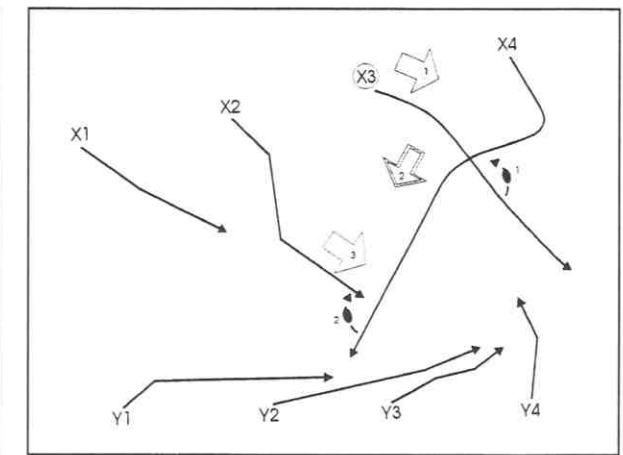
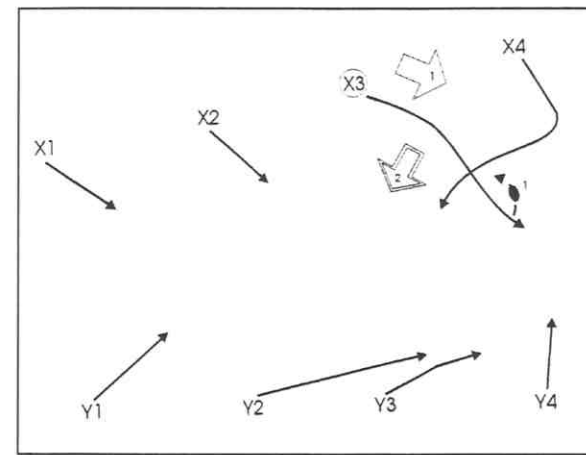


SUPPORT, SUPPORT and then SUPPORT

Another effective way to create penetrative potential is to change the line of attack. When a ball is being transferred along the line towards the winger, there is a tendency in the defensive team to follow the general movement of the ball across the field. If the ball continues to transit sideways in a predictable manner it becomes very simple for an average defence to cover it all the way.

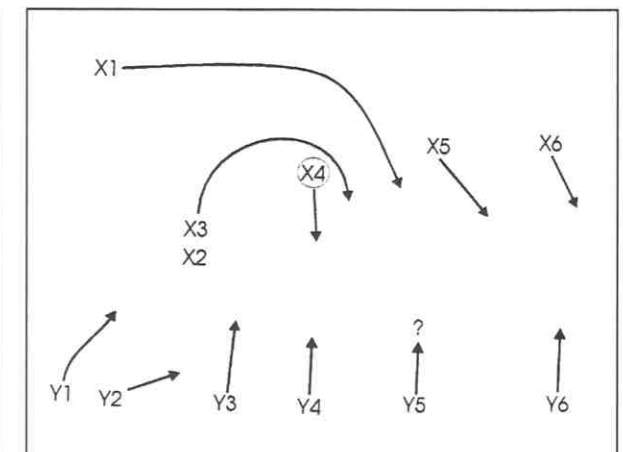
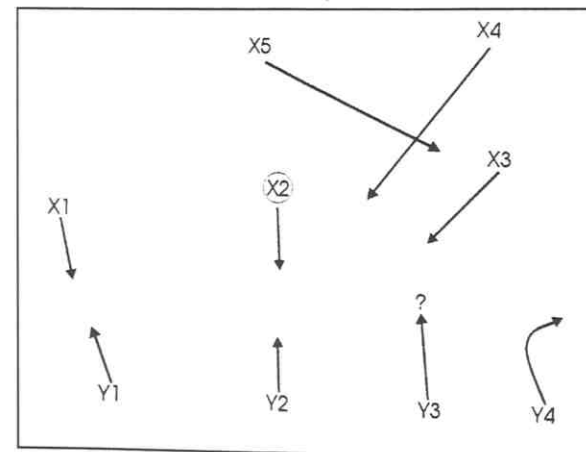
The most effective way to counter this subtle application of pressure by the defending team is to change the line of attack and bring the ball back towards them. This is particularly effective if the defenders are quite close to the ball carrier at the time of the change.

A switch pass in such a situation would be most effective.



And then if the receiving player happens to run into a defender moving slowly across the field, why not a second switch pass to revert back to the original line of attack down the wing?

Often there is a requirement to vary the alignment to achieve the desired penetration. The most common example of this is the use of the 'trailer', a runner who stands deeper than the normal alignment and waits for the opportunity to run onto the ball.



Common Faults: POOR handling in set moves

TOO ambitious for individual skill ability

POOR timing

Insufficient support due to lack of FITNESS

All handlers and passers without any RUNNERS

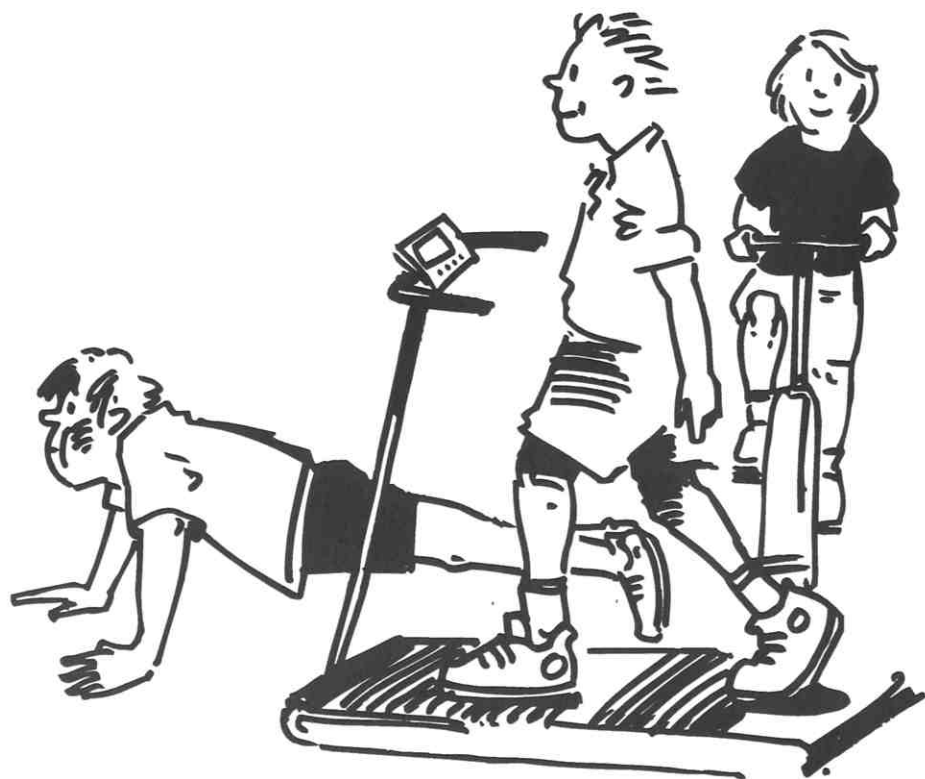
Standing 'flat footed' – no real ACCELERATION

Running AT the opposition, not at the GAP

All of the above deficiencies can be remedied through properly planned and executed coaching and training. Teamwork is the key word and can only be achieved by regular commitment to team skills against an active opposition.

4. Fitness. Although mentioned in other parts of this manual it is most important that fitness be associated with the performance of the skill of attack. Players without the necessary fitness are unable to accelerate, align and realign, perform the normal individual skills and support the ball.

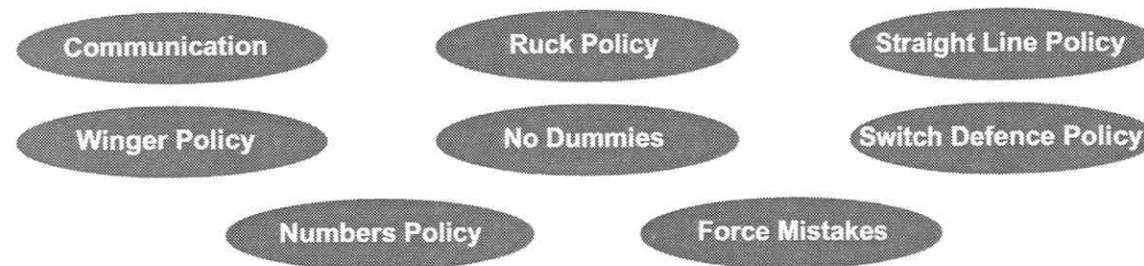
Players who are unfit should not be matched against fit players. Not only will they be incapable of performing the requirements of attack and defence, but you can be sure that they will not enjoy the game.



DEFENCE

Policies on Defence

The main objective of the defending team is to deny the attacking team time and space in which to move and score. In achieving this objective there are some policies on defence which should be considered, decided and then strictly adhered to by all players.



Communication

Perhaps the most important aspect of any defensive pattern, communication, should be thought of as the over-riding element in each of the other policies.

A breakdown in other policies is usually considered as an individual error. However, any lack of communication should be considered as a major team error. A lack of effective communication has been responsible for more touchdowns than the failure to observe any of the other policies of defence.

Once the particular defensive policies are decided, a coach should make clear to players that individual defenders should call clearly when they are committed to an attacker. "I've got the one with the ball!" or simply "He's mine!" will ensure that other players are aware that a particular attacker is covered. More importantly, it should ensure that two defenders do not commit themselves to one attacker.

Occasionally the situation will dictate that one central organiser should indicate to other defenders which of the attackers each should cover. This becomes important as the ball moves out along the line. "You take that one!" and perhaps "Take the one on the outside" will avert any misunderstanding.

Ruck Policy

Ruck defensive policy is covered under basic sub-unit skills and the coach should make it quite clear to all players that once decided upon, the agreed policy is the one which applies.

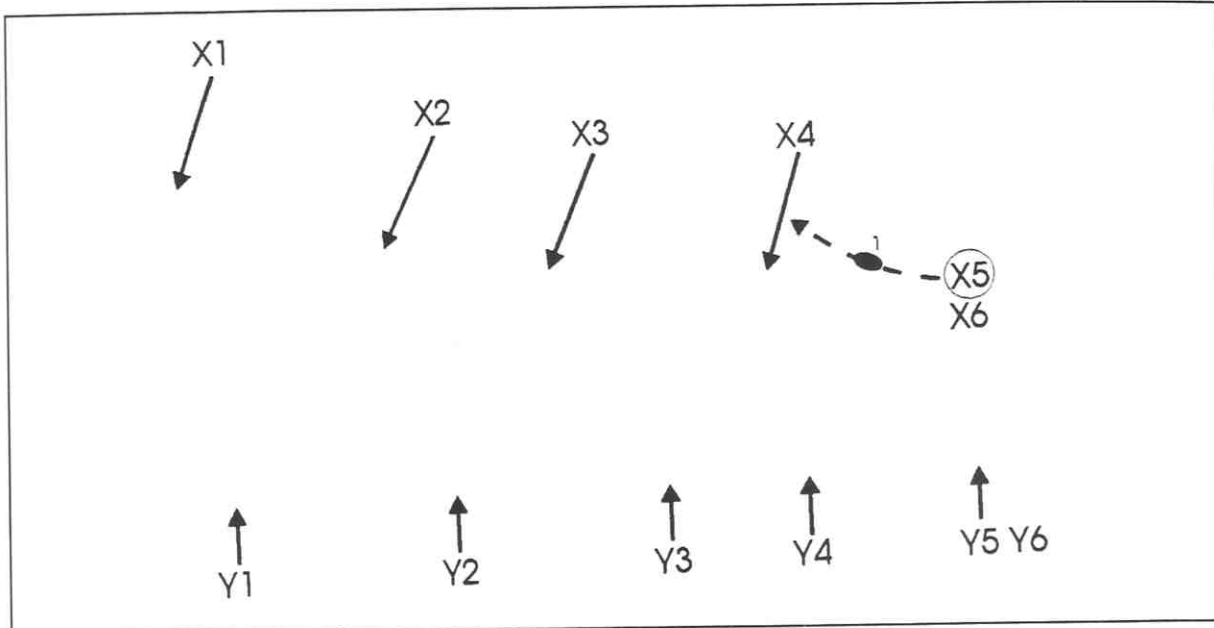
No Dummies

One of the most prevalent defensive errors, the taking of a dummy, results in more touchdowns than any other. It is an individual error and one which can be overcome through timely communication and all players understanding the particular defensive pattern in use. Players must be trained to automatically respond to a one-on-one defence.

Straight Line Policy

The straight line policy relates to the alignment of defending players as they move forward to put pressure on the attacking team and thus deny them time and space in which to move.

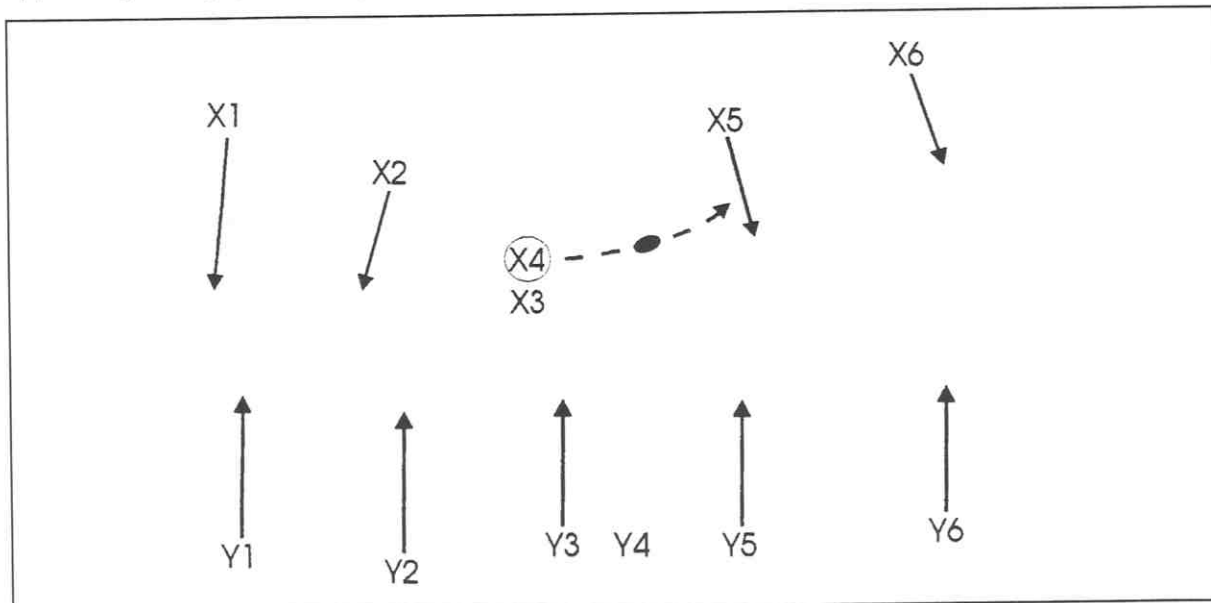
Basically, the policy requires that defensive players, as they take up their alignment, must position themselves along an imaginary line parallel to the scorelines at intervals dictated by their opposing numbers.



Straight-line policy – aligned left.

Straight-line policy – aligned left.

In the situation depicted above, the attacking players have positioned themselves with four players to the left side of the ruck and the ball is passed in that direction. Defending players MUST maintain a straight line in opposition as they move forward towards the attackers. If a straight line is not maintained the opportunity for a gap or overlap is created.



Straight-line policy – aligned right.

Straight-line policy – aligned right.

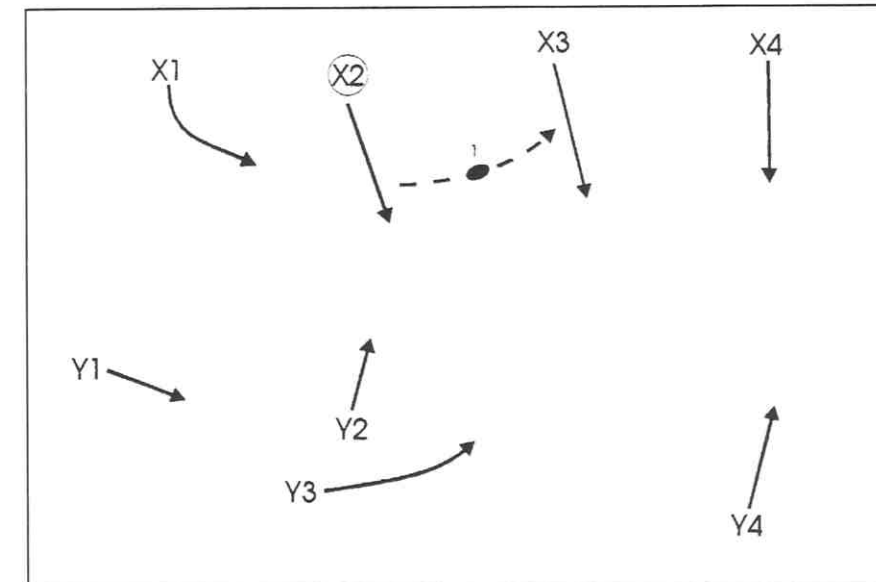
This policy applies also when the ruck is positioned mid-field. In fact, some consider that it is more important that players on the non-active side move forward in the line than to offer the possibility of some cover defence. You, as a coach, should decide this one for yourself.

Winger Policy

In what seems a fairly simple policy on paper, the policy concerning the actions of wingers is practically one of the most difficult for wingers to apply. Normally the policy should be divided into two parts:

- Wingers always stay put and mark their opposing wingers.

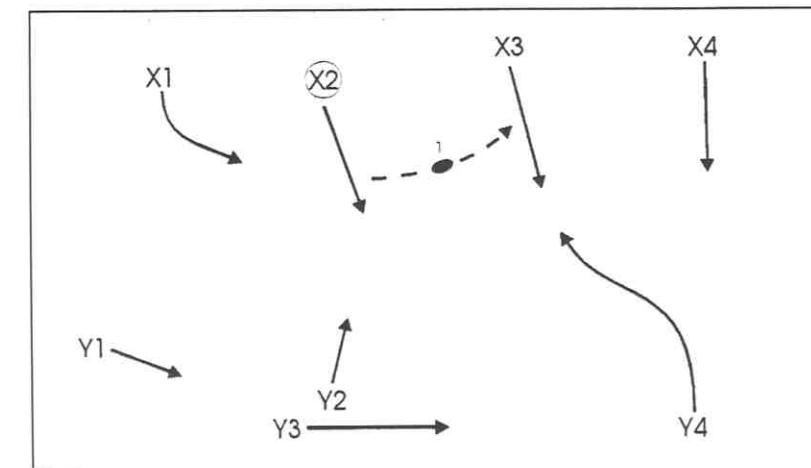
If wingers apply this policy it allows other players the opportunity to pick up the inside attackers.– See figure 1, below.



Winger stays on winger.

- Wingers take the player in possession only when a touchdown is imminent.

This aspect will allow the speedy winger to use his own initiative, particularly near the team's own (defensive) scoreline – see figure 2, below.



Winger moves in to link.

A coach may use both or either of the two above sub-policies but, irrespectively, the policy decided upon must be clearly understood by the wingers and by all the players in the team.

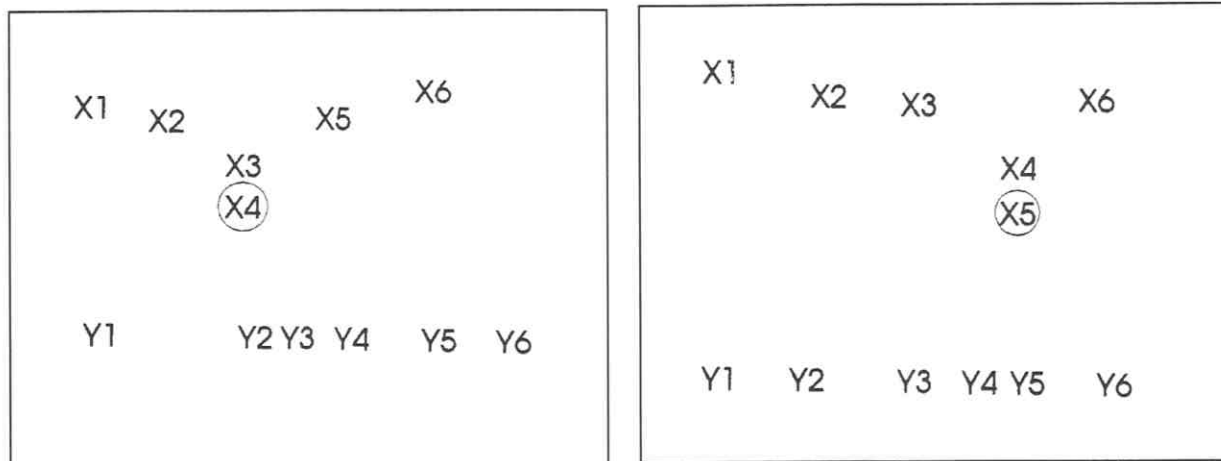
Switch Defence Policy

The switch defence policy is adequately covered in basic sub-unit skills and the coach should ensure that all players understand and adhere to the policy.

Numbers Policy

This is a very simple defensive policy and applies when the ruck is positioned to allow the attacking team the opportunity to have a player or players on either side of the ruck.

The defensive team must ensure that numbers of defenders on each side of the ruck agrees with that of the attacking team.

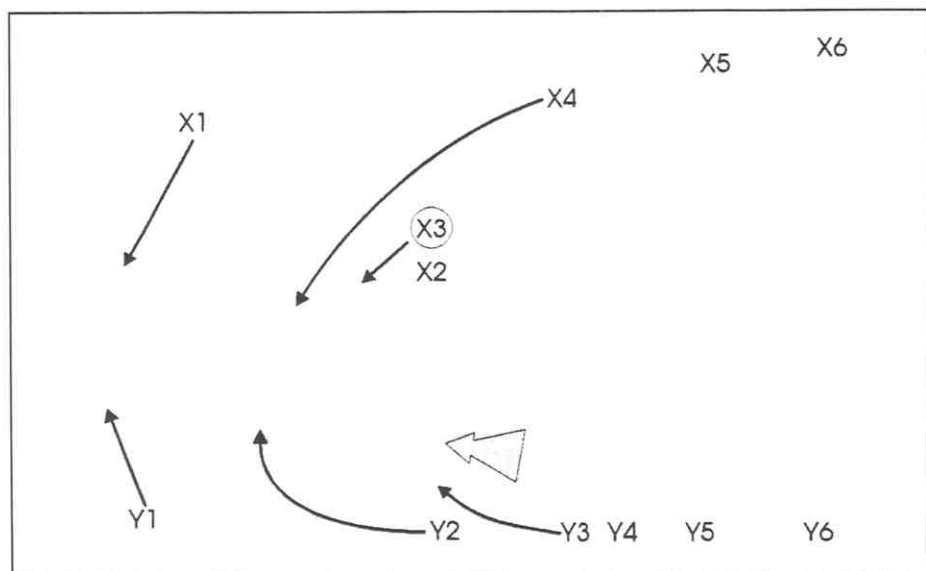


WRONG!

RIGHT!

This policy also applies after the ruck has ended and particularly when players from one side of the ruck (which was) move across behind dummy half to support the ball on the other side.

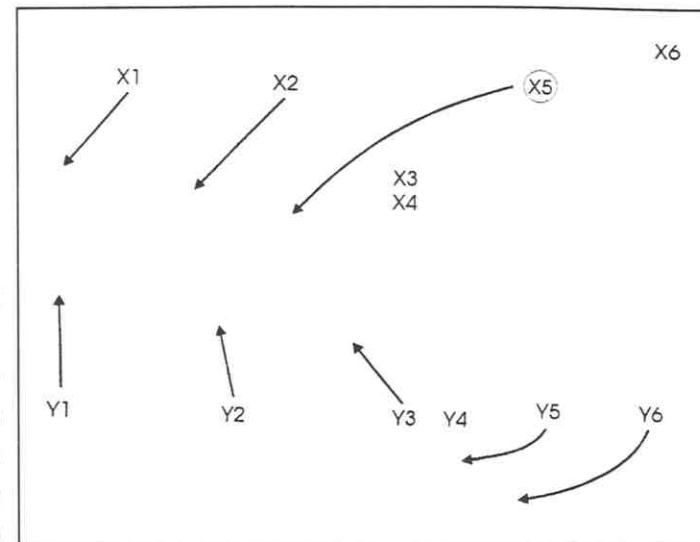
The easiest way to counter such a move is the drifting method. This drift occurs when the defending players communicate the requirement to drift and the nearest defending player(s) are then required to move sideways across the field to cater for the extra support gathered by the attacking team.



Defence countering numbers by drifting method.

In the adjacent example, the attacking team has commenced their thrust down the blind (defenders left) side. As the defenders initially had only one player in position marking the original attacker, they would have been out-numbered unless the "spare" and the first defender on the right side drifted across the ruck.

Another method of countering this switch-ruck-support is to lay off the defenders on the blind (inactive) side and use them to cover any potential break. No matter which policy is used every player in the team should be aware of the accepted one.



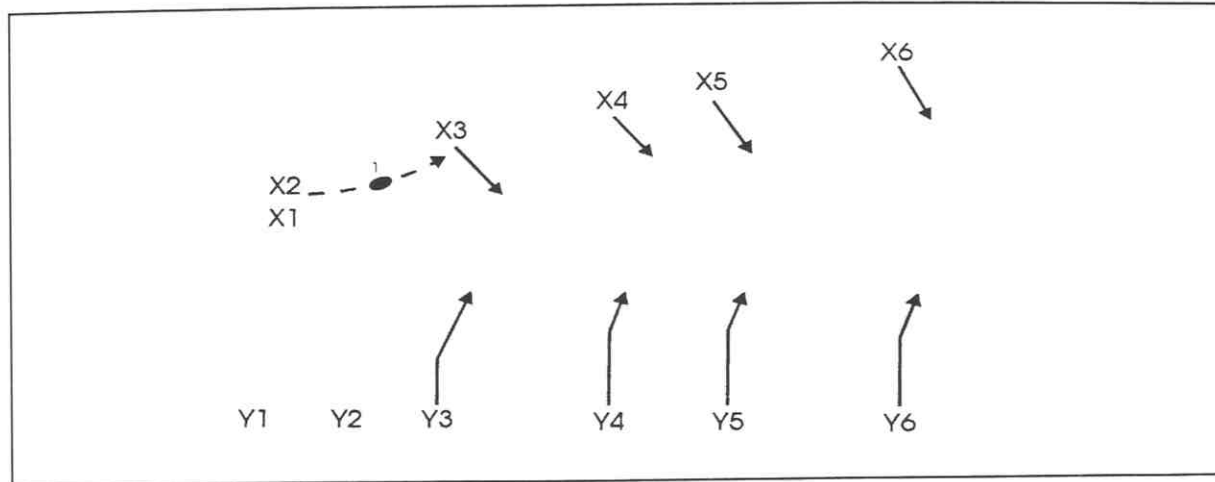
Countering numbers by layering-off open side defenders.

In this case the "spare" has been committed to the additional attacker under suspect conditions and the players on the opposite side to the attacking thrust are moving backwards to provide some degree of cover. However, this action is prone to disaster with a switch of play to the open side.

Force Mistakes

This policy can be interpreted as putting pressure on the attacking team by denying them time and/or space to set up lines of attack and subsequently force them into error.

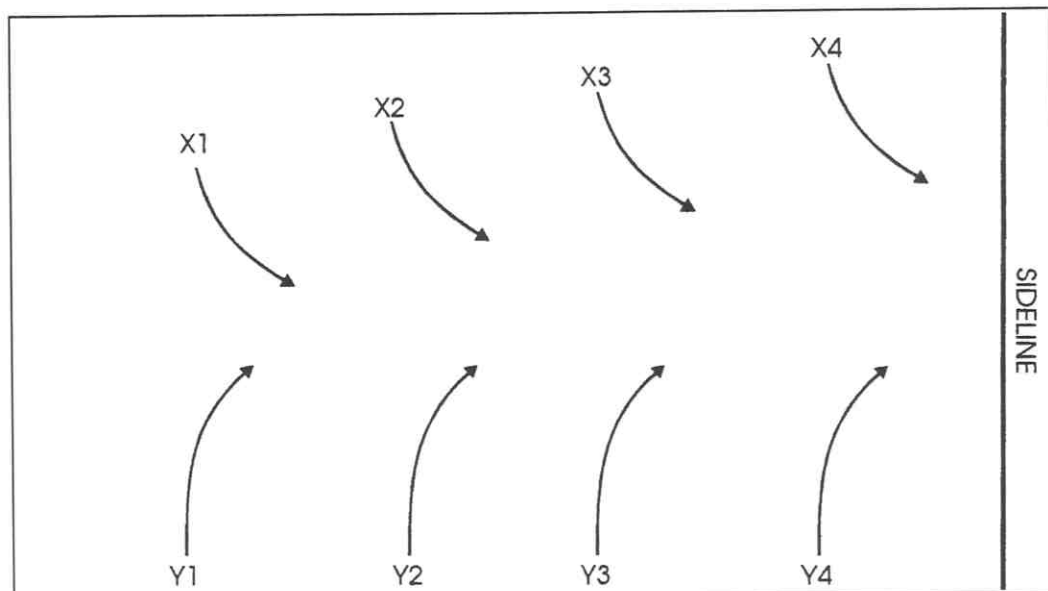
The error may come in one of two ways either as a loss of possession due to a simple handling error or as a wrong choice of option when setting up the attack. The best way to force an error is to ensure the one-for-one frontal defence moves up in a straight line and does not wait for the attacking team to come forward.



Defenders choosing the shortest distance to attackers.

Shown here is the ideal line of approach from a defending team. Note that the original few metres of forward run are directly towards the attackers.

To reduce the time and space available, defenders should choose the shortest distance to the attacker. More often than not this will mean approaching the ball carrier on the inside shoulder. Additionally, this form of defence should force the attackers to run across field and result in less space for wingers to move.



If the defenders move up together on the inside shoulder of attackers, 'crabbing' will result.

BASIC TACTICAL PLAY

The most important lesson to be learnt in this chapter is that a coach must be capable of analysing both the strengths and weaknesses of two competing teams. A coach has to identify the particular potential of the game in relation to the attack and defence.

Coaches must then be capable of developing the ability in players to use their strengths, avoid the opposition strengths and exploit the weaknesses in an opponent's defence, while effectively hiding any inherent weaknesses in the home team.

- Development of skills
- Philosophy on the game
- Instructions v Individual Flair
- Decision making!
- The game plan
- Phases of play



Development of Skills

Coaches should not get too involved in the tactical aspects of the game until the team players have mastered the basic individual skills. Of course, everyone wants to win and it is usually the team, which best exploits the weaknesses of their opponents that wins.

Assessing your opponent's weaknesses and utilising your own strengths is what tactical play is all about. But don't forget the priority of skills. It is no use attempting to get novice players who are not proficient in passing and handling under pressure to work continuous switch plays down the blind!

BASIC INDIVIDUAL SKILLS

BASIC SUB-UNIT SKILLS

BASIC TEAM SKILLS

(including tactical plays)

Philosophy

The object of the game is to score touchdowns. Some consider that an important secondary object is to prevent the opposition from scoring. Of course if you achieve this secondary objective and the opposition does not score then they cannot win the game. A coach should give serious thought to game philosophy – whether to go all out in attack.

Coaching Instructions v Individual Flair

Although a coach should have the over-riding input to a team's style of play, there should be no attempt to restrict players from using their individual talent at the appropriate time and place. The better coach makes this known to players.

The relationship between the coach and players should be decided upon early in the season, preferably during the earliest group goal-setting session. Players should learn to follow team instructions without cramping their own individual style of play.

Always the old adage applies! If you break the coach's instructions and blow it – you're in trouble. But if you break the instructions and win the game – you're a hero!

A coach needs to teach players when and how to make decisions. Part of the overall coaching plan should be set aside to instruct and practice the decision making process – under pressure.

Decision Making

Players should learn to make decisions whether to run, pass or take the touch. Sometimes this decision is influenced by coaching instructions and at other times it is based purely on the factors available to the player at the time.

Making decisions on an individual basis can be quite tiring. Competitive players will find that the emotional drain during a game will be almost as demanding as the physical aspects. However, at the end of the game it is most satisfying to recall that correct options were taken each time the ball was in possession.

Pass, wrap, support, accelerate, side-step, decelerate, swerve, slow down, quick hands, run it up, go forward, change the pace, sprint, move it wide, straighten the attack, pass again, quick plant (rollball), double, go for the gap... Whew! What a game!

TEACH PLAYERS TO MAKE DECISIONS UNDER PRESSURE

The Game Plan

Rather than send the players out 'to win', a coach should prepare even the most basic game plan prior to every game. The plan should indicate the style of play desired by the coach and should consider:

- **OWN STRENGTHS.** If the team's wingers are the fastest in the competition, a coach would normally want to play the ball wide and give the faster members of the team a chance to move. Alternatively, if the middle players have really been in form with inside breaks up the centre of the ruck, the coach would probably want to play to this strength and keep the play up the middle'.
- **OPPOSITION STRENGTHS.** Although the coach may not be aware of the strengths of the opposition prior to the match, the game plan should consider both of the strengths discussed previously and possible ploys to cater for each. For example, if the opposition has the strength on the outside, you must cut the ball off before it can get out past the links. Often a coach may have to predict the opposition's strength and leave the counter to the individual players as the game progresses.

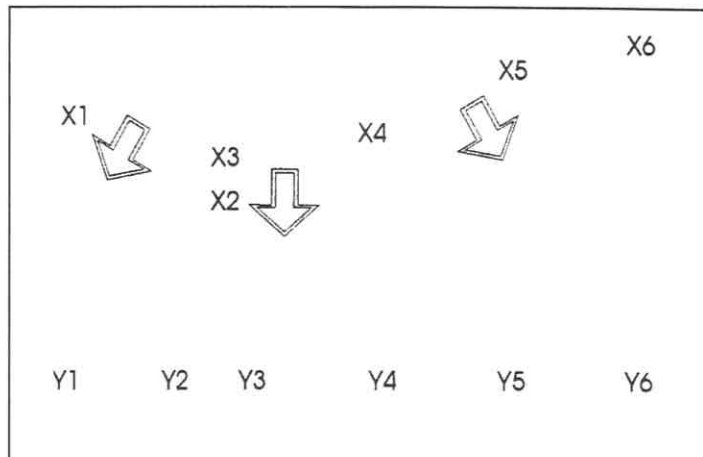
For example, a coach may decide to use the team's strengths only after neutralising the opposition's strengths. This could mean pressure defence in the first ten minutes or so and just running the ball forward to gain ground followed by continued defence with spinning the ball wide looking for the overlap.

The game plan might rely on regular play down the blind side followed by fast hands across the open. Whatever the plan, the least it will do is give the players something concrete to take into the game. And this is the formula for teamwork. No two players are the same and one of the aims of a coach should be to mould the talents of each individual to the total team.

Line of Attack

A CHAMPION TEAM
will always defeat
A TEAM OF CHAMPIONS.

In assessing the approach to the attacking plan one aspect to consider is where to make the thrust. The point of attack can vary from the middle of the ruck to edge of the field of play as shown in the illustration below.



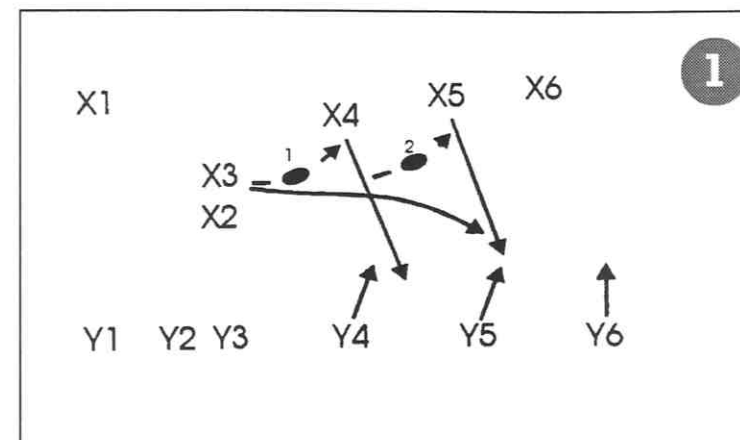
Varying the points of attack.

If one particular area is found to be vulnerable, then you should continue to exploit it. Of course, if the opposition finally reacts to this vulnerability, then you will be required to change your line of attack. And if the opposition is found to be strong in one position early in the game, you should have the capacity to change to another point and try the opposition out there.

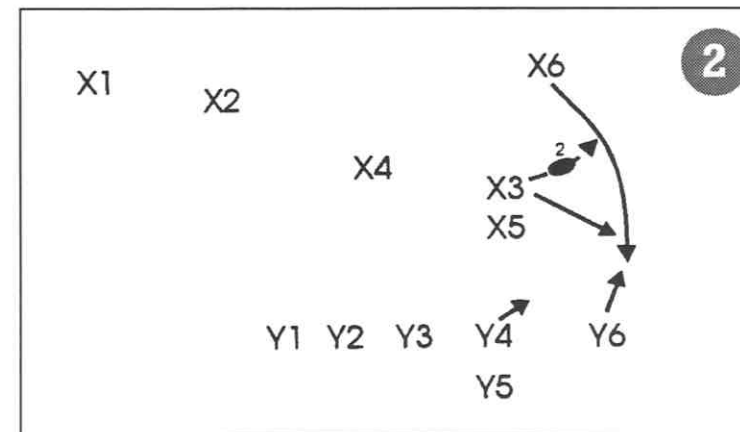
This is what tactical play is all about. Thrust and counter followed by further thrust and counter. Finally, it comes down to which team has the better resources, the skill to attack versus the ability to defend.

Phases of Play

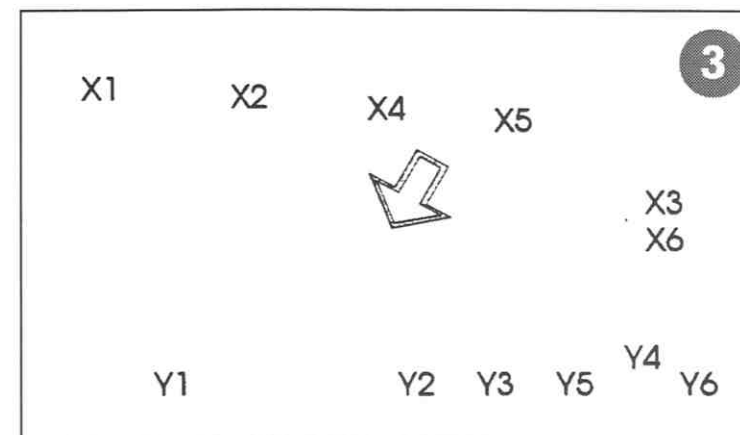
When a team runs the ball in one direction for one or more touches and then changes direction for the next move of the ball, this is the basis of phase play. For example in the situation described below, the attacking team has run the ball towards the right sideline for three touches and then changed direction to the open side. What this simple phase of play has achieved is more room on the open side for the players of the attacking team. This would be a good approach if the attacking team had the advantage of speed combined with the ability of good handling skills to spin the ball quickly to the open (left) side.



1. Working the ball towards one sideline. X2 performs the plant (rollball) on the first touch. The second touch is made on X5.



2. Further positioning towards the sideline. The third touch is made on X6.



3. Changing the line of attack to the open side with the advantage of catching the opposition out of position.

GUIDELINES FOR PLAY

The Basic Concepts of 6-a-side Touch

1. Utilise entire width of the field
2. Go forward (control)
3. Good positioning of support players – aligning your support players
4. Dictate defence and attack
5. Confidence in scooping and stepping
6. Minimise errors
7. Frequent substitution (3 minute rule – fast, furious, off)
8. Shift points of attack (works with 1)
9. Patience and control at all times (attack, defence, subbing, turnovers)
10. Complete limited opportunities for touchdowns
11. Complete plays (discipline)

PART 3

THE PRACTICAL

INTRODUCTION

The organised coach is one that plans ahead and prepares well before the season commences.

Throughout the training period, players will respond differently to training:

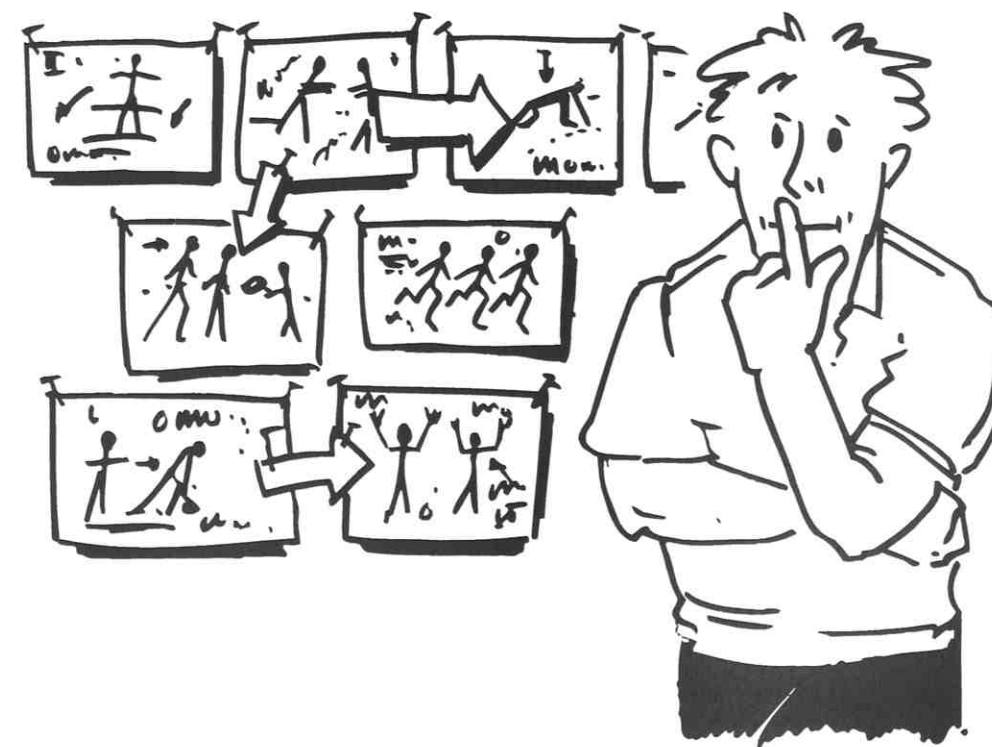
- They may develop faster or slower than expected;
- They may be enthusiastic or unmotivated;
- They may be skilful, or in need of extra development.

It is for these reasons, coaches need to be flexible in formatting their periodisation plans.

Periodisation is the planning of training in a way that will systematically develop all the physical performance components and skills of a player, to reach a peak in performance during a certain time in the competitive season.

Training for a long term goal is then broken down into smaller phases of training. This enables the player and the coach to work on smaller and achievable goals.

When all added together, the result will be a peak in performance.



Planning the Season:

Advanced planning, designing the programme, the master plan, priority checklist, pre-season, mid-season and post-season checklists, the training week, segments of a training session, beginning on the 'right foot', principles of planning an effective session, and the key elements of the physical aspects.

Grid Training and Training Drills:

An introduction to grids, how to use grids, developing skill in grids, training drills for the basic individual skills, general handling drills.

The Most Common Player Errors:

General, dropped ball, over-running the mark, poor defensive communication running across field, and passive defence.

The Most Common Rule Infringements:

General, statistics, offside at plant (rollball), passing after a touch, forward pass, obstruction, offside at tap, marker out of position and miscellaneous penalties.

PLANNING THE SEASON

In some areas of New Zealand, Touch is played all-year-round. It is normal that the season is considered as either WINTER or SUMMER. However, for the purposes of this chapter, planning is considered to be a five/six month competition.

The organised coach is one who plans ahead. This means lots of preparation well before the season commences and designing your training programme in advance. It also means taking all the practices you design and putting them together into an overall master plan, which includes:

- The competition matches
- The training sessions
- Individual training schedules
- Administrative requirements
- Social functions etc.

The preparation of a team to compete at a top level demands the logical organisation of a year-round programme. This chapter aims at providing a basis upon which the organisation of a seasonal programme may be developed.

Designing the Programme

As well as understanding the principles of training programme design, a coach should ask the following questions prior to commencing the task:

- What will the competition matches demand of each player?
- What are the capacities and limitations of each player to meet these demands?
- What training programmes are required to:
 1. Maintain players' strengths
 2. Improve players' weaknesses?
 3. Develop new skills or characteristics?
- How can I measure whether or not the players meet the demands?

UTILISING THE PRINCIPLES OF TRAINING PROGRAMME DESIGN, THE COACH SHOULD THEN DESIGN THE PROGRAMME AIMING TO ANSWER THESE QUESTIONS.

Remember that the good coach
PLANS, EVALUATES,
RE-PLANS, EVALUATES etc.

The Master Plan

When you sit down to draw up your master plan, the following points should be considered:

- Identify the short and long term goals for the season.
- When are the semi-finals or main games?
- Are there any competitions along the way, which can be used as trials for the main goal?
- Can a simple chart of the main games, their dates and locations be prepared?
- If the main goal cannot be achieved, is there an alternative?
- Identify and state the training priorities.
 - early pre-season aerobic training
 - general energy training requirements
 - strength training
 - flexibility training
 - speed training
 - skills - basic individual
 - basic team or sub-unit
- Separate your seasonal requirements into three parts.
 - pre-season (from a minimum of three weeks for social players up to three or four months for representatives)
 - in-season (from the week of the first competition game until the week of the last)
 - post-season (from the final match until the rest period or until decided by the team)
- Allocate time and space according to priorities within each part of the season:
 - for example in pre-season, aerobic training and general strength training is more important than speed training and should be allocated more time accordingly.

Master Plan Priority Checklist

Here is what your master plan priority checklist should look like. There are other priorities, which you might include.

Complete the following master plan priority checklist for your season. Select only the items relevant to your situation and indicate when you would plan for them.

MASTER PLAN PRIORITY CHECKLIST

To assist with your planning here are a few ideas to consider when planning your seasonal programme. The lists are not designed to be exhaustive and you should try to add some points of your own.

Priority	Pre-Season	In-Season	Post-Season
Goal-setting			
Individual skills			
Skill sequences			
Whole routines or programmes or patterns			
Aerobic training			
Rap sessions			
Anaerobic lactic training			
Fun and variety			
Anaerobic alactic training			
Competitive anxiety assessment			
Strength training			
Motivation assessment			
Flexibility training			
Strategies for competitive anxiety control			
Maintenance training of energy, Strength & flexibility			
Social get-togethers			
Training or skill progress self-test			
Simulation of game conditions			

Pre-Seasonal, In-Seasonal and Post-Seasonal Checklists

PRE-SEASON PRINCIPLES AND TIPS - A CHECKLIST

In pre-season planning, here is a handy checklist you can use to review the things to do before the season starts. Add in extra tips to follow in the space provided.

- Administer pre-season motivation questionnaire
- Talk to your players about their goals
- Decide what training you will need to supervise (personally) and what your players can do on their own using your plan for them
- Work on aerobic training before you get into aerobic lactic, anaerobic lactic before you get into anaerobic alactic training

- Work on strength training before your practices get into extensive skill training
- Do flexibility training along with strength training
- Progress from simple to complex skills
- Work on single skills and combination of a few skills before working on complete routines or complete programmes
- Use periodic tests, particularly self-tests, to indicate improvement
- Progress from general background training to training that is more sport-specific
- Begin to assess potential competitive anxiety concerns and select strategies for the players to begin to work with.

IN-SEASONAL PRINCIPLES AND TIPS - A CHECKLIST

Here are some things to do during the season:

- administer mid-season motivation questions
- assess goals and progress with players. Adapt previous goals or set new ones
- maintain what has been built up during the pre-season
- stimulate the competitive situation in practice
- use the principle of over-learning in practices. If a player must do one routine in a competition, let him do three or four in a row in practice
- maintenance training should be in separate workouts or follow skill training in any one workout
- allow at least one or two days tapering off before competition. This does not mean no activity! This means physically light workouts, loosening-up and final psychological preparation. (The length of the tapering varies with different players and the level of competition. Tournaments may require variation in tapering)
- have player's work on relaxation techniques and positive mental imagery to prepare for competition. This can be tied to tapering off days and can also be done at home
- make sure players get lots of constructive feedback and emotional support – particularly the few days prior to competition. Let them know you feel they are ready
- have a team party

POST-SEASON PRINCIPLES AND TIPS - A CHECKLIST

Wrapping up the season properly means you end on the right foot. Here are some tips and principles. Add in some extras if you can.

- Administer post-season questionnaire
- Have a post-season rap session about what went well, where they could improve, where you could improve, plans for post-season workouts
- Allow at least a couple of weeks for a complete break from training
- Allow for a small body weight gain but set realistic limits of weight control. A maximum weight gain of two to four percent is a good rule of thumb
- Encourage participation in vigorous recreational sports to help with weight control and to provide some variety, diversity and enjoyment
- Have players set individual post-season goals such as working out a certain number of days per week, learning certain new skills to use in next year's routine, increasing their strength etc.

- Point out all the good things and the improvements you witnessed over the season. Leave things on a positive note with players looking forward to coming back
- Have a post-season social gathering with team members (and perhaps their outside friends or families)
- Prepare, or have your team prepare, a year-end report for the players including, if appropriate: team goals achieved, individual goals achieved and stats tournament results photos, news clippings, recommendations

THE TRAINING WEEK

The training week should contain at least three workouts. The frequency of training workouts (i.e. the number of training workouts per week) is a decision the coach makes on time depending, facilities, equipment, age, lifestyle, fitness, stage of development, etc.

Rules of Thumb:

- Vary hard workouts with light or medium ones
- Alternate training – such as strength training with energy training. This allows recovery from one workout to the next
- Recovery from a heavy workout or practice usually takes 24-48 hours
- Heavy workouts should never be scheduled on the day of or the day before competition

Remember that your group goal setting sessions should ascertain whether your players are fiercely competitive or just socially motivated for pure enjoyment. This decision will indicate whether your team needs one, two or three training sessions each week.

Additionally, as the final series approaches, you and your team may wish to vary the number of training runs according to the needs of the team. Any increase in the number of workouts should be well thought out and usually agreed by all. Weekly programmes should form part of the planning for season preparation.

THE TRAINING SESSION

Coaches have great flexibility in the planning and conduct of each individual training session and although the following is considered as the accepted format, there is no intention to specify the order as mandatory. On the contrary, providing individuals are prepared to work at their responsibility as a coach, they may wish to vary the format of the training session on a regular basis.

A standard coaching session may be divided as follows:

- **Pre-Training Discussion.** Generally used as a debrief for the previous game. Allows latecomers to arrive and not miss the physical aspects. Tells the players what the coach has planned for the session or for the next game. Allows reduced talking during the physical part of the session.
- **Stretching and Warm-Up.** A mandatory part of every training session. The stretching can vary from a light general stretch to a heavy specific one. Routine order should be the aim and leaders can either be varied or regular, depending on team requirements. Light jogging and striding should follow to get the heart and lungs in a preparatory state and to raise the temperature of the blood.

- **Grid and Training Drills.** Should be a mandatory part of every training session, particularly for novices, but is very beneficial for representative teams and new squads as well. Has the property to 'turn on' most players and has the advantage of improving fitness in a fun way.
- **Specific Skill Training.** This is the part of the session where the coach comes into his own. It is during this aspect that the coach trains the players in a specific individual sub-unit or team skill. This is the main part of the training run and coaches should plan this period as part of their overall master plan.
- **Opposed Session.** This is a controlled game whereby the players put into practice the skill revised or learnt during the previous part of the session. Other aspects of the game can be practiced as well and the coach should be on the field talking to the players. Acting as Referee is an ideal position.
- **Fitness Work.** Some coaches prefer to move this part forward as they argue that players have to produce skills in a tired state, so, therefore why not learn them in a tired state? It would appear more logical to work on fitness after skills have been learned. A coach should have decided well in advance whether to concentrate on strength, speed, flexibility, or endurance, and should have prepared a suitable plan.
- **Cool Down.** A vital part of the session. It allows the coach to release players in a state of relaxation. There are proven physical benefits and the astute coach might use this part of the session to prepare players emotionally for the game to come.
- **Post-Training Discussion.** Allows the coach to get feedback from the players. May be used as a social gathering.

When planning the session, a coach should look closely at the time allocated for each segment. To allot what might appear to be an 'incorrect' amount of time to say, the fitness part, might be a necessity during the early stages of the season.

As a guideline the following percentages and times for a mid-season training session would appear appropriate. A training session length of one hour and twenty minutes has been assumed.

- | | | |
|----------------------------|---------------|-------|
| • Pre-Training Discussion | - 5 minutes | |
| • Stretching and Warm-Up | - 15 minutes | |
| • Grid and Drill Training | - 15 minutes | 37.5% |
| • Specific Skill Training | - 15 minutes | 75% |
| • Opposed Session | - 15 minutes | 37.5% |
| • Fitness Work | - 15 minutes | |
| • Cool Down | - 5 minutes | |
| • Post-training Discussion | - as required | |

After putting considerable time into the planning and preparation of the training session, it is important that it starts on the 'right foot' and players know that you are serious about the events to follow. Here are some ideas to think about:

- Arrive well ahead of the start time so as to be available for coach/player discussions, to check on equipment and lighting, when required, and to complete a safety check on the grounds.
- Greet all the players in the squad by name.
- Project a pleasant and professional attitude.
- Use polite questioning and chatter to create a feeling of ease amongst early arrivers.
- Keep your pre-training discussions fairly constant and allow players to get into a regular routine.
- Use a high level of verbal communication at the start.
- Make use of humour to break the ice in early season sessions.
- Be positive about players' performances.
- Use the early part of the session for individual guidance and leadership developments.
- Involve as many players as possible in leadership roles.

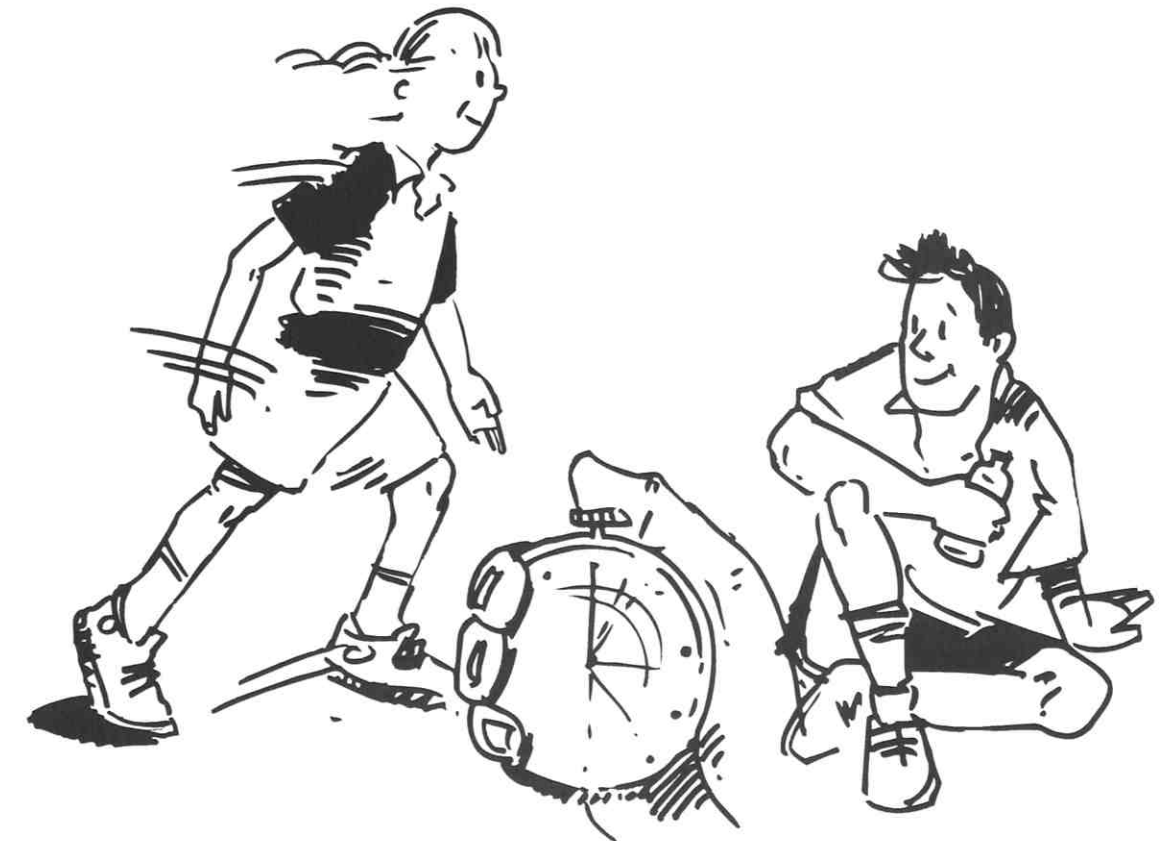
Just to refresh you on some of the principles of training programme design and introduce you to the principles of planning for effective training sessions, the following should be noted:

- Keep active not passive
- Give clear, concise instructions
- Give positive feedback
- Provide variety
- Stimulate enjoyment
- Create progressions
- Plan maximum use of resources
- Allow for variable learning speeds
- Stress individual interaction
- Use audio-visuals
- Progress whole-to-parts-to-whole
- Monitor progress and give feedback
- Plan and yet be flexible

And finally to the more physical part of the session. Although many coaches would wish to impart the necessary aspects of physical fitness required for the game on players in one or two sessions, you should be aware of the break-up of the physical commitment required by your players.

When you design a training session or when you design the training (fitness) portion of a practice, you plan to control five key elements:

- 1 INTENSITY** refers to the speed of the work as when players run.
- 2 DURATION** refers to the length of time players work out without rest.
- 3 VOLUME** refers to the total time of overload work. If the workout is one continuous effort, the duration and volume are identical. If the workout has periods of work and rest, the volume is the sum of the work times.
- 4 REST PERIODS** refers to the length of time your players will be given to recover between work periods. Often the rest period is related to the length of the work period as in work-to-rest ratios of 1:6. These rest periods must often be set on an individual basis.
- 5 REPETITION** refers to the number of times a specific exercise, routine, or event is repeated during the session.



Coaching Sessions

Date _____

Activities	Organisation	Main Points
A. Pre-training Talk 5 minutes		
B. Warm Up 5-10 minutes		
C. Skills, Techniques, Strategies 20-30 minutes		
D. Match Situation, Opposed Skill Session 10-15 minutes		
E. Warm Down 5-10 minutes		
F. Debrief 5-10 minutes		

Coaching Sessions

Date _____

Activities	Organisation	Main Points
A. Pre-training Talk 5 minutes	Discussion of the last match or practice Inform team of goals of session.	2 or 3 things that worked well. 2 or 3 things that require attention Be positive. Clearly outline goals of session.
B. Warm Up 5-10 minutes	Jog and stretch Incorporate skill practice into warm up using grids and drills.	Make sure warm up procedure can be used prior to all games. Nominate person to lead stretches.
C. Skills, Techniques, Strategies 20-30 minutes	Series of grids and drills that will help achieve session goals. Relate skills/drills to game strategies.	Use a variety of grids/drills to maintain interest. Make sure everybody is involved. Be aware of different levels of ability.
D. Match Situation, Opposed Skill Session 10-15 minutes	Match type situation incorporating use of pre-existing and new skills.	Either a match or opposed skill session. Emphasise game strategies.
E. Warm Down 5-10 minutes	Light jog, walk, stretch	Nominate person to lead stretches. Important for recovery.
F. Debrief 5-10 minutes	Bring team together for post-training talk	Emphasise goals achieved during practice. Ask for feedback from players.

GRID TRAINING AND TRAINING DRILLS

A relatively new coaching device is the grid system. Grids are simply squares set out on the ground with lines or markers and the principle of working in these confined areas is mainly to increase the practice rate.

Three players moving around in a ten metre square will effect many more passes than three players running up and down the field. For a pass to be placed in its true perspective it must finally be practiced in a going forward situation but the direction factor can be removed initially while concentrating on the rudiments of handling.

Apart from intensifying the work rate, the use of grids enables the coach to supervise large numbers of players and this in turn provides maximum utilisation of space where a number of teams occupy one field. Because of this ease of supervision much competition can be brought into the grid segment and the players always enjoy well-organised competition.

As well as being suitable for controlling a squad, the grid system is also ideal for working purposefully with a very small group of players. A number of skill routines require only three players and where a coach has only eight or nine of his/her team at practice, the grid segment can occupy a much larger portion of the total session.

In a normal practice, grids would be used for about fifteen minutes with the emphasis on individual skills. It is essential that the drills used are practical and well devised. If not, senior players will tend to treat the segment as child's play, where in fact it can be a highly productive and physically demanding part of training. Players can be encouraged to work out their own drills as well to add to the variety, because a repertoire that is too limited will quickly produce boredom in the team.

A Sample

- Step 1.** In groups of 3 let the players run across the field and back. Note that even in the situation where no pressure is applied, mistakes will occur.
- Step 2.** In groups of 3 begin passing the ball while running at random within 10 metre squares. Stop after a couple of minutes and
- (a) Tell them where they should be aiming the pass and how the receiver should put his hands out to fetch the ball;
 - (b) Tell them not to pass strictly from a-b-c in the same order but pass it to anyone.
- Step 3.** Now let them do the same thing only moving around a lot faster. This increase of speed will tend to create more mistakes, as it is the first bit of pressure. Stop after a couple of minutes and
- (a) Point out that the speed of the pass must vary according to whether the receiver is moving away or into the passer;
 - (b) Tell them to move around a lot more, to work off the ball a lot harder – taking the ball on the run;
 - (c) Make sure they are using the whole grid area.

- Step 4.** Emphasise the importance of the decision making process by now working with three groups of 3 per grid. In this segment the players must still pass to members of their original trio. Stop after a couple of minutes and
- (a) Stop them from confining their particular group to one corner of the grid;
 - (b) Show what a bad decision it is to throw a pass with a member from another group quite unconsciously getting in the way.
- Step 5.** The next step is to revert to three per grid and apply some real pressure by seeing how many phases can be made in 15 seconds. Stop after a couple of times and
- (a) Tell them you want to know which group can get the highest count;
 - (b) After finding a couple of winners finish off by asking each group to better the top score or at least improve on their own previous best.
 - (c) Maybe you can use the highest scorer to demonstrate under the pressure of an audience.
- Step 6.** So far any pressure applied has been increased mainly through variation of the time factor. Now it is time to introduce some conscious physical defenders by nominating one of the three as a single opponent whose aim is to intercept the ball. At this stage, if the ball is intercepted, the defender takes the place of the passer of the ball on the "attacking team". After a few minutes the players will realise that:
- (a) overhead passes are more liable to intercept
 - (b) the supporting player must move in an effort to support the ball
- Step 7.** Repeat Step 6, however, this time make the player in support take up the position of defender if the ball is intercepted. This penalty should ensure that players remember to support the ball. But more importantly, the defending player should understand that a high work rate is required **EVEN WHEN YOU ARE NOT IN POSSESSION**. Players have been put into a position where the situation dictates that the individual has to do something about it.
- Step 8.** Further increase the pressure by introducing a three-to-two situation with the three being in possession. The emphasis is on continued support by the attacking players and a degree of pressure by the opponents, and the result should be:
- (a) the supporting players finding space to receive the ball
 - (b) the ball carrier making good decisions as to how and when to pass
 - (c) the defending players denying time and space to the players in possession.
- Step 9.** The size of the drill area can now be increased and the attacking principle of going forward (as well as the obvious principle of supporting the ball) can be introduced. This can be done by using a space about 30 metres by 10 metres with an aim of the attacking team to score without any forward passes. To aid the attacking team you can demand two handed touches on the shorts and allow only one of the defenders to try to touch the player in possession. It is important that beginners get some successes here (measured in scoring) and the coach should point out:
- (a) Logical support so that players are not bunched
 - (b) Going forward rather than running sideways
 - (c) Passing the ball before the touch occurs

One idea to motivate the attackers even further is to require that they return to their own scoreline every time the ball is dropped or intercepted. Players can be rotated in due course.

Step 10. The development of this training session can then expand to all but the full game situation. From three on three, you can increase the team sizes to four on four, five on five and even to the full team size. Of course the size of the space may have to be increased but don't be too hasty to develop to the full field game because the smaller field will allow the players the chance to provide support without complete fitness and at the same time encourage the initiative in attack through the necessity to create gaps and overlaps due to the narrow width available.

Training Drills

Training drills are a most useful adjunct to any coaching methods employed by the progressive and innovative coach. The main aim of the drills is to provide specific practice for certain skills and techniques under simulated game conditions.

Training drills can aid fitness training and when executed correctly can allow the coach to examine and correct any of the teaching factors of particular skills.

Unsupervised drills result in low work rates with many players and sometimes can be non-productive unless a specific aim is detailed to the participants.

Players will find the drills boring and frustrating unless some variety is introduced. Likewise, unless the players can achieve some form of expertise in a particular drill, they are liable to lose motivation if drills are continually changed without reason. It does take some time to become expert in the execution of drills.

Drills can be conducted in grids or any restricted area. Some simple drills are explained below, but they could be considered as examples only of the format and organisation required. Coaches are encouraged to develop their own drills adapted to their own requirements.

Touch lends itself to training drills simply because of the speed of thought and action required in the management of the appropriate handling skills.

DRILLS FOR INDIVIDUAL SKILLS

Catch and Pass

Place three or four balls at the end of a line of players who have positioned approximately five metres apart. Have the end player pick up the balls and pass them as quickly as possible to the next player who in turn passes the balls on. The player at the other end of the line should place the balls on the ground as they are received and the positions can be changed.

Instead of standing still and catch-passing, the players can then develop into moving forward, firstly at a slow walking pace and then gradually build up the speed to a fast run. The balls at the starting end will now have to be spread a distance apart and it may assist if an additional player (or coach) feeds the ball onto the first player.

Have a group run at an even pace the full length of the field and return and see how many passes they can achieve in the distance. Then introduce some pressure in the form of a competition against other groups. The requirements could be to finish within say, 30 or 40 seconds and bonus points could be awarded to the group that finishes first. Remember that the aim is not to decide the winner – it is to familiarise players with catch-and-pass skills under a degree of pressure.

Have the group run around in a circle of passing distance diameter. Introduce a ball and require that the passer anticipates the position of the receiver to effect the skill. As the group gets used to the drill, introduce another ball and depending on the size of the group, yet another. Communication will become a necessity and should be emphasised.

**WHEN TRAINING BEGINNERS IN CATCH-AND-PASS DRILLS
A COACH SHOULD INITIALLY IGNORE THE PROBLEM OF THE FORWARD PASS
AND CONCENTRATE ON THE OTHER TEACHING FACTORS.**

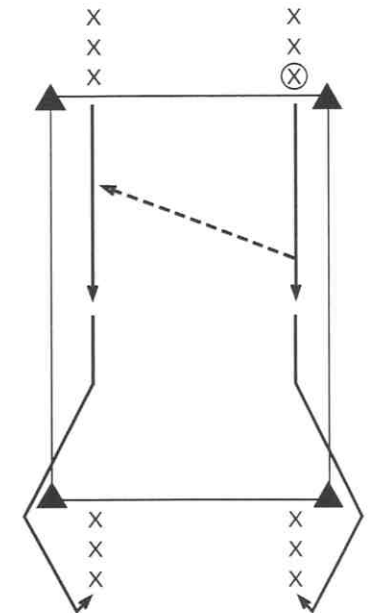
Passing Drill – Players 8 to 16 per grid

Description

Position players evenly at each corner of a 30m x 10m grid. In pairs players will run from one end of the grid and deliver one pass between them, then the receiver will pass off to the next pair who will do the same drill. The two players who have completed the drill will carry on to the back of the two groups they are running towards. Once all players have repeated the drill a nominated number of times we stop and change the ball to the other end of the grid then start again which enables all players to pass the ball and receive the ball from both sides.

Coaching points:

- Catching and Passing teaching factors
- Support Play Alignment
- Communication



Pass and Realign Drill – Players 8 to 16 per grid

Description

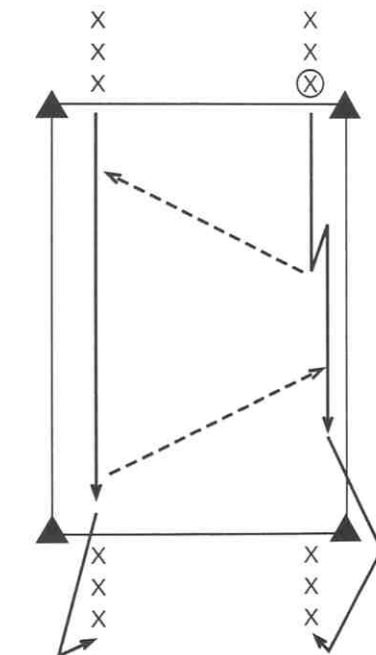
Position players evenly at each corner of a 30m x 10m grid. In pairs players will run from one end of the grid, pass the ball once each to each other then pass off to the next pair of players who will do the same drill. The two players who just completed the drill will carry on to the back of the two groups they are running towards. When a pair of players start the drill the player in possession of the ball, immediately after they pass the ball must take two steps backwards before running forward again to receive their pass. Once all players have repeated the drill a nominated number of times we stop and change the ball to the other end of the grid then start again which enables all players to pass the ball and receive the ball from both sides.

Coaching points:

- Catching and Passing teaching factors
- Support Play Alignment and Re-Alignment
- Communication

Equipment

- 1 Ball per grid
- Grid markers



Dummy Half Pass

Have the group line up in two teams of single file with the leaders about ten metres apart (initially this distance may have to be reduced, especially with juniors). Place the ball about five metres in front of one of the teams. The first player in the team behind the other team. The receiver is required to run the ball to the original mark where the ball was on the ground, place the ball on the ground and run to the rear of the opposition team.

This drill can then be developed to a plant (rollball), dummy half receiver skill as follows. Have the same line-up as described above but have the leader in possession of the ball. The first player then runs forward about 5-10 metres and plants (rollballs) with the second player in that team moving forward to dummy half position. A dummy half pass is executed to the first receiver who is the leader in the other team, who in turn runs forward and the actions are repeated. On completion of the drill, both pair can either return to their own team or to the other one – but make sure you tell them which one!

The most simple drill for two players to practice this pass requires the players to stand ten metres apart and pass backwards and forwards to each other, placing the ball on the ground after each catch.

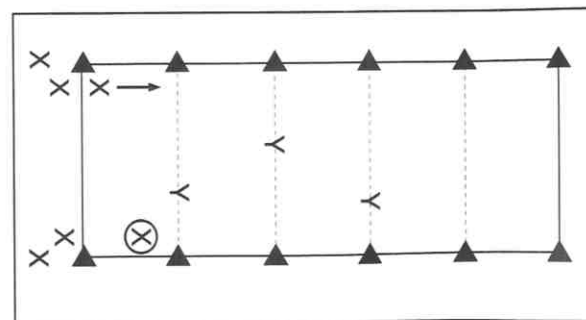
Spiral Pass

Drills for the spiral pass are the same as for the catch and pass and for variety you can introduce the requirement for every second pass to be spiral during other drills.

Dummy Pass

The basic drill for the dummy pass is a one-on-one situation with two teams at diagonal corners of a grid area approximately ten metres square. The first player in possession runs diagonally across the grid as the 'defender' moves across towards the centre of the area. Whether or not there is a second player outside the player in possession is optional, but some consider the part played is wasted. The drill then requires the player in possession to execute a dummy pass, run past the defender and pass the ball to the second player in the other team. The receiver then moves forward to the centre of the grid and the drill is repeated.

Individual players of the 'defending' team are positioned about ten metres apart, facing the 'attacking' players who are grouped in pairs. The defenders are not allowed to move forward or backwards but may move sideways in an attempt to effect a touch. The object is for the pair of players in possession to get through the defenders without a touch and the only attacking skills allowed are catch and pass and dummy. You should specify a minimum number of dummies are to be used.



A simple drill for dummy passes

Plant (rollball)

One of the most simple drills groups players into pairs and each pair has a ball and moves up the field with each player in turn performing the plant (rollball) and dummy half pass. Dummy half should run about five metres in front of the previous position, stop and then plant (rollball). The previous player moves to dummy half position.

When the number of balls available is reduced, a similar drill can be used with a group of players. The extra players should follow closely behind dummy half so that there is minimum delay.

To practise players in correct body alignment prior to the plant (rollball), two groups of players in single file facing each other can be used. The first player in possession runs forward to the other group, turns around through 180 degrees and plant (rollball) to the first player in the other group. The action is repeated and players move to the end of the group after each plant (rollball).

Taking a Tap

Have the group form a single file and after the leader performs the skill the player moves to the rear of the line.

Have two groups facing each other about ten metres apart. When a player in one group has taken the tap the ball is passed to any player in the other group who repeats the action. In this way players are required to catch the ball prior to the 'quick tap' which is often the case in the game.

One drill, which gets players used to taking the tap on or behind the mark, is to work in pairs along the five-metre line. One player in front moves along the line at varying speeds until stationary. Once this happens the player in possession has to move to the mark on the scoreline adjacent to the first player and then take the tap.

Running with the Ball in Two Hands

Have a group of three or four players join hands with the player in possession standing in front of the leader facing them. The object is for the ball to be placed on the back of the last player in line. The group may move in any way they like but they should not actively obstruct the player in possession.

Have individual players run, swerve and side step up the field, either with active obstructions or without. Look for balanced running and encourage players to initiate regular dummy passes. In this way they will become accustomed to having two hands on the ball as well.

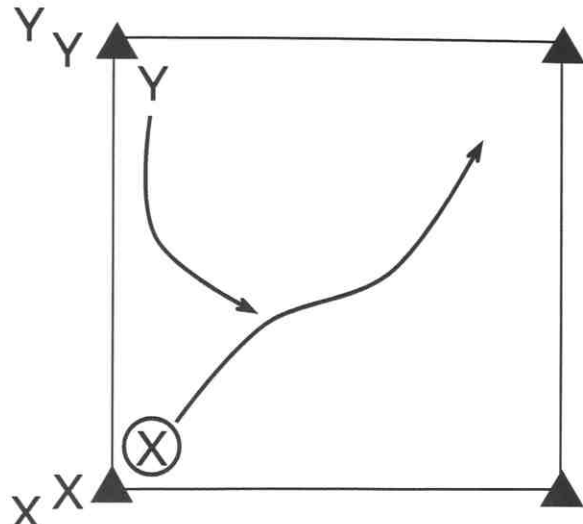
Another simple drill is for one player in possession to run in a grid following another player and attempting to place the ball on the centre of the second player's back.

Evading Side-Step

Have players work in pairs with one player moving backwards with palms facing the other player. The second player is required to look closely at the palms of the former and follow that player while performing side steps and shuffles up the field.

Using any object as simple as a tin can, have individuals move up and down the field with the object at the toe. The players will get practice at general agility and weight transfer, as well as balance and variable-speed running. Balls can be used, but ensure the action does not develop to a kick-and-follow.

Position players at different corners of a grid on the same side and have a player move towards the centre of the grid with the ball in two hands. The first player from the other corner moves out as a defender and the player in possession side steps inside the opponent and passes the ball to the next player in the opponent's group. Players then recover to different groups.



A simple drill for side-step.

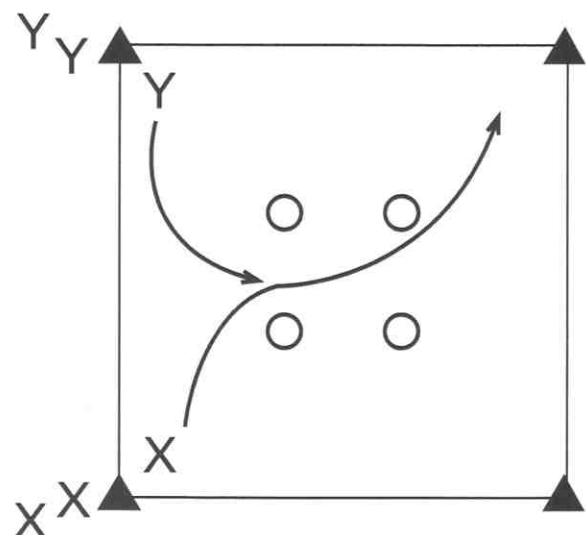
Set up a series of objects through which a player in possession is required to manoeuvre through whilst carrying the ball in two hands. A coach should remember that the objects are more realistic if they are not in a straight line but slightly off-centre.

Evading Swerve

Group players into pairs and have them work at each other one at a time from at least 20 metres away. Have the pair's practise near the sideline to stimulate the amount of room available in the game situation.

As for previous drills on individual skills, set up several lines of individual defenders through or around which individual players in possession have to swerve.

Place a defender in the top left-hand corner of a grid and mark an area of about one square metre in the middle of the grid area. The player in possession starts from the lower line towards the left hand corner of the grid and is required to run to the top right hand corner while the defender is required to effect a touch near the central square. The starting position may be varied depending on the ability of the runner.

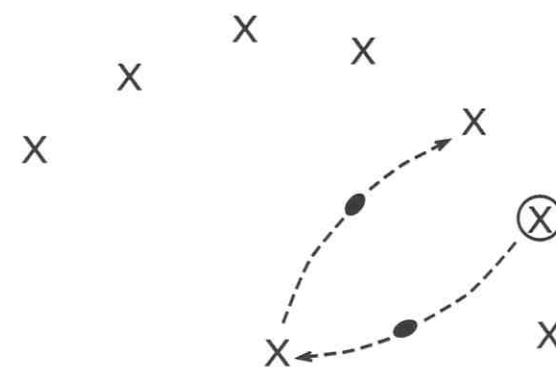


GENERAL HANDLING DRILLS

Two groups of three or four players in a grid with one group in possession being required to make as many passes as possible in a given time period. The second group is required to knock the ball down or make intercepts, but cannot interfere with the other players. Change possession and vary the size of the grid and the time allowed.

Have two groups in the same grid, each with a ball. The groups are each required to make the maximum number of passes in a given time. Initially it is advisable to identify teams through, for example, shirts on or off. However, eventually the skill of communication becomes a necessary part of this drill.

Have two groups in the same grid, one group in possession with an aim to eliminate the other players. Elimination can only occur when a player is touched with the ball while is in possession of one of the first group. Players in possession may not run with the ball and the supporting players are required to move to appropriate positions in an effort to trap the other players. Each eliminated player leaves the grid until all that group has been eliminated. The roles of the groups are then reversed.



With players in a circle facing each other a ball is passed from one player to another player across the circle. The ball cannot be passed to a player next to the player in possession. Following the pass, the player is then required to move to the player who receives the pass. That player in turn should have already moved towards a new position across the circle. Passing must occur before running. When numbers are sufficient, a second or third ball can be introduced.

A general handling drill.

Form a semi-circle around a player in possession who is required to work two balls amongst the other players. Players should not be more than five metres from the central player and should not return passes until the player in the middle has released the other ball.

Make sure that all the passes are underhand and ensure that all the players have a turn at the central position.

For a more complex situation have three or four groups of three in one grid, each with the object of making more passes than the others make. As the group effects a pass it should count aloud and this should encourage the other groups accordingly.

THE MOST COMMON PLAYER ERRORS

Disregarding relative fitness, ability and rule knowledge, it is usually the team which makes the least mistakes that wins. Mistakes may be individual or team orientated and the aim of the coach should be to reduce the number of each type. Some coaches have based completed programmes on error statistics and although this may not be the most acceptable method of development, it does work.

Errors may be eradicated through directed training. Training must stimulate game conditions as closely as possible to be effective and particular attention should be given to performance under pressure of opposition.

Here are the major errors:

DROPPED BALL

In accordance with the rules of the game, a dropped ball leads to a change of possession, which could be interpreted as a change in the potential of advantage. Without the ball a team cannot score.

Dropped balls are usually caused by one or other of:

- **a poor pass** which should not have been made, which was too long, too short, too hard, too soft, too wide etc; or
- **poor technique by the intended catcher** which is a basic individual skill; or
- **poor carrying technique** which, in addition to being another basic individual skill, is more often than not the result of the player in possession running with the ball NOT HELD IN TWO HANDS

Personal coaching can assist each of the above faults. Drills, which involve passing, should be mandatory at every training session. Drills that involve passing under pressure of opposition will help passers choose the correct time to deliver and the correct time to hold.

A player who continues to 'spill' passes should be encouraged rather than 'bagged'. Often it is the case where the thought of dropping the ball is sufficient to cause the error and there are many people out there with a real fear of dropping the ball. An observant coach should identify the more nervous players and pay them a little extra attention.

The teaching factors of **eyes on the ball**, **hands out** towards the ball and **guiding the ball** into control are vital. The more practise players get at handling, passing and catching the ball, the more their confidence will improve. To enable maximum ball-handling at training, coaches should ensure that as many balls as possible are available.

In a recent survey in a men's open competition, the ball was dropped an average of twenty-two times each game. This means that there is a ball dropped about once every two minutes. Could you imagine the difference it would make to the chances of success if your team eliminated the dropped ball errors and the other team did not. What could you do with an extra sixty-six touches?

And of course how can you increase the chances of the other team dropping the ball? Well, the most successful way to upset the opposition is to apply pressure through a planned and effective defensive pattern. That means every defending player knowing what each of the other defenders are doing – and then doing it!

OVER-RUNNING THE MARK

Over-running the mark may be described as trying to break through the touch. It applies mainly to novice players who might have played one of the football sports where a break through a defensive line can occur even through an arm or two might have been contacted.

What the player who runs five or six metres past a touch does not consider is that the defenders can re-group their resources and be ready for the next line of attack following the plant (rollball). In the time taken for the player in possession to stop after decelerating, make the distance back to the mark, and then plant (rollball), most defending players can at least run double the distance or over-run.

TOUCH PLAYERS MUST LEARN TO RE-ACT IN ANTICIPATION OF AN IMMINENT TOUCH

A coach should concentrate on acceleration and deceleration drills and educate players to anticipate touches so that they can prepare to react accordingly. This may mean ending the attacking run of the player in possession a little earlier than one would like, but players should be aware that cutting one run a little short may just add that small advantage to the run of the next player. This is what real teamwork is all about.

But a word of caution here. Don't spend too much time on settling play and stifling initiative of your better attacking players. As long as players are aware of the consequences of over-running the mark too far, you have achieved the desired result.

POOR DEFENSIVE COMMUNICATION

Touchdowns are usually scored as a result of bad defensive play rather than good attacking play. There are few sub-unit and team defensive skills that do not rely heavily on effective communication between players. And more often than not this communication is ignored.

Communication should be practised like any other skill. Players must be aware of the voices and reactions of team-mates. This applies particularly with new teams and when additional players are added to squads.

No matter how often sub-unit defenders train for game conditions, there will always come a time for which little preparation has occurred. The only fallback lies in good communication on the field. Good communication is clear and precise. It should be understood by all.

Most of us have heard the word 'missed' when called by a dividing player attempting to effect a touch. But was that call 'yes' or was it really 'missed'. The sound is very similar but the resultant action from a team-mate is very different.

Players should be encouraged to use terms such as "I've got the ball" or "she's mine" when defending and the defensive organiser might use 'Bill take the ball' and 'stay out'. Whatever the words they should leave not doubt in anyone's mind as to the required action.

The two-on-one situation where two defenders go for one attacker is the most common form of creating either an overlap or a break in any defence. Precise calling by one or other of the players would normally avoid such a situation.

RUNNING ACROSS FIELD

Although the breaching of the opponent's line of defence usually results in the scoring of a touchdown, one of the most important principles of attack is going forward. Players who run across the field in an attempt to avoid the opposition are spoiling the chances of the team going forward and any such action should be discouraged unless it is part of a set play.

Generally players who run across the field are not aware of their actions and coaches should first point out the fact in an advisory capacity. Many times this will be sufficient to remedy the problem. Planned lines of attack involving set moves will assist also.

Running across field narrows the available room for outside players to manoeuvre. The action also causes the attacking team to bunch and makes it easier for fewer defenders to cover more of the attacking players. Because the player has to travel longer distances to gain the same forward advantage, cross-field running will tire players more rapidly than straight running up the field.

A useful drill for encouraging straight running involves the use of running lanes. Players attack a minimal number of defenders within the confines of narrow fields. Widths of ten or fifteen metres for three or four players will ensure that they run forward because the chance of running around the defenders is reduced greatly.

PASSIVE DEFENCE

Perhaps the most obvious team error occurs when a team fails to move forward when in defence. Basically a passive defence allows the attacking team all the time and space required to set up lines of attack and, in addition, even allows individuals to recover from small self-induced handling errors.

Players must be taught to move forward at the pace of the inside defenders. Ideally the inside players should also be the slowest and, as such, set the pace for the forward and active pressure defence. The inside defenders assume a dual responsibility here as it is their role to nominate the defence against the first receivers in the attacking team. From the inside out pattern, other players should in turn nominate respective attacking players and move up on them in a straight line at the speed of the slowest (inside) defender.

A most effective drill for practicing moving forward involves players in one line about shoulder width apart initially with the inside (pacer) defender near the middle. The inside player then moves up and down the field with the other players keeping a straight line on both sides. The pace can vary from walking through jogging to sprinting and the direction can vary from backwards to forwards. The distance of each sprint should be limited to about five metres. The space between players can then be increased from double-arm distance to five or even ten metres.

An associated defensive skill which players should use in defence relates to the point of contact. The point of contact of the eyes should be the hip area of the attacker and never the face or eyes. The point of contact for the touch should be the lower trunk.

THE MOST COMMON RULE INFRINGEMENTS

The game of Touch is a relatively simple game with very few technical or complex rules. Rule infringements occur as a result of poor knowledge, game pressures, and individual frustrations of players.

Referees are charged with the role of adjudication on the field. Players who know the rules are capable of playing the game without a referee. However, often it is the gamesmanship of the competitor that lends to breaches of rules rather than ignorance.

The following six infringements are the most frequent in today's game. Perhaps they will vary as the year's progress. Coaches in the meantime, however, will do well to train their players to avoid the consequences of the referee's whistle.

In a recent survey the following results were obtained:

Offside at Plant (rollball)	30% of penalties
Passing after a Touch	25% of penalties
Forward Pass	20% of penalties
Obstruction	8% of penalties
Offside at Tap	8% of penalties
Miscellaneous	9% of penalties

Let us now see what can be done to improve the situation. We shall have a look at each infringement in turn and see what the rule states and how a coach can reduce the chances of severe penalty counts.

OFFSIDE AT PLANT (ROLLBALL)

What the Rules Say:

Rule 9.4 The Defending Team. At the plant (rollball) all players of the defending Team, are to move to, and remain behind, a distance of not less than five (5) metres from the mark. No player of the defending team may move forward of the five (5) metres until dummy half has touched the ball (see Rule 9.5).

Rule 9.5 Actions Without an Acting Half in Position. A player is required to plant (rollball) immediately a touch is effected (see Rule 10.3). There are times when the player in possession is required to plant (rollball) without an acting half in position. A player who delays the plant (rollball) is liable to penalty. A player who plants (rollballs) in accordance with Rule 9.2 and without an acting half entitles the defending onside players may gain possession and play is to re-commence with a plant (rollball) at the mark where possession changed.

What the Coach Can Do

The most common cause of being caught offside at the plant (rollball) is inadequate fitness. With the exception of the first few minutes of the game when players are usually over anxious, most penalties for offside at the ruck occur because defending players are not able to retire the mandatory distance prior to becoming involved in the game. So the first point for the coach is work on the players' fitness.

A useful drill to maintain teamwork in defence and aid fitness in the defensive line involves all players moving up and down the field in one straight line, taking the pace and direction from the centre player. The middle player can accelerate, stop, jog forward slowly, sprint backwards etc, and the remaining players attempt to keep in line.

Additionally, a coach should make all players aware that the rules relating to offside are dependent on advantage. This means that if a player is within the five metres at the plant (rollball), rather than commit forward to effect a touch, players should be advised to allow the player in possession run forward the necessary five metres – and then effect the touch. Of course it is not good sense to allow the opposition an easy “five”, but at least it saves the very real chance of an easy “ten” and a further six touches.

PASSING AFTER A TOUCH

What the Rules Say:

Rule 10.4 Passing After Touch. A player in possession must not pass the ball (or otherwise deliver the ball) after a touch has been effected.

Notes: A. The referees are to ascertain whether the touch was effected before, during, or after the pass with the following results:

1. If the ball is delivered after the touch was made a penalty is to result.
2. If the ball is delivered simultaneously as the touch was effected **and the ball does not go to ground**, the touch is to count and the ball is to be re-called. As a guide, a simultaneous touch-with-pass should only occur five (5) or six (6) times a game.
3. If the ball is delivered prior to the touch, play is to continue and the referee should call “play-on”.

What the Coach Can Do

The primary object of the coach is to ensure that players know the rules. Although ignorance of this rule is one of the main causes, most infringements occur because the attacking player tries to get too close to the opposition prior to releasing the ball.

One drill that aids the early delivery of the ball involves players moving towards a line of defenders who are not allowed to move during the first phase. However, during the second phase (once the attackers are used to the position of the defenders), the defenders are then allowed to move forward and attempt to effect touches well in advance of their previous positions. Unless the attackers execute earlier passes they will be contained every time.

The handling drills in grids are most useful in aiding early delivery because the players are used to performing under close defensive pressure.

FORWARD PASS

What the Rules Say:

Rule 8.2 Forward Pass. A player in possession is not to pass, flick knock, throw or otherwise propel the ball in a forward direction.

What the Coach Can Do

Many forward passes are the result of poor anticipation on the part of the receiver. It is most common for players to slow down a little when passing the ball and unless the alignment of the outside player is sufficiently deep, a forward pass is likely to result.

Players should inspect fields prior to any competition and try to find key direction features that will aid participants in aligning forward direction. Coaches should make players aware that it is common sense to orientate continually throughout the game.

The easiest way to avoid forward passes on a regular basis is to demand that receiving players stand a little deeper. Correct passing technique and straight running will also reduce forward pass penalties.

OBSTRUCTION

What the Rules Say:

Rule 14. 1. Attacking Team. Players from the attacking team must not obstruct players of the defending team from attempting to effect a touch. The player in possession must not run or move behind other players of the attacking team in such a manner so as to prevent defending players from effecting a touch. An attacking player to gain an unfair advantage by preventing a defending player from effecting a touch defines obstruction here as a deliberate attempt.

RULING: A tap awarded to the defending team at the place of infringement.

Notes: A. A player in possession cannot be guilty of obstruction, however, the player in possession can cause other attacking players to obstruct defending players.

B. The referee should call “play-on” in the event of mutual obstruction with no advantage to either team.

2. Defending Team. Players from the defending team must not obstruct players of the attacking team other than the player in possession.

RULING: A tap awarded to the attacking team at the place of infringement provided it is not to the disadvantage of the attacking team.

NOTE: *Obstruction includes the act of holding, tripping or any other action, which prevents the attacking player from supporting the player in possession.*



What the Coach Can Do

There is little more the coach can do that prevents obstruction penalties other than educating players on the spirit and rules of the game.

OFFSIDE AT TAP

What the Rules Say:

Rule 6.5 Defending Team. All players of the defending team are required to retire not less than ten (10) metres from the mark, or to their own scoreline, whichever is the lesser. No player of the defending team may move forward until the ball has been tapped.

Ruling: A penalty tap awarded to the attacking team along a line ten (10) metres directly forward of the original mark.

MISCELLANEOUS PENALTIES

The easiest way to reduce penalties on the field is for the coach to educate players in to the playing rules and drill the players in sub-unit and unit skills. In this way, players will increase their team attitude and confidence in other players.

Running on After a Touch, Voluntary Plant (rollball), Claiming Non-Touches and other misdemeanours **cause only to spoil the** game through stoppages caused by penalties and coaches **should always** discourage them.



PART 4

THE PHYSICAL

INTRODUCTION

It would be fair to say that often injuries are not caused by physical contact or exertion, but by the lack of preparation for the physical contact or exertion.

It is impossible to protect players from all injuries, but coaches should be striving for an injury free environment. The better prepared players are physically, the better they are able to take the stress of both training and competition.

To be able to prepare specific training and strength building programmes, coaches need to obtain an in-depth knowledge of the requirements of the sport. Once coaches have obtained a needs analysis of their players, individual programmes can then be drafted to cover such areas as flexibility, endurance, speed and strength.

In coaching juniors, however, there is a need to concentrate on teaching the basics of the game - the catching, running and passing skills, without attempting to focus on individual fitness development.

Keep the emphasis on fun and enjoyment.

Introduction to Juniors:

- What Touch has to offer
- A word of caution
- Fair play perspective of winning
- The fair play codes for players, coaches and parents
- Integrated Touch
- Skill development

Children benefit immeasurably from the participation in sport, both physically, in terms of their motor development, and socially, through interacting with others in developing their social skills and consequently, their levels of self esteem and self confidence.

They learn to take the risk of accepting new challenges while they test the limits of their abilities. They learn about co-operation with teammates and about healthy competition. They should also learn to take pride in honest effort and achievement regardless of victory or defeat.

Touch can help children develop new physical and psychological skills without the danger of serious injury. The healthy stress of the normal competitive situation can help children to mature both emotionally and socially.



Though the active sport of Touch, children should develop an enthusiasm for participation in sporting activities which can become the basis for a lifelong interest in personal fitness and health.

A Word of Caution

While participation sport can be healthy for children, this is not always the case. Often the child's happy participation is jeopardised by the unrealistic expectations of parents or coaches.

While adult involvement is most welcome and needed, it is disturbing to see some adults make inappropriate demands on children, which over-ride the child's own needs and interests.

Adults (and particularly parents) should point out the skills and the strategies of individual grown-up players. They should praise players for their sportsmanship and teamwork. They should also actively counter the false glamour of the player who indulges in crowd-pleasing and sometimes illegal methods.

But most important of all, adults should make sure that they themselves have realistic expectations of the children under their charge. This applies also to spectators, who should remember that the players are children, and those children are at play.

A Fair Play Perspective on Winning

With an overemphasis on winning, organisation and personal glorification of the "stars", many children get lost in the shuffle. Many may drop out of the sport unless the satisfaction of involvement remains.

Competition can teach persistence, discipline and teamwork and can teach players to recognise and value skill and excellence – in themselves, teammates or opposition players. But to teach children that the final score tells the whole story is to teach them that nothing matters but being Number ONE.

The Fair Play Codes

The following fair play codes are action-oriented and should be used as guidelines for all players, coaches, and parents involved in the participation, administration, and support of Touch.

Integrated Touch

From early childhood it seems apparent that girls are at a disadvantage in gaining sports skills. While boys are encouraged to catch, throw, pass and run around, girls are generally told that such pursuits are not suitable for them. Although most pre-schoolers play together irrespective of sex, once children reach school age the majority of activities are segregated.

TOUCH IS THE PERFECT INTEGRATED SPORT FOR JUNIORS

Although the myths of feminine weakness are still being perpetrated, it is in fact true that pre-pubescent girls often have an advantage in speed and strength over their male counterparts. Additionally, they are equal in other aspects such as respiratory and cardiovascular capacities. Girls enjoy sports as much as boys and therefore are likely to derive the same benefits. There are no physiological reasons why girls cannot compete in Touch with and against boys.



However, because of the currently prevailing cultural benefits which will make it difficult for young boys to accept that they may be beaten by girls, it is suggested that adults and coaches need to be vigilant and prepare children for victory AND defeat on the basis of ability and effort and not on sex differences.

Skill Development

One of the most important aspects of skill development is that the real place for skill learning is in well structured and well prepared training sessions and not in competition matches. Coaches should also remember that technique is the mechanics of how one performs a particular physical activity, and skill is the ability to perform the technique in a match situation.

What this means in simple terms is that children should not be pushed into competitive games until the basic individual skills are being performed at a very acceptable standard.

Coaches should therefore concentrate on teaching juniors the basics of the game – the catching, running and passing skills – without attempting to develop or introduce complete sub-unit or team skills. And certainly leave the theory and practice of second and third phase blind side play for the senior coaches!

Remember:

**Simple to Complex
Concrete to Abstract**

It has been pointed out that up to age of six years children can only track a ball as it moves horizontally. Between six and seven-and-a-half they can generally learn to follow the ball which moves vertically as well, but if the ball moves in an arc as for a floating pass, the child cannot move to catch it until the age of eight or nine.

Children often have great difficulty in judging the speed and direction of balls in the air and often may watch the passer's actions rather than the ball itself.

If we consider the child as a system which processes and acts upon information coming to it from the external environment then it seems to be clear that junior players perform as though:

- They have no clear idea of what constitutes an ideal performance
- Everything they see may be important
- They are unable to focus attention upon the important parts of things they see
- They are unable to process much information. They have too many things to do and too little time in which to do them
- Their motor output is not highly programmed or automatic

Therefore, from a consideration of the characteristics of the young player, coaches should ensure that training sessions are geared to:

- Development of basic skills
- Focus upon individual needs
- Contain a balance of effort and rest
- Have a wide variety of activities
- Protect children from failure experiences



PLAYERS CODE

1. Play for the "fun of it", not just to please your parents or coach.
2. Play by the rules.
3. Never argue with the official's decisions. Let your captain or coach ask any necessary questions.
4. Control your temper – no "mouthing off", throwing balls or other equipment.
5. Work equally hard for yourself and your team – your team's performance will benefit and so will your own.
6. Be a good sport. Cheer all good plays, whether your team's or your opponents'.
7. Treat all players, as you yourself would like to be treated. Don't interfere with, bully, or take unfair advantages of any player.
8. Remember that the goals of the game are to have fun, improve your skills and feel good. Don't be a show-off or always try to get the most points of penalties.
9. Co-operate with your coach, teammates and opponents, for without them you don't have a game.

COACH'S CODE

1. Be reasonable in your demands on the young players' time, energy and enthusiasm. Remember that they have other interests.
2. Teach your players that rules of the game are mutual agreements, which no one should evade or break.
3. Group players according to age, height, skill and physical maturity whenever possible.
4. Avoid over-playing the talented players. The "just-average" players need and deserve equal time.
5. Remember that children play for fun and enjoyment and that winning is only part of it. Never ridicule or yell at the children for making mistakes or losing a competition.
6. Ensure that equipment and facilities meet safety standards and are appropriate to the game and ability of the players.
7. The scheduling and length of practice times and competitions should take into consideration the maturity level of the children.
8. Develop team respect for the ability of opponents, as well as for the judgement of officials and opposing coaches.
9. Follow the advice of a physician when determining when an injured player is ready to play again.
10. Remember that children need a coach they can respect. Be generous with your praise when it is deserved, and set a good example.
11. Make a personal commitment to keep yourself informed on sound coaching principles and the principles of growth and development of children.
12. Recognise individual and cultural differences and coach towards the athletes interests

PARENTS CODE

1. Do not force an unwilling child to participate in sports.
2. Remember children are involved in organised sports for **their** enjoyment, not yours.
3. Encourage your child always to play by the rules.
4. Teach your child that honest effort is as important as victory so that the result of each game is accepted without undue disappointment.
5. Turn defeat to victory by helping your child work towards skill improvement and good sportsmanship. Never ridicule or yell at your child for making a mistake or losing a competition.
6. Remember that children learn best by example. Applaud good plays by your team and by members of the opposing team.
7. Do not publicly question the officials' judgement and never their honesty.



8. Support all efforts to remove verbal and physical abuse from children's sporting activities.
9. Recognise the value and importance of volunteer coaches. They give of their time and resources to provide recreational activities for your child.

TOUCH NEW ZEALAND POLICIES

TOUCH NEW ZEALAND HARASSMENT FREE SPORT

Policy

Touch NZ is committed to providing a harassment-free environment where all members and employees involved in Touch are treated with respect and dignity and can contribute and participate to their full potential.

Touch NZ will not accept harassment, of any nature, any member, employee or any other individual who is employed by or represents the Touch NZ Sports organisation, whether paid or unpaid.

Touch NZ will do its best to prevent harassment by:

- Ensuring this policy is drawn to the attention of all employees, coaches, officials, members, parents and athletes;
- Responding promptly, appropriately and fairly to any complaints that are brought to the attention of Touch NZ;
- Appointing and training appropriate Harassment Contact People who can be approached for information and advice; and
- Regularly reviewing our policy, procedures and practices.

Definition

1. Harassment is any unwelcome comment, conduct or gesture directed towards an individual or group of individuals which is insulting, intimidating, humiliating, malicious, degrading or offensive, and is either repeated or of such a significant nature, that it adversely affects someone's performance, contribution or sports environment.
2. Harassment can be focused on an individual or group's race, colour, gender, physical characteristics, sexual orientation, disability or any other distinguishing characteristic.
3. Sexual harassment is any unwelcome behaviour of a sexual nature.
4. In most cases, harassment (including sexual harassment) is an attempt by one person to inappropriately exert power over another person. Harassment ranges from mild conduct such as gestures or comments to conduct which may be physical, forceful and violent.

Touch New Zealand recognises harassment as:

- Behaviour that is not legitimate and is unwelcome
- Actions or comments that inappropriately exert power over another person
- Actions that are repeated or of a significant nature that have a detrimental effect on someone's work environment or sport performance
- Sexual harassment involves behaviour of a sexual nature.

Harassment behaviour may include, but is not limited to:

- | | | |
|---|---|---------------------------|
| • Touching | • Unwanted Invitations | • Leering or sexual looks |
| • Use of racist terms | • Jokes or cartoons | • Remarks or comments |
| • Exposure | • Explicit posters, pictures or screen savers | |
| • Cat calls or whistles | • Threats | • Sexual assault |
| • Hugging, Kissing, patting or pinching | • Space invading | • Physical assault |
| • Rape | • Deliberately mispronouncing someone's name | |

PART 5

GRIDS AND DRILLS

WHAT GRIDS ARE ALL ABOUT

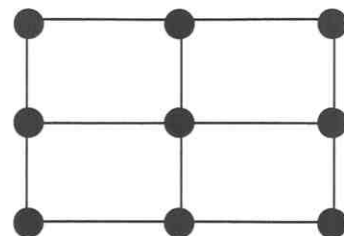
Have you ever seen some statistics of the game, which show who makes the most passes and which players drop the ball? Well if you did, you would probably realise that of the 480 passes (average) made during a normal match, the three middle players complete 76% and the links about another 21%. This means that the wingers, who are usually required to be 'on hand' at the right time, only make (and take) about half-a-dozen passes in each game. It is during the game that most wingers are actually getting their training.

And have you been to a training session where the team plays a game and the middles and links get all the ball play, and wondered why the winger drops so many balls in the competition? It is most probably a result of the winger not getting the opportunity to practice the catching and passing skills during the training session. But is not just the training session make-up, which is at fault. Often the reason behind poor skills (and there are many others than wingers with bad hands), is that the particular technique is not practiced enough at training so that it evolves into a proven skill. Grids provide the coach with the opportunity to work everyone at an appropriate rate commensurate with the objectives and goals of the team. But moreover, they are fun and keep all players fairly close together, making the coach's job easier; they provide specific opportunities for players to use their skills and provide enough motivation for players of all ages. The use of grids as part of any training sessions should be mandatory. Not only are they necessary to allow all players to practice individual skills, but they are most suitable for sub-unit and fitness drills alike. Grids are all about making training sessions and enjoyable and learning activity.

THE COACH'S OPTIONS

Grids can be defined as areas of training between five and twenty metres square. However, even these dimensions are suggestions as the facility lends itself to much variation.

The corners of the grids should be clearly defined with markers. Witches hats, cones, clothing or even milk cartons (no bottles please!) can be used to make the corner boundaries. Grids are usually set side by side to allow conjoint boundaries and to permit easier control by a coach. The most common form is a group of four grids using nine corner markers as shown below.



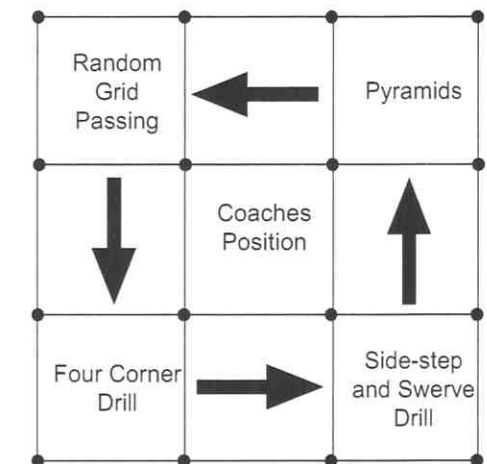
The grids can be used as one specific part of the session, or for the majority of the training run, depending on the individual and team requirements and the particular time of the season. Variety and flexibility are the keys and the coach should be careful not to fall into the trap of using the same old grids time and time again. Another useful activity allows the coach to

combine a series of drills in a grid circuit, allowing for a variety of activities, some for fitness and others for skills learning. One example of such a circuit is shown over the page.

In this example the coach has, say, sixteen players to work with. Having planned the session to incorporate skills and fitness, the coach divides the group into fours and positions each group at a corner. Working at the particular drill for say, three minutes each, the various groups will train, before moving onto the next drill for another three minutes.

While the players are performing the coach can provide feedback and comments from an ideal position in the centre of the grids.

In about fifteen minutes work, (four activities of three minutes with a break of about 45 seconds in between grids), the players have performed a large amount of work and experienced a range of activities and skills.



KEY TO DRILLS

The following symbols and signs are used:

Players w x y z

Players in Possesion (w) (x) (y) (z)

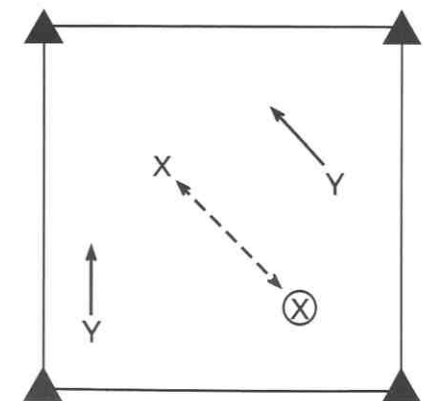
Lines _____

Movement of players w → or x → or y → or z →

Movement of ball ○ - - - - ->

Witches Hats △

For example, the following grids depicts two players of one group moving around within a grid, while two players of another group stand still and pass the ball.

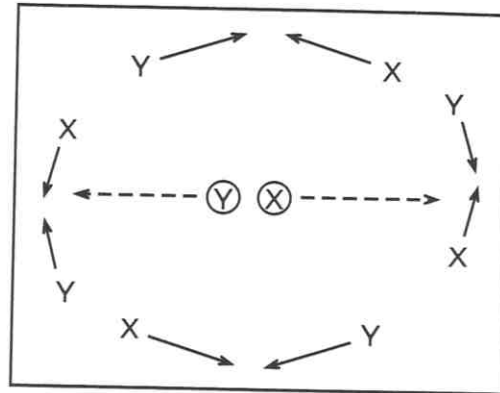


CIRCLE PASSING

PLAYERS: 4 to 8 increasing to 12

DESCRIPTION:

The ball is passed from the middle players to an outside player, who then returns the ball to the middle player. Once the players have mastered the skill of anticipation without error, the groups are divided into two, and the second ball is introduced. Each sub-group passes amongst itself, and the object is to train players to pass to their own teammates under pressure. Vary the direction of the circling players so that the sub-groups are running in opposite and same directions.



COACHING POINTS:

Identification of teammates. Communication.

EQUIPMENT:

Initially one ball, then two.

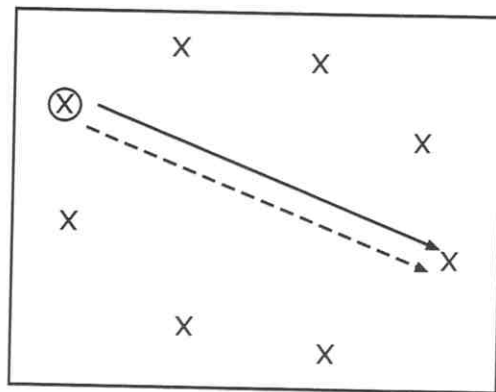
CIRCLE FOLLOW

PLAYERS:

Minimum 5, maximum about the full team.

DESCRIPTION:

Players stand in a circle formation and pass the ball across the circle, but not to the player either side of them or the player who passed them the ball. Once passed, the player is to follow the pass and run to the position, (recently vacated), of the player to whom they passed the ball. Passing must occur from the stationary position, followed by a short sprint across the circle. Once players have achieved a level of proficiency with one ball, a second or even third ball can be introduced.



COACHING POINTS:

- Accurate and quick passing
- Following the ball in support
- Acceleration and deceleration (and speed)
- Total alertness and communication
- Use of peripheral vision

EQUIPMENT:

Initially one ball, then two or three

SCORING DRILL 1

PLAYERS:

6 to 8 per grid

DESCRIPTION:

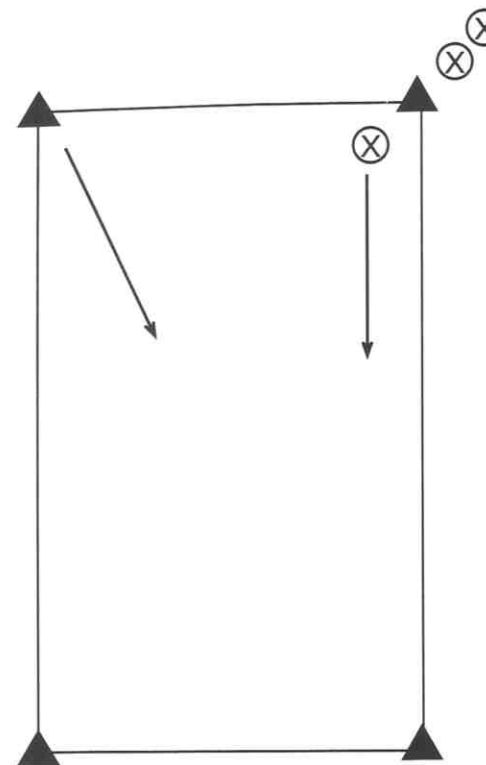
Position half the players at each of two corners of one end of a 20m x 10m grid, with each of the players in one group with a ball. The object is for the first player to run to the far end of the grid and score a touchdown without being touched by the first player in the other group. After each attempt the players swap groups. The defender starts after the ball carrier begins running.

COACHING POINTS:

- Carrying the ball in two hands
- Decelerating to score
- Diving when necessary (apply teaching factors)
- Out-maneuvring a faster opponent

EQUIPMENT:

Three or four balls per grid
Grid markers



DUMMY HALF DRILL 1

PLAYERS:

8 per grid

DESCRIPTION:

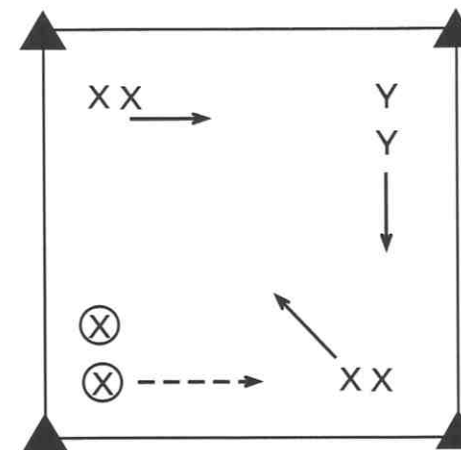
Players stand in pairs near the four corners of the grid, one behind the other facing the centre of the grid for the beginning. The first pair with the ball has one player who faces the group the left and performs a plant (rollball). The pass is made to the group on the right. The player who receives the ball takes a pace forward and turns to the left and performs a plant (rollball). Dummy half in that group also passes to the right and the actions are repeated. When a player has been dummy half, that player becomes the player who performs the plant (rollball) next time around.

COACHING POINTS:

- Facing the scoreline to plant (rollball)
- Eyes watching the ball and securing with two hands
- Passing from the ground and looking at receiver
- Introduce competition with other grid groups
- Increase distance between pairs progressively
- Opposite foot forward and widening the base

EQUIPMENT:

One ball per grid. Grid markers.



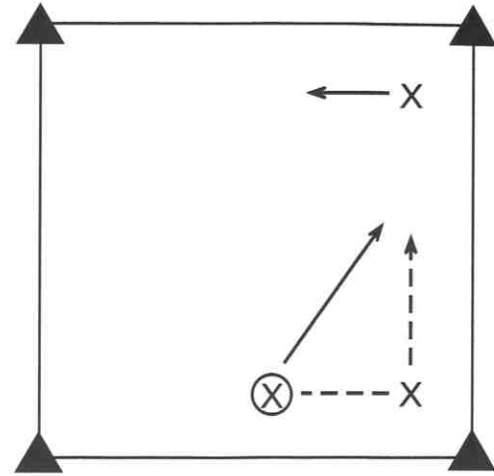
DUMMY HALF DRILL II

PLAYERS:

3 per grid

DESCRIPTION:

A player in possession stands near one side of the grid with an dummy half in position just behind them, and another player about five metres off to one side. Following the plant (rollball) and dummy half pass, the player who performed the plant (rollball) runs across to become dummy half to the player who received the initial pass. That player should take a step or two forward before performing the next plant (rollball). The object is for players to practice moving into position and performing dummy half pass correctly. Ensure that you nominate a minimum distance for the pass and that the receivers move straightforward.



COACHING POINTS:

- Eyes looking at the ball for securing
- Moving into position from the rear
- Acceleration and deceleration with agility
- Good wide base with accurate pass

EQUIPMENT:

One ball. Grid markers.
Grid markers

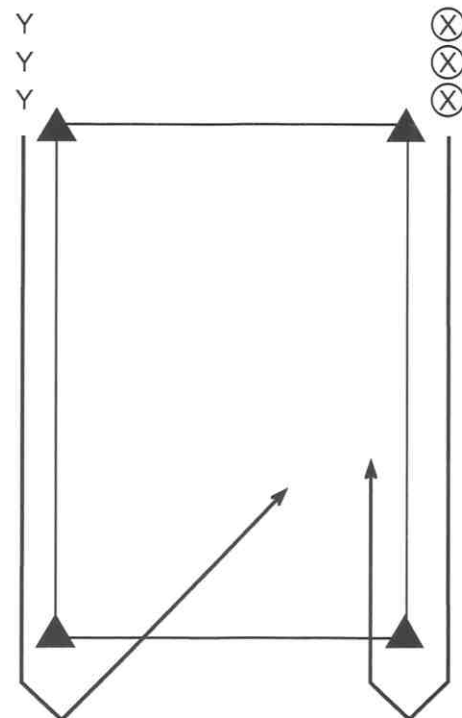
SCORING DRILL II

PLAYERS:

6 to 16 per grid

DESCRIPTION:

Position half the players at each of two corners of one end of a 20m x 10m grid, with each of the players in one group with a ball. The object is for the player with the ball (attacker) to run around the cone at the far end and back to the line where he/she started to score a touchdown without being touched by the player in the other group (defender). After 2 attempts each the players swap groups. The defenders start after the ball carrier begins running.



COACHING POINTS:

- Decelerating to score
- Diving when necessary (apply teaching factors)
- Out-maneuvring a faster opponent

EQUIPMENT:

Three or Four balls per grid
Grid markers

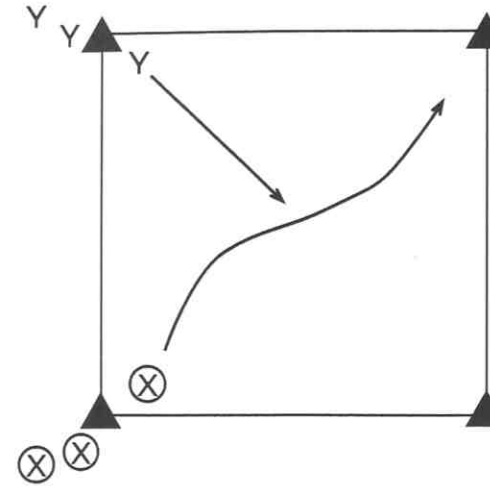
SIDE STEP & SWERVE DRILL

PLAYERS:

8 per grid

DESCRIPTION:

Position half the players at the top left corner of a 10m x 10m grid and the other half at the lower left corner, the leader of which has the ball. The object is for the lower group, one at a time, to run to the top right corner while the individuals from the top left corner move out slowly to effect a touch at about the centre of the grid. The players are to use either the side step or swerve to evade the touch. Once the players have reached the top right corner, they move to the end of the line at the top left side. The "defenders" move to the end of the attacking line with the ball. If there are insufficient balls for all, make sure that players hold their hands together. Change corners when proficient.



COACHING POINTS:

- Balanced running
- Move initially into the "opponent and then away"
- Slight deceleration followed by acceleration
- Body twisting and rotation as necessary

EQUIPMENT:

One ball per attacker. Grid markers.

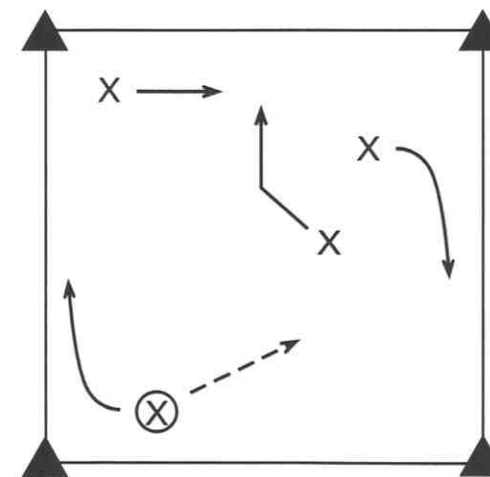
RANDOM GRID PASSING

PLAYERS:

3 to 5 per grid

DESCRIPTION:

The group passes the ball randomly amongst each other while firstly walking, then jogging and running in a random fashion within the confines of the grid. The size of the grid can be varied from about 5m x 5m for three players to 10m x 10m for 5 players. The minimum passing distance can also be varied depending on player proficiency (e.g. no passes less than 2m allowed). The type of pass can also be nominated (e.g. all passes to be spiral passes to the right).



COACHING POINTS:

- All normal catching and passing points
- Ensure the passing order is random
- Ensure players use all parts of the grid
- Apply pressure through other group competition

EQUIPMENT:

One ball per grid. Grid markers.

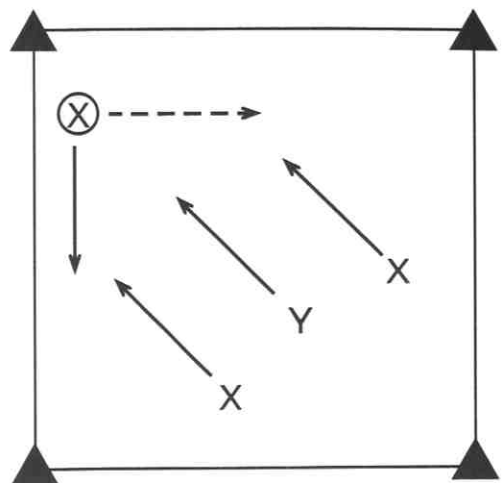
RANDOM DEFENDER I

PLAYERS:

4 to 5 per grid

DESCRIPTION:

With either 3 or 4 players in a grid performing random passing, introduce one defender with hands behind the back. The defender is allowed to knock the ball to the ground but must not move closer than one metre to the player in possession. The player in possession cannot run with the ball. The object is for the two (or three) remaining players to move into an effective supporting position and receive a pass. Once the group becomes proficient allow the defender to use the hands. Should the defender knock the ball to the ground or intercept a pass, the player responsible takes the place of the defender. Do not encourage overhead passing.



COACHING POINTS:

- Normal catching and passing points
- Normal total awareness and communication
- Increased work rate while not in possession
- Introduce the dummy pass option

EQUIPMENT:

One ball per grid. Grid markers.

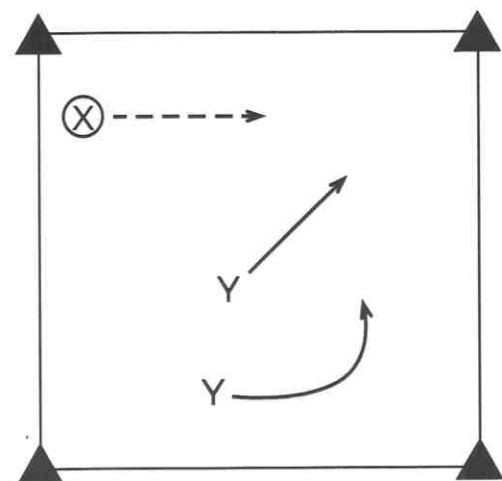
RANDOM DEFENDER II

PLAYERS:

5 to 6 per grid

DESCRIPTION:

Have several players running and passing inside 10m x 10m grid with one defender trying to effect a touch on any player while that player is in possession. The object is for the defender to practice making touches and develop anticipation skills, however, the other players will gain some benefit as well. Should the defender touch the ball or touch a player in possession, the players are swapped. This drill encourages the defender to anticipate a pass and to move into an attacking player as the pass is being made.



COACHING POINTS:

- As for Random Defender I points
- Defender not wasting energy chasing after the ball
- Pressure on both attacking players (light) and defender

EQUIPMENT:

One ball per grid. Grid markers.

RANDOM DEFENDER III

PLAYERS:

4 to 5 per grid

DESCRIPTION:

Begin with Random Defender I and when all players are proficient at that drill, increase the number of defenders (progressively) to one less than the number of attacking players. To ensure the increase is progressive the coach may have to use one defender who cannot use hands with another defender who is unrestricted. To allow this drill to work properly the number of defenders should be one less than the number of attackers. The object of the drill is to deny the attacking players time and space in which to make the correct decisions.

COACHING POINTS:

- As for Random Defender I
- Highlight decision-making process and options

EQUIPMENT:

One ball per grid. Grid markers.

PASS, PASS, WRAP

PLAYERS:

4 per grid

DESCRIPTION:

While the players move randomly within the grid they are required to perform a pass, followed by another pass and then the second passer performs a wrap around the second receiver. This drill lends itself to many variations limited only by the coach's imagination. Initially do not be too concerned with forward passes, (particularly during the wrap), but concentrate on the timing and type of pass used. After the groups gains proficiency introduce a fifth player as a defender who runs to, and faces, directly in front of the receiver of the second pass. The object of this procedure is to train the players not to turn their upper body around during the wrap – but to face the opposition.

COACHING POINTS:

- All catching and passing teaching factors
- Teamwork and the importance of sub-unit support
- Keeping the options open until the last moment

EQUIPMENT:

One ball per grid. Grid markers.

WRAP DRILLS I, II, III

PLAYERS:

4 to 6 per grid

DESCRIPTION:

The players move around randomly within the grid and perform the wrap as follows.

Drill 1. The player with the ball passes and wraps the next and subsequent players. This drill applies considerable effort on one player at any one time and coaches should remember to swap "key" players around.

Drill 2. The first player passes and moves to the end of the passing line while each subsequent player performs a simple pass until the last player passes to the original player. This player then passes the ball back to the second player who becomes the runner.

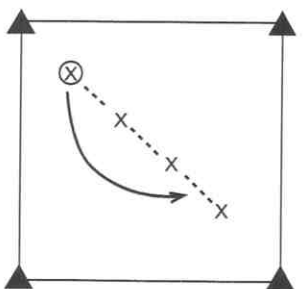
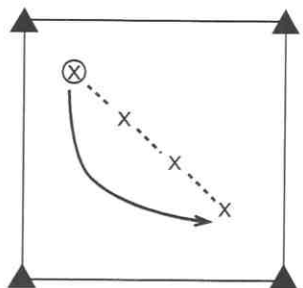
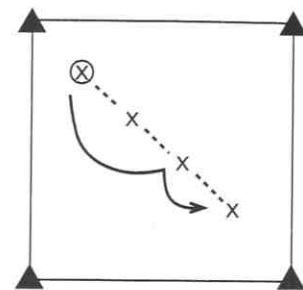
Drill 3. The first player passes and moves around into any position nominated by the coach. E.g. wrap to the second player, where the first player passes, and wraps around behind the second and third players to receive the ball.

COACHING POINTS:

Receivers straightening and facing forward
All catching and passing teaching factors
Communication and teamwork

EQUIPMENT:

One ball per grid. Grid markers.



SWITCH DRILL I

PLAYERS:

Minimum 4, maximum about 10 per grid

DESCRIPTION:

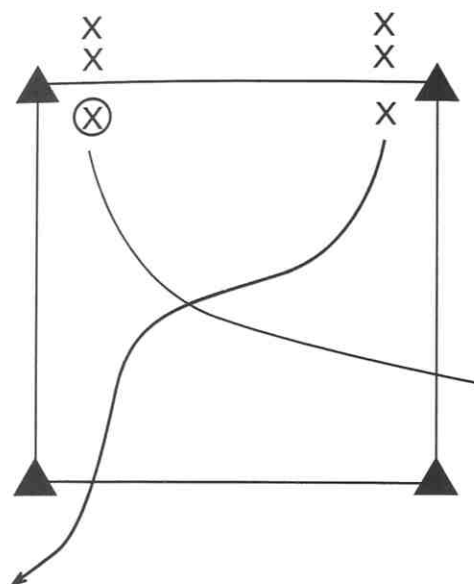
Players position in two lines at the two top corners of a 10m x 10m grid. One group of players should have a ball and move out across the grid and perform a switch with the leading players in the group. Following the switch pass the first players should return to the first line with the ball. Commence initially at a slow walk concentrating on the various teaching factors. After some proficiency the players should jog, and then run through the drill.

COACHING POINTS:

Runner widening the angle
Receiver staying deep and delaying the S-run
Begin with an inside pass initially
Ball carried in two hands initially
Acceleration "through the gap" by receiver

EQUIPMENT:

One ball per grid. Grid markers.



SWITCH DRILL II

PLAYERS:

6 per 20m x 10m grid

DESCRIPTION:

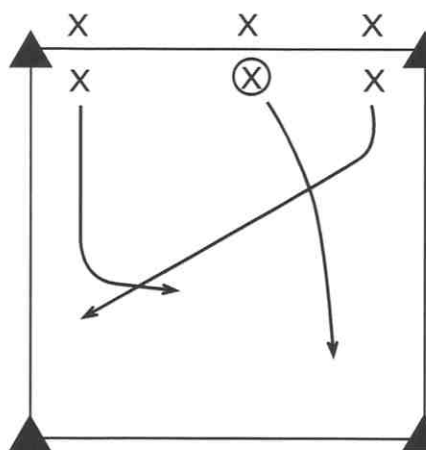
Position three players equally along the end of the grid with the player in the middle in possession. The player with the ball performs a switch with the player on the left who is then in the middle and performs a switch with the player on the right. The actions are repeated the length of the grid and the group turns around and completes the drill on the way back. Initially, walk through the drill before increasing the pace. When the first group of three returns to the starting point they rest while the second group of three completes the drill.

COACHING POINTS:

Accurate and soft passing
Widening the angle by the call-carrier
Delayed movement by the receivers
Keeping players apart

EQUIPMENT:

One ball per grid. Grid markers.



SWITCH DRILL III

PLAYERS:

Minimum 4, maximum the whole team

DESCRIPTION:

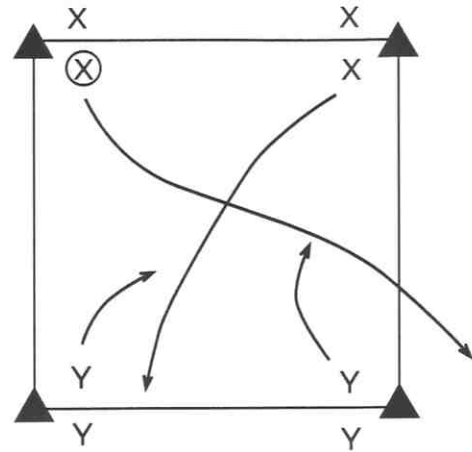
Once players are proficient at performing the basic technique of the switch pass, have a third and fourth group stand at opposite ends of a 20m x 10m grid as defenders. Once the technique has been demonstrated and understood, players can match each other with pairs switching and opposite pairs switch defending. Make sure they change after performing one action. Let attackers attempt the dummy switch.

COACHING POINTS:

- All teaching factors for the switch pass
- Communication by the defenders
- Zone defence principle
- Not moving too far across
- Receivers going for the zone boundary

EQUIPMENT:

One ball per pair of attackers. Grid markers.



DRAWING OPPONENT I

PLAYERS:

5 to 7 per 20m x 20m grid

DESCRIPTION:

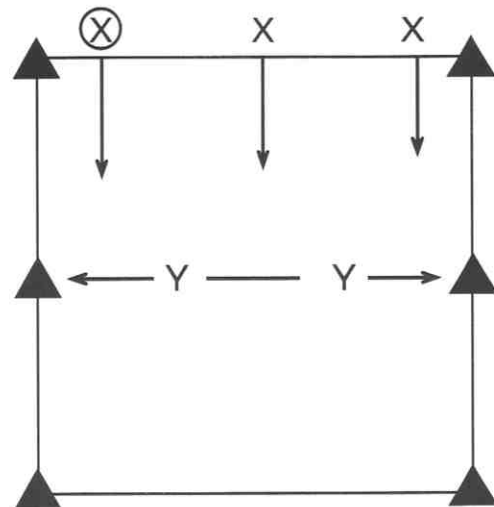
The running group has either three or four players, and the defending group has only two or three players respectively. The object is for the mini-team of three or four players to get past the two or three defenders, who are initially restricted to sideways movement. A simple rotation can be worked out so that the player who scores on the 20m line joins the defenders and one of the defending players takes that position on the attacking group. The size of the grid can be varied depending on whether the attacking or defending skills are being exercised. Use the thumb rule that any width more than 7m per defender will really exercise the defence.

COACHING POINTS:

- Communication by defenders and attackers
- Make the players score

EQUIPMENT:

One ball per grid. Grid markers.



DRAWING OPPONENT II

PLAYERS:

5 per elongated grid

DESCRIPTION:

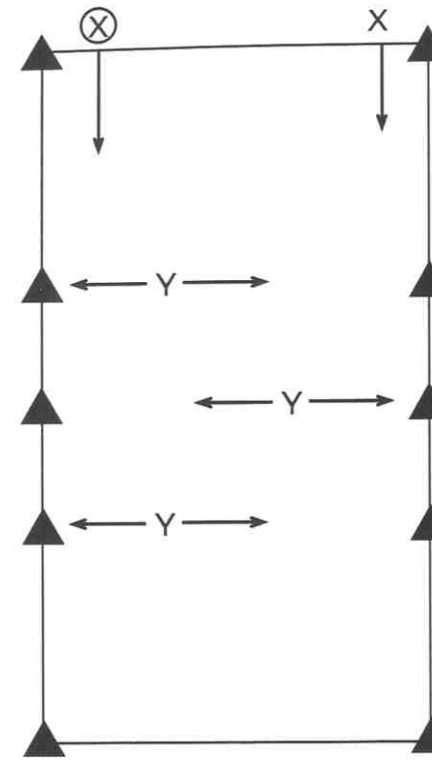
Position two players at the end of a 40m x 10m grid with one player in possession. Position three (more as they get better) defenders at 10m intervals down the grid. The attacking players have to pass by the single defenders in quick succession and score at the far end of the grid. They may use passing, dummie, or any individual evasion skill to deceive or beat the defenders. When the players get to the other end, have them turn around and try the same on the way back. Give those players several goes and swap players around.

COACHING POINTS:

- Quick recovery after beating one opponent
- Continuity of attack through support

EQUIPMENT:

One ball per grid. Grid markers.



PATTERN RUNNING I

PLAYERS:

8 to 10 per grid

DESCRIPTION:

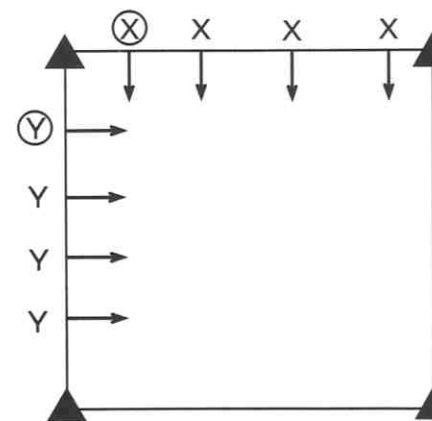
The players divide into two groups of four or five and stand along one side and end of a grid. Each group has a ball and is required to run backwards and forwards across the grid while passing a nominated number of times each lap. The object is for each group to succeed while missing with the other group. Initially the players should commence at a slow walk and gradually they can progress to a job and run. Introduce the competitive aspect once the players become somewhat proficient.

COACHING POINTS:

- Use of peripheral vision
- Total awareness

EQUIPMENT:

Two balls per grid. Grid markers.



PATTERN RUNNING II

PLAYERS:

12 to 16 per grid

DESCRIPTION:

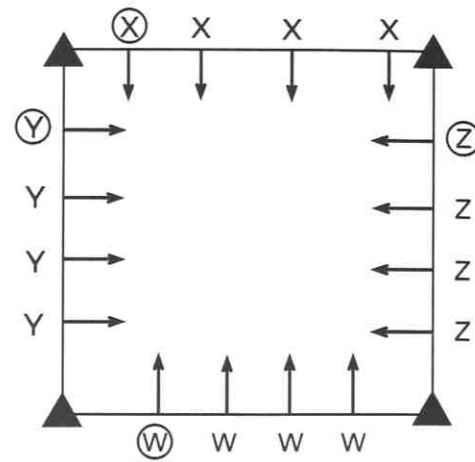
Divide the players into four groups and stand along the sides of the grid facing the centre. Each group has a ball and the object is to move across the grid and return while passing. The initial confusion can be overcome by starting the groups in turn and progressing from a slow walk to a run. Vary the pace of two groups for variety.

COACHING POINTS:

Use of peripheral vision

Total awareness

All catching and passing techniques



EQUIPMENT:

Four balls per grid. Grid markers.

PASSING CROSSOVER I

PLAYERS:

2 per grid

DESCRIPTION:

Stand one player with the ball at any corner of the grid and position the other player at another corner (but not opposite). The player passes the ball to the teammate and then runs across the grid to the other (diagonal) corner. The receiving player passes the ball to arrive at the same corner at the same time as the first player. The first player then passes the ball back to the second player and returns to the starting corner. The object is to practice deceleration, catching and passing and acceleration for one player and improve the timing of the passes for the second player. Change roles after a nominated number of passes has been achieved. Vary the size of grids progressively.

COACHING POINTS:

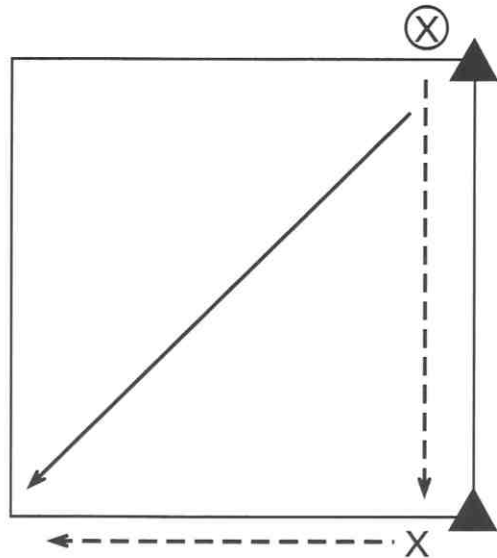
Accurate passing and running to support

Timing the pass to arrive when the player is positioned

All passes to be made while stationary

EQUIPMENT:

One ball per grid. Grid markers.



PASSING CROSSOVER II

PLAYERS:

4 per grid

DESCRIPTION:

Position players at the corners of a grid with one pair of opposites each with a ball. The player to the left of the ball carrier is the other member of the pair for this drill. As for Passing Crossover I the players pass the ball to their respective team-mates on their left and then run across the grid to the opposite corner, dodging the other player by means of a swerve or side-step. By the time they arrive the ball should be arriving also, having been passed by the other member of the pair. The players then repeat the action a nominated number of times before swapping roles with the other members of the groups. Start the drill at a walk and progress to full competitive pressure. Vary the size of the grids.

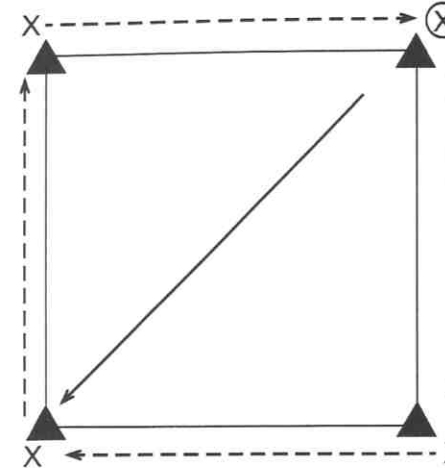
COACHING POINTS:

As for Passing Crossover I

Use of peripheral vision and agility skills

EQUIPMENT:

Two balls per grid. Grid markers.



PASSING CROSSOVER III

PLAYERS:

6 per grid

DESCRIPTION:

Stand the six players at the four corners and halfway along two sides of the grid as shown in the diagram. Players at opposite corners start with a ball each. Both of these players pass the ball to their left and then run diagonally across the grid to the other player's position. Meanwhile, the next two players with the ball pass it to the left and then run straight across the grid to take the other's position. The next players receive the ball they pass to the left and then run diagonally across the grid to swap positions. It is important to point out that corner players run diagonally across the grid to swap positions. It is important to point out that corner players run diagonally while middle players run straight across the grid. Begin the drill at a slow walk and develop until 3-5 sets of one minute at full pace can be completely satisfactory. Remember to vary the direction (but don't be surprised if it doesn't work first time) of the passes.

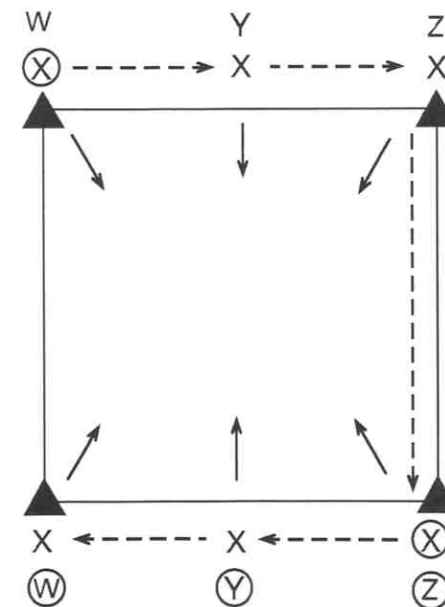
COACHING POINTS:

As for Passing Crossover II

Total awareness and quick thinking

EQUIPMENT:

Two balls per grid. Grid markers.



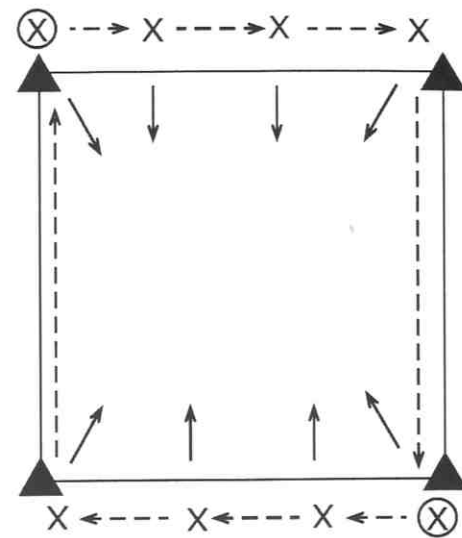
PASSING CROSSOVER IV

PLAYERS:

8 per grid

DESCRIPTION:

Stand with the eight players at the four corners and at points one third along opposite sides of a grid shown in the diagram. Players at opposite corners start with the ball and pass to their left and then run diagonally across the grid to swap positions. Each player passes to the left and runs directly across the grid to swap positions. It must be pointed out that corner players run diagonally across the grid while the side players run straight across. Vary the pace and direction of the passing. Work up to sets of about 5 or 6, each of one-minute duration.



COACHING POINTS:

As for Passing Crossover III
Team work and fitness motivation

EQUIPMENT:

Two balls per grid. Grid markers.

PASSING CROSSOVER V

PLAYERS:

8 per grid

DESCRIPTION:

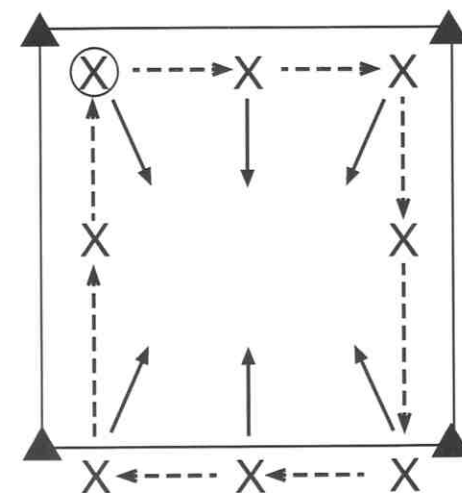
As for Passing Crossover III except you stand 8 players and they do 3 sets of 2 mins using the same players.

COACHING POINTS:

As for Passing Crossover III

EQUIPMENT:

Two balls per grid. Grid markers.



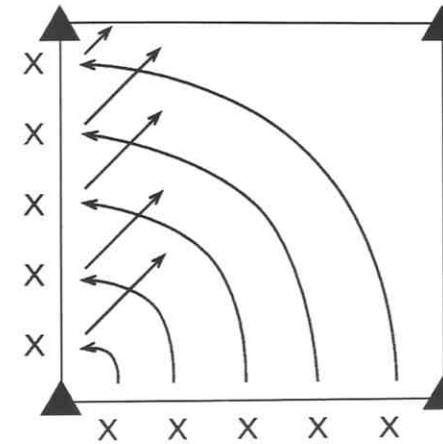
SWINGING GATE

PLAYERS:

4 to 7 per grid

DESCRIPTION:

As for Line Passing the group positions on one edge of the grid with the player on the "inside" in possession. The player passes while moving slowly to the side of grid and the other players move at increased rates keeping the line straight as for a closing or swinging gate until the last player has the ball. The group then turns around, the last player becoming the first and the action is repeated until the group returns to the original starting point. The pace can be varied and competition between grid groups can be introduced.



COACHING POINTS:

Thinking while moving
All catching and passing points
Agility, alertness and total awareness

EQUIPMENT:

One ball per grid. Grid markers.

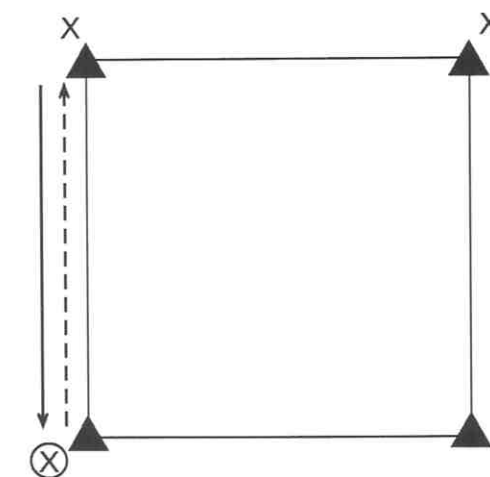
FOUR CORNER DRILL

PLAYERS:

4 players per grid

DESCRIPTION:

One player stands at each corner of a 10m x 10m grid. The player with the ball passes the ball to another player along the side of the grid and then runs to that player's position and returns to the original position. By the time the player returns to the original position the ball should have travelled the full boundary of the grid and arrive at the original starting position the same time as the first player. The drill can be done in sets of about one minute with 10-15 sec's break between activities. Three to five sets will usually be sufficient.



COACHING POINTS:

Pass only when the receiver is ready
Normal catching and passing points
Total awareness, communication and decision-making
Complete pass before commencing run

EQUIPMENT:

One ball per grid. Grid markers (conjoint markers not recommended)

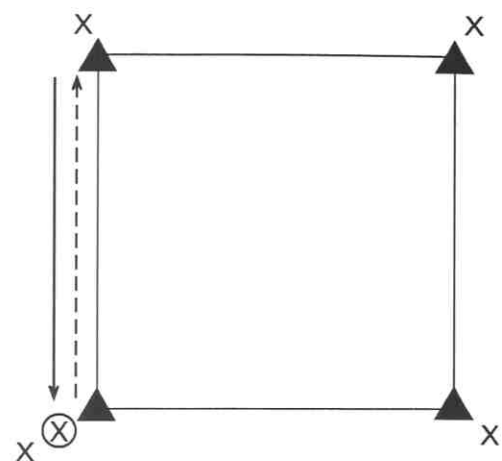
NEXT POSITION CORNER DRILL

PLAYERS:

5 players per grid

DESCRIPTION:

One player stands at each of three corners of a 10m x 10 grid and a player in possession and the fifth player stand at the other corner. The first player passes along the side of the grid and then runs to take up the position of the next player at the next corner. The second player does likewise and the ball moves around the grid in advance of the players. Continue drill for four/five minutes.



COACHING POINTS:

- Pass as soon as the ball is received
- Normal catching and passing points
- Total awareness communication and decision-making
- Pass before running

EQUIPMENT:

One ball per grid. Grid markers (conjoint markers not recommended)

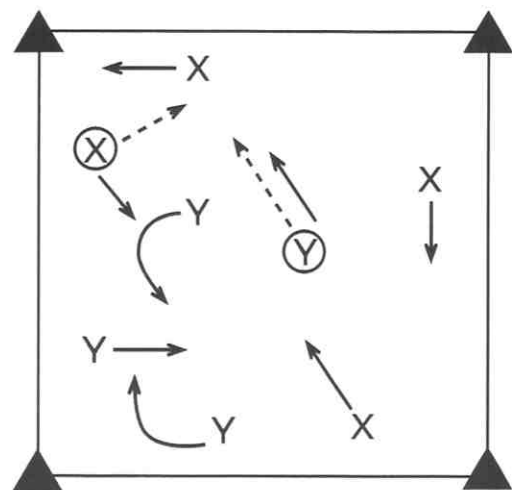
MIXED GROUP PASSING

PLAYERS:

4 to 12 per grid

DESCRIPTION:

Two groups of players, each with their own ball, move and pass within the confines of the grid boundaries. When possible identify each group by coloured shirts or similar clothing design, however, communication and player identification play an important part in this drill. Increase rate from walking to full pace and numbers can be varied from, for example, two groups of six to three groups of four.



COACHING POINTS:

- Normal, passing and communication points
- Increase activity through competition either against the clock or with other groups
- Decision making; to pass or not to pass
- Vary minimum pass distance and controlled strength of pass

EQUIPMENT:

One ball per group in the grid. Grid markers.

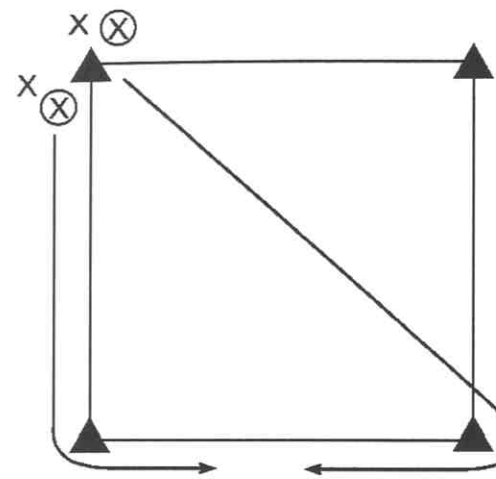
TRIANGLE RELAY

PLAYERS:

6 to 10 per grid

DESCRIPTION:

Position two groups or teams of players at one corner of a 10m x 10m grid with the leading players in possession of a ball. On starting each player runs the first leg of a relay, the team on one side running around the grid to the far (diagonal) marker before returning, while the other player runs straight across the grid and the long way home. Balls must be handed to the next player who repeats the run and so on. Have the groups run through varying numbers of times or have them compete against the clock. Any dropped balls should be treated accordingly.



COACHING POINTS:

- Ball carried in two hands
- Acceleration, agility and deceleration
- Teamwork, motivation and communication

EQUIPMENT:

Two balls per grid. Grid markers.

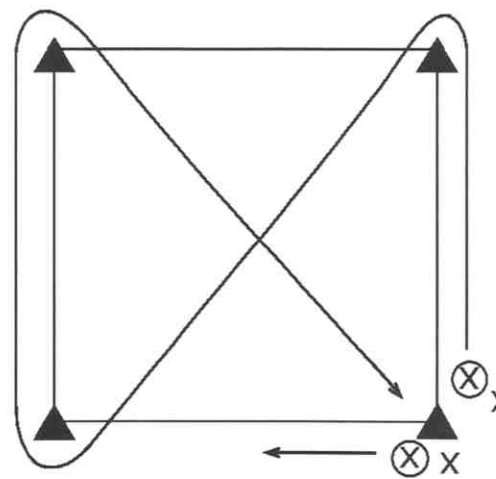
AGILITY RELAY

PLAYERS:

8 to 10 per grid

DESCRIPTION:

Position two groups or teams of players at one corner of a 10m x 10m grid with the leading player in each group with a ball. The first players run along the side of the grid (each to their own side), around the first cone, across the grid diagonally to the opposite cone, around that cone to the far cone opposite the starting point, and then back to the original point. The route can be changed for variety. The object is to compete either against an opponent or the clock around a set circuit of not more than 50 metres in length, with necessary turns involving agility, acceleration, deceleration and ball control.



COACHING POINTS:

- Fitness, motivation and competition
- Running techniques
- Introduction of pass e.g. at the last cone

EQUIPMENT:

Two balls per grid. Grid markers.

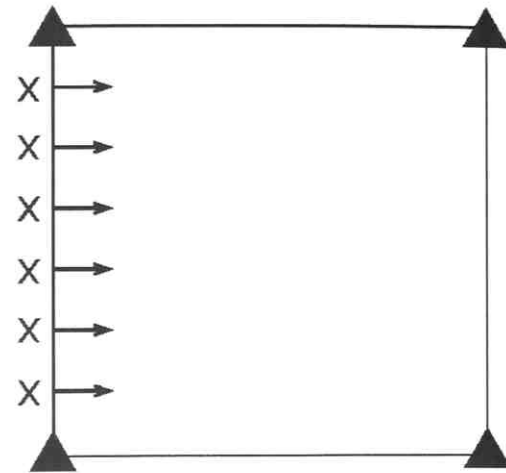
REACTION SPRINTS

PLAYERS:

6 per grid

DESCRIPTION:

The players are divided into about 6 per 10m x 10m grid and they stand along one side at about one metre intervals. The object is to sprint from one side of the grid to the other and return as quickly as possible at the initiation of one of the players. Starting with (for example) the player on the left, and moving along after the previous sprint. The other players have to try to catch the starter. Set a minimum time of approx. ten seconds between sprints and progress from one set of six sprints to three or four sets.



COACHING POINTS:

Acceleration and deceleration techniques
Complete with balls or hands held together
Standing still or jogging recovery
Variation in direction

EQUIPMENT:

One ball per player is preferable. Grid markers.

ELIMINATION I

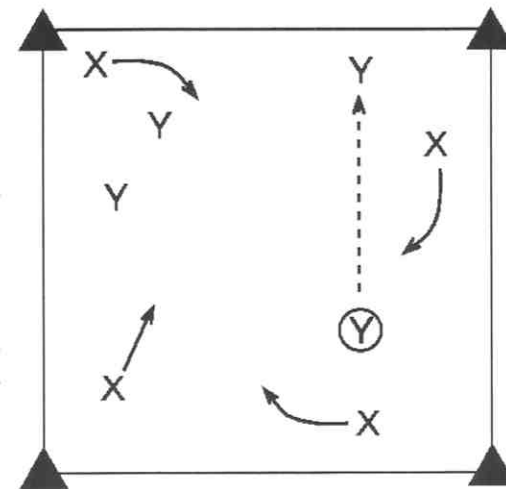
PLAYERS:

Minimum 4, maximum 12 per grid

DESCRIPTION:

The players in the grid are divided into two equal teams and preferably identified with shirt colours. One of the teams has possession and attempts to touch the ball on the other group without dropping the ball. The player in possession cannot run and other players in the group are forced to move around and get into a better position to receive a pass and effect a touch.

Through communication, teamwork and quick thinking the players are eventually eliminated. Swap the time taken by the first group.



COACHING POINTS:

Players not in possession must support the ball carrier
Communication
Evasion

EQUIPMENT:

One ball per grid. Grid markers.

ELIMINATION II

PLAYERS:

8 to 12 per grid

DESCRIPTION:

Once the players are proficient at Elimination I, further "pressure" can be added to the "attacking" group by allowing one defender to return to the grid for every dropped ball. Additionally, ensure that evading players remain within the boundaries of the marked grid. Once players are able to identify each other without colours or communication (verbally) the players should be encouraged to perform the drill without talking. In this way you can develop a better understanding between the individual players.

COACHING POINTS:

Concentrate on fingertip ball control
Encourage speedy reactions and manoeuvring
Coaching points for Elimination I

EQUIPMENT:

One ball per grid. Grid markers.

PYRAMIDS I

PLAYERS:

6 per grid

DESCRIPTION:

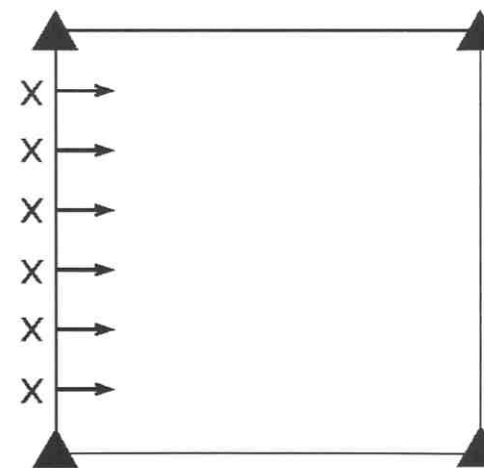
Players are divided into about 6 per 10m x 10m grid and the object is to complete a series of sprints across the grid and back, bending down to touch the line at each turn with alternate hands. The number of sprints is decided (e.g. six) and the players have to firstly sprint once across the grid and return (and have a five second break) and then complete two sprints, followed by three, four, five and six. Once the nominated number has been achieved, the players then have to reduce the number back to one (i.e. five, four, three, two and finally one, each with a five second break between the series).

COACHING POINTS:

Ensure players have reasonable level of fitness
Make sure all players reach each line
Motivation from coach, peers and individuals a must
Vary distances and timings

EQUIPMENT:

Grid markers.



PYRAMIDS II

PLAYERS:

6 per grid

DESCRIPTION:

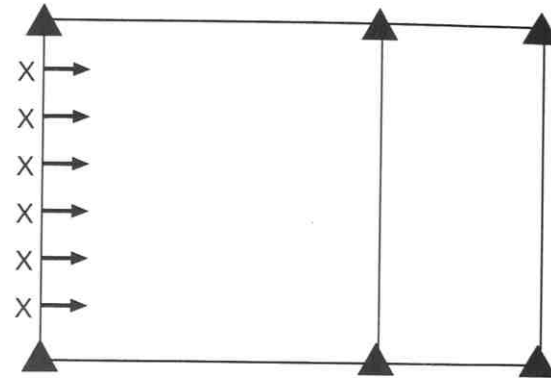
As for Pyramids I except what ever number of sprints done on the first line must be done on the second line also.

COACHING POINTS:

As for Pyramids I

EQUIPMENT:

Grid markers.



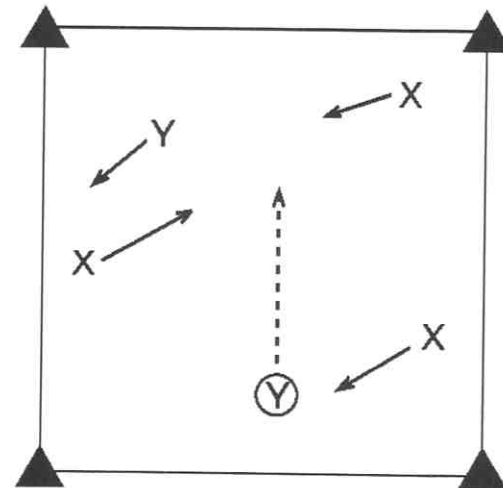
GRID BASKETSCORE

PLAYERS:

4 or 6 per 10m x 10m; 6, 8 or 10 per 20m x 10m

DESCRIPTION:

Players are divided into two teams of 2 to 5 players each, depending on the size of the grid used and one team is given the ball. The object is for the team to complete a set number of passes to score a point. The opposition team attempts to intercept or knock down the ball and gains possession whenever the ball hits the ground. A good starting number for three-a-side is ten passes. The coach should nominate whether overhead passes are acceptable, as often this may be more specific to the requirements of the game. Players with the ball cannot move so that other supporting players are required to position accordingly.



COACHING POINTS:

All catching and passing teaching factors
Communication, team work and awareness skills
Decision-making

EQUIPMENT:

One ball per grid. Grid markers.

MINI TOUCH

PLAYERS:

6 to 10 depending on size of grid

DESCRIPTION:

Players are divided into two even groups, the object is to score touchdowns in a confined space. Vary the rules as necessary however, suggested modifications are:

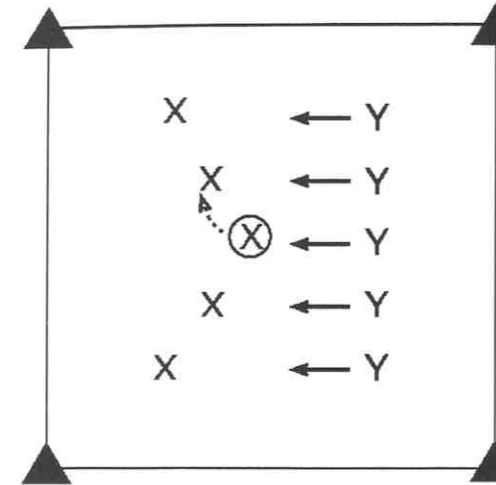
- No plant (rollball), just touch the ball to the ground
- Defenders retire three metres
- No penalties, only changes of possession
- Alternate players and referee; and
- Three touches to change possession

COACHING POINTS:

Creation of gaps through penetration/deception
Creation of overlaps through support
Use of wraps and switches
All defensive sub-unit and team skills

EQUIPMENT:

One ball per grid. Grid markers.



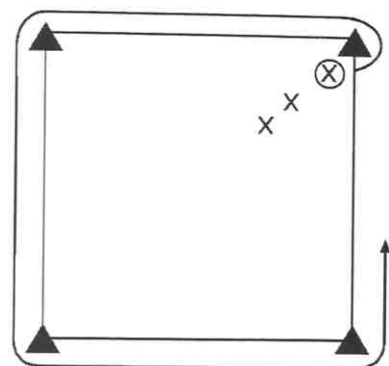
SAMPLE COACHING SESSIONS USING GRIDS

The example sessions outlined below contain both skill practices and skill games. For a 15-minute session choose 4 or 5 of the activities and perform for 2-3 minutes each, with a break to rotate on to the next activity. All of the grids in this booklet could be used in coaching sessions in the same manner.

SESSION A

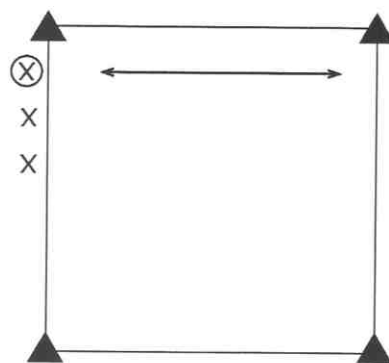
1. Running with the ball relay

Use a 10m x 10m grid with a cone in each corner. Players are lined up on the inside of one corner with the leader with the ball. This player runs around the outside of the cones carrying the ball and hand it to the next player. Continue.



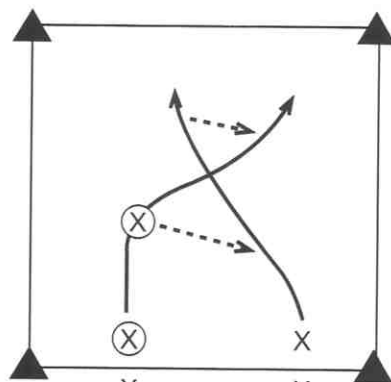
2. Pepper

Use a 10m x 10m grid for up to 4 players (20m x 20m for more than 4). Players stand along one line and run to the other line interpassing the ball. Turn quickly and run back turning each time they reach the line. End players swap in each change of direction. (Could count the number of passes in a specified period of time).

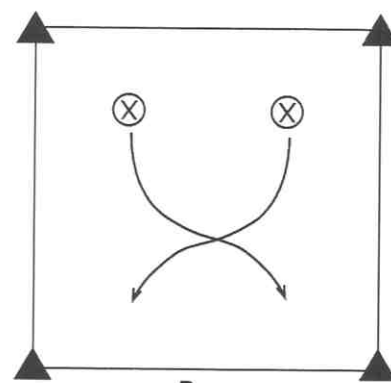


3. Switch and Wrap

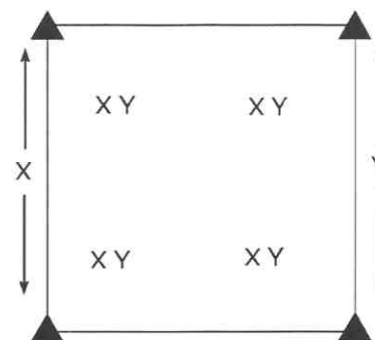
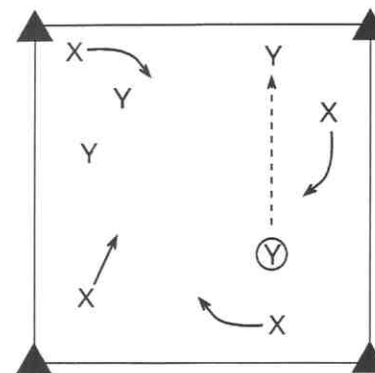
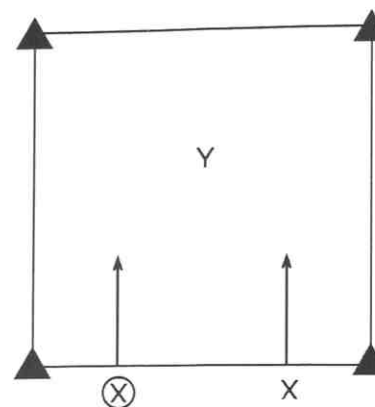
Use a 10m x 10m grid. Half the players of the group in two lines facing across the grid. Perform (a) a wrap on the way across, and, (b) a witch (scissors) pass on the way back. Players swap sides and the ball is passed to the start again.



A



B



4. 2 v's 1

Groups of 3-6 players. Use a 20m x 10m grid. 2 players with a ball attempt to score a touchdown. The defender attempts to effect a touch. Swap around turns as ball carrier, support player and defender/interceptors.

5. Elimination

Up to 4-6 players per group in a 10m x 10m grid. The object is to touch players from the opposite team with the ball. Players can pass the ball on the same team but a player in possession of the ball cannot run with it. A player touched, or running out of the grid, is out of the game. An intercept or dropped ball becomes the other team's ball. A team wins when it can put out all the opposition players.

Variation: one eliminated player back in grid for every dropped pass.

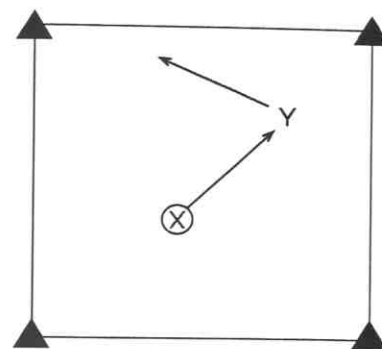
6. Simplified Netball

Use a 20m x 20m grid. The ball is thrown up to start and players pass to team mates who pass it to the hands of a team-mate behind the scoreline to score a touchdown. Only this player is allowed to move about behind the scoreline. If the ball is held by 2 opposing players at the same time, the referee restarts play by bouncing the ball between them. No contact allowed.

SESSION B

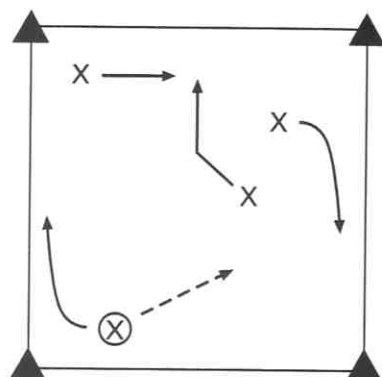
1. Running with the Ball

Use a 10m x 10m grid. In groups of 2-6. Have one or more players carrying a ball and being shadowed around the grid. Swap over roles or swap players in as required. (Every 10 seconds).



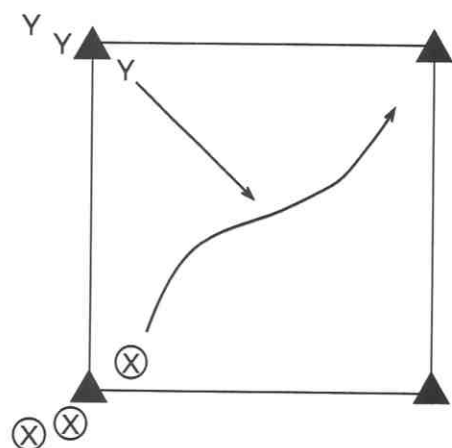
2. Random Grid Passing

Use a 10m x 10m grid. Free running and passing in group. Use of one or two balls and/or one or more groups.



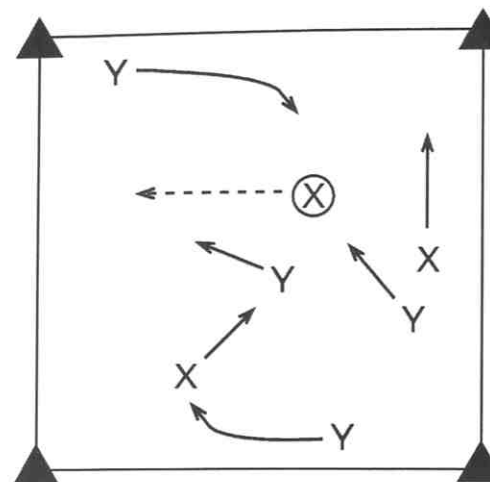
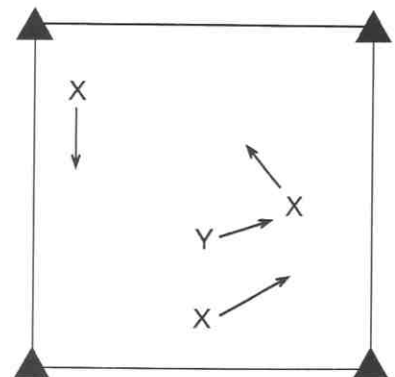
3. Side-step and Swerve

Use a 20m x 20m grid. Players facing each other or at an angle. A player carries the ball and runs towards a defender from the other line who is moving towards them, (arms outstretched) and in a straight line. The attacker performs a side step or swerve and continues on and hands the ball to the next player in the other line. (This practice could be extended with the defender coming at a slight angle and attempting to effect a touch). Change around angle and roles after a time.



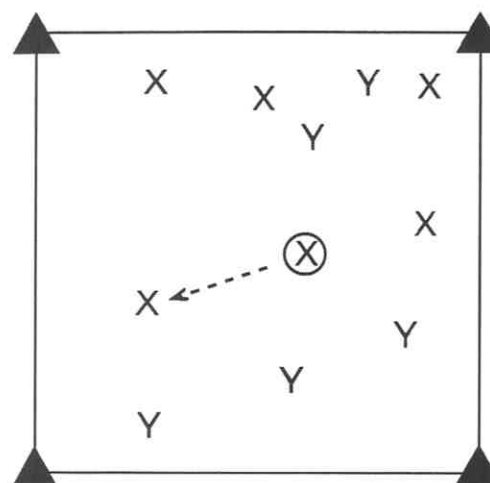
4. Defender

Use a 10m x 10m grid. One player is the defender, the rest moving about within the grid. The defender must make as many effective touches as possible within a time (such as thirty seconds). All players must remain within the grid at all times.



5. Ten Passes

Use a 10m x 10m grid. Up to 8 players. Players in 2 teams and passing between team mates. Object of the drill is to make 10 passes to score 1 point. When a team scores a point the other team is given the ball. The opposition attempts to gain possession and pressures their opponents at the time without holding or touching. If they gain possession they attempt to make ten passes. Players must be on the move all the time. If a player is touched in possession, drops the ball, runs out of the area or has a pass knocked down the other team gains possession.



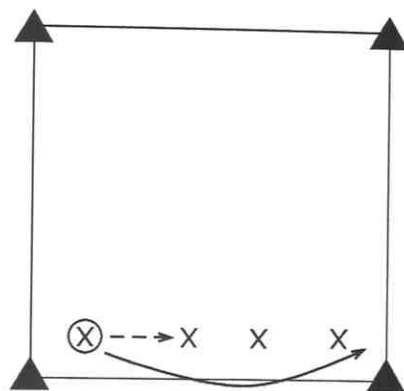
6. Passing

An area of approximately 40m x 40m. 6 players per team. Teams pass the ball amongst themselves as many times as possible whilst players from the other team try to intercept the ball. The ball can only be held for three seconds without passing. If the opposition intercept the ball, or the ball is dropped the opposition team takes possession and attempts to pass as many times as possible until they lose the ball. Count the number of passes. Team with the highest number of passes is declared the winner.

ADDITIONAL ACTIVITIES

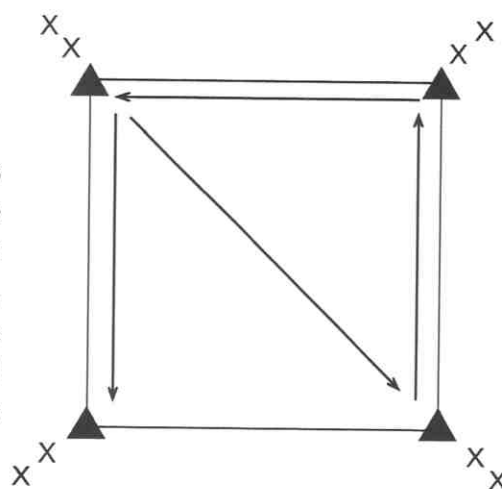
BACK-UP

Four players lined up next to each other on one side of a 10m x 10m grid. The first player passes to the next player in line and attempts to run behind the group and reach the end of the line to receive the ball and score a touchdown.



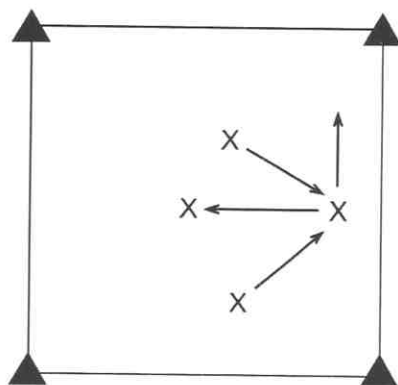
STEAL AND RUN

10m x 10m grid. Groups of 2-4 and a number of balls. Groups are lined up next to each other in each corner and facing the middle. A number of balls are placed on the line or behind each other. On the signal "go" groups run to another group, take a ball and return it to their group. The winning group is the one with the most balls at the end of the time. (A good conditioning skill activity useful where there is at least one ball per player).



KNEE TOUCHES

Use a 10m x 10m grid. Group of 2-8. Players scattered throughout the area. Players attempt to touch (bit) opponents on the knee while evading similar action by other players on them.



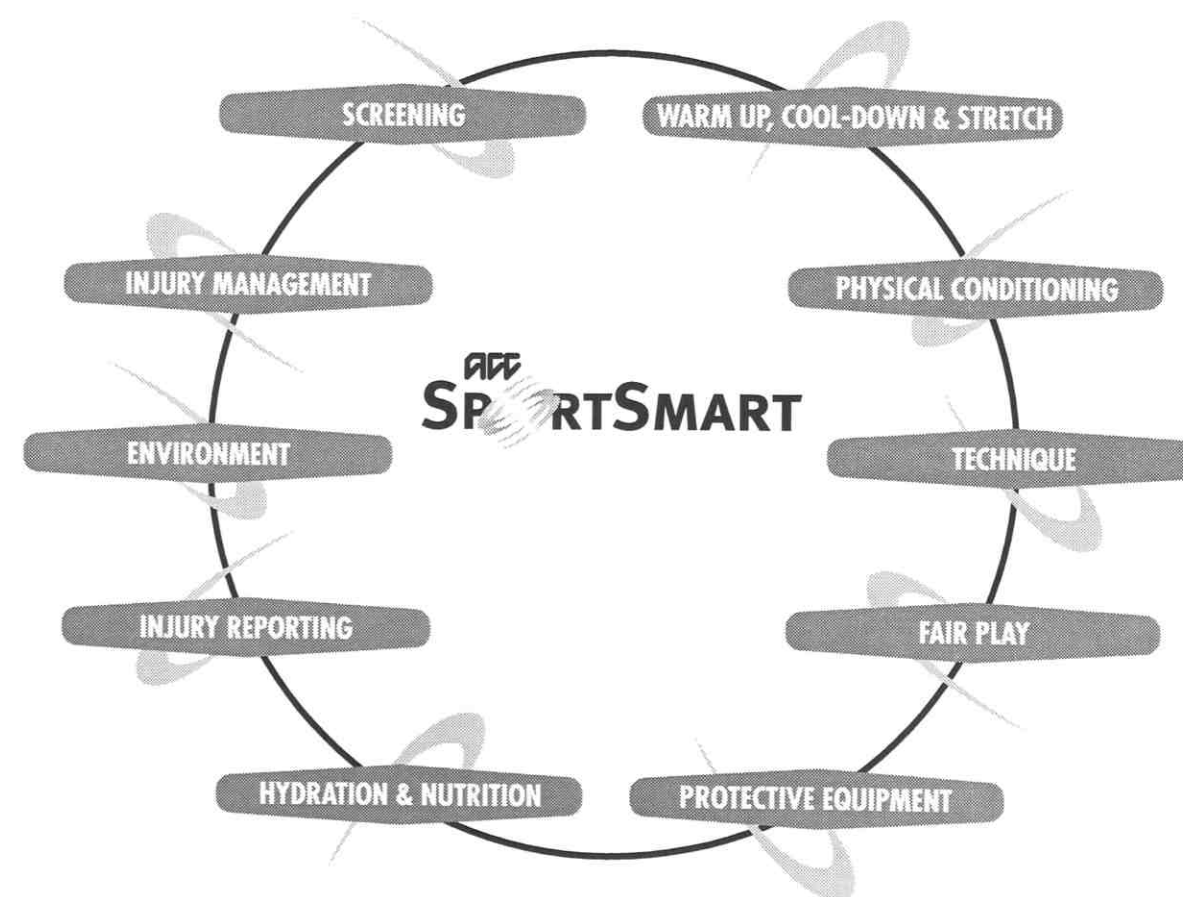
Note: Grids enable small or large groups of players to undertake practices at one time and with minimal supervision.

PART 6

INJURY PREVENTION IN TOUCH

Touch injuries don't have to happen. With carefully planned comprehensive approach that covers players before, during and after play, we can create an enjoyable, injury free sporting experience. That's what ACC SportSmart is all about – the 10-point action plan (Table 1) for sports injury prevention, enhancing the performance and enjoyment of sport.

Table 1. THE 10-POINT ACTION PLAN FOR SPORTS INJURY PREVENTION



Extensive research shows that many injuries can be prevented or the risk minimised. An effective touch coach will have a key role to play in this area of preventing injuries by promoting best practice in touch coaching.

Implementing ACC SportSmart The 10- point action plan will reduce the risk of injury.

1. SCREENING

– PREVENTION IS BETTER THAN CURE

Screening is designed to ensure each player is able to withstand the rigours of touch for the season. Information gathered allows you the coach to

- Identify players at risk of injury
- Helps match players to the [position and /or grade most suited to them
- Identifies factors that may make players prone to injury
- Provides ways to measure fitness
- Assesses the effectiveness of a rehabilitation programme
- Assesses factors that may be affecting players' performance.

Refer to the Touch Screening Questionnaire on next page.

2. WARM-UP, COOL-DOWN & STRETCH

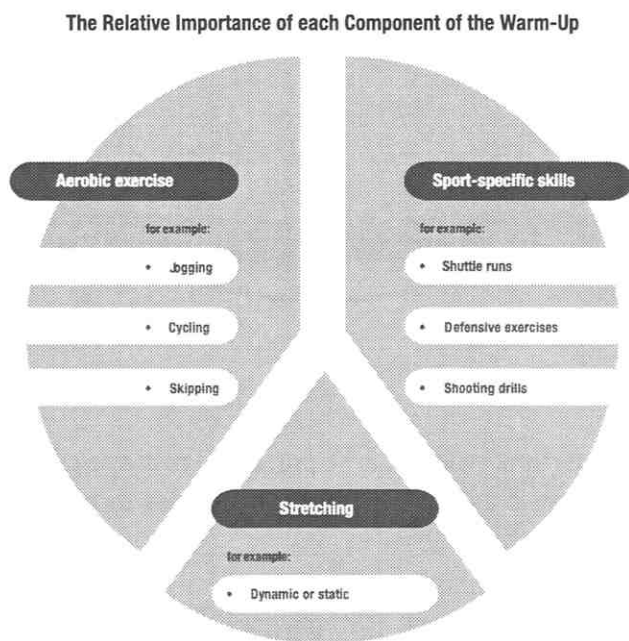
– GET YOUR BLOOD PUMPING

As a touch coach, you should ensure players establish and follow key rituals. This includes Warm-up, Cool-down and Stretch. Preparing the mind, heart, muscles and joints for touch participation by warming-up and stretching will help enhance performance and reduce the risk of injury.

Warm-up and stretch can include light exercise, stretching and even psychological preparation.

Cool-down and stretch after a game is an effective time to stretch, if trying to increase the length of the muscle and improve joint range. This is because the soft tissues are more elastic and pliable after exercise and are consequently able to be lengthened more safely. For this reason stretches at the end of exercise should be for a longer time than during warm-up. Refer to exercise chart page for examples of stretches.

Coaches should focus on the following components of a warm-up:



SAMPLE SCREENING QUESTIONNAIRE

The information you provide in this questionnaire will be used to help plan your training sessions, to assess whether you are at risk of injury, and in case of injury to contact your next of kin. It is confidential and will not be shown to anyone except the team coaching staff.

PERSONAL DETAILS

NAME: _____

ADDRESS: _____

DATE: _____ DATE OF BIRTH: _____ TELEPHONE: _____

NEXT OF KIN (EMERGENCY PURPOSES ONLY)

NAME: _____

ADDRESS: _____

RELATIONSHIP: _____ TELEPHONE: _____

HEALTH HISTORY

Do you have any medical conditions/disability? If the answer is "yes" please list the condition and any medication you take for it

CONDITION	MEDICATION
<small>eg. asthma, heart disease, diabetes, epilepsy, HIV, anaemia, haemophilia, arthritis, visual/hearing, hepatitis A, B or C</small>	<small>eg. tablets, inhalers, creams (give drug names)</small>

ALLERGIES

eg. bee stings, medications (give drug names)

INJURY HISTORY

List any injuries you have had in the past three years and when they happened (eg. concussion, fracture, sprains, strains). List the treatment you had and who gave you the treatment eg. doctor/coach/physiotherapist

WHAT WAS THE INJURY?	WHEN DID IT HAPPEN?	WHAT TREATMENT DID YOU GET?	WHO PROVIDED YOU WITH THE TREATMENT?
<small>eg. sprained ankle</small>	<small>eg. 11 July 2002</small>	<small>eg. RICE, rest, crutches for a while, then sessions with physiotherapist</small>	<small>eg. physiotherapist</small>

LIFESTYLE ASSESSMENT

• WHAT IS YOUR JOB (IF YOU HAVE ONE)? _____

• WHAT ARE YOUR HOURS OF WORK EACH WEEK? _____

• DO YOU HAVE RELIABLE TRANSPORT TO AND FROM TRAINING AND GAMES? YES NO

PHYSICAL ASSESSMENT (FOR COACH/TRAINER TO COMPLETE)

• AEROBIC ENDURANCE BEEP TEST SCORE _____

• AEROBIC ENDURANCE 3 KM TIME RUN _____

• SPEED TIME FOR 50M SPRINT _____

• SPEED AND AGILITY TIME FOR PROPELLER TEST _____

• UPPER BODY STRENGTH NUMBER OF PRESS-UPS _____

• UPPER BODY STRENGTH NUMBER OF CHIN-UPS _____

• BODY SIZE HEIGHT AND WEIGHT _____

FLEXIBILITY	GOOD	AVERAGE	POOR	BALANCE	LEFT LEG	RIGHT LEG
HAMSTRINGS				TIME FOR SINGLE LEG BALANCE – EYES OPEN		
LOWER BACK				TIME FOR SINGLE LEG BALANCE – EYES CLOSED		
SHOULDER				TIME FOR SINGLE LEG BALANCE – EYES CLOSED AND HEAD TILTED BACK		

PLAYER'S SIGNATURE _____ ASSESSOR'S SIGNATURE _____

FOLLOW-UP DATE: _____

STRETCHING EXERCISES

-----> Movement to get stretch
 <====> Area being stretched

2



- Aerobic exercise

Such as jogging and skipping to raise the body temperature so the body is sweating lightly.

- Stretching

All the major muscle groups used when playing touch. Choose 'dynamic' or 'static methods. Dynamic stretching involves stretching movements performed at gradually increased speed. See www.acc.co.nz/sportsmart for examples. Static stretching involves placing a muscle in its most lengthened position and holding for at least 30 seconds.

An example of a touch specific warm-up (20 minutes)

- Start with a jog twice around the perimeter of the touch field & incorporate some backward running, skipping and sideways running.
- Do some stretches for calves, quadriceps, hamstrings, and groin.
- In a 10m x 10m grid in groups of 4, 5m apart working through the grid then returning to the start walking on the outside of the grid. Perform lunge walks forward & reverse x2. Then fast feet pitter-patter driving the arms x2.
- More stretches, shoulders, arms, wrists, hip flexors, & groin, hamstring, quadriceps, calves.
- In a 15m x 6m grid, split the players evenly on the 4 corners with one ball and go through specific touch drills including catch and pass, pass and wrap, pass and realign.

An example of a touch specific cool-down (10 minutes)

- A slow jog once around the touch field
- Stretches: static stretching for at least 30 seconds. Hold stretch where tension can be felt, but no pain. Incorporate calves, quads, hamstring, hip flexors (both sides).

Recovery: rehydrate by drinking plenty of fluids, eat and treat any sprains or bruises with the R.I.C.E.D. procedure.

3. PHYSICAL CONDITIONING - KEEP YOUR ENGINE TUNED

A player well conditioned for touch is at a reduced risk of injury. A balanced effective physical conditioning programme is necessary and has many components that you as a touch coach should consider (See Table 2).

The key elements are:

- Strength - Stabilises the joint against sudden or large forces and can be achieved by using body-weight strength training or resistance training using weights
- Flexibility - Allows a greater range of motion without joint or muscle pain and can be achieved by following the warm-up, cool-down and stretch movements
- Muscular Endurance - Improves the ability to repeat the same action without fatigue and can be achieved by brisk walks or jogging
- Stamina - Allows continuous activity without fatigue - fatigue may cause injury. This can be achieved with walks, jogs & runs each week
- Agility - Ability to avoid collisions with other players or other hazards can be achieved by performing regular propeller and shuttle runs
- Balance / Proprioception (awareness of body position)

For more information on warm-up, cool-down and stretch, contact the relevant sports organisation or SPARC (Sport and Recreation New Zealand): www.sparc.org.nz

THE 10-POINT ACTION PLAN FOR SPORTS INJURY PREVENTION



www.acc.co.nz/resources

ACC

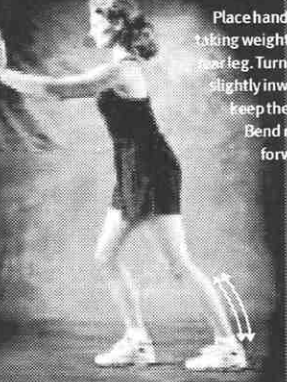
LONG CALF MUSCLE

Place hands on wall, with one leg to rear. Keep rear leg locked straight and foot flat. Turn rear foot slightly inwards. Bend front leg, taking stretch through rear calf.



SHORT CALF MUSCLE

Place hands on wall taking weight through rear leg. Turn rear foot slightly inwards and keep the heel flat. Bend rear knee forward over rear foot.



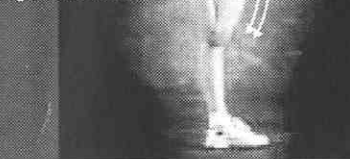
HAMSTRINGS

Place foot on a raised surface. Stand with supporting foot turned slightly inwards. Bend supporting knee. Keep back straight.



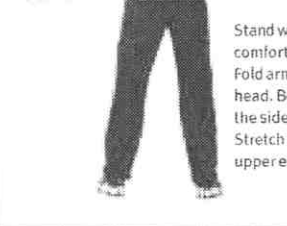
FRONT THIGH

Pull heel towards buttock. Keep back straight, knees together and in line.



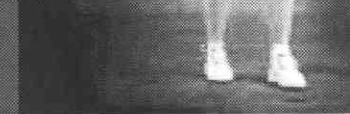
TRUNK SIDE FLEXORS

Stand with feet comfortably apart. Fold arms above head. Bend to the side slowly. Stretch up with upper elbow.



PECTORALS

Stand side-on to a wall or pole with closest leg forward. Place forearm on wall with shoulder slightly above 90°. Turn upper body away from wall or pole.

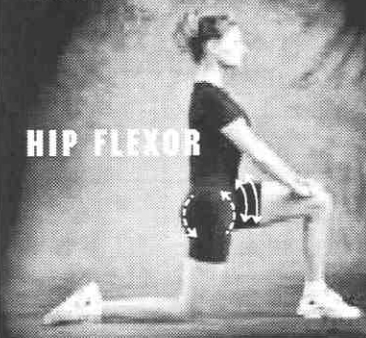


TRICEPS STRETCH

Place hand between shoulder blades. Place opposite hand on elbow. Pull elbow towards midline with help from opposite hand.



Kneel on ground with front knee at 90°. With the back straight, tilt the pelvis back by tucking the abdomen up and in and squeezing buttocks. Keep head up.



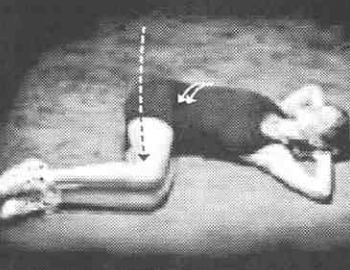
HIP FLEXOR

SHOULDER CHEST

Stand with head up, chin in, hands clasped behind back. Pull shoulders down and back. Press shoulder blades together and down. Pull the stomach in to prevent arching of the lower back.



LOWER BACK



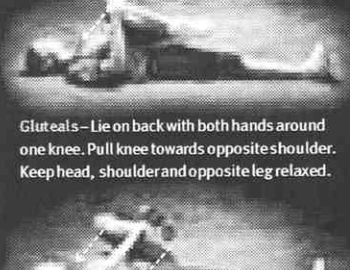
Lie with hands behind head, arms flat. Bend hips and knees to 90°, feet together. Roll knees over to ground. Upper knee should be directly above lower knee.

GROIN



Sit on floor with back straight. Grasp the ankles and draw them towards groin. Use the elbows to apply a gradual downward and outward pressure on the knees.

BUTTOCK



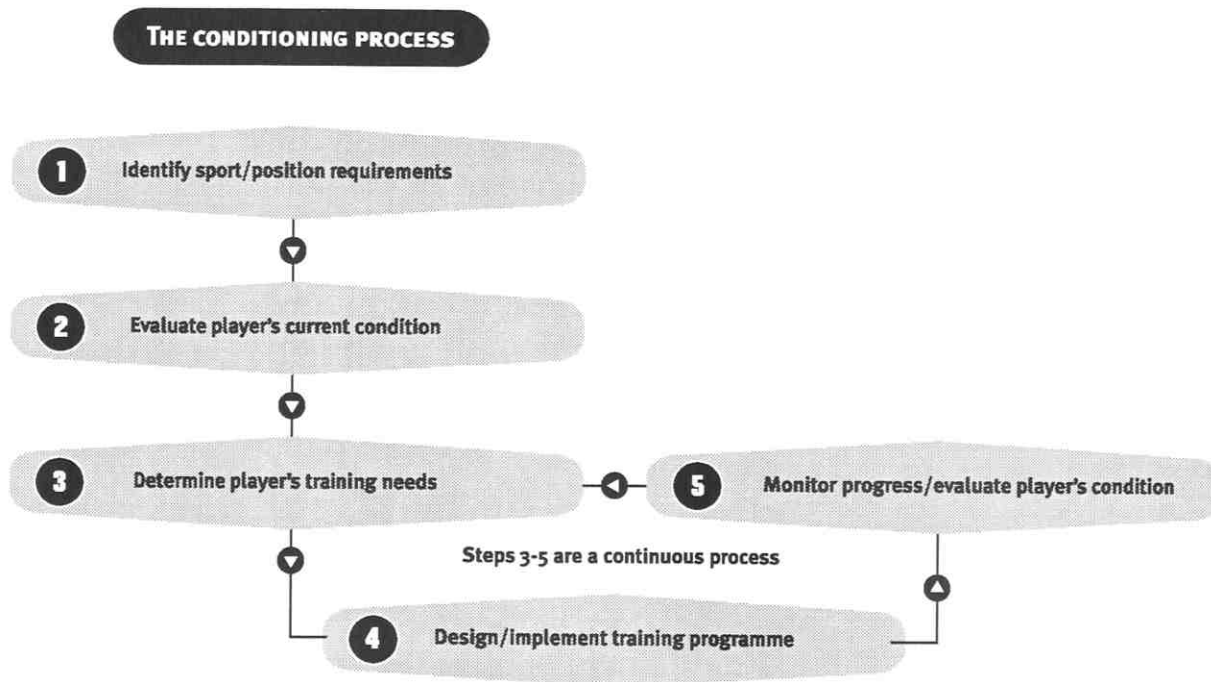
Gluteals - Lie on back with both hands around one knee. Pull knee towards opposite shoulder. Keep head, shoulder and opposite leg relaxed.

Piriformis - Lie on back and hold knee to chest. Pull knee and ankle towards opposite shoulder.

- reduces the possibility of tripping, falling or landing in an awkward position. This can be improved by balancing on one leg or walking along a rope on the ground.

Records of physical condition for each player should be made using the screening sheet. Update records when all players are re-tested to indicate any changes in fitness levels. Use the baseline data to assess if a player is fit to return from injury.

Table 2. The Conditioning Process



4. TECHNIQUE – GOOD PRACTICES MAKES PERFECT

As a touch coach, teaching correct technique is a priority. You should monitor players to ensure these techniques are being used at all times. Using good technique in touch is beneficial because it promotes high performance and reduces the risk of injury.

Correct technique needs to be taught and reinforced early, as it can be very difficult to 'unlearn' incorrect techniques. Performing skills with correct technique requires some level of co-ordination and this general co-ordination training needs to be incorporated into player's early development.

Touch has risky elements such as sudden changes in direction, pace and touch-downs that are performed under pressure with physical contact from the opposition. By identifying these risky elements you can make sure your players learn and use correct technique to minimise any risk of injury. (Refer to PART 2 – The Game – basic skills).

5. FAIR PLAY – KEEP THE PLAYING FIELD LEVEL

As a touch coach, you should maintain discipline and support the officials who enforce the laws of the game. Knowing and applying the rules and codes of touch are essential in protecting oneself and others against injury. Fair play incorporates integrity, fairness and respect, and is what the spirit of competition thrives on. Guidelines have been developed for you to explain specific rules to players. Foul play is unnecessary and should not be tolerated. At no time should rules of the game be held in contempt. Good sport is about positive attitude from coaches, players, referees, parents and supporters.

- Fair Play means
- 1 Respecting – the opposition, the officials, & the rules
 - 2 Staying calm – no matter what happens
 - 3 Maintaining your dignity – whether or not you are winning.

6. PROTECTIVE EQUIPMENT

Protective equipment is worn to protect against injury not for allowing playing with an injury.

As a touch coach, you should create an environment where players protective equipment such as appropriate footwear, are worn to protect against injury. The footwear should be comfortable and stable but allow the foot to pivot freely.

Make sure that any equipment used is safe and appropriate for its intended use. Fingernails must be kept short, and jewellery removed before playing. This may include, if possible to check, the removal of tongue, belly button studs and hair clips etc. The clothing of the players should be suitable and allow free movement.

7. HYDRATION & NUTRITION – YOU'LL RUN BETTER ON THE RIGHT FUEL

As a touch coach, you should educate and influence your players regarding eating and drinking habits. The aim of good hydration is to minimise or prevent the progressive dehydration. Fluid loss during exercise occurs through sweating.

To maintain proper fluid balance the following are recommended:

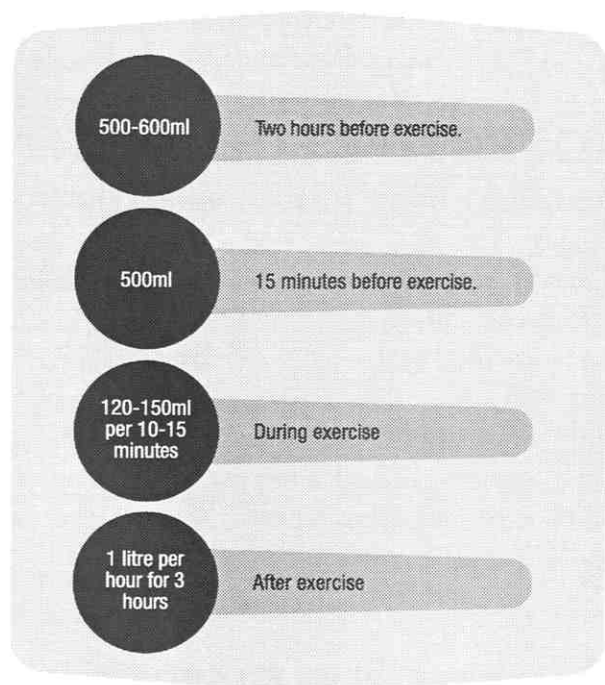
- Aim to start training sessions or competitions well hydrated
- Drink small amounts at regular intervals during exercise
- Increase intake of clean water in hot and humid conditions
- After exercise, replace 1.5 litres of fluid for every kilogram of body weight lost
- Avoid caffeine and alcohol when rehydrating
- Provide drinks that are both flavoured and cooler than the ambient temperature
- Add sodium and carbohydrate to drinks as this improves absorption by the body and promotes glycogen replenishment.

For hygiene purposes, to prevent the spread of hepatitis and flu, players must **not share** drink bottles. Guidelines for quantities of fluid are shown in Table 3

Good nutrition for touch aims to provide an optimal fuel supply for exercise, promote a nutritional environment that allows for recovery between training sessions and satisfy the basic nutrient requirements of good health.

- Ensure that over half the food intake comes from carbohydrate based foods
- Increase the intake of carbohydrate foods a few days before a competitive event
- Ensure the diet contains 12% to 15% protein
- Avoid foods high in fat before and during exercise.

Table 3. Guidelines for Fluid Intake



8. INJURY REPORTING

– FIND ALL THE PIECES TO SOLVE THE PUZZLE

Please ensure that you support any requests for information about injury, as it will help ensure Touch New Zealand can target specific concerns at a national level. Any information you record will help you compare your team's result against national trends. Check out the results on www.acc.co.nz/sportsmart

Injury data collection can help Touch New Zealand make reliable assessments of injury risk factors and implement effective strategies.

Collecting touch injury data for the team you coach allows you to:

- State the incidence, nature and severity of injuries in your team
- Gain insight into the cause and mechanism of injuries affecting your team
- Analyse injury data and apply obvious solutions
- Target investigation into casual factors
- Assess the effectiveness of current prevention strategies you are applying.

Injury causes a player to stop playing and seek treatment. The injury report form asks you to estimate the injury severity rating. This is based on whether the player can return to the game, not return or be unable to participate in further games and how long the player is out of action.

1-7 days = minor injury

8-21 days = moderate injury

more than 21 days = major injury.

Please fill out the form appropriately. Injury collection details are shown in Table 4. Coaches at targeted modules and tournament games will be asked to complete an Injury Report Form.

Table 4. Touch New Zealand Injury Report Form

TOUCH NEW ZEALAND INJURY PREVENTION PROGRAMME							
Module: _____		Playing surface		Grade (Please tick)			
Tournament: _____		<input type="checkbox"/> Hard		<input type="checkbox"/> Mens			
Match _____ vs _____		<input type="checkbox"/> Soft		<input type="checkbox"/> Women			
Referee _____ Date _____		<input type="checkbox"/> Muddy		<input type="checkbox"/> Mixed			
<input type="checkbox"/> Rough							
Gender	Player Position	Body Part	Injury	Time of Injury	Time out of Game	Action	Protective Equipm Worn
Insert Number in Spaces above from Options below							
1. male	1. wing	1. ankle/foot	1. bruise	1. 1st half	1. ambulance called	1. being touched	1. mouthguard
2. female	2. middle	2. calf	2. muscle tear	2. 2nd half	2. medical assistance sought	2. making the touch	2. strapping
	3. link	3. knee	3. suspected fracture		3. continued playing	3. cutting	3. brace-ankle
		4. thigh	4. dental		4. off rest of the game	4. changing direction	4. brace-knee
		5. hamstring	5. laceration			5. running forward	
		6. back	6. concussion			6. running backward	
		7. arm/wrist	7. grass burn			7. roll ball	
		8. shoulder	8. sprain			8. diving	
		9. face/head/neck	9. strain				
		10. dental	10. other				
		11. finger					
		12. groin					

9. ENVIRONMENT

– TEST THE WATER BEFORE JUMPING IN

As a touch coach, you should monitor the facilities, playing environment and playing equipment to minimise the risk of injury to your players.

The aim of assessing environmental conditions is to decide whether play can proceed, should be restricted, altered or possibly cancelled. Sometimes environmental conditions can increase the risk of injury.

The tournament and module organisers should have procedures in place to ensure that action is taken to eliminate or minimise reported hazards. Emergency procedures plus reporting systems should be made known to all visiting coaches and players.

Assess and check:

- Playing surfaces – ground is level, surface is good, no debris
- Playing equipment - regularly maintained and suitable
- Playing area – there needs to be adequate space between spectators and the playing field to avoid collisions
- Weather conditions - players, coaches and referees need to be prepared for the weather and its variable conditions, hot or cold, and have access to clean drinking water

Emergency procedures – get to know about the emergency procedures and where to find the first aid kit and phone.

10. INJURY MANAGEMENT – GET YOURSELF IN WORKING ORDER

As a touch coach, you should be prepared to deal with injuries. It is recommended that you always have a first aid kit on hand and that you complete a recognised first aid course. You should have ice available at all of your games and training.

Assessment of injury:

T > O > T > A > P > S Talk / Observe / Touch / Active Movement / Passive Movement / Skill Test

Treating soft tissue injury:

TO SPEED UP YOUR RECOVERY ...USE R.I.C.E.D. (FIRST 2 DAYS)



REST

Avoid as much movement of the injured part as possible to limit further injury; Don't put any weight on the injured part.



ICE

Wrap ice in damp towel then hold ice firmly to injury with bandage; Apply for 20 minutes every 2 hours.



COMPRESSION

Bandage firmly between ice treatments to reduce swelling and bleeding.



ELEVATION

Raise the injured area on a pillow for comfort and support; Keep injured area raised as much as possible.



DIAGNOSIS

Consult a medical professional if you are worried or the pain or swelling has increased or not reduced significantly in 48 hours.



...AND AVOID H.A.R.M. (FIRST 3 DAYS)

HEAT ALCOHOL RUNNING MASSAGE



R.I.C.E.D. Kit provided by ACC.

For more information on sports injury prevention and management, visit www.acc.co.nz/sportsmart or call 0800 THINKSAFE (0800 844 657)

Avoid H.A.R.M.-ful factors

H > A > R > M

Heat / Alcohol / Running / Massage

Return to play:

When rehabilitation has been successful this is the ideal time to do the follow up screening.

Sports Medicine NZ Blood Policy

Many infectious diseases, including Hepatitis and Aids, may be transmitted through blood. It is important to employ sensible precautions when dealing with injured, bleeding players:

- Wear protective gloves
- Remove bleeding players from the field
- Ensure that contaminated clothing is replaced
- Observe common-sense principles of hygiene at all time – disinfect contaminated areas.

Further details are available through your local branch of Sports Medicine NZ

Injury Prevention – Where do you start?

Good coaches should be able to answer the following questions

- What are some of the common risks or hazards in touch?
- How would you minimise these risks during training and games?
- Is there a first aid kit immediately available at your club?
- Who in your team is trained in injury management?
- Are any of your players on medication that they may require for a condition that could be aggravated by physical activity?

Accessing more information:

- SportSmart resources – www.sportsmart.org.nz
- Touch New Zealand, PO Box 4458 Christchurch

Acknowledgement

Touch New Zealand acknowledges ACC for permission to adapt this information from

ACC SportSmart™

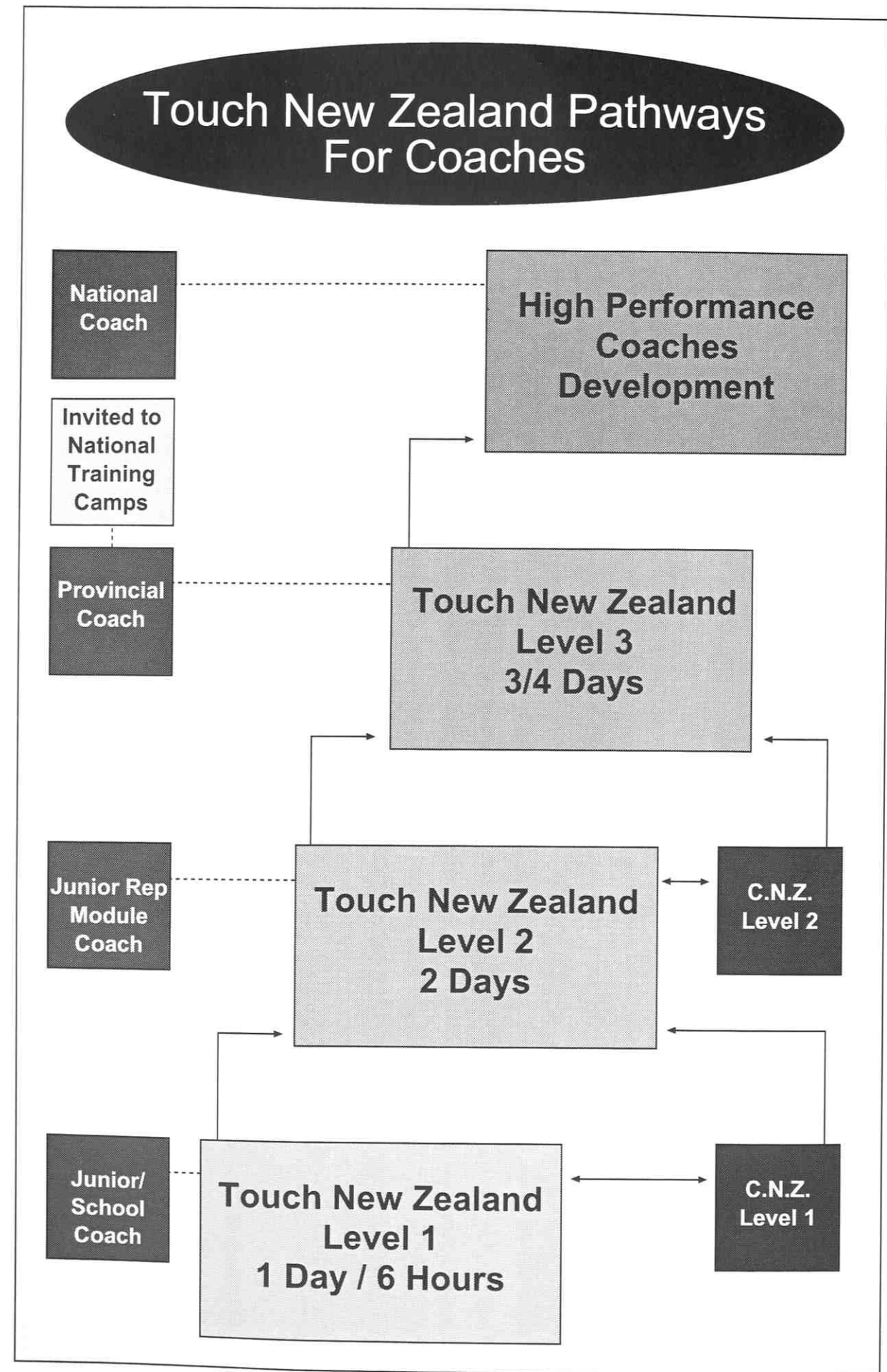
(© ACC 2002).



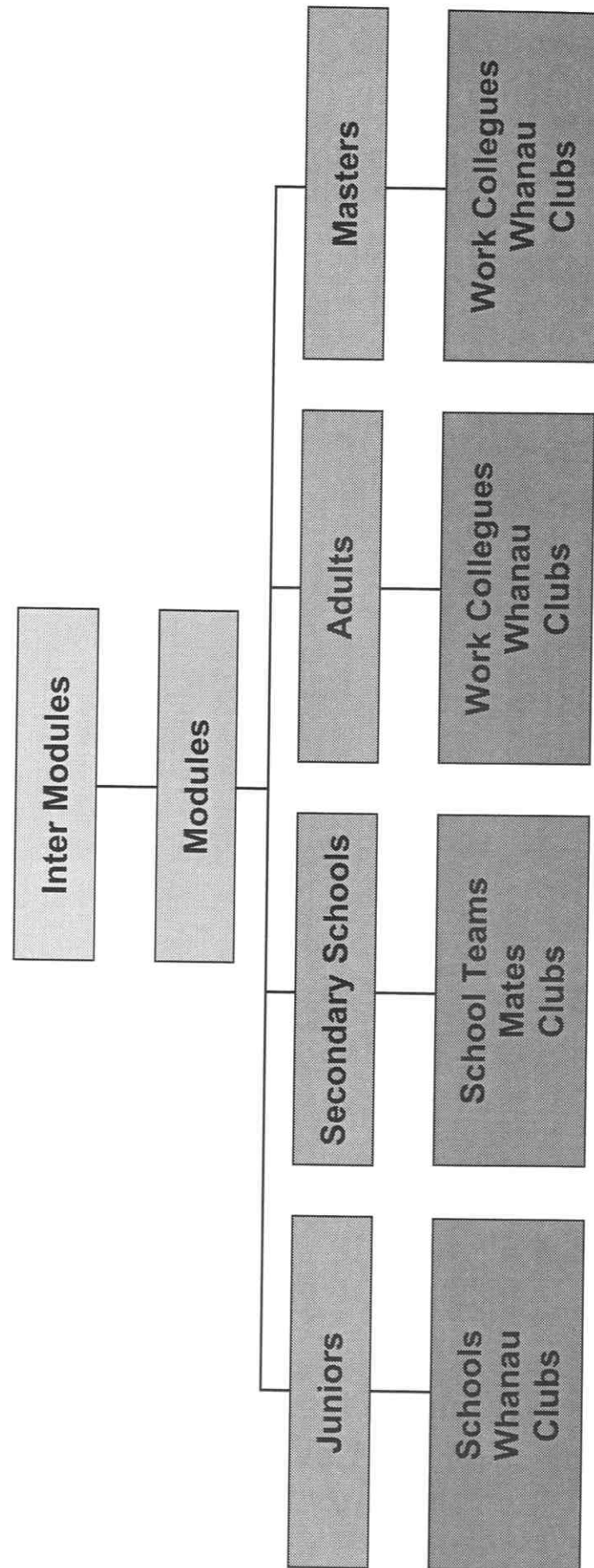
COACHING ACCREDITATION PROGRAMME



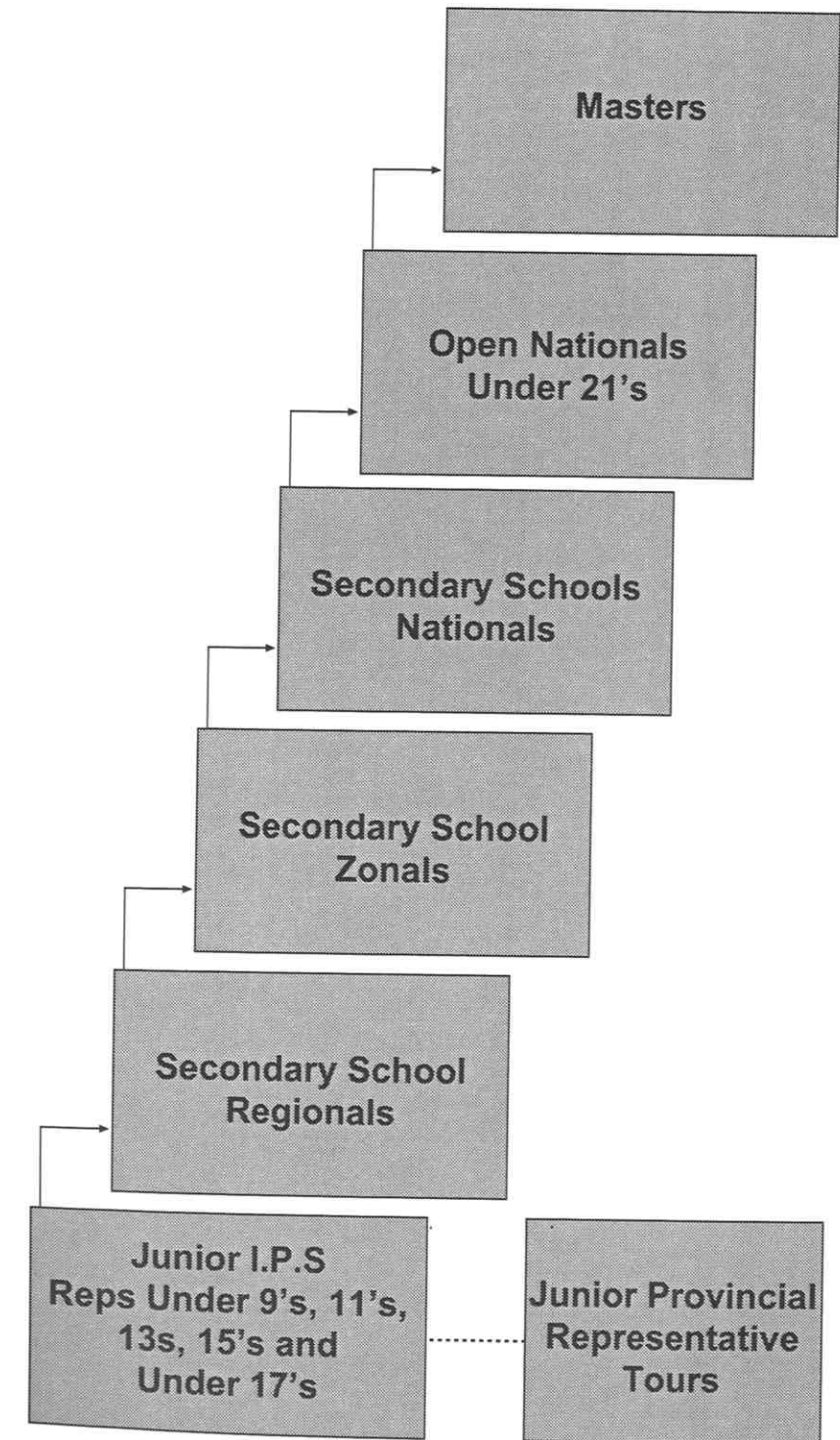
Level	Target Group	Purpose	Pre-requisites	Assessments	Time (hrs)
1	Beginning coaches, teachers, parents and volunteers (junior, School coach)	How to plan, implement and evaluate a safe, effective coaching session at the novice level	15 years of age	Workbook Theory Assessment	6hrs workshop (1 day) 2hrs self directed
2	Coaches seeking higher level of development (module, junior provincial, assistant provincial, SS)	How to plan, implement and evaluate a developmental series of coaching sessions	TNZ level 1 Coaching TNZ Elementary Referee	Workbook Theory assessment Practical x 2	12hrs workshop (2 days) 5hrs self directed
3	Experienced coaches working with high performance (provincial, NZ Youth)	The application of sport science to improve performance and examination of personal coaching approaches and methods	CNZ level 1 & 2 TNZ level 1 & 2 Coaching TNZ level 1 Referee (theory) 2 yrs Provincial coaching (touch)	Workbook Theory Assessment Practical x 2	20hrs workshop (3 days) 10hrs self directed
HP	Coaches of age group or elite national representative teams	To further enhance existing high performance coaching skills and knowledge	Programme developed in consultation with HPC needs		



Players Pathways



Touch New Zealand Provincial Pathways (Players, coaches, referees, administrators)



Touch New Zealand National Pathways
(Players, coaches, referees, administrators)
(Trans Tasman Internal/External Tours, World Cup.)

