DRILLS TO DEVELOP INDIVIDUAL & SUB-UNIT SKILLS FOR TOUCH

1. List & describe the factors that you think make for a successful coaching session. How do you know that it has been successful?

What factors lead to a poor coaching session? Explain.

A.   There are many factors that contribute to a successful coaching session.

Preparation: This covers a very broad spectrum of the way the coach prepares for the session that they are about to undertake. The coach must arrive at the session knowing what they intend to achieve & how they are going to achieve it. They must arrive with the correct equipment prior to the player's arrival to set up drills, so that there is no time wasted.

Flexibility: The coach must be prepared to listen to the concerns of the players. There is no point in pushing the team beyond its capabilities if they have had a hard game, so the input of the players is vital. Also with your flexibility you must be willing to swing to the needs of the individuals within the team to cater for personal circumstances, injury & skills.

Variation: It is imperative that you as a coach are prepared to innovate & constantly change your sessions. This ability ensures that you keep the players interest as well as challenging them at all times with grids & drills that they have not attempted on numerous occasions.

Routine: In direct contrast to the previous point the coach must establish areas within the training session that the team are aware of such as the start & finish time of each session. The coach must realise the dedication that the player's have just to be there & cater to their needs by fitting in as much quality as possible in a set time allocated. A coach may also set up a set warm up that they are comfortable with & run this format in each session.

Demanding: In order to challenge your players to improve you must ensure that every session challenges their performance, be it skill wise or fitness orientated.

Technical Aspects: Along with your ability to innovate you must be able to incorporate the latest technical information & thoughts into your practices. This will enable your team to perform at a higher level.

Fun: Above all be prepared to not take everything so seriously, everyone can relax once in a while. Players will appreciate the different angles you take if there is an element of fun or comedy sometimes. It is amazing what some players will consider fun; even incorporating ball work into their fitness component is a good start.

How do you know it has been successful? Well I would think the most obvious way would be that during your post training discussion you ask. Encourage the players to be open & honest because it will effect the way training is structured in the future. The other ways would be to look at the goals or points that you consider being important in a training session & asking yourself " did I achieve that?' Was the session demanding, challenge the player's, fun, was I flexible to the player's needs? The other aspect would be picking up on the feel of the player's throughout the session.

The main way of knowing whether or not you had a good session would be if you did not try to achieve what you think makes up a good session. If you as a coach do not put in the effort to achieve the standard you have set for your self, then how can you expect your players to strive for a better performance?

2. **Using diagrams, design & create 3 of your own drills for one individual skill of your own choice. The drills should go from the simple to the complex. You should set the scene (eg drills that could be used for a junior representative mixed team). Use the format of the ATA Technical publications & be prepared to present them at the course(Time limit 20 min).**

① THESE DRILLS ARE TO BE USED WITH JUNIORS FROM 8 - 12 YEARS OLD OR OF A BEGGINNER STANDARD

INDIVIDUAL SKILL - CATCH & PASS
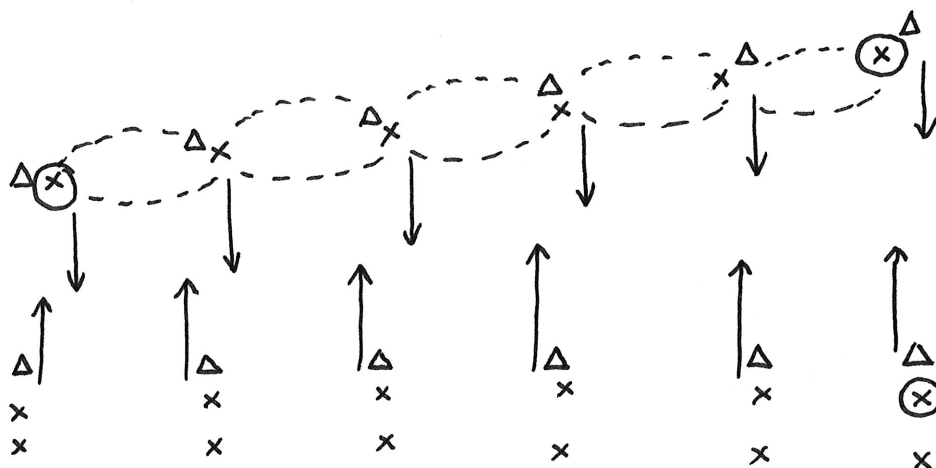
* PRINCIPLES OF LEARNING TO PASS BACKWARDS
* PLAYERS RUN FORWARD & STOP AT THE WITCHES HAT WHERE THE BALL IS PASSED ALONG THE LINE.
* WHEN LAST PLAYER RECEIVES THE BALL ALL PLAYERS TURN AROUND & PASS THE BALL BACK ALONG THE LINE SO THAT THE BALL GOES BACKWARD AGAIN.
* WHEN THE BALL REACHES THE ORIGINAL CARRIER THE GROUP RUNS BACK TO START & THE NEXT GROUP GOES

② PROGRESSION - CATCH & PASS - 2
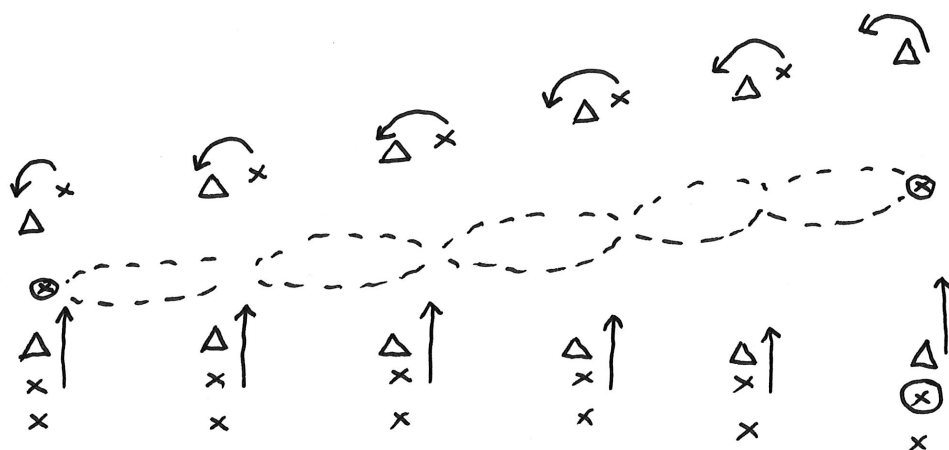
* AS PER FIRST DRILL.
* PLAYERS MUST PASS BACKWARDS TO PLAYER PRIOR TO REACHING THE FAR HAT
* PLAYERS TURN AROUND AT THE TOP HAT & REPEAT ON THE WAY BACK TO NEXT GROUP.
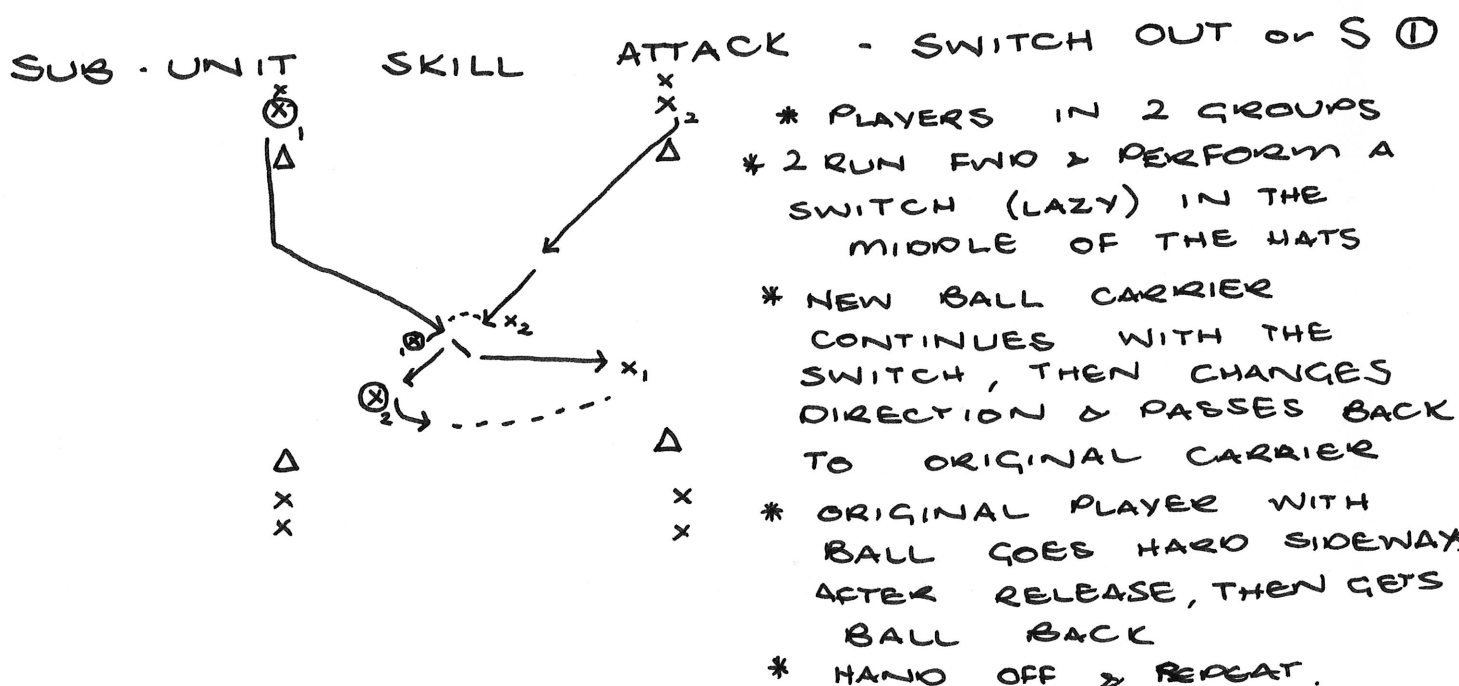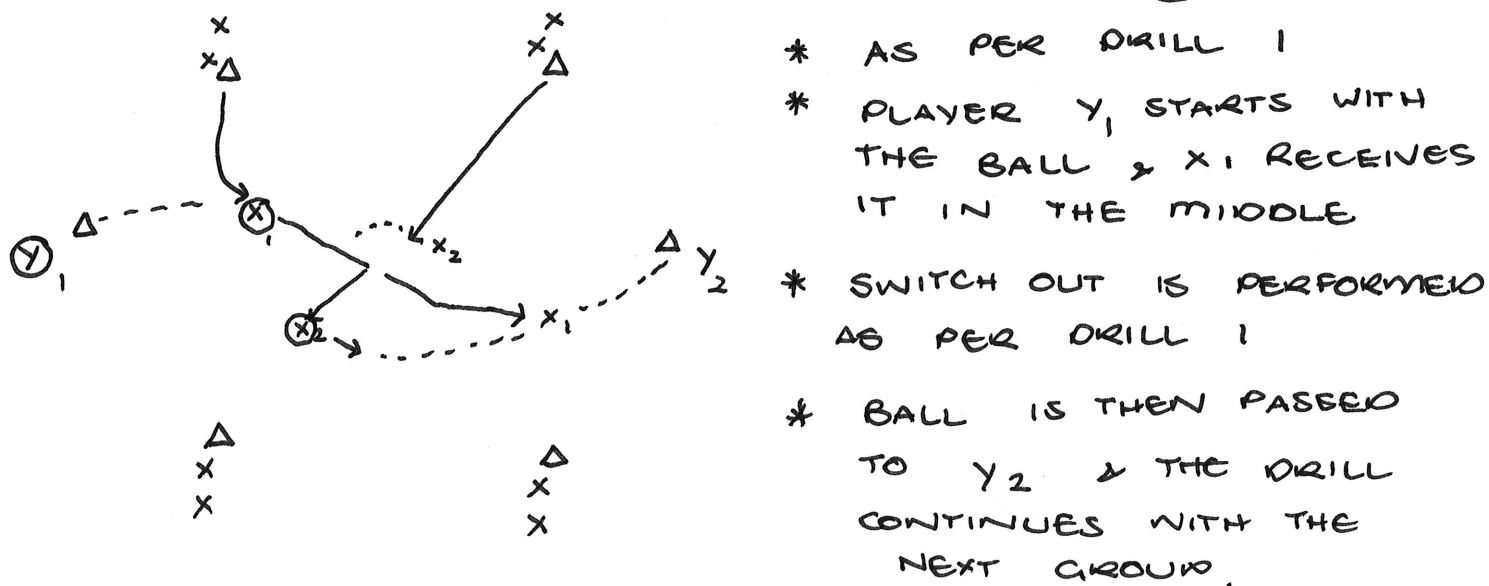* PASS OCCURS IN THE MIDDLE

③ PROGRESSION - CATCH & PASS OPPOSED RELAY

* PLAYERS START AT THE SAME TIME & PASS ALONG THE LINE UNTIL IT REACHES THE END.
* PLAYERS OPPOSED THEN RACE AROUND THE CIRCUIT WHILE THE REST OF THE TEAM SHUFFLE DOWN ONE HAT
* PLAYERS ON RETURN PASS TO 2nd HAT & THE PROCESS STARTS AGAIN
* ONCE ALL PLAYERS HAVE RAN THE RACE IS OVER WITH PLAYERS SEATED.
* DEBRIEF ON PASSING UNDER PRESSURE & BALL CONTROL

3. Using diagrams, design & create 3 of your own drills for one Sub-unit skill (attacking) of your own choice. The drills should go from the simple to the complex. Again you should set the scene & use the format of the ATA Technical publications & be prepared to present them at the course(Time limit 20 min).

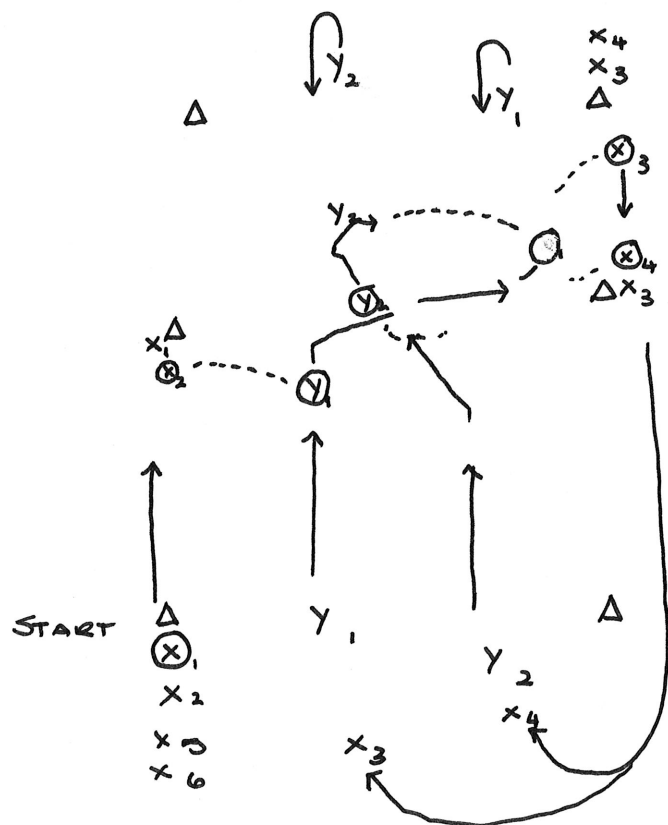① THESE DRILLS ARE TO BE USED WITH A ADVANCED GROUP - POSSIBLY A REP SIDE

SUB · UNIT SKILL ATTACK - SWITCH OUT or S ①

* PLAYERS IN 2 GROUPS
* 2 RUN FWD & PERFORM A SWITCH (LAZY) IN THE MIDDLE OF THE HATS
* NEW BALL CARRIER CONTINUES WITH THE SWITCH, THEN CHANGES DIRECTION & PASSES BACK TO ORIGINAL CARRIER
* ORIGINAL PLAYER WITH BALL GOES HARD SIDEWAYS AFTER RELEASE, THEN GETS BALL BACK
* HAND OFF & REPEAT.

② PROGRESSION - SWITCH OUT OR S ②

* AS PER DRILL 1
* PLAYER Y_1 STARTS WITH THE BALL & X_1 RECEIVES IT IN THE MIDDLE
* SWITCH OUT IS PERFORMED AS PER DRILL 1
* BALL IS THEN PASSED TO Y_2 & THE DRILL CONTINUES WITH THE NEXT GROUP.

③ PROGRESSION - SWITCH OUT OR S ③

* 2 lines at opposite corners
* 2 PLAYERS Y_1 & Y_2 IN THE MIDDLE PERFORM A SWITCH OUT OR S IN THE MIDDLE AFTER RECEIVING AN ACTING $1/2$ PASS FROM X_1 & X_2 WHO PERFORM A ROLLBALL AT HAT.
* Y_1 & Y_2 TURN AROUND AFTER HANDING OFF TO X_3 & X_4 WHO PERFORM ROLLBALL
* SWITCH OUT IS PERFORMED IN MIDDLE AGAIN & Y_1 & Y_2 JOIN LINE AT START
* X_3 & X_4 PERFORM SWITCH OUT OR S DRILL
  X_1 & X_2 HAVE REPLACED THEM
* DRILL IS CONTINUOUS .

4. Using diagrams, design & create 3 of your own drills for one Sub-unit skill (defence) of your own choice. The drills should go from the simple to the complex. Again you should set the scene & use the format of the ATA Technical publications & be prepared to present them at the course(Time limit 20 min).

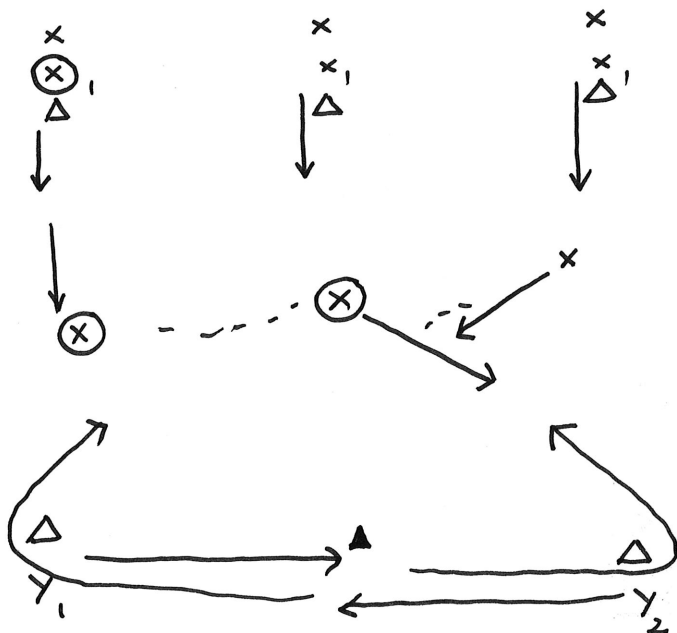① THE FOLLOWING DRILLS CAN BE USED FOR INTERMEDIATE TO ADVANCED PLAYERS

SUB - UNIT . DEFENCE
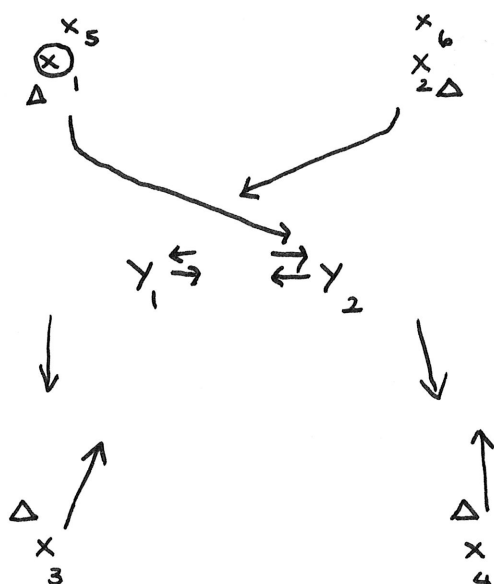
* SIMPLE SUB-UNIT DEFENCIVE DRILL
* PLAYER'S Y_1 & Y_2 MUST DEFEND PLAYER'S AS THEY PERFORM SWITCHES WRAPS etc IN THE MIDDLE
* COMMUNICATION MUST BE EMPHASISED ON THE CHANGE OF RESPONSIBILITY
* CONTINUOUS

* 3 ON 2 DRILL
* PLAYER'S Y_1 & Y_2 RUN TO THE MIDDLE HAT & CROSS & CONTINUE RUNNING TO OPPOSITE HAT.
* WHEN Y_1 & Y_2 CROSS GROUND X_1 START & TRY TO GET PAST THE DEFENCE OF Y_1 & Y_2 USING PASSING, SWITCHES & WRAPS.
* EMPHASISE COMMUNICATION

* MAKE SURE THE GRID IS A GOOD SIZE TO ALLOW DEFENCE TO COMPETE
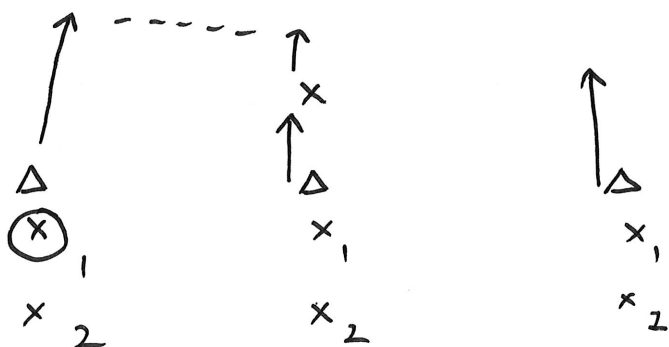* Y_1 & Y_2 WORK FOR A PREDETERMINED TIME
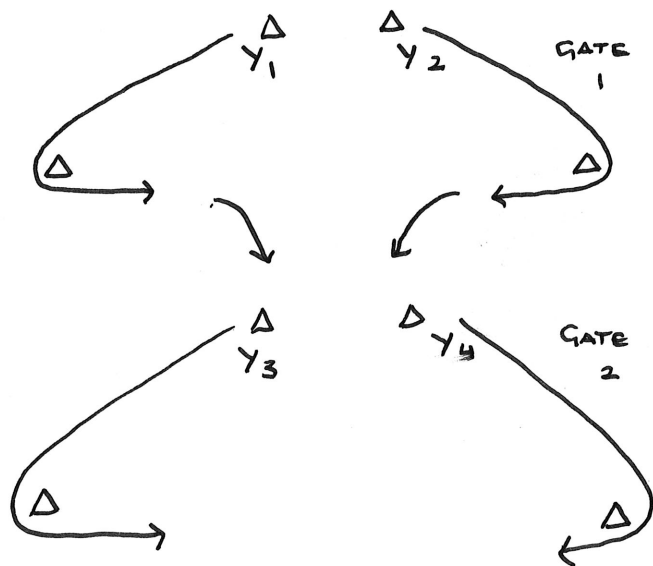
* X_1 GROUP START AS PLAYERS RUN FROM START HATS & TRY TO GET THROUGH BOTH DEFENCES

* Y_1 & Y_2 AFTER DEFENDING GATE 1 MOVE ON 2 GATE 2 & REPEAT WITH 2 MEMBERS OF THE X_1 GROUP TAKING THEIR PLACE AT GATE 1

* Y_3 & Y_4 DEFEND 1 THEN JOIN ATTACK

* DRILL IS CONTINUOUS.

TEAMPLAY

1. **Deciding where to hand over the ball on the sixth touch & maintaining possession are 2 examples of using the touch count. List 2 others.**

   A. Use of patterns & set plays
       Rucking the ball for certain amounts of touches
       Speed of the play
       Awareness of the touch count for transition to defence

2. **In going forward is one of the basic principles of the game of Touch, list 5 common faults which do not allow a team to achieve this:**

   A. Pressure from the defence
       Player's being unaware of patterns
       Lack of communication between players
       Poor ball control on the changeover
       To much sideways movement
       Lack of urgency
       Player's fitness at the changeover
       Player's staying on to long & not having the energy
       Slow rollball & over running the mark

3. **Give an example of when you might not coach your team to go forward in attack.**

   A. If the set play requires sideways movement in order to drag a player across in order to set up for the next phase which may be a sweeper back to the hole that has been created.
       When within 5-10 metres of the defending sides scoreline in order to bring them off the line.

4. **If causing confusion is an important principle of attack, What coaching drill would you use to minimise the effect of this principle?**

   A. I would use a basic line attack/line defence drill with the players working on their communication & understanding of our defensive policy. In order to emphasise the drill I would make the 3 defenders on the left side wear bibs so as to emphasise the chase out policy

5. **What do you consider to be the major component in applying pressure when in possession? Why?**

   A. Obviously there are various factors that need to be taken into consideration such as the speed of play, going forward & creating confusion which are all important. However I

believe the most important factor is the use of the Touch count. A team that is fully aware of the touch count & sets its patterns & plays around this will be able to use each phase of play to their advantage. This will result in having the defence where you actually want them.

6. Give an example of how you would use a change in the speed of play as an attacking play.

A. You may set the team up by primarily shaping to run a dummy switch at a slow pace which will relax the defender on the first switch but then after the 1st player has past the ball carrier may increase his running speed, committing the defender to chase hard & over commit at which you perform a second switch (2 D).

7. Give an example of a drill you would use to improve defensive communication within your team. Describe 2 other drills you would use to improve your defensive pattern & be prepared to present them at the course. (time 20 min)

① THESE DRILLS WOULD BE USED FOR JUNIOR PARTICIPANTS OR BEGGINNERS

DEFENSIVE COMMUNICATION - GAME SENCE
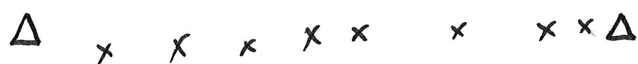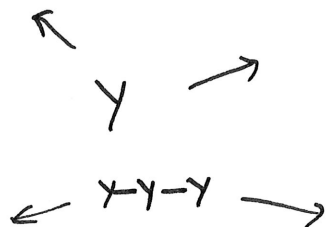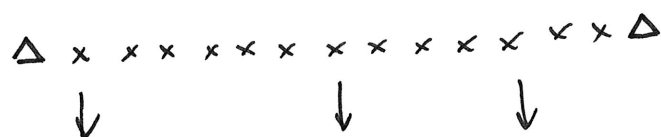
* BULL RUSH
* ATTACKING PLAYERS LINE UP BETWEEN HATS & MUST TRANSVERSE THE SQUARE WITHOUT GETTING TOUCHED BY Y
* IF TOUCHED PLAYERS MUST JOIN HANDS WITH Y & TRY TO CATCH MORE WITHOUT BREAKING LINE

DEBREIFING POINTS

* TALKING TO EACH OTHER ON WAYS TO GO
* SIMILAR TO LINE DEFENCE
* MISCOMMUNICATION MEANT A HOLE
* MOVING FORWARD