



THE ROYAL MARINES

# Rugby Union





Student Notes



Teacher Notes

Prepared for The Royal Navy in association with the Rugby Football Union and produced by Education and Youth Limited, London.

If there is any support you feel the Royal Navy can give regarding this project please contact 0870 333 0423.

### Acknowledgements

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The McWhirter Twins for permission to include extracts from the *Centenary History of the Rugby Football Union*.

Technical Editor **Phyl Edwards M.A.**

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### KEY



} Players



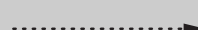
Line of run



Line of pass



Kick



Walk



Target area



Line-out



Scrum



Maul





### **A Message from David Shaw, RFU Development Director**

The Royal Navy are to be commended for this initiative. To provide material for teachers and pupils working towards GCSE in the National Curriculum will, I am sure, be well received. From the Rugby Union standpoint we are delighted to be involved in this project and we hope that through our comprehensive Coaching Scheme and investment in human resources, which includes over 50 Youth Development Offices, we shall be able to continue to develop the game by giving all youngsters an opportunity of discovering the challenge of Rugby Union Football.

Our special thanks to Tony Biscombe, RFU National Technical Support Manager, who collated the original material for this publication, which was revised in 1995, and 2000.

### **RFU Recommendation**

The game of Rugby Union is played by both males and females. In the early years, and in New Image Rugby boys and girls may play in mixed groups.

It is recommended, however, that from the age of thirteen CONTACT Rugby should be played in single sex groupings.





## Skills Development Sheet

The beginning stage of Rugby Union is the exploratory phase, where the player is attempting to learn the correct sequence of movements of all the basic skills e.g. handling, running, contact. A number of errors may be made and players will need feedback to recognise and correct these errors.

During the intermediate stage a player will be performing more consistently and with more quality. Other ideas may be introduced eg. lines of running. Timing, anticipation, decision-making and reaction time will improve although the skills may break down under the pressure of a game situation.

At the advanced stage all the basic skills are automatic and are performed with quality and flair. Players can concentrate on more detailed aspects of the skills and tactics required, producing surprise elements if needed.

Name of Module	Rugby Union
Basic Skills	Handling, running, kicking, contact (page 8).
Game-play Skills	<p>Good ball handlers and thinking footballers.</p> <p>Forwards: Ability to remain on feet as long as possible and to produce quick ball.</p> <p>Backs: Judgement and perception to set up attack/create space. Swift accurate passing.</p> <p>All players need speed, to make quick decisions, to be flexible and to read the game (pages 23-29).</p>
Tactical Skills	<p>Play to own strengths, exploit opponents' weaknesses. Develop team strategies using abilities of members of the team. Go forward. Support continuity, pressure (pages 29-31).</p> <p>Aggressive defense, communications, speed.</p>
Training Skills	Aerobic capacity, muscular endurance, speed, flexibility, anaerobic capacity, strength (pages 38-42); mental preparation (page 43).
Rules	Full details of the rules can be obtained from the Rugby Football Union (RFU). Address page page 51.





## **UNIT 1**

### **Introduction to the module**

#### **Aim:**

To provide staff and students with an understanding and appreciation of the techniques, skills, tactics and strategies of Rugby Union, and the underpinning knowledge which supports the teaching and playing of the game.

#### **Outcomes:**

Staff should be able to:

- apply the basic techniques, skills and tactics of the game within meaningful contexts of games and game-like activities
- understand the Laws of the game
- referee the game to a level which ensures safety
- apply the underpinning theory to support and inform through practical work
- ensure an environment of maximum safety in all aspects of the game.

Students should be able to:

- apply the basic techniques, tactics and Laws of the game in the role of student/coach/referee
- practically perform the techniques, skills and tactics as prescribed within the syllabus of the specific Examination Board
- understand the theory as prescribed by the specific Examination Board

#### **Recommended Methods:**

Rugby Union, like all team games, is predominantly an “open skill activity”, i.e. the player is faced with a series of “problems” to which he/she has to find an effective solution. As there is no standard answer, the game should be taught in a way which develops flexibility of thought and action. For this reason, it is recommended that the game is taught using a problem-solving approach both in practical and theory work.

#### **How can the Rugby Football Union help schools?**

Over the last few years the Rugby Union has undertaken a number of initiatives which serve to introduce and promote the sport and which have the aim of increasing levels of participation and promoting Rugby Union across the whole community in England.

The RFU has also been active in creating resources for use by teachers and pupils in schools. The RFU Proficiency Awards, Start Rugby Pack for Teachers and a Six Stages To New Image Lesson Plan are examples of these. Club and School Liaison schemes are encouraged and there are many models of good practice on which to draw.

The Rugby Football Union has a well established Technical Department, based at Twickenham, and more than 50 Development Officers working throughout the country to develop the game. England Rugby Roadshows, Open Days, Taster Days and similar recruitment events are held regularly. Thousands of youngsters have been introduced to Rugby Union ball skills and to New Image Rugby (a form of non-contact rugby which can be played by boys and girls on a variety of surfaces). From these types of activities, youngsters can move on to play Mini Rugby in clubs.

England players, as part of their commitment to the game, regularly attend skill clinics for youngsters like those organised in 1998, 1999 and 2000 in collaboration with Nike. These provide an inspirational lead to promising young players, as well as high-profile media exposure at local levels. The RFU is extremely grateful to the England players for being such excellent role models for the future generation of players.

For details of any of the above promotional activities contact the National Promotions Officer (see Useful Addresses).





## UNIT 2

### Safety in Rugby Union

#### Prevention of Injury

Rugby is a contact sport where the use of correct technique is necessary to enhance safety. Measures taken by teachers or students to increase safety and reduce risk of injury must be encouraged and incorporated into all teaching and training programmes. Correct techniques must be taught and practised continuously, and always in a safe environment.

There are certain commonsense ways in which students can reduce the risk of injury Figure 2.1 illustrates some of the most simple and straightforward means of injury prevention.



Figure 2.1

Students should always:

- wear appropriate training and playing kit
- develop a level of "fitness to play"
- play to the Laws
- beware of 'over-playing', i.e. participating to the extent where fatigue and stress on parts of the body produce weakness and eventual injury.

**REMEMBER: AT LEAST 70% OF INJURIES ARE PREVENTABLE.**

#### Confidence in Contact

Contact is an aspect of play where potential for injury exists. Therefore it is important that students should be confident in all contact situations. Confidence comes from good technique acquired from a controlled introduction to, and progression through, contact situations, such as learning how to fall safely, how to adopt good body positions when being challenged for the ball, and how safely to stop the progress of an opponent who is carrying the ball.

#### Contact Situations

##### a) The Tackle (Figure 2.2)

In order to tackle safely there are some important aspects of technique which should be followed in all the tackles:

- Head behind or to side of ball carrier's legs
- Shoulders braced
- Head up and looking
- Shoulder contact on thigh
- Drive with the legs
- Wrap arms around and hang on tight
- Keep eyes open.

**IN ALL CASES TACKLERS SHOULD LAND ON TOP OF TACKLED PLAYER.**

##### The Side Tackle

To tackle side-on see above guidelines.

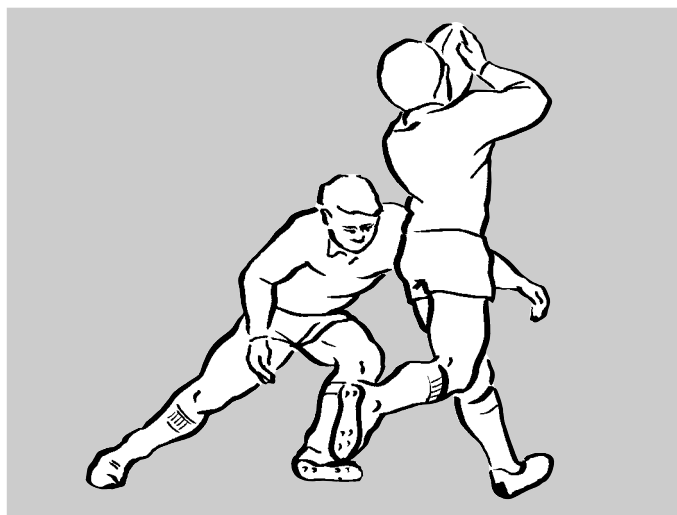


Figure 2.2

##### Tackle from the Front (Figure 2.3)

There are two ways to tackle from the front:

- Drive the ball carrier over backwards
- Use forward momentum to bring the player down

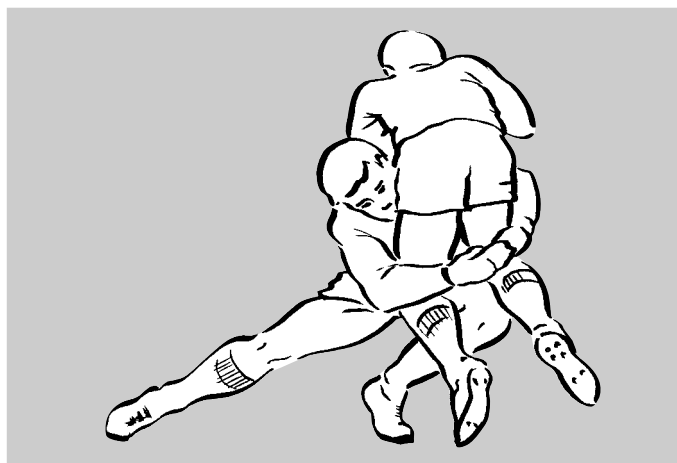


Figure 2.3





### To Drive Backwards

1. Crouch and look up into the ribs.
2. Head to one side of body.
3. Drive shoulder up into lower rib area.
4. Keep driving upwards.

### To Use Forward Momentum

1. Crouch and look up into ribs.
2. Head to one side of body.
3. Drive shoulder up into lower ribs.
4. Allow ball carrier's force to dominate.
5. Turn ball carrier sideways and land on top.

### Tackle from the Rear (Figure 2.4)

To tackle from the rear:

- Sight target, upper thigh or waist
- Drive into target, keeping head to one side of the ball carrier
- Wrap arms around target
- Hold the ball-carrier, and take him to the ground.

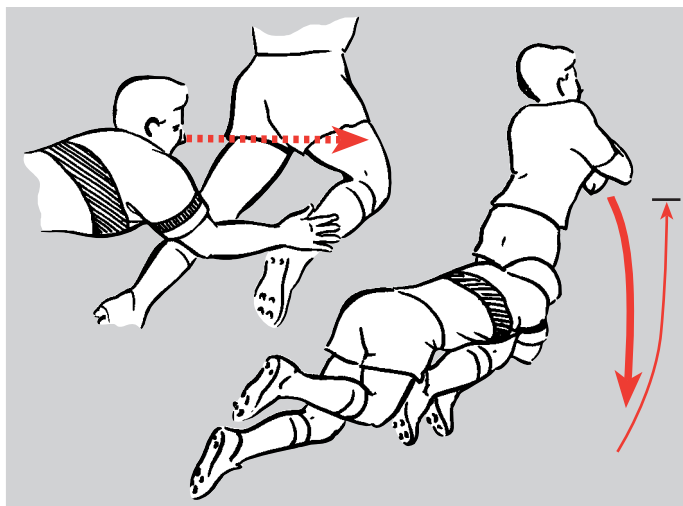


Figure 2.4

Other contact situations are the scrumage plus the ruck and maul, both of which require attention to correct technique in order to avoid injury.

### b) The Scrummage (Figure 3.5)

- Shoulders never below hips
- Flat back. Head up, chin off chest
- Bind tightly
- Get comfortable
- Make good shoulder contact with the player in front of you.

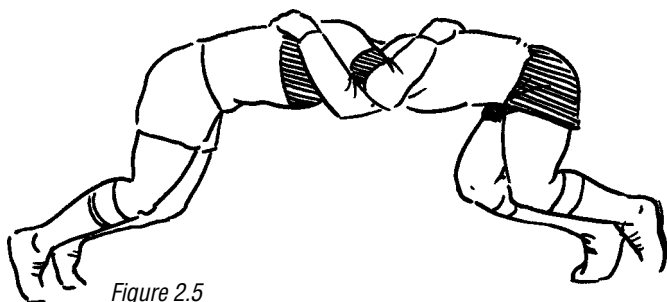


Figure 2.5

### c) The Ruck and Maul

- Shoulders never below hips
- Head up and look
- Bind tightly
- Keep the eyes open
- Drive straight.

### TREATMENT IN CASE OF INJURY

#### Muscle and Joint Injuries

For muscle and joint injuries follow the simple code:

REST

ICE

COMPRESSION

ELEVATION

**REMEMBER: NEVER RETURN TO SPORT TOO SOON AFTER INJURY.**

#### Head Injuries

- If a player is concussed he/she must not play for at least three weeks. A doctor should then confirm fitness to play.
- Never take risks with head injuries.
- Follow medical advice.

N.B. Staff are reminded that the treatment of any injury must be in line with the health and safety regulations of their school and/or local authority.

#### RFU Insurance Scheme

The Rugby Football Union has a very comprehensive insurance scheme to cover the unlikely event of serious injury. It is important that staff should be aware of this scheme.

#### Who is Insured?

All schools which are affiliated to the England Rugby Football Schools' Union and have paid their registration fee.

#### When Does Cover Apply?

The scheme provides cover whilst the player is:

- playing or taking part in, or acting as referee, touch judge or assessor at, any match, practice match or training session organised by the insured school.
- travelling to and from matches by coach or train as a member of a party organised by and under the direction of the insured school (or alone in the case of a referee) or by private motor car which is organised by and under direction of the insured school, provided that return travel is direct, i.e. it may not include stops or visits en route which are not considered to be necessary to the usual journey.

#### Scope of Insurance Cover

The scheme provides cover over the 24 months after an insured accident.

The range of benefits payable can be found in the Handbook of the Rugby Football Union.

#### Claims Procedure

All claims should be notified to Marsh Sport and Leisure Ltd, (telephone: 01892 553120) as soon as possible and in any event not later than 28 days after the accident. Failure to meet this time limit may prejudice policy cover.

Where they have not done so, schools are encouraged to become members of this scheme.





## UNIT 3 The Basic Skills

The game of rugby differs from other major team games in 2 essential points:

The scoring area is up to a maximum 70m wide.

The ball cannot be passed forward.

### Getting Started

The basic skills of the game are:

#### HANDLING

#### RUNNING

#### KICKING

#### CONTACT

In terms of getting started in the game the first two are of prime importance.

### HANDLING

#### The Basic Pass

When making a pass the ball should move through a vertical rather than a horizontal arc. Although the shoulders of the receiver may turn to face the passer, the ball should be pushed across the front of the body (vertical arc) rather than "round" it (horizontal arc). (Figure 3.1)

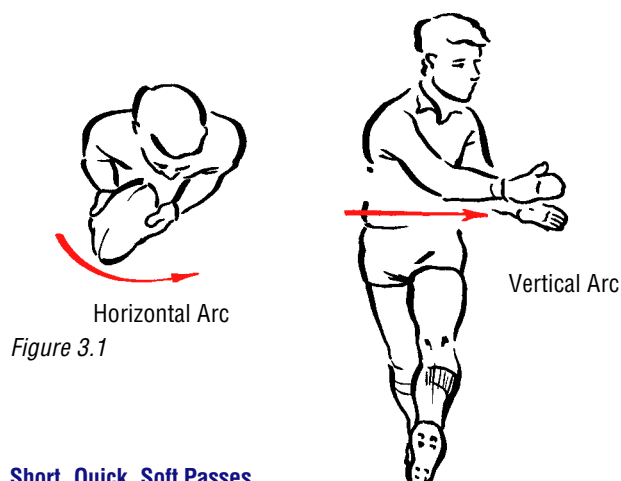


Figure 3.1

#### Short, Quick, Soft Passes

The player should:

- keep the arms bent at the elbows
- push the ball across and level with the waist
- keep hands slightly underneath the ball
- finish the movement with the wrist and fingers
- keep shoulders facing forward during the pass.

As the fingers and wrists grow stronger, this pass becomes easier to make.

#### Longer Passes:

The player should:

- use straighter arms
- allow the natural "pendulum" swing of the arms to occur
- follow through much further with the arms
- help the ball on its way with a slight turn of the shoulders
- finish the movement with the wrists and fingers.

#### Passing over long distances:

The player should:

- use the arms in a much longer swing
- allow the shoulders to turn with the arms
- allow the hips also to turn towards the catcher
- finish the pass by turning the back hand over the top of the ball (which will make it spin).\*

\*This should be done only if the ball is to travel at least 5 metres.

No matter which pass is made, players must remember to pass accurately to the target the next player should be making. This is normally at shoulder/chest height and slightly away and in front of the body (see Figure 3.2). Always look at the catcher as the pass is made. Only pass with sufficient power for the ball to arrive safely at the catcher.



Figure 3.2

### RUNNING AND DODGING

The other basic skills of the game are based on running and dodging, which can be taught and practised during other sports and activities. Many players seem to have a "natural ability" to perform these skills, while others struggle through lack of co-ordination and/or understanding. There are certain key factors which are essential to the understanding and performance of these skills:

#### Running

- Run quickly but smoothly
- Keep looking slightly to the left and right
- Avoid collisions by slowing down or dodging

#### Change of Pace

- Run at slightly less than full speed to commit a defender to a tackle
- As the defender comes very close and begins to look for the tackle, accelerate away.

#### Swerve (to the left)

- Hold ball in carry position
- Lean hips in towards the right
- Bring left foot in front of the right
- Swing right leg across to the left
- Accelerate away.

#### Sidestep (to the left)

- Hold ball in carry position
- Lean out to the right – weight over right foot
- Drive hard off right leg – sideways onto the left
- Accelerate away.

These can be practised in the following simple games which may also be used as warm-up activities.







## BASIC SKILLS AND WARM UP GAMES

### 1. TAG

Group size 6

Grid size 10m

The ball carrier has to run and touch one of the other players in the group with the ball. The touched player becomes the catcher.

### 2. TEAM CATCH (1)

Group size 6

Grid size 10m

The ball carrier has to run and touch any other player with the ball. The touched player then joins the first catcher and they attempt to touch the rest of the group. They can run and pass the ball between them to make this easier. Each caught player becomes a chaser until there is only one player still free.

That player now begins the next game of TEAM CATCH as the first chaser.

### 3. TEAM CATCH (2)

Group size 6

Grid size 10m

Rules as for game 2 but once the first player is caught the ball carrier is no longer allowed to run when in possession of the ball, i.e. the ball must be passed between the chasers.

In all the above games a 10m grid is used. This is illustrated in Figure 3.3 below:

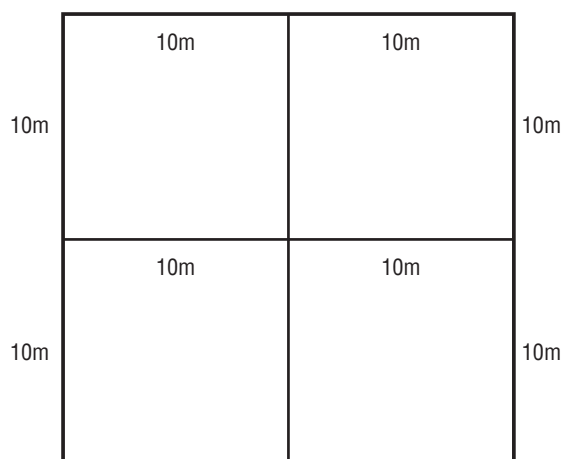


Figure 3.3 A 10m Grid

### 4. TUNNEL TAG

Group size 6

There is one chaser with the ball. When touched by the ball carrier a player must stand with legs astride and hands on head; that player can only run free again when another player crawls through the legs.

The ball carrier wins if all the other players are caught.

### 5. 1 v 5 TOUCH

Group size 6

A team of five with the ball are chased by one 'tackler'. The chaser tries to tackle any other player who has the ball. (New Image tackles only, see Figure 3.4)

The team must try to keep the ball away from the tackler by running and passing.

Each time a tackle occurs the chaser scores a point... only tackles on ball carriers count!

Each player has a turn at being the tackler for one minute. The highest point scorer wins.

### 6. 1 V 5 TOUCH variation

Group size 6

Rules as for game 5 except that when a tackler is successful, the tackled player becomes the tackler.

### 7. KEEP BALL

Group size 4

The ball carrier can run anywhere in the grid. The other three players give chase and try to touch tackle the ball carrier.

The ball is turned over to a successful tackler who then gets a two-second start before the group can begin to chase again (New Image tackles).

### 8. KEEP BALL (Pairs)

Group size 4

The pair of players with the ball try to make as many passes as possible before the opposition manage to tackle the ball carrier.

The ball is turned over to the opposition after a successful tackle (New Image tackles).

### Variations

- Only clean catches count
- Players are not allowed to run with the ball
- Introduce a 'touchdown' for scores.

N.B. In all warmup games a 'tackle' is defined as a touch on the ball carrier with two hands simultaneously, one hand on either side of the hips (see Figure 3.4).

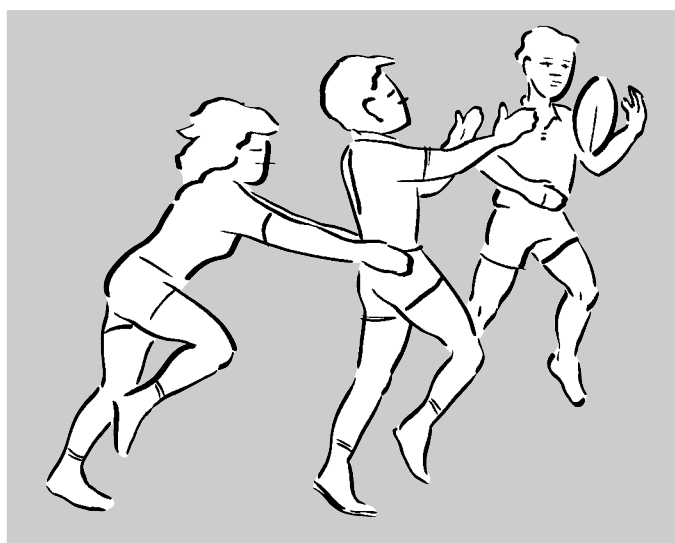


Figure 3.4

These are only a few examples of the types of activity which can be used either to warm-up or to introduce the basic skills of the game. For further details see recommended texts at end of book.





## UNIT 4

### Units of Play

There are two distinct playing units in the game of Rugby Union:

**FORWARDS**  
**BACKS** } **THESE MAKE UP THE TEAM**

While each unit is responsible for separate elements and phases of the game, they must work together to achieve the overall objective of creating a successful team.

#### FORWARD PLAY

This includes:

1. Positional Roles
2. The Scrummage
3. The Line-Out
4. Continuity, the Ruck and the Maul.

#### 1. Positional Roles

All forwards must be athletic, good ball handlers and thinking footballers.

##### The Props

The prop's key roles are to provide both a solid platform so that the team wins its own scrum ball, and to provide effective, dynamic support for the line-out jumpers.

##### Priorities

- At scrummage to provide a solid efficient base through which the pack can direct its power on to the opposition
- At line-outs to watch the ball and then either support the jumper as required, or be ready to secure a loose or deflected ball
- In broken play to drive forward positively and deliver the ball whilst still moving forward. Remember it is essential to stay on the feet
- At kick-offs move rapidly to support the catcher.

##### The Hooker

The key roles of the hooker are to ensure that the team always win their own scrum ball, and to deliver the ball consistently at the required height and speed to wherever it is required in the line-out.

##### Priorities

- To play like a flanker at the front of the line-out.
- Is likely to be needed also as a flanker at defensive rucks/mauls where there must be a partnership with the scrum-half.
- Must be a strong tackler.
- Should play and think like an aggressive athlete.

Remember that this player's game really starts when the set-piece ends.

##### The Locks

At line-outs, the lock must jump aggressively to get the catch, or at least the first touch so that the ball comes down on his/her own side.

##### Priorities

- Must work hard to keep the scrums square and provide the power to shift them forward.

- Should aim to make big tackles, especially on opponents cutting back towards them.
- Around the field, must try to get hands on the ball as often as possible.
- Must try to win opposition line-out ball as well as own and must always be a threat to the opposition's possession.

#### The Flankers

They are the main ball winners in broken play especially the no. 7. They must take the shortest possible route to get to the ball and get hands on it.

##### Priorities

- To add his/her effort to every scrummage.
- Stay on feet and deliver the ball before the end of the forward drive.
- Pressurise and create havoc in the opposition back-line.
- Must tackle hard and drive opponents backwards.
- Must know all the backs' moves from all positions so that they can be in support quickly.
- In broken play, take opponents off the ball-carrier and then drive their player forward.

#### No. 8

Is a key ball winner in broken play, and a source of line-out ball.

##### Priorities

- To add his/her effort to every scrummage.
- Get to the ball quickly.
- Move the ball quickly from the scrum; a ball held at the feet in the scrum is slow ball, and generally all the backs can do, is kick it.
- If a back-row move is selected, it must be carried out before the opposition can even think about stopping it.

Remember that to be successful the ball carrier must cross the gain-line in front of the rest of the forwards.

#### All players

##### REMEMBER:

- The ball-carrier has total responsibility for the ball; he/she looks after the ball, whilst the rest protect the ball carrier
- Remain on feet as long as possible
- Produce quick ball when still going forward
- Take opponents on with the ball in hand
- Move forward in numbers
- Help get a ball-carrier in front of the team
- Support at pace from depth.

#### 2. The Scrummage

The sequence of action:

- Making Contact, in the regulation sequence, CROUCH, PAUSE, ENGAGE
- Pushing Positions
- The Put-In, Strike and Shove



## Making Contact

All the players (except no. 8) are bound together firmly, in balance, with their heads up (Figure 4.1). The player who leads the pack into the scrummage (tight-head prop/hooker) should be able to see the six heads of the rest of the scrum.

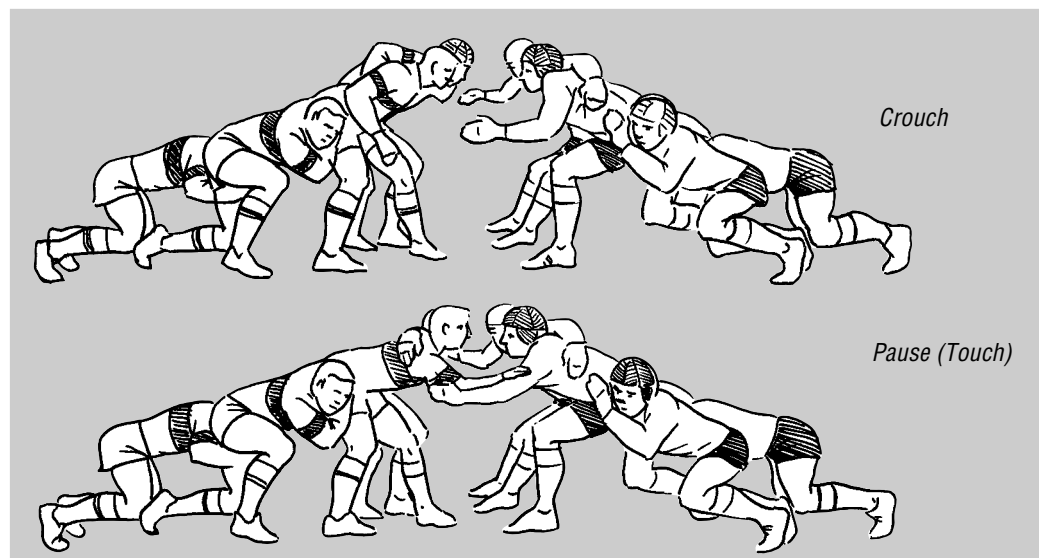


Figure 4.1

The front row players must crouch, pause and look up into the slot in which they will put their heads.

The packs should come together firmly, but without charging.

REMEMBER:

CONCENTRATE and SETTLE
CROUCH
LOOK (PAUSE)
ON SIGNAL - ENGAGE

## Pushing Positions

Key factors:

- Chin off chest
- Flat back
- Thighs vertical, bent knees, feet back (Figure 4.2).

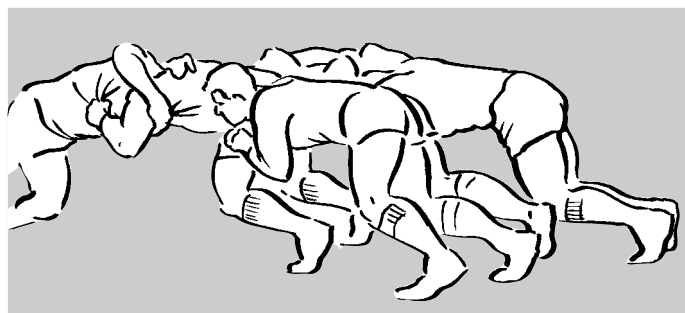


Figure 4.2

## The Put-In, Strike and Shove

The relationship between the hooker and scrum-half is one which requires constant practice. Signal recognition is important. Practise without opposition (against a scrummaging machine if possible) and build to a fully opposed practice.

If the opposition use an eight-player shove, remember immediately prior to the hook:

- SQUEEZE arms and grip
- LOWER knees
- STRAIGHTEN legs (keep hips down)

## Own Put-In: 3-4-1 Scrummage

Traditional positioning:

NOTE: Wide channel between nos. 7 and 8 (Figure 4.3)

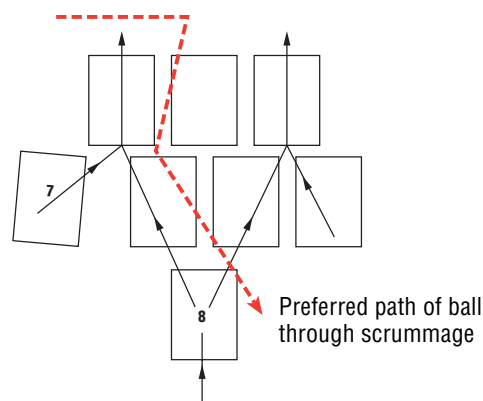


Figure 4.3

## Advantages

- Balanced forces, indicated by arrows
- Possible use of more than one channel for the delivery of the ball.

## Disadvantages

- Ball may have to be moved by other players to the no. 8's feet, thus using up time with ensuing instability.
- A swiftly-struck ball through the first channel may shoot out of the scrummage to the advantage of the opposition.



## Binding

The Laws of binding in the scrumage are quite clear. There are alternatives within the Laws which front row players will prefer in order to be effective (see Law 20 (6)(a)(b)(c)(d)(e)).

Tight binding with a strong grip allied to sound technique will ensure the scrumage becomes a compact and solid unit.

**Feet Positioning** The positions of the feet in both alternatives are illustrated in Figure 4.4.

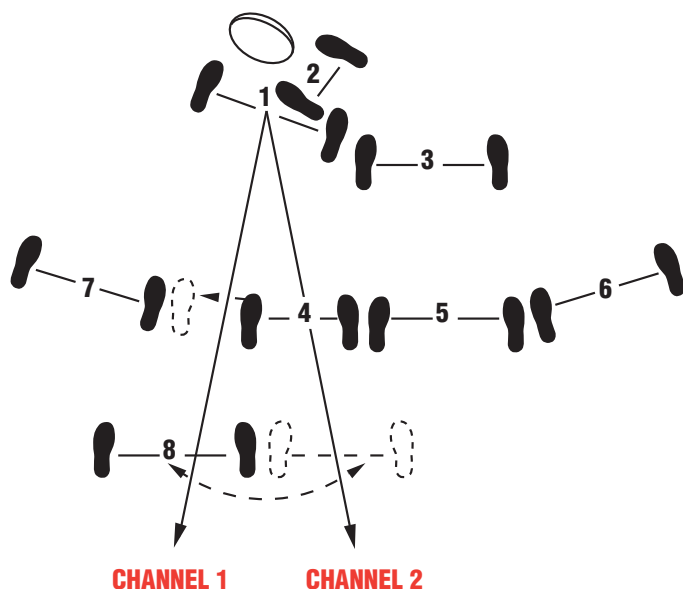


Figure 4.4

### REMEMBER:

There are certain basic principles when protecting its own ball:

#### Comfort

Players must feel quite comfortable in the pushing position. Only when the position compromises the amount of push that can be generated, or when the player becomes unstable and therefore unsafe, should the pushing position be altered.

#### Stability

This comes from width of base. If players narrow the base this renders the whole scrum unstable and it is likely to move rapidly from side to side.

## The Opposition Put-In

- The 8-man Shove

### The 8-man Shove (Figure 4.5)

- This requires the hooker to move the feet backwards into a pushing position and bind in order to shove rather than to strike.
- The locks push on both shoulders.
- The flankers move their hips inwards so that their push goes directly through the spine of their prop.

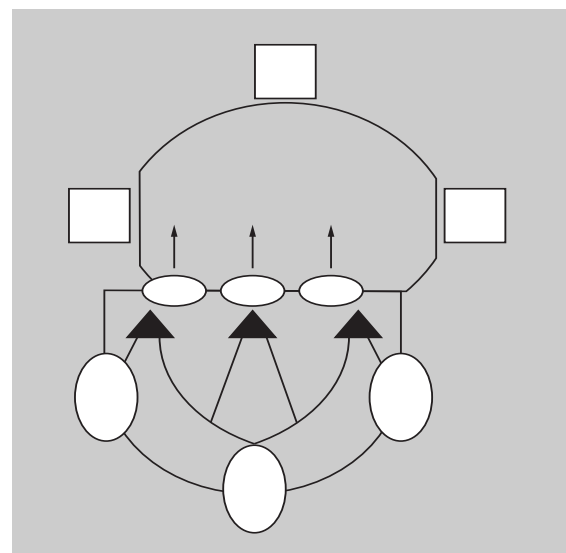


Figure 4.5

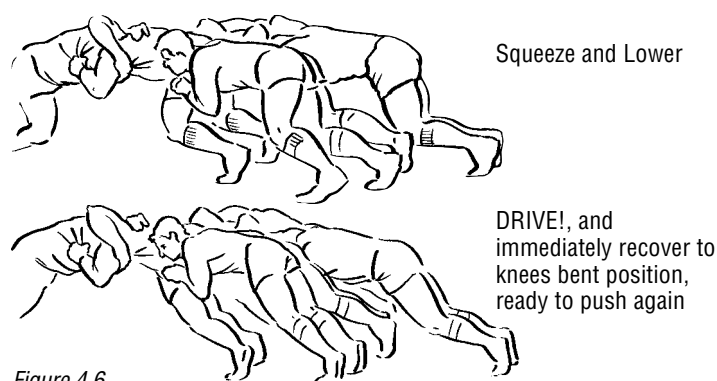


Figure 4.6

The eight-man shove demands concentration by each player.

On a signal the pack as a UNIT:

- SQUEEZES arms and grips
- LOWERS knees
- DRIVES (keeping hips down) (Figure 4.6)

If unbalanced, REGAIN good positions as quickly as possible and SHOVE AGAIN.

REMEMBER: Take short driving steps.

**In scrummaging, safety is the first consideration. Always have the shoulders above the hips.**

Never lower or push down an opponent, or deliberately collapse the scrumage. This is inherently dangerous to both team mates and opponents alike. The scrumage is a restart, a way of bringing the ball back into play, and should be organised accordingly.

## Back Row Attack

REMEMBER:

SCRUMMAGE FIRST

BACK ROW ATTACK SECOND



Most effective Back Row moves occur when the scrum has nudged forward, and a cleanly-struck ball to the no. 8's feet is IMMEDIATELY used.

SPEED IS THE ESSENCE

#### Effective Back Row attacks

Back row attacks are most effective when they enable the attacking side to carry the ball beyond the tackle and gain lines. When the attack off the scrum succeeds in carrying the ball deeper and wider into opposition territory, then it can succeed in its own right, or become the starting point for a well-disciplined second phase attack (Figure 4.7).

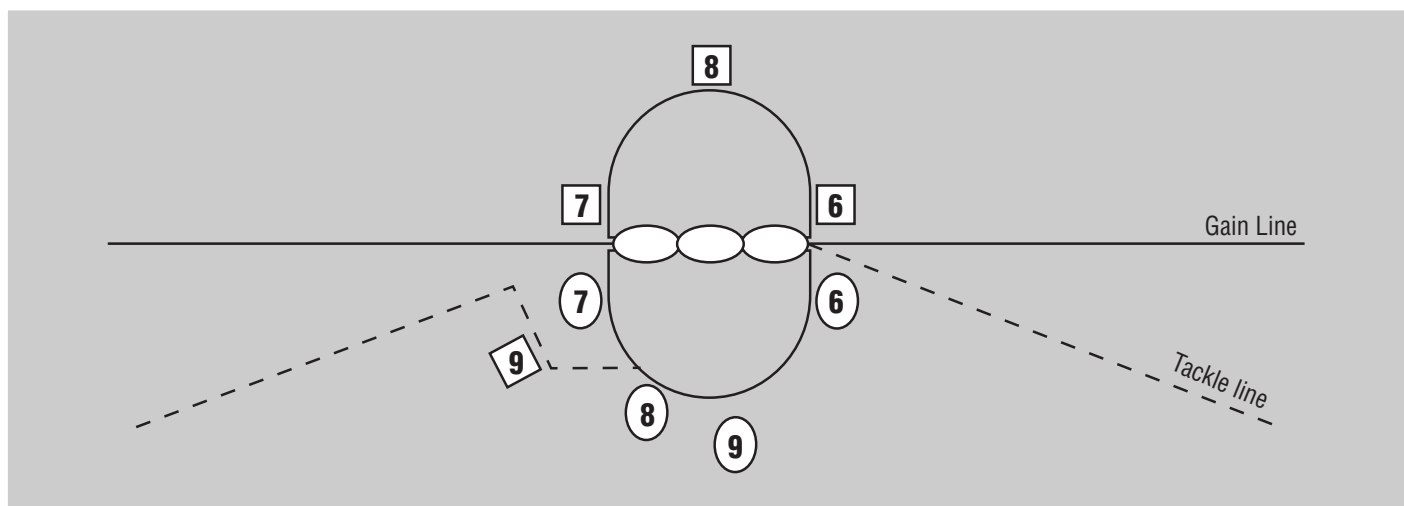


Figure 4.7 N.B. At U/15 level, the immediate opponent of the player putting in the ball may not take up a position beyond the middle line of the scrummage.

#### Taking advantage of a wheeling scrummage

If the attack is preceded by a wheel up to 45° to the left, it can become even more effective, since the defending back row are carried away from the thrust of the attack (Figure 4.8).

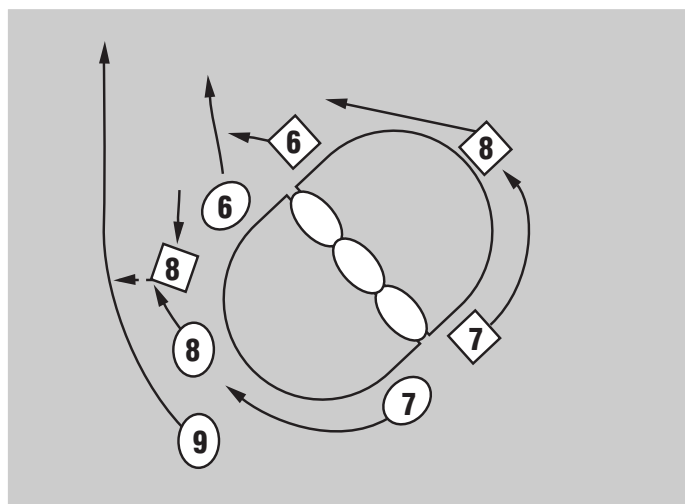


Figure 4.8





### Back Row Defence

The role of back row defence is to prevent the opposition's ball carrier from crossing the gain line, to stop the first surge as early as possible and to contest any resulting possession.

Back row defence must be not only aggressive but also highly disciplined.

If there is an opposition back row attack, the nearest flanker will mark and tackle the ball carrier; the no. 8 will cover the support runner. Once the ball has moved away from the scrum, other players become involved as defenders.

#### REMEMBER:

Nearest flanker tackles ball carrier
No. 8 covers support runner(s)
Other players become involved as defenders

In the event of an attack to the defence's right-hand side of the scrum, the scrum-half makes contact with the ball carrier, the nearest flanker will tackle the support runner or, if the scrum-half requires assistance, will become involved in the tackle situation (Figure 4.9).

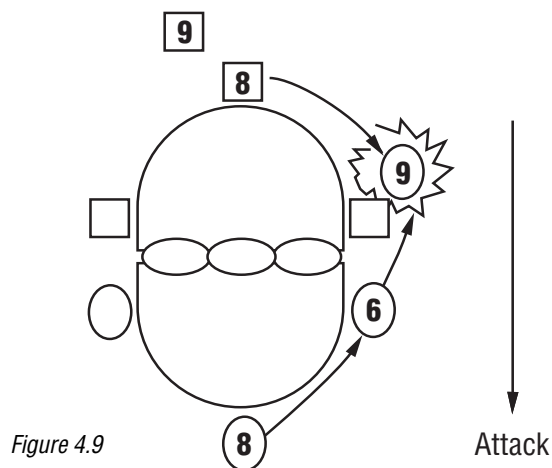


Figure 4.9

### Defence at the Wheeled Scrummage

When the opposition deliberately wheel the scrum up to 45° prior to their attack the defensive back row must add their weight to the scrum to attempt to drive the attackers backwards, but be ready to break from the scrum as soon as the ball is out. If the attack is to the defender's right, the scrum-half [9] may have to take on the role of the first tackler. If the attack is to the defender's left, the stand-off [10] will have to become the first tackler.

Once the back row attack begins, the two defenders [6] and [8] must prevent the attackers from crossing the gain line.

The defending left-hand flanker [7] must remain on the wheeling scrum in order to cover either an unexpected attack to the right, or a ball spilled in the tackle (Figure 4.10).

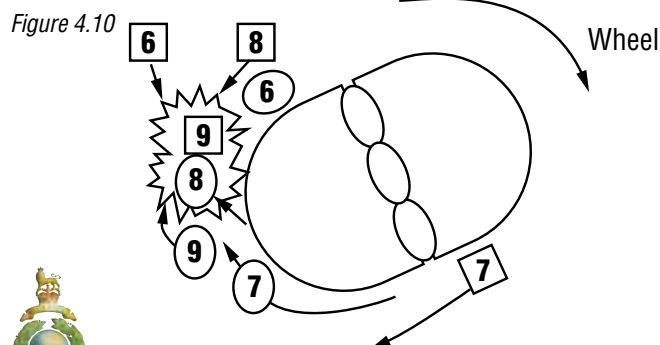


Figure 4.10



### 3. The Line-Out

Conventional Positioning (Figure 4.11):

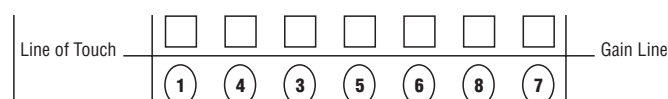


Figure 4.11

In the 7-player line-out, jumpers normally take up their places at 2, 4 and 6 with support players in the 1, 3 and 5 places. Players at 6 and 7 have roles in jumping and cleaning up the spilled ball; remember that they also have primary responsibilities both in defence and attack at second phase play. In order to develop a system which works for the team, the teacher must experiment with the positions the jumpers take up.

The key factors at the line-out are:

- Communication
- Accurate throwing
- Jumping ability
- Supporting, including binding on the jumper once he has left the ground, at or above the waist (over 15 only)
- Variation

REMEMBER: When working on any of the above areas it is important that practice reflects the conditions of the match.

Forward play from line-out consists of:

- Peels
- Driven ball
- Shortened line-outs
- Lines of support running
- Referee at line-out



#### a) Peels

There are two types of peel:

##### Back Peel

To be successful this requires:

- An accurate throw to the tail of line-out
- A skilful jumper to deflect the ball
- A good ball handler to catch and carry the deflected ball.

**REMEMBER:** The player who catches the deflected ball controls what happens next. That ball carrier must make the “corner” of the line-out in order to give the attack some direction, but it is the next support runner, arriving from depth and at pace, who will give the attack forward movement and momentum (Figure 4.12).

The role of the scrum-half at peels is to “trail” the peeling forward(s). Should the “peeling” forward miss the deflection, the scrum half is on hand to either tidy up the possession, or catch and pass it directly to the outside half. This can sometimes be the quickest and most effective ball the no. 10 will get during the whole game.

Should the peeling forward take the deflection, the scrum-half is in a position to make best use of the ball when the peeling forwards’ drive is halted.

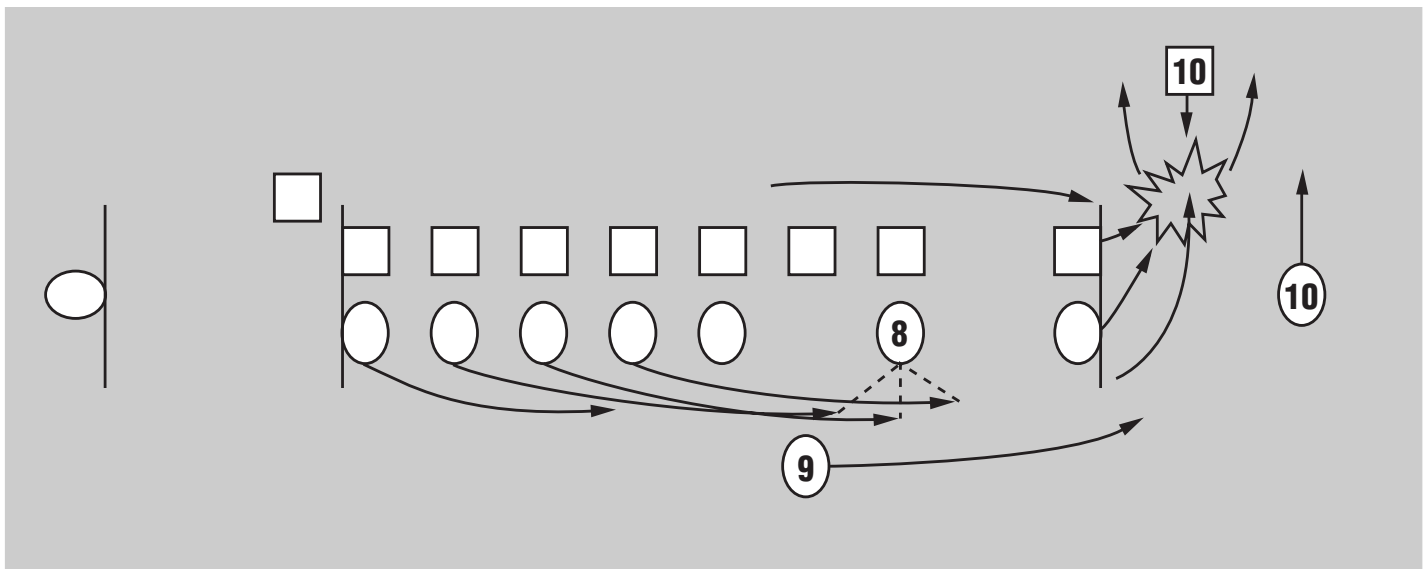


Figure 4.12





### Front Peel

There are two main ways of effecting a front peel:

- The ball is guided directly down to a runner
- The ball is caught at 2 in the line, driven forward and rolled round the front by a group of forwards (Figure 4.13).

The ball will be controlled by the jumper at 2 jumping up and slightly backwards and will be received by a runner from the rear of the line peeling towards the front.

The ball carrier must make the front “corner” of the line-out, and will have in support other runners from the rear.

The ball carrier may either draw the opposition hooker and feed a pass to the original thrower in, or make contact with the defence, drive with support and release a ball going forward for other players to use.

REMEMBER: The player should attempt to cross the gain line as soon as possible, engaging forwards and backs in close defence, and if stopped should release the ball quickly for a second strike.

### c) Shortened Line-outs

A team may reduce the number of players it uses in a line-out to a minimum of two from each side.

When using shortened line-outs, it is necessary to devise patterns of play which will suit the team and which are adapted to the strengths of the line-out forwards available.

REMEMBER: The shortened line-out has the effect of cluttering up the mid-field since forwards not in the line-out normally fill up spaces at outside half and inside centre, so that a first attack may have to draw these into a contact situation, in order to create space for the follow-up strike.

N.B. Quick throw-ins do not constitute a line-out and may be used as a ploy to maintain an attack or to counter-attack.

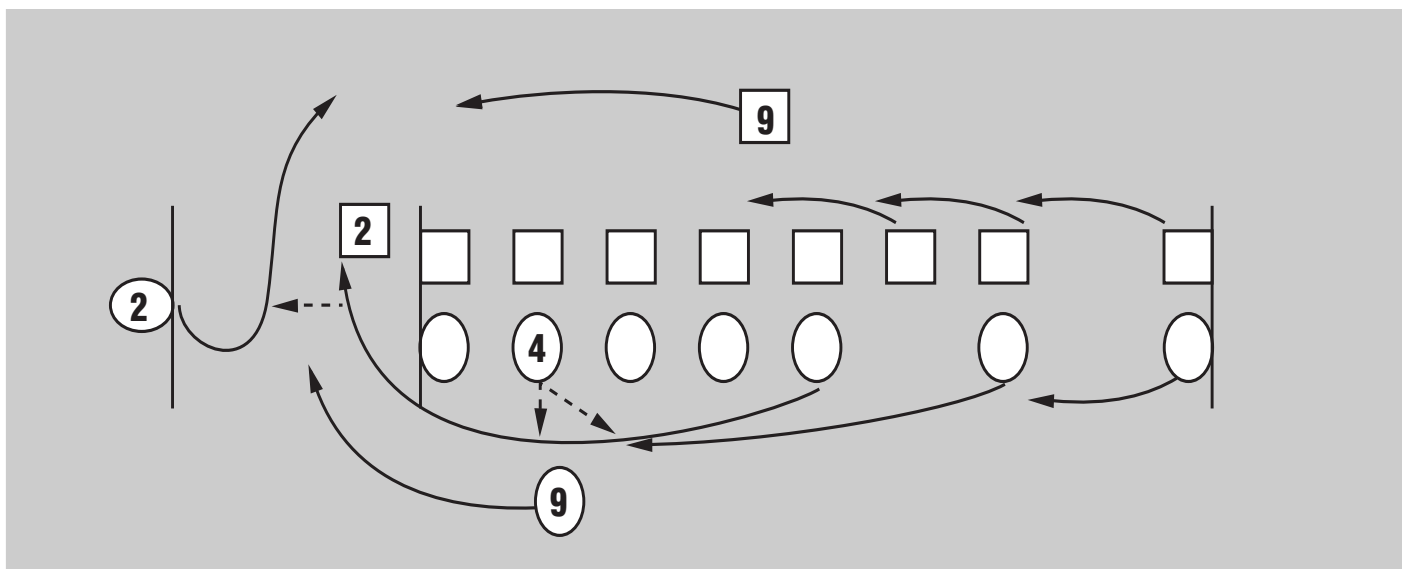


Figure 4.13

### b) Driven Ball

The driven ball ties in opposition forwards and may lead to rolling/dynamic mauls which should eventually break out into open play. The key points to remember are:

- The catcher (or ball carrier) and the two supporters become the front row of the maul
- The second row is formed by other players who are nearest the action. The thrower-in and no. 7 should not join the maul; they should stand off one on each side to receive a pass from the scrum-half and drive forward or support a darting run from the no. 9 to continue the attack
- The remaining forwards should react as the maul situation develops, sometimes supporting the runners, at other times joining the maul to add weight to the drive.







#### d) Lines of Support Running

Once the ball has left the line-out, forwards should immediately support the subsequent back movement, especially the back three players, who must know what the backs are trying to achieve. Figure 4.14 below shows the lines of running for players supporting no. 13.

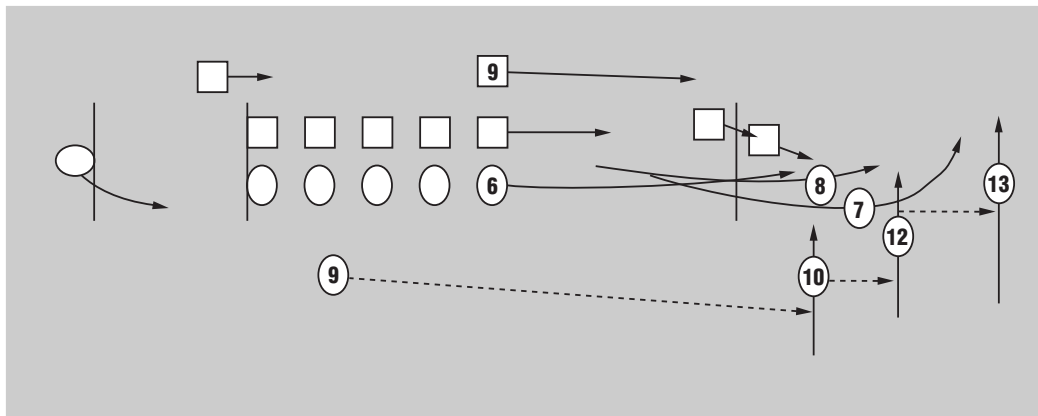


Figure 4.14

**REMEMBER:** Because these forwards are in front of the three-quarters, their first line of run, particularly that of the back player, will start across the face of the three-quarter attack to SUPPORT and maintain the CONTINUITY of the strike once it has crossed the line of touch.

Additionally, running lines in support must be straight at the inside shoulder of the ball carrier. Good support runners will change to parallel to the touch line, running as soon as the ball carrier is ready to pass. Should contact have occurred, the first momentum of the arriving forwards may be in the direction of their run, i.e. at an angle towards the touchline.

This can be straightened up once movement of the opposition has begun (Figure 4.15).

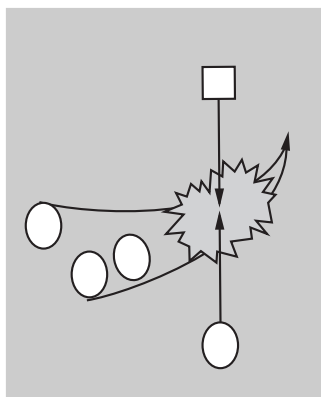


Figure 4.15

#### e) Opposition Line-out

When jumping for the opposition ball, line-out forwards should:

- Try to jump with inside shoulder and arm in front of the immediate opponent in order to secure the ball
- Alternatively, jump to try and tip the ball away from the opponent's hands as it is touched/caught
- It is the responsibility of all forwards in the line-out to gather any ball which has been touched but not caught.

Forwards in Defence (Figure 4.16)

- The players at either end of the line-out, must guard the front and back. Peeling movements by opposition forwards must be stopped before the GAIN line is reached.
- When play moves away from the line-out, the back player follows the ball across the face of the opposition three-quarter line.
- The second defensive forward follows a flatter line towards the opponents' second pass receiver.
- All other forwards must head to where they anticipate the next breakdown in play will occur.

N.B The end-most player in the line-out is solely responsible for the opposition outside half.

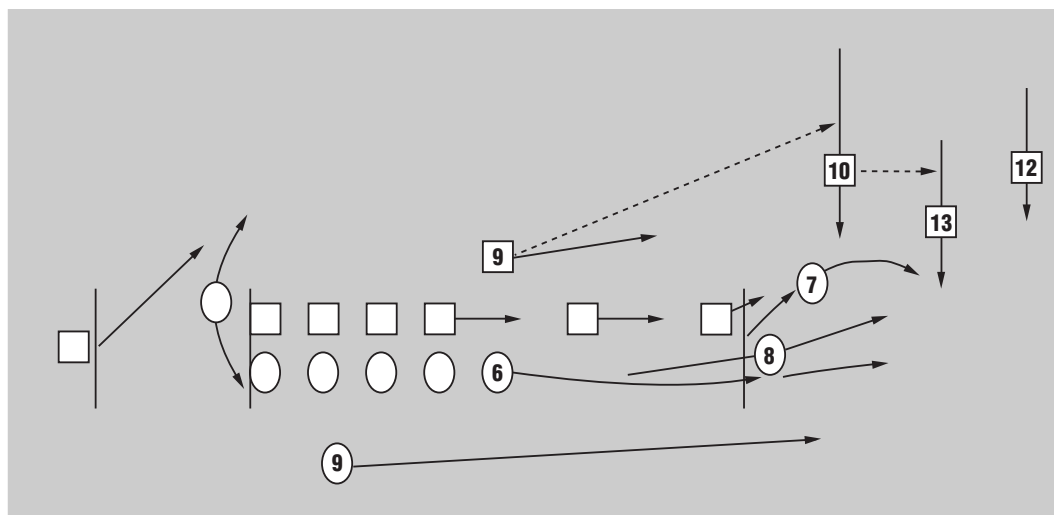


Figure 4.16





#### Defence at Short Line-out (Figure 4.17)

- To be effective in defence, tall and/or agile players must mark the spaces in the opposition line-out.
- A flanker in the scrum-half position patrols the 15m line area in order to cover any throw in-field.
- The hooker or scrum-half must defend the 5m area and may come in-field to gather the ball once the line-out has ended.

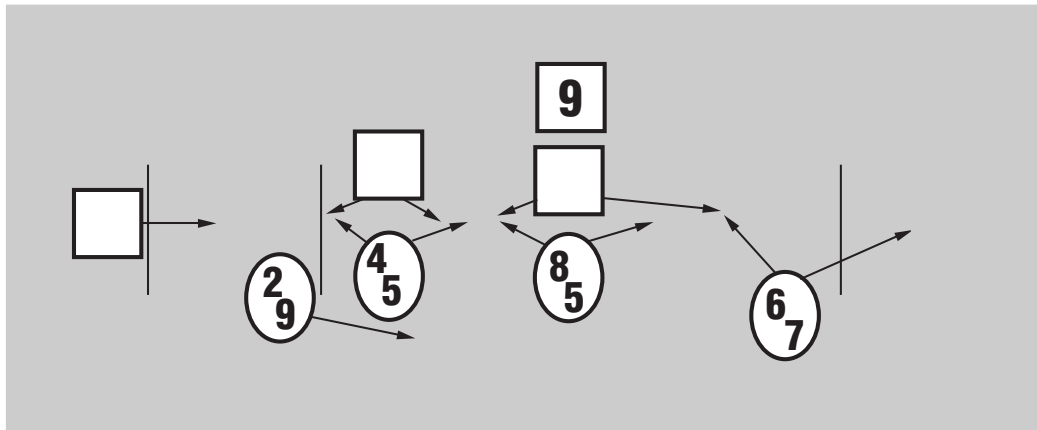


Figure 4.17

#### 4. Continuity, the Ruck and the Maul

Rucks and mauls must be viewed as TEMPORARY STOPPAGES. In these phases of play a ball must be kept under control and moved away before forward momentum is halted. It is vital for any team taking the ball into a maul to keep it playable.

To achieve this it is vital that there are sufficient support players in the vicinity of the stoppage, and that every player, regardless of position, has the knowledge and technique to ruck and maul effectively.

- Continuity
- The Ruck
- The Maul

##### a) Continuity

Maintaining continuity of the attack is as much the responsibility of the ball carrier as the support players.

An understanding of the lines of running in support, and of how to play the ball before, in and after contact, is essential if the team is to maintain an attacking pressure on the opposition.

All players in the team have the responsibility to keep attacks alive and only when forced by defenders should they look to form a ruck or a maul.

It is important to remember that continuity in defence will severely restrict the options available to the attacking team.

**REMEMBER:** The ball carrier should find support which should stay close to him/her.

#### b) The Ruck

A ruck may be used:

- as a ploy to disorganise a defence
- to retain/obtain the ball at a tackle situation.

Its advantages are:

- It produces early ball
- It is technically simple
- It is dynamic
- It mis-shapes a defence.

#### The Structure of the Ruck

Rucking is a very controlled area of play. It is not simply a question of hitting a wall of defenders as hard as possible, as such an action often results in the opponents collapsing onto the ground thus stopping further forward progress. The ruck is a controlled, dynamic drive forward and has a balanced shape. If a ball is on the ground the players may form a 2-3-2 ruck (Figure 4.18).

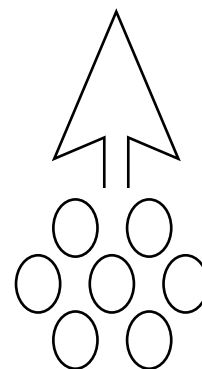


Figure 4.18

If they bind onto a player of their own side who already has the ball it may become a 3-2-3 ruck (Figure 4.19).

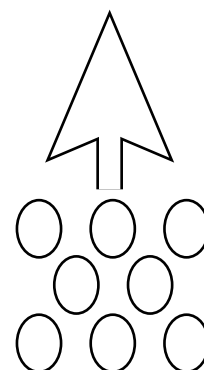


Figure 4.19





The basic techniques for achieving a balanced drive are:

1. The ball carrier is the key player in a tackle situation. He/she should try and "bump" the tackler away.

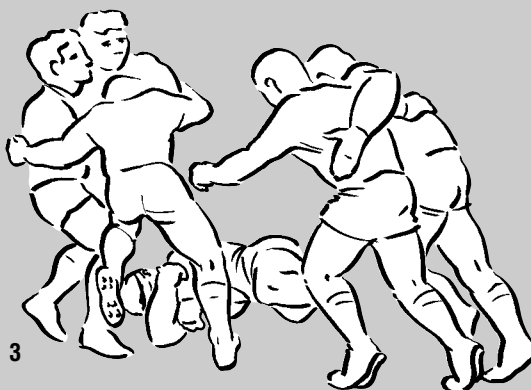


2



2. When the ball carrier can make no further progress he/she should begin to turn the ball towards the support and start to go down to the ground. If the support is close he/she can go down quickly; if not, he/she should drive further forwards and go down gradually.

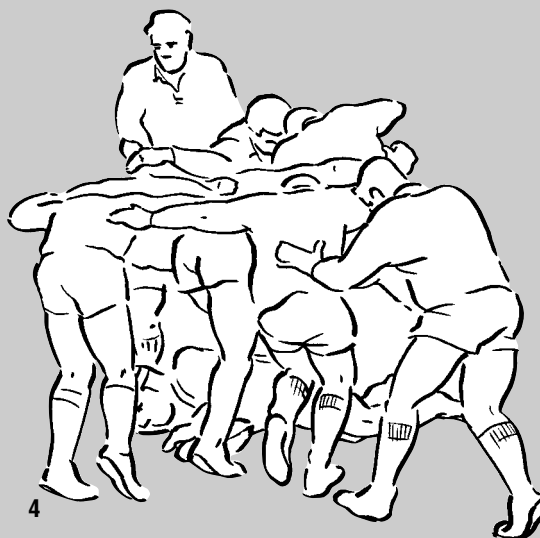
3



3. Arriving players will concentrate on driving over the top of the ball and player. They should bind onto another support player(s) as they close in on the ball.

4. Players who arrive after the first 2 or 3 should bind together and slot into the spaces between the hips of those already in the ruck. All other players should try to keep this balanced shape; but remember that no ruck should be more than 3 pairs of shoulders wide.

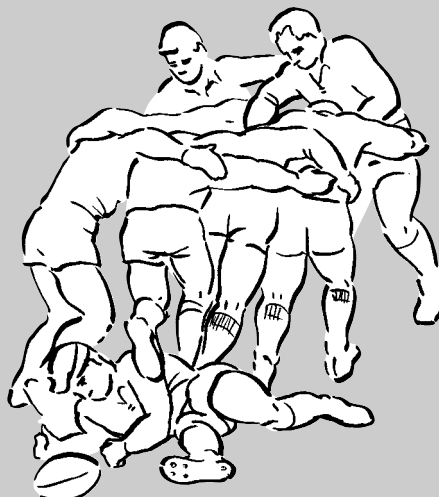
4



5. The ball is released as soon as the opposition is engaged. All arriving forwards should then drive the opposition away from the emerging ball and players.

The starting point for a ruck when the ball is on the ground after a tackle is much the same as for the previous ruck. The first two players to arrive at the breakdown will bind onto arriving opposition and form a protective barrier over and beyond the ball. This will form a 2-player front row for the arriving players to bind onto and drive forward.

5



**REMEMBER:**

In a ruck players must:

- keep eyes open
- bind early with other players of own side
- control the “hit” - make solid contact and drive slightly up
- keep chin off chest, flat back, shrug shoulders
- keep spine in line with touch-lines
- bind onto opposition and drive them up and away from the ball.

<b>SAFETY FACTORS</b>
<b>SHOULDERS SHOULD NEVER BE BELOW HIPS</b>
<b>NEVER DELIBERATELY COLLAPSE EITHER RUCK OR MAUL</b>

**c) The Maul**

Mauls may occur:

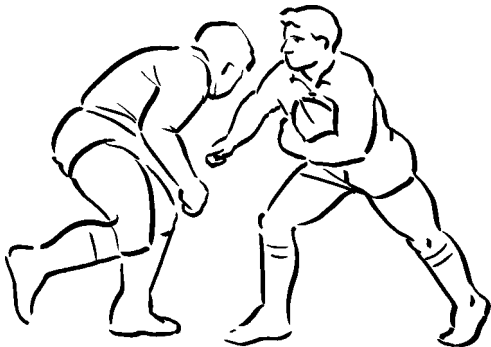
- when an attack is partially halted by the opponents
- as a deliberate ploy to disorganise the defence
- when retreating, in order to recover control of the ball.

IN MAULS, PLAYERS MUST STAY ON THEIR FEET.

If the ball is to be retained and the attack continued it is vital that the actions of the ball carrier and the reactions of the players closest to the contact situation must be IMMEDIATE and TECHNICALLY CORRECT.

Not all mauls are formed in the same way, but there are key factors which will help players identify their roles.

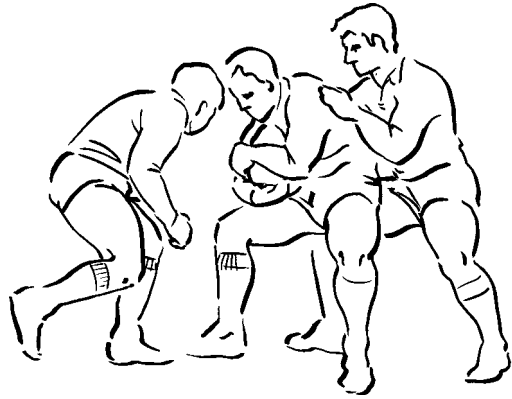
1. Take a long, low last stride into contact (make contact with the edge of your opponent).



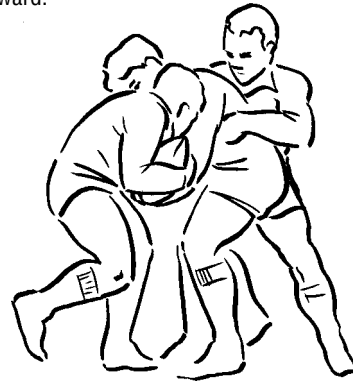
2. “Bump” up and into your opponent. (This should move the opponent slightly away to allow your support to arrive.)



3. Stay low, “Squat”, and turn ball towards the support.

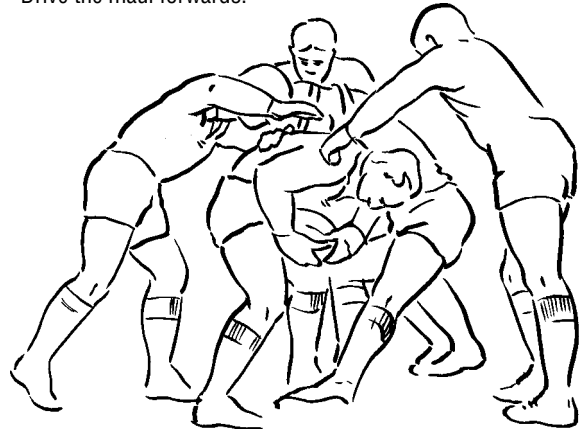


4. Next player: hands on ball and seal it off from the opposition; keep driving forward.

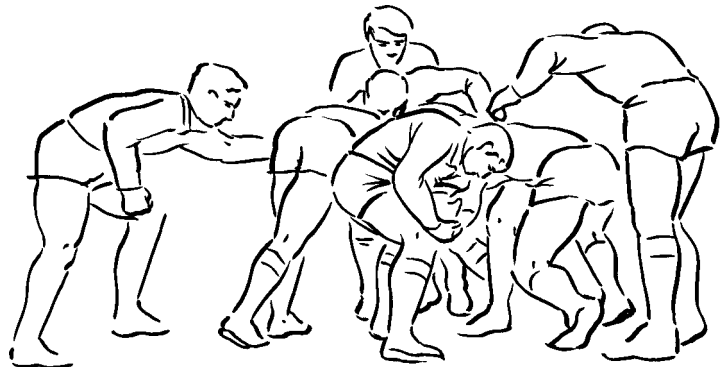


5. Next two support players bind over ball carrier and “latch” onto hips.

6. Drive the maul forwards.



7. Arriving support maintain a balanced shape.



8. Release the ball whilst the maul still goes forward.





**One player looks after the ball; the rest look after the ball carrier.**

### Defence at Rucks and Mauls

Golden rules:

Only commit sufficient players to the opposition ruck/maul in order to:

- stop forward movement
- slow down or stop the release of the ball.

Only commit the majority of the pack to the opposition's ruck/maul when the ball is clearly visible. When in doubt, leave at least one forward to mark the open side and the scrum-half to mark the short side.

Communication as to the whereabouts of the ball and its movement in a maul is vital to the defence.

### BACK PLAY

This includes:

1. Positional Roles
2. Basic Techniques
3. The Backs in Attack
4. Kicking in Attack
5. Counter Attack
6. The Backs in Defence
7. Kicking in Defence
8. Methods of Practice

#### 1. Positional Roles

##### The Full Back

###### Priorities

In defence, the full-back (with the co-operation of the wings) deals with kicks over or between the players in front of him. He must decide whether he has a chance to counter-attack, or is forced to kick the ball. He must tackle any opponent who breaks through the defenders in front of him decisively. When going forward in attack he must decide whether he/she is:

- the main strike runner
- a decoy runner
- another pair of hands.

The full-back must be ready to attack the blind-side, and to join attacks from quick second-phase ball.

##### The Wing

###### Priorities

Pose a constant threat to the opposition.

All wingers should know how and when to:

- change starting positions to pull the immediate opponent out of the preferred defensive position
- vary running line and point of attack
- come in-field from the short-side, even if only to act as a decoy
- take players on... on the outside if there is space (to stretch the defence), or on the inside if close to touch (to keep the ball in play)

- really "go for it" when in sight of the try-line
- chase kicks and tackle the catcher.

In defence, wingers:

- should remember the role of the back three unit either as a catcher, giving another catcher close support, or taking up position for a potential counter attack
- should always be looking for work, in attack or defence.

### The Centre

In attack, the centre:

- should have the ability to make accurate short or long passes as required under pressure
- should pose a constant threat to the opposition by taking on players
- should, if stopped, fight to stay on feet to provide a focus for support and to retain the ball
- should keep the running lines parallel to touchlines to preserve space and make support easier.

Must remember to:

- turn shoulders towards the ball source as the pass arrives
- pick up running line before receiving the ball
- be ready to change his line of run, before, or on receipt of the ball.

#### REMEMBER:

The centre should not start too deep, because he/she is only really effective with the ball when carrying it in front of the rest of the team. The centre must maintain depth in order to be able to receive the ball and should always be able to see the number on the back of the inside players. When taking a flat pass, must hold depth and then arrive at pace. Must work hard off the ball.

In defence, the centre should:

- work as a unit with the inside player leading
- communicate with the other players at all times
- shut down opposition space as quickly as possible
- make comprehensive tackles
- always seek to win maul and tackle ball.

### The Outside Half

The outside half must:

- exert calm control, and make quick positive decisions
- vary his/her play, keeping a balance between passing, kicking, and going for a break himself/herself
- set up straight running lines to preserve space outside
- fix defenders to restrict drift defence
- lead the defensive alignment to cut down the space and therefore the thinking time of the opposition
- play the role of support runner and must work hard off the ball
- kick in defence without error, and in attack with variety and accuracy.

#### REMEMBER:

- The backs should vary their alignment, both in width and depth. When taking up a flatter alignment, they must recognise their skill levels will be under greater pressure.





A shallow alignment allied to a flat pass and running in behind the defence looking for quick second-phase ball (particularly on the short-side) is a priority. The aim is to cross the gain line, carry the ball in front of the forwards, and keep defenders on the retreat.

Finally, remember that the outside half does not have to do something dramatic every time the ball is received, and should also remember the other good players in the team.

### The Scrum-Half

The scrum-half:

- is the communicator and the link between forwards and backs
- must make quick, positive decisions.

#### Priorities

- to clear the ball quickly to the outside half
- to link with the back row to cross the gain line and get a ball carrier in front of the forwards
- to be able to kick effectively
- to avoid kicking away good second phase balls
- to pose a threat by his/her ability to make breaks.

In defence, the scrum-half:

- acts as another flanker at scrums, rucks and mauls, especially in the opposition 22m
- must constantly pressurise opposite number in these positions.

REMEMBER: ALL BACKS MUST BE ABLE TO RUCK AND MAUL

## 2. Basic Techniques

### Straight Running and the Basic Pass (Figure 4.20)

The receiver of a pass should move towards the ball carrier as the latter is about to pass.

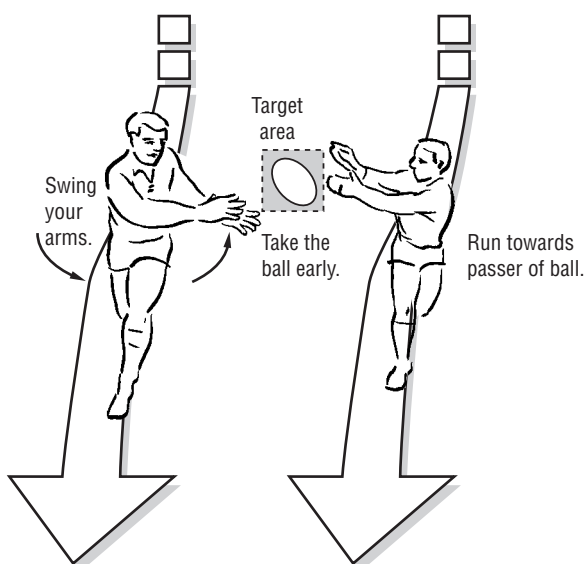


Figure 4.20

Advantage of running straight:

- Keeps the three-quarters on lines which are parallel to the touch-line, and forces the defender to check or hesitate.

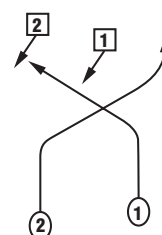
### The Switch (Figure 4.21)

When switching, the ball carrier usually initiates the movement and the receiver must delay as long as possible to minimise the opponent's reaction time.

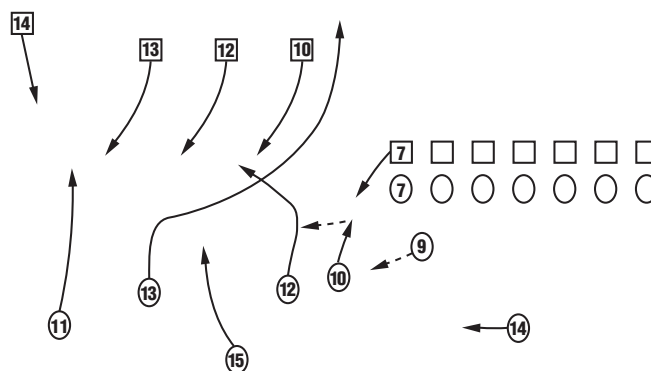
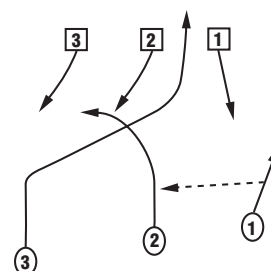
Sequence of action:

- Ball carrier alters the line of run
- As the receiver arrives, the ball carrier turns to show the ball and gives a short 'pop' pass
- The receiver, having chosen the angle of run, accelerates onto the pass
- By turning, the ball carrier hides the ball from the opposition at the point of transfer. This may cause hesitation in the defence and also allows for the dummy switch to be effective.

Attacker ① threatens the gap. Defender ① follows, ① switches with ② to put him/her through the area previously defended by ①.



Note: At the outset ② runs on a similar line to ①.



⑩ must run at ⑦ and check him/her.

⑩ (on drift defence) must be pulled across the field by ⑫ - thus opening the gap between ⑩ and ⑦.

⑫ and ⑬ switch to put ⑬ through the gap.

Figure 4.21





### The Loop (Figure 4.22)

The loop pass attempts to create an 'extra player' in attack when a ball carrier, having passed, loops behind the receiver to take a return pass.

Sequence of action:

- A short, quick, flat pass from ①
- ② should run straight, even inwards, to commit the immediate opponent
- ① should be on a good running line and accelerate around ②
- On receiving the return pass, ① must be prepared to penetrate or pass according to the action of ②
- If ② stays out - penetrate
- If ② steps in - pass.

The ball is visible to the opposition all the time.

- ① has no defender
- ① marks ②.
- ② marks ③.
- ③ must always take depth and line of running from ①.

Options

- If ① follows ① then ② will penetrate.
- If ① follows ② and ② follows ① then ball carrier ② passes to ③.

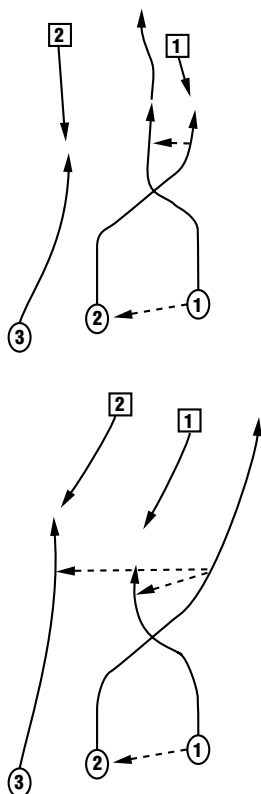


Figure 4.22

### 3. The Backs in Attack

This includes:

- General Considerations
- Play from Set Pieces
- Attack from Broken Play

#### a) General Considerations

These are :

- The Unit
- The Individual
- Alignment
- Speed

#### i) The Unit

The backs as a unit should always threaten, stretch and try to out-manoeuvre the defence with a combination of passing, running and kicking skills. They must be aware of the relationship between the Gain and Tackle line in this endeavour. The aim may be to:

- Breach the tackle line and get a ball carrier over the gain line in front of supporting players (Figure 4.23)
- Outflank the defence and put a ball-carrier into space
- Kick over an advancing defence and gain ground or regain possession.

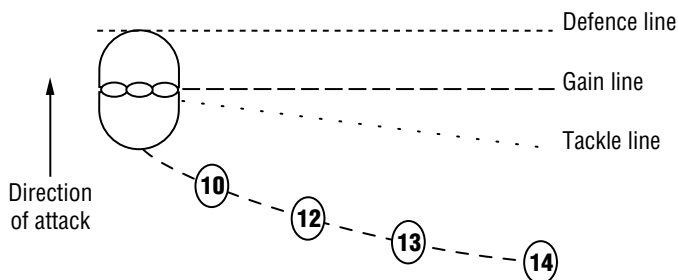


Figure 4.23

#### ii) The Individual

From a SET PIECE the roles of the backs are generally pre-determined. They may be:

- **PLAYMAKERS** who organise and dictate the method and pattern of attack - usually 9, 10, (12)  
Playmakers need judgement and perception to set up attacks and create space.
- **DISTRIBUTORS** who carry through these patterns - usually (10), 12, 13  
Distributors must be able to make swift, accurate passes to retain that space for the runners.
- **RUNNERS** who finish off the attack - usually (13), 14, 11, 15  
Runners need penetrative pace, and the ability to change their running lines - either with the ball, or in support.

In BROKEN FIELD play, the roles become interchangeable. Good players are able to adapt their play and fulfil different roles as the situations demand.







### iii) Alignment

The depth of alignment, the type of attack and the point of strike a team can use will depend on:

- Quality of its backs
- Tactic to be used
- Known weaknesses in the opposition

Of all the general considerations, alignment can have a major influence on effective performance.

#### REMEMBER:

- A team should play as close to the tackle line as the quality of its players will allow
- The starting position for each player may not be important; it is where the player is on receiving the ball
- Alignment and angle of run can be changed as the attack develops
- Changing the starting alignment may be the first step in disrupting the defence
- Alignment will vary depending on the number of passes intended, or where the player plans to strike at the defence
- The crucial pass is the one that puts the penetrator through the tackle line
- Backs should always start by facing inwards with their outside foot forward.

### iv) Speed

Speed in all its forms is necessary for good back play. This includes speed of:

- Thought
- Ball transfer
- Running.

Speed brings many advantages:

- Extra chances can be created by a quick pass
- Speed of thought may outsmart an opponent
- Change of pace, swerve or other evasive techniques when executed at speed become far more effective.

### b) Play from a Set Piece

This involves:

- The Scrum
- The Line-Out

When set piece possession has been gained it can be used by the backs to:

- Penetrate
- Outflank
- Kick over the defence

The choice made will be conditioned by:

- The preconceived game plan, and the option decided on (usually by no. 10) prior to gaining possession
- The perceived opportunities as they arise
- The state of the match.

A good back division is flexible and this allows it to alter its decisions as the situation changes. Flexibility is the hall-mark of quality.

### Priorities

The backs' first priority will be to cross the gain line, making it much easier for supporting players to reach any potential break-down. Sometimes, this first thrust through midfield is the organised forerunner to subsequent strikes elsewhere.

Through a combination of knowing where the main strike is going to be made and reacting to events as the attack unfolds, a team can develop a rhythm of play.

#### REMEMBER:

- The ability to retain possession and recycle the ball quickly is paramount
- The possibility of scoring direct from the set piece must never be underestimated.

### The Scrum

Early delivery of the ball from the scrum, and fast distribution of it through the hands of the midfield backs, gives the option of moving a ball wide. This requires high levels of skill by the backs, as they will be handling the ball very close to the tackle line.

The higher the level of skill, the closer a back division can play to the tackle line, and while this puts pressure on the players, it puts even more on the defence, who have far less time to react to attacking initiatives.

At a set scrum the outside-half can take up any one of a variety of starting positions. This must always be done for a reason, *and* it has an effect on subsequent play and other options.

### Line-Out

The 20m space between the back divisions at the line-out affects the possibilities open to the attacking backs. Two other factors should also be considered:

- The position of the catch in the line-out.
- The speed with which the ball is delivered (Figure 4.24).

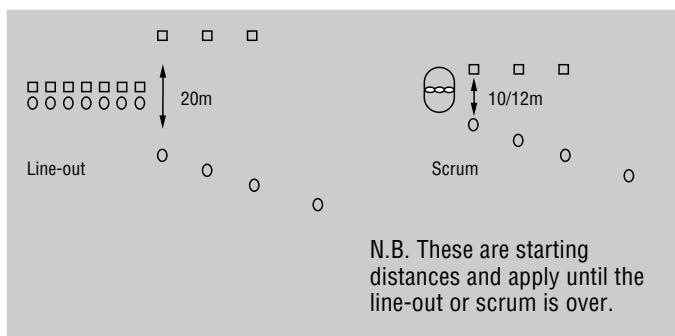


Figure 4.24

Attacks from the line-out differ according to the ability of the back unit and the specific situation which arises. This may be:

- The additional space allows the backs to move the ball wider under less pressure and therefore to attempt more outflanking attacks at outside centre and wing.
- The backs must realise that although the space gives them the chance to move the ball wide, they still have to get past the tackle line and over the gain line. Wide-ranging moves take the ball farther away from back row support.
- Alternatively, having received a quick flat pass, the outside-half will deliberately run to hold the defensive flanker at the back of the line-out, and with a short pass put the centre at, or over, the gain line. By doing this the match situation changes into one similar to that at the scrum, the ruck or the maul. This must be a planned move.







The value of extra space:

- The ball can be moved wider more easily
- The wide backs therefore become the first-strike attackers
- It brings the outside centre, wing, full back and a “game-wise” blind-side wing directly into the game
- It stretches the defence, but also stretches the attack
- It takes play sideways before it can go forward.

N.B. Without this style of attack a team is deficient.

#### c) Attack from Broken Play

Broken play situations (especially when they have been created deliberately by producing second and even third phase ball) provide the ideal circumstances for playmakers to show their ability to read the game, distributors to show their dexterity, and gifted runners their speed and skill. In broken play these roles are not fixed, not attached to any particular position or shirt number; they are interchangeable. For example, from a ruck or maul, the space available to the attack is similar to that at set scrum. However, it is important to ask whether play leading up to the ruck or maul has so disorganised the defence that a rapid second attack can exploit an advantage in numbers or position. Such positions require quick decision making.

Example:

The first decisions are usually taken by one of the half-backs, and their ‘flair’, ‘vision’, ‘reading of the game’, is vital to success.

The type of questions they must ask are:

- To continue the attack in the same direction?
- To switch play to the opposite direction?
- Where is the defence thinnest?
- Is there an overlap?
- Is there any depth to the defence or is it a single line?

To do this effectively, scrum-halves need to play with their heads up, scanning the areas to left and right and behind the first line of defence.

Outside-halves need to ‘read the game’, and be ready to attack a disrupted defence personally. To do this they must take the pass as flat, and as near to the gain line, as possible.

All backs will be faced at times with dozens of situations where correct decisions, quickly made, will contribute to successful passages of play. Any chance of incisive running should be taken immediately, and support players should instantly react.

These qualities must be developed by practice sessions in which realistic game situations are developed and the players are faced with making rapid decisions.

#### 4. Kicking in Attack

Too often players kick the ball because they can think of nothing else to do with it. However, there are certain guiding principles which should govern kicking in attack:

- When players kick the ball THEY must know WHY they are doing it
- TEAM MATES, directly involved (chasers), must know WHEN to expect a kick
- Team strategy should enable all the TEAM to know WHERE the ball should land

Players should kick in order to:

- get the ball across the gain line
- expose defensive frailties
- ease the pressure on the backs
- take play deep into opposition territory
- keep pegging the opposition back in their own half
- put the defence under extreme pressure in dealing with a ‘bomb’ right under their posts
- breach the defence line, enabling a chasing player to run through and score
- create an opening for a player who has become trapped in his/her own half and the immediate opponents
- gain support if in danger of being tackled into touch (cross kicking).

REMEMBER:

#### AIMLESS KICKING GIVES AWAY POSSESSION

Identifying the kickers can help eliminate ill-judged kicks. Those who can, should develop their skills using both feet. The situations in which particular kicks will be used should be practised in training sessions. For example:

- It may be good tactics for the inside centre to kick.
- A left-footed centre can be of great help in kicking to the right touchline, or kicking a ball won on the right to the left touchline
- It is generally recommended that players kick with the foot farthest from the opposition
- Kicks should be so placed that the defenders are forced to use their weaker foot in reply
- In kicking the ‘up and under’/‘bomb’, the ball must stay in the air long enough for the chasers to arrive as it comes down. To cover 25m to get under the kick, the ball needs to be in the air 3.5 seconds. 35m requires 5 seconds (Figure 4.25).

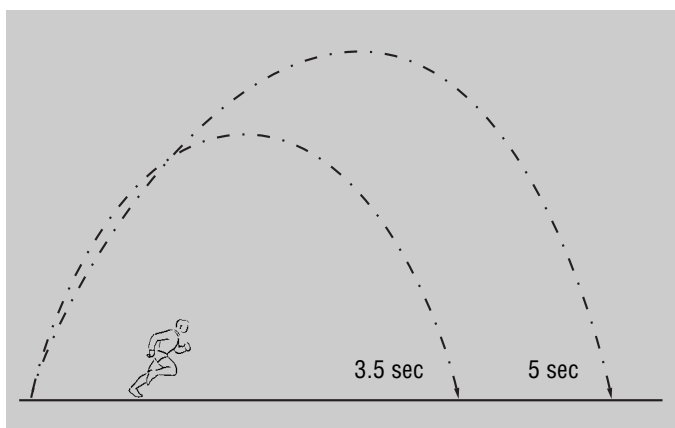


Figure 4.25

Kickers can practise with markers at 25 and 35m, and by counting the seconds whilst the ball is in flight.





Figure 4.26 below gives guidelines of the different kicking strategies which might be adopted in different areas of the field.

<p><b>Must:</b></p> <ul style="list-style-type: none"> <li>(i) Score</li> <li>(ii) Regain possession</li> <li>(iii) Win a scrum</li> </ul> <p><b>AREA FOR BOMB</b></p>	
<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>(i) 'Bomb'/'Up and Under' for chasing players</li> <li>(ii) Chip over top of advancing defence</li> <li>(iii) Box from scrum half</li> <li>(iv) Grub kicks through for chasing players</li> </ul>	<p>22</p> <p>Attack</p> <p>1/2 way</p>
<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>(i) One pass out for centre to kick "Wipers"</li> <li>(ii) Long rolling kick down 15m line from outside half</li> <li>(iii) Look for open space, short or long</li> <li>(iv) Box kick from scrum half</li> </ul>	
<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>(i) Find touch, if no alternative</li> <li>(ii) If forced to corner, try to improve angle with a pass</li> <li>(ii) Can the scrum-half kick?</li> </ul>	<p>22</p>

Figure 4.26

REMEMBER:

THE ACCURACY OF THE KICK IS ESSENTIAL.

CHASING IS VITAL.

EXCEPT FROM DEEP DEFENCE, KEEP THE BALL IN PLAY.

POSITION PLAYERS TO RECEIVE RETURNED KICKS.

**Key:**

OSW – Open Side Wing

BSW – Blind Side Wing

FB – Full Back

## 5. Counter Attack

Counter attack is an attitude of mind. It can be developed from:

- Inaccurate kicks which present the ball to a team with time and space
- Loose ball snapped up in open play, forced by a tackle

For examples of how to counter-attack from inaccurate kicks, (Figures 4.27 – 4.29).

### Inaccurate kick by 10 straight to OSW

OSW catches and runs back towards line-out and switches with (i) FB or (ii) BSW. In (i) the BSW will loop round in support of FB; in (ii) the FB will support the BSW.

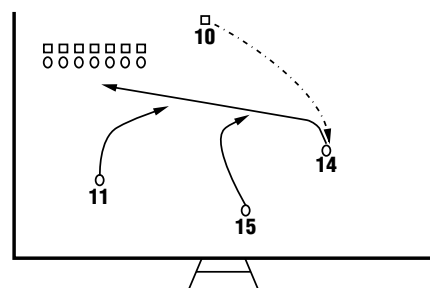


Figure 4.27

### Inaccurate kick straight to FB

FB fields and runs as shown and switches with BSW who has OSW in support, plus retreating centres.

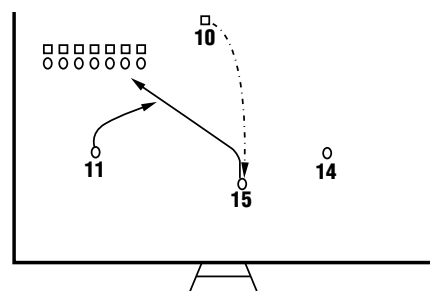


Figure 4.28

### Inaccurate kick straight to BSW

BSW catches, runs forward and across to drag opposition forwards off the touchline where the FB will then attack with OSW support.

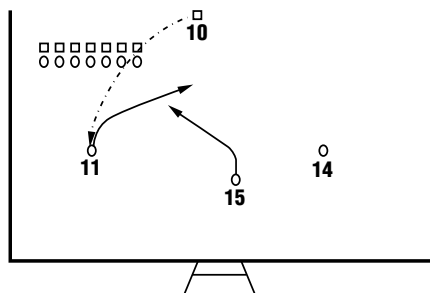


Figure 4.29





All the other players who can do so should run back BEHIND the ball carrier, creating options which keep play going. The ball carrier still has the safety option of the high kick ahead or the kick to touch if support is late. If the attacking KICK gives little running space to the catcher, then he/she could run towards the nearest forwards and form a maul which creates an off-side line, forcing opponents to retreat, and allows the back unit to realign. Any loose ball should be snapped up in open play; by doing this a team turns defence into attack. All the principles of broken play running apply, but it is the speed with which they are put into operation which holds the key to success.

#### REMEMBER:

COUNTER-ATTACKS SUCCEED WITH:  
SPEED OF THOUGHT AND ACTION  
VISION/ATTITUDE  
SUPPORT RUNNING  
SKILL

## 6. The Backs in Defence

This includes:

- General Principles
- Systems of Defence
- Defence in Broken Play

### a) General Principles

Aggressive defence can take the initiative from the attacking side. Defenders should attack the ball carrier and close down the support, making it difficult for the attackers to play by reducing their passing options. Communication is essential for good defence, with constructive calling and advice taking place during the action, and during temporary stoppages. Defenders should keep on the inside shoulder of their opponents, forcing them to take the outside and hence longer line of run; this makes the tackle easier. Speed off the mark is essential to minimise the time and space in which the attackers can play.

### The Midfield (Outside-Half and Centres)

These players must:

- deny the attackers space
- deprive them of initiative
- gain ground and possession behind the gain-line.

They should therefore make their tackles as far beyond the gain-line as possible.

The midfield must go up in a line at a speed dictated by the inside player, each successive player just behind the one on the inside.

### The Back Three (Full-Back and Wings)

These players:

- provide depth to the defensive pattern
- act as a safety net
- provide the launch pad for counter-attack.

As tacklers, they must be seen as part of the whole defensive unit, reacting to the work of the midfield and complementing each other's movements (Figure 4.30).

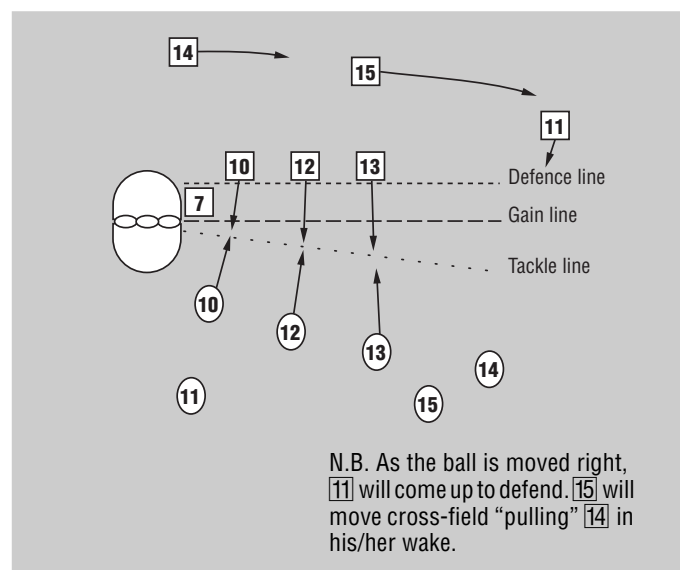


Figure 4.30

The full-back should be the dominant player in dealing with kicks from the opposition, but the wings must be equally capable as alternative fielders and kickers of the ball. An early call clearly identifies the catcher, giving the two support players information and confidence, thus allowing them to take up positions for counter-attack.

### b) Systems of Defence

The two major systems are:

- Man for Man Defence
- Drift Defence

#### i) Man for Man

This system of defence requires each defender to mark and tackle the immediately opposite opponent, e.g. outside-half the outside-half; inside-centre the inside-centre. In Figure 4.37 the order of tackling would be 10, 12, 13, 11, 15, 14.

The attacking full-back (15) comes into the line between the centre (13) and wing (14), and is tackled by the open-side wing (11) (Figure 4.31).

The full-back will provide cover and tackle any overlapping player. Further deep defence is provided by the covering blind-side wing.

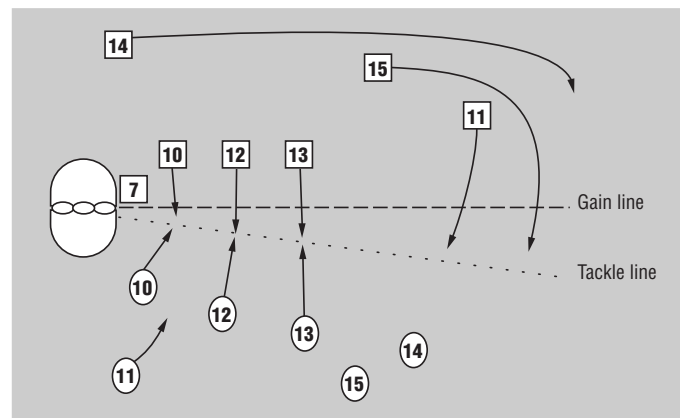


Figure 4.31





## ii) Drift Defence

This primarily concerns the midfield. The first movement by the defenders must be forward and this must continue until the outside-half [10], on seeing the opposite player pass the ball, calls "Drift". On this call the central defenders [12] and [13] direct their attention to the attacker outside their previous target. Defenders must not go early, nor should they get outside their opposite number before drifting (Figure 4.32).

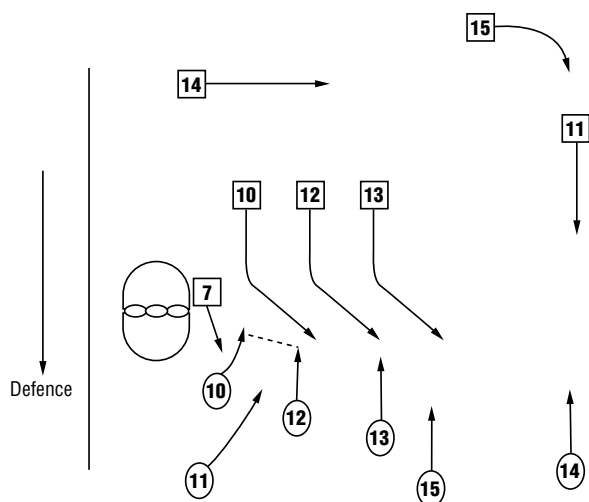


Figure 4.32

Intruding runners must be spotted early, as in drift defence this will affect everyone's defensive responsibilities. If the attacking blind-side wing [11] comes into the line to take a pass from [10], then the defending outside-half will make the tackle and the centres will stay with their opposite numbers.

The defending open side wing [11] will (unless an extra player joins the attack) have no tackle to make. However, if the full back [15] comes into the line, the defending [13] will mark that player and the defending [11] will be responsible for opponent [14]. If both players enter the attacking line, [11] will mark [15] and leave [14] for the defending full back [15] to tackle (Figure 4.34).

N.B. The defence is the same at both line-out and scrum.

*Switch moves* must also be spotted early and tacklers must quickly identify which attacker has become their responsibility.

For example:

If [13] takes a switch pass off [12], the tackle on [13] should be made by [10] (Figure 4.33).

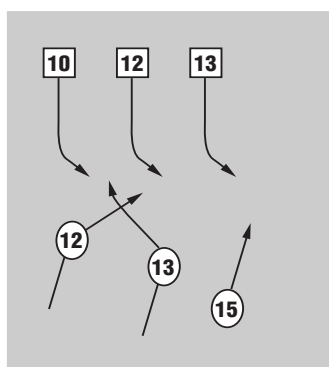


Figure 4.33

Without a clear understanding of the drift system, defensive lapses either through confusion or individual failure will occur.

N.B. This system of defence does not operate in isolation. There is a very close relationship between the outside-half and the open-side flanker [7] who takes on responsibility for any player who comes into the space created by the outward drift of the no. [10].

## c) Defence in Broken Play

From the set piece, players have the prearranged defensive duties outlined in the previous section and an effective system of defence should cope with initial attacks from set pieces. Attackers will try to outnumber and disorganise the defence. When this occurs a defender will need to make rapid and successive decisions.

Factors crucial in making that decision include:

- The position of play on the field
- Is the cover relatively close?
- How many free attackers are there?

The defender must be positive in making the decision. For example, a well-timed tackle on the "blind" side of the attacker can cut out an overlap (Figure 4.34).

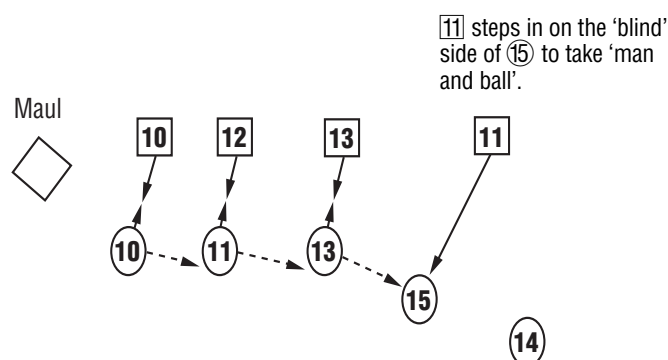


Figure 4.34

N.B. Defence in loose play calls upon individual players to plug holes as they arise.

## 7. Kicking in Defence

From deep defence, a team may be forced to kick to touch, but it must be realised that this will most likely present the ball to the opposition at the subsequent line out. Defensive kicks from set piece, maul or ruck can be performed by the scrum-half who might gain more ground in this way than by passing to the outside-half or full-back to clear. All kicks will certainly need to be quickly executed to avoid the keen attention of the opposition. Here the advantage is with those kickers who can use either foot - they will not be so easily contained by a flanker who hopes to close down kicking possibilities on the stronger foot.





## 8. Methods of Practice

To teach/coach back play, which involves broken play running, and decision-making, is not easy and is often neglected. Practice often comprises the running through of unopposed drills and moves which have little carry-over to situations in the match. Effective back play is based on high-class handling skills allied to good lines of running and individual ability. To achieve success, practice must be regular, challenging and of high quality. Much attention must be devoted to individual skills - these are the bed-rock of successful unit play and the proportion of training time they receive should reflect this.

Skill practice should be geared to improve:

- passing under pressure
- timing, for strike and support running
- poise and awareness in distribution
- understanding and empathy from passers towards receivers
- decision-making.

Backs can be coached:

- individually - in random groups for general skills.
- positionally - with, for example, all the scrum-halves working together.
- by sub-unit, e.g. half backs; back-three; half-backs and inside centre; midfield etc.
- by unit - the whole back division.

Differing degrees of opposition should be used, such as:

- semi-opposed against one flanker/a back row/a midfield
- fully opposed but with conditions placed on the defenders
- full scale opposition with targets set for attackers and defenders.

### Set moves

When coaching the backs as a unit using set moves, the practices must have:

- a purpose
- identified places for use
- an "insurance policy"/back up
- a follow-up plan.

Methods of practice should always include the following fundamentals:

- The players must recognise and understand the objectives for each session (as well as the aims for the season)
- As soon as the groundwork has been laid, all practice should be at match pace
- Some time should be spent operating the back unit or the midfield with the openside flanker
- Practice within the space and time which occurs in a game situation
- Make defence realistic and condition it to pressurise those areas which are currently being practised.

## TEAM PLAY

Perhaps the most important element of team play is strategy and tactics, but before considering the strategy and tactics best suited to the team, it is important to be aware of the **Principles of Play** which are:

GO FORWARD

SUPPORT

CONTINUITY

PRESSURE

Linked to these principles, and just as important, is the concept of control which means:

WINNING THE BALL at kick off

scrum, line-out

from the opposition in open play

KEEPING THE BALL - by well developed continuity skills

USING THE BALL to penetrate

outflank

kick over

## TEAM STRATEGY

The strategic plan a team adopts and the tactics it uses to carry out this plan are determined by the playing abilities of the members of the team. It is important, therefore, to develop the abilities of the players, both individually and as a team, so that the range of the strategy and tactics can become greater.

### TEAM STRENGTH

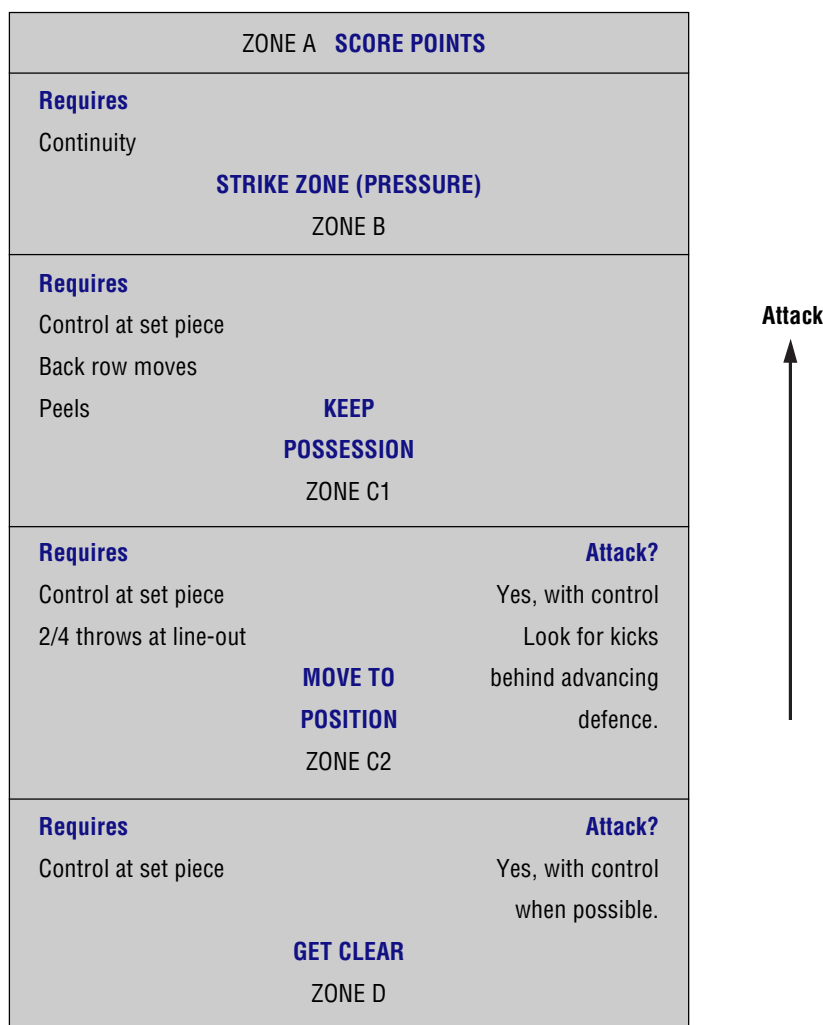
INDIVIDUAL	UNIT	TEAM
e.g. fast wing	e.g. good front five	or good evasive backs
or strong centre	or good line-out height	e.g. high fitness
or quick outside-half		or overall speed
or skilled flanker		or size
or running prop		
or 'gifted' individual		

The teacher/coach must be a central figure, but the knowledge and expertise of experienced players, other staff and, of course, the team captain must be used. It is the captain who makes decisions in the field of play. The teacher/coach's role during the match is that of the ANALYST, so that subsequent discussions (with individuals) and future sessions (with the team) are positive and fruitful.





The general strategic plan is conditioned by territorial considerations, i.e. where the action is happening on the field of play. An overall view on which to base more detailed strategy is shown in Figure 4.35.



**N.B. AREAS ARE APPROXIMATE**

Figure 4.35

Whilst there are general principles which underlie all play, it must be remembered that each game is different and tactics will be influenced by known opposition strengths and weaknesses. Tactics are based on the mini/max principle: minimise the opposition's strengths, maximise your own, i.e. play to your strengths and probe and exploit opposition weaknesses.

Other factors to be taken into account:

- weather
- ground conditions
- the state of play
  - how long to go?
  - does the team need a score?
  - does the team need to hang on?
- the referee

**The Referee** is the *sole judge of fact*. Interpretations on points of Law are vital to a team's success. Players who take no notice of those Laws being applied by the referee on the day may give away vital penalties that might contribute to a defeat for the team.



### Tactical Variations

The tactical variations used by a team are the means by which it can bring its strategic plan into successful operation. All members of the team should know the variations which could be employed in specific areas of the field. They must be built around team, unit and individual strengths.

In relation to tactical variations, the teacher/coach must recognise any gifted individuals amongst the players. The tactics employed *must* include the very simplest manoeuvres which will enable these players to get into play and to express themselves.

### A Tactical View of the Field of Play (Figure 4.36)

In addition to the zones on which the team's strategy is based, it is possible to divide the field down its length into a series of channels.

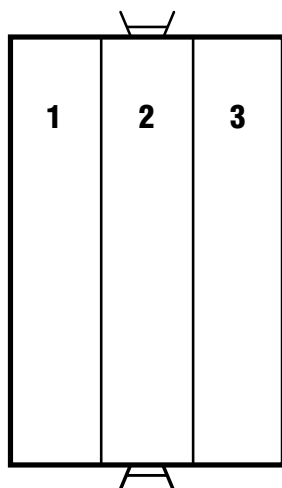
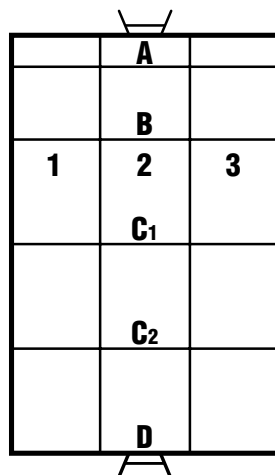


Figure 4.36

The combination of these two sets of lines produces a grid to which the coach and team can relate its tactical variations (Figure 4.37).

Figure 4.37



Within this grid, the zone allows the team to recognise the general pattern of play, according to the strategic plan. The position of play in the CHANNEL informs the players of the choice of TACTICAL VARIATIONS the team will most likely use.

The points at which the lines cross give the team approximate references which allow all the players to know the range of variations on which the team's actions will be based.

A team with a strategic plan, based on a strong forward unit and a strong scrum-half, would approach positions on the field with a different set of tactical variations from one with its strategic plan based on a light-weight scrum, elusive backs and very fast wings.

### Decision Making

A team will commence play with a specific strategic plan which it will put into operation along the lines described above. This strategic and tactical planning provides the team with a corporate view of how it is going to play the game - an overall battle plan. A team should know that at any given area of play it will be using the appropriate tactical variation according to its strategic plan. The choice is normally decided upon by the team's play-makers. It is important to emphasize that the choice holds good only as long as

the conditions which will allow it to succeed remain the same. *If the conditions change, a new decision has to be made.* This new decision is in the hands of the player with the ball. The players around the ball carrier must now react to the new decision, and change their actions accordingly. This is illustrated in Figure 4.38.

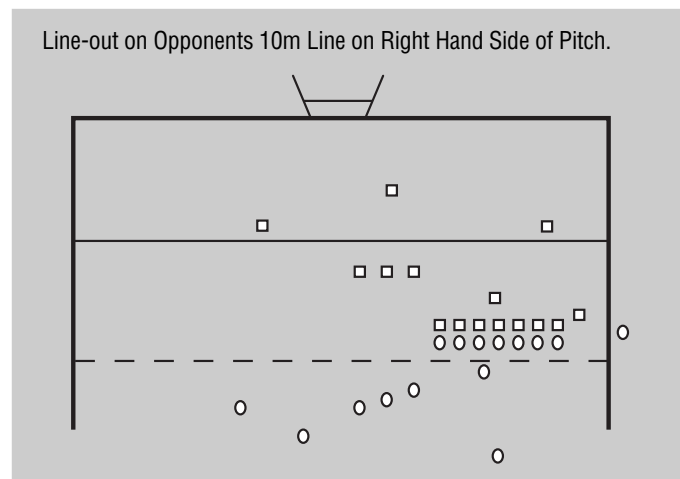


Figure 4.38

### TACTICAL VARIATIONS

- Wide, full back in line – because of speed in backs
- 'Wipers' kick or bomb from inside centre – because of known weakness in defence
- Back Peel – because of strong running forwards
- Cut back at centre – because of quality back row and team's continuity

All the team must be aware before it arrives at the line-out in this position on the field that these are the tactical possibilities. The call tells them which variation is to be used and they should react accordingly.

### REMEMBER: REACTION TO THE CHANGING CIRCUMSTANCES IS VITAL.

### Decision Making in Open Play

Although the game of Rugby has to be viewed in this patterned, formal way, the game is made up of dozens of separate situations between the set pieces. In these, the ability of the ball carrier and those around to weigh up possibilities, to see gaps and spaces, and to pick up cues from each other and the opposition which could lead to profitable action, are vital to team success.







## **UNIT 5**

### **Coaching and Refereeing**

#### **Coaching**

In order to achieve the levels of skill and tactical ability required to play the game at any level, there needs to be a well-organised, well-trained group of coaches. The RFU has an excellent coaching programme which is, like the levels of competition, structured from Foundation through to Excellence (Figure 6.1). Over ten thousand new coaches have been qualified since 1990, mainly at R.F.U. Start Rugby and Preliminary Award levels. In addition to Coaching there is also a Referee's award aimed at young people and at those refereeing mini and junior rugby. It is therefore possible for school students to qualify as coaches or referees as part of their school/education course.

For further information see the end of the text.

#### **Refereeing**

Staff who are teaching the game to GCSE level will need to be able to referee games, at least in class teaching. Should any student or member of staff wish to take up refereeing there is a range of courses available.

The Refereeing Foundation Programme, and the Teacher's Referee Certificate are recognised by the RFU. For further information contact the Referee Centre of Excellence (details in 'Useful Addresses').

The following points are included to summarise the essential features of refereeing.

##### **1. Know the Laws**

A good referee will:

- pay due regard to every word
- master the definitions
- visualise the situation
- read and understand the notes on the laws.

##### **2. Know the Game**

A good referee will learn the finer points of the game from coaches and players and seek to understand their point of view.

##### **3. Be Fit**

Referees should be fit, not only to ensure that they are able to keep up with the game, but for the equally important reason that physical fitness ensures total mental alertness.

##### **4. Before the Game**

Referees should:

- check their dress: clean shorts and neutral shirt, 3 minimum correct socks with tie-ups  
clean boots and laces  
2 clean whistles,
- arrive early at ground:
  - orientate themselves
  - examine playing enclosure for peculiarities, e.g. odd lines, overhanging trees, dead ball areas
- meet team captains
- obtain touch judges and not start without them, if possible.







## 5. During the Game

A good referee will:

- be firm, fair, friendly and approachable
- be consistent
- be alert, move quickly
- be definite
- look behind and around
- take firm control right from the start of play - clear tunnel for scrummage - correct spacing between lines in lineout
- play the advantage law
- use signals correctly
- whistle clearly with variations in tone for different causes
- give short clear reasons for stoppages
- use common sense re officials attending injured players.

## 6. Positional Play

This can only be acquired by practice and study. There are no detailed rules but the following suggestions are made:

### General Play

A good referee will:

- always be up with play
- always be ready to move
- move towards play, not parallel to the touch lines
- operate on in-field side and not get near the touch lines
- avoid looking into the sun
- anticipate moves, understand the game.

### Scrummages

A good referee will:

- stand on the same side as scrum-half
- stand 2-3 metres back and slightly to one side of the half-back
- move away from scrummage after the ball is in to allow a wider view
- watch blind side
- follow the ball, move in a U and not take short cuts.

## Rucks and Mauls

A good referee will:

- be mobile around them
- know where the ball is
- stop them quickly when they are ineffective.

### Line-outs

A good referee will:

- vary the viewing position
- avoid line of touch
- stand on in-goal side within 20 metres of goal line
- not hinder movement of scrum-half
- not follow the flight of the ball, but watch the players.

### Kicks

Referees should always:

- keep the ball between themselves and the majority of players
- follow up all kicks
- be alert for drop-out
- move from the mark quickly in case of penalties
- watch for the tap kick
- watch their shadows and other distractions during place kicks
- watch for obstruction, late tackles after a kick, and players within 10 metres of the player waiting to play the ball and not the flight of the ball.

### Near Goal Line

A good referee will:

- be 1-2 metres in front of play
- watch for dropped goals
- be over the goal line first
- watch for the crucial moment.

## 7. After the Game

It is part of the referee's task to:

- thank the team captains and touch judges
- meet officials and players
- avoid arguments with them.

## RFU Coaching Structure

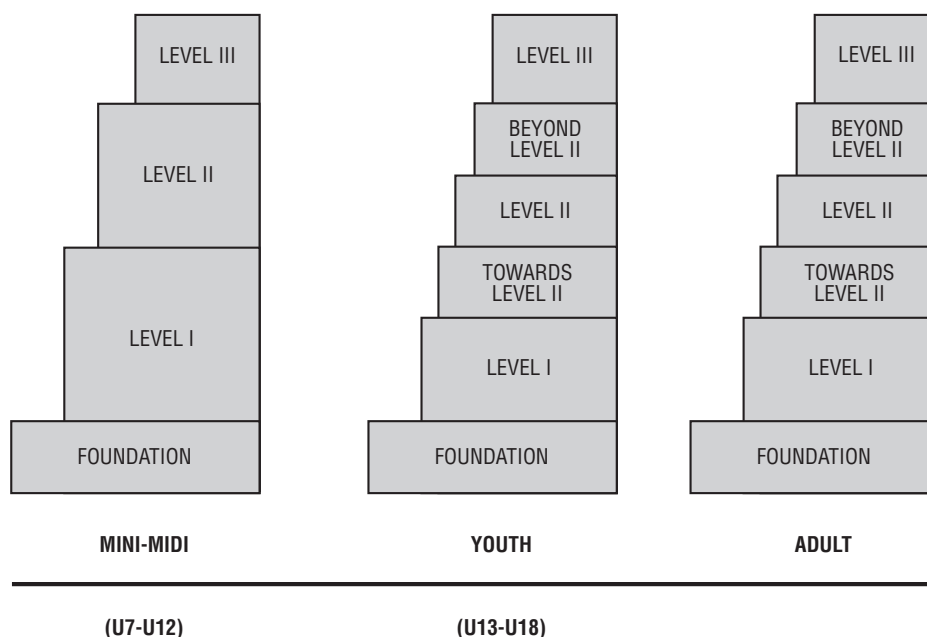


Figure 6.1





## UNIT 6

### A Simple Guide to the Laws

The Laws of the game of Rugby Union are too complex to be covered by this text, and full details are to be found in The Laws in Plain English published by the RFU (For details see the end of the text).

However, it is considered important that all staff and students working to GCSE level should have a clear understanding of the Laws, the following are included as being of vital importance to safe and successful play.

#### Off-Side

This Law differs for open play, scrums, rucks, mauls and line-outs.

**OPEN PLAY**      A player is off-side when he/she is IN FRONT of a team mate who has the ball or has just played it. Being off-side means the player can take no part in the game; as being involved is vital, players should try to remain on-side.

N.B. Remember: The player is only off-side when he/she is ahead of a team mate who has the ball, or who has just played it.

#### The Ten Metre Law

A player is off-side if he/she is within 10m of an opponent waiting for the ball, or the place where the ball pitches. In this case the player **MUST** retreat as fast as possible, to 10m and then wait to be put on-side by a player of his team.

N.B. A player who is *more* than 10m from the receiver (or where the ball pitches) must *not* move forwards towards the opponent before being put on-side by a team mate.

#### On-side

Any off-side players (including under the 10m law) and retiring can be put on-side by team mates in the following ways:

A team-mate who kicked the ball when behind, now runs in front of them.

Any other team-mate who was on-side when the ball was kicked now runs in front of them.

A team-mate with the ball runs in front of them.

They run behind any of these team-mates.

Any off-side players (*except* under the 10m law) can be put on-side by an *opponent* who:

Carries the ball 5 metres.

Kicks or passes the ball.

Intentionally touches it but does not hold it.

Except where the "10 metre" Law applies, any player who is off-side in open play is always put on-side the moment an opponent kicks, passes or deliberately touches the ball and does not hold it.

#### Scrum Off-Side (Under 19)

For everyone except scrum-halves, the off-side line runs through the hindmost foot of the scrum. Any player not in the scrum must stay behind this line until the ball comes out. Scrum-halves must stay behind the ball until it is out (Figure 7.1).

N.B. The off-side line at U15 for the scrum-half is through the centre of the scrummage.





## Off-side at a Line-Out (Figure 7.2)

### FOR PLAYERS TAKING PART IN A LINE-OUT

(i.e. all forwards, both scrum-halves, the player throwing in, and opposite number)

1. Until the ball has touched a player or the ground, the off-side line is the line-of-touch.
2. After that should ruck or maul form, off-side line is as defined below.
3. If a player is in a line-out, he/she must keep on their side of the line until the ball arrives.
4. Then the player must keep on their side of the ball until the line-out ends.

### FOR PLAYERS NOT TAKING PART IN A LINE-OUT

(i.e. all remaining backs)

1. The off-side line is ten metres behind the line-of-touch, or the goal-line, whichever is nearer.
2. Until the line-out ends, players must stay behind that line unless they advance to receive a long throw-in.

### WHEN THE LINE-OUT STARTS AND ENDS

A line-out starts when the ball leaves the hands of the player throwing in. It ends when one of five things happens:

1. The ball leaves the line-out.
2. A player carrying the ball leaves the line-out.
3. The ball is thrown more than 15 metres from the touchline.
4. A ruck or maul forms and the entire ruck or maul has moved beyond the line-of-touch.
5. The ball becomes unplayable.

## Ruck and Maul Off-Side

In a ruck (ball on ground) or a maul (ball being carried) the off-side line is like the one for a scrum: it runs through the hindmost foot of the ruck or maul.

If players are not in a ruck or maul, they must either join in on their own side, from behind the off-side line, OR get back behind it.

without being tackled. For example the player might get knocked over and not held. In that case there is no need to let go of the ball - as long as the player gets back on his/her feet *at once*.

It is important to remember that:

To tackle an opponent you must grab the player by the shoulders or below; **a tackle around the neck or head is dangerous and illegal.**

## In-Goal Play

All Laws apply to in-goal except tackle, scrum, maul and line-out, which apply only to the field of play.

For most infringements in the in-goal the penalty is the same as for the same infringement in the field of play, except that the mark for a penalty or free kick or scrum is 5 metres from the goal line, opposite the place of infringement.

## The Scrum

- REMEMBER: players should not:
- handle the ball in a scrum
- make the scrum collapse
- kick the ball out of the tunnel
- put the ball back into the scrum once it is out.

### Players should:

- form a scrum quickly
- form it where the referee indicates
- put the ball in as soon as possible after the front rows meet
- keep the tunnel clear and let the ball in.

## The Tackle

A player is tackled when held and brought to ground, or held so that the ball touches the ground. "Brought to ground" means not on his/her feet.

When a player has been tackled, he/she should let go of the ball at once, and either get away from it or get up.

When a player has made a tackle, they should let their opponent release the ball and leave it alone until he/she has regained his/her feet.

N.B. The ball carrier can be brought down

## Advantage

If one side does something wrong and their opponents gain an advantage from it, the game goes on without stopping. The advantage can be tactical (good attacking opportunity) or territorial (a gain in ground).

First example:

A player gives a forward pass, but an opponent intercepts it and starts an attacking passing movement. This player has taken tactical advantage, so the referee ignores the forward pass.

Second example:

A player knocks-on and drops the ball. The opponents kick it ahead and follow up. They have gained a territorial advantage from the knock-on, so the referee lets it pass.

Advantage covers 99% of Rugby. It covers all kinds of off-side, as well as knock-ons, forward passes, scrums, rucks, mauls, line-outs, drop-outs and in-goal play. Players should be encouraged that if they see an advantage, they should never wait for the whistle, but quickly grab it!

## Lying on the Ball

Falling on the ball to retrieve it in open play is all right. Lying on the ball stops the entire game, and is all wrong.

When a player falls on the ball, he/she must, *at once*, do something about it.

A player must either play the ball in some way OR get away from it.

This also applies to lying near the ball.

It is important that decisions are quickly taken - remember - keep the game going.

## Knock-on and Throw Forward

The only way to gain ground is to run or kick. A player must not throw or knock the ball forward.

When a player gives a pass, the ball must go along or behind a line parallel to the goal-lines.

"Forward" does not mean in front of a player; "forward" means towards the player's opponents in-goal. If a player fumbles the ball and it bounces towards his/her own in-goal, this is not a knock-on.



### Knock-on exceptions:

If a player charges down an opponent's kick (without trying to catch the ball), this is not a knock-on.

If a player knocks-on, but recovers the ball before it has touched the ground or another player, this is not a knock-on.

N.B. It is an offence to knock the ball forward intentionally, even if the player catches it again.

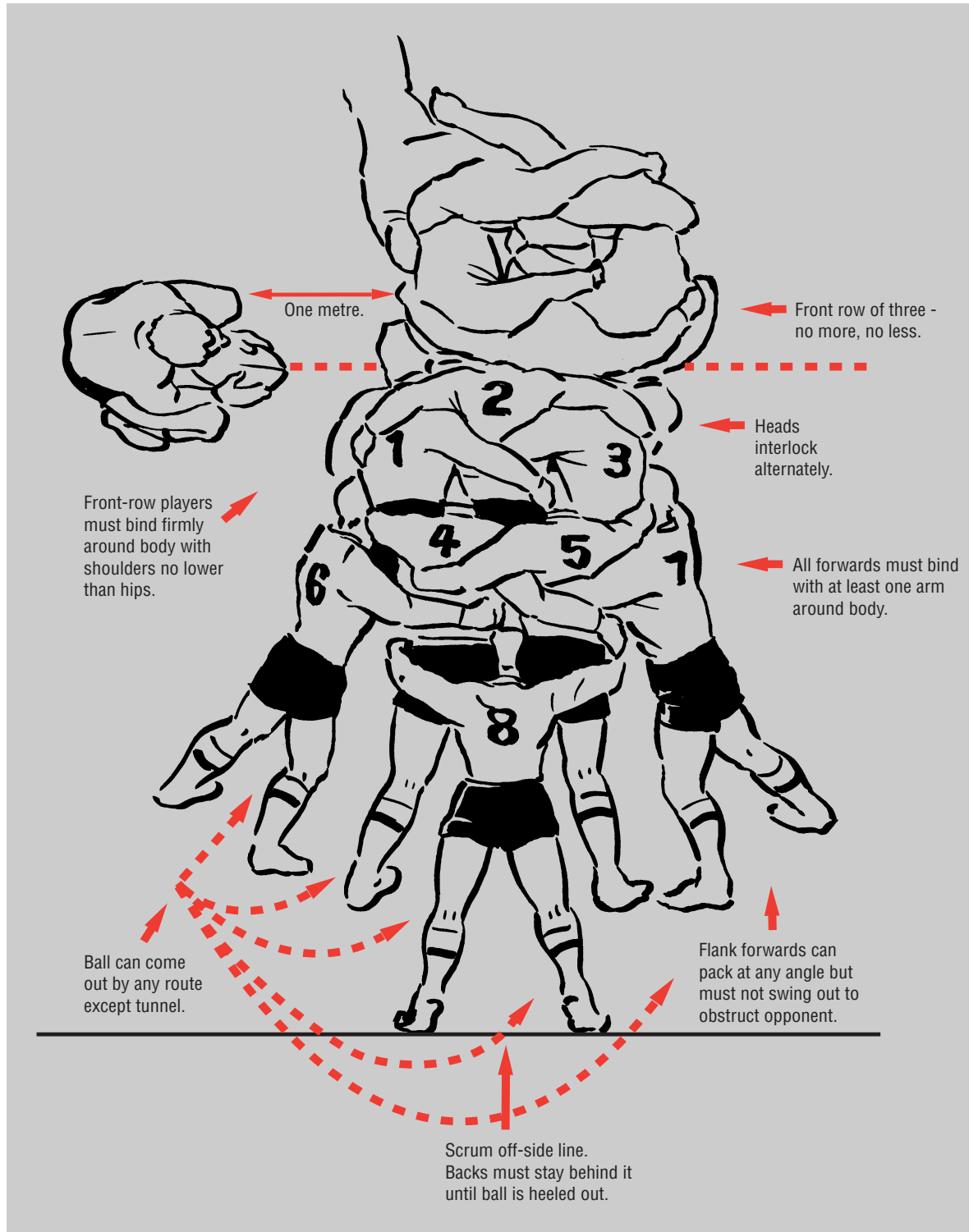


Figure 7.1

There must normally be eight forwards from either side in Youth Rugby (U13-U19)



# Off-Side at a Line-Out

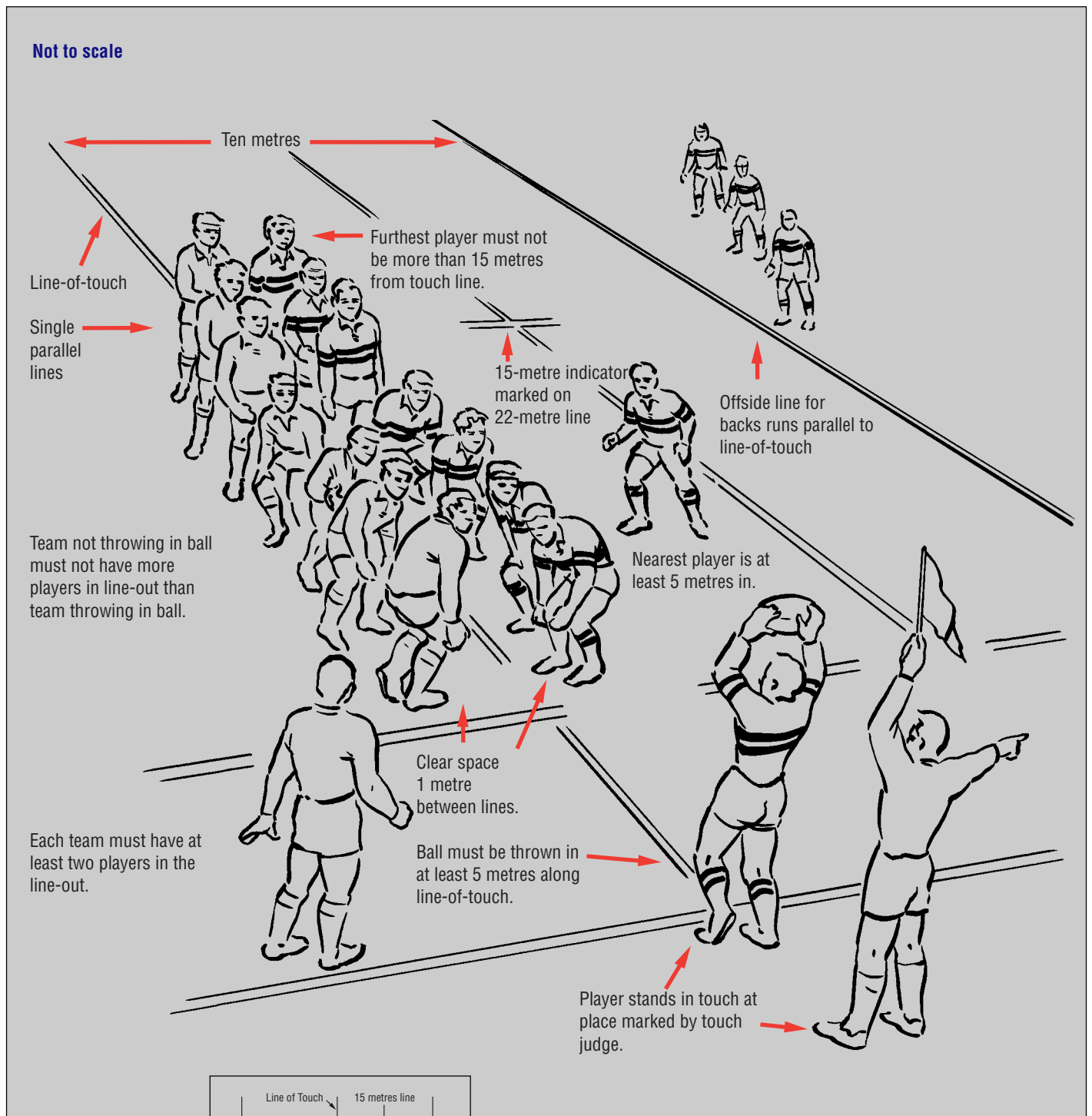
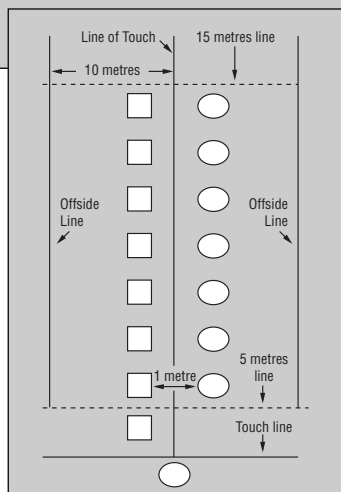


Figure 7.2





## UNIT 7

### Conditioning for Rugby

Preparation for any sport involves three elements:

- Skill and tactical based work (see Units 3 and 4)
- Physical conditioning
- Mental preparation.

Any programme intended to prepare students for the sport of Rugby should provide a balance of these three elements. In addition to these, there are three other elements which require to be built into any conditioning programme. These are:

- The needs of the individual
- The demands of the sport
- The time of year.

The concept of periodisation, i.e. of planning the training year, is well known to staff and therefore it is not covered in this section. What the authors have provided are practical training ideas, and objective tests of player fitness which should support and extend a basic conditioning programme for school players.

### Types of Training

The following are included as useful ideas which require very little equipment and can occupy a whole group.

### CIRCUIT TRAINING USING BODY WEIGHT EXERCISES

Equipment: strong wooden box (Approx. 45cm x 45cm x 38cm)  
skipping rope.

Do all exercises quickly and smoothly. Maintain good form throughout and move quickly from one exercise to the next. Rest for 30 seconds between each exercise. Rest for two minutes between each circuit.

Start by doing two circuits then three and gradually build up to four.

1. **STEP-UPS:** Use the box to step up and down at a good walking pace. Lead 20 times with each leg and step to an upright position each time.
2. **ARM STEP-UPS:** Turn your box onto its side (i.e. 38cm high). Facing the box in the press up position, use the arms to step up and down. Lead 20 times with each arm. You must straighten the arms each time.
3. **BOX JUMPS:** Stand at the side of the box. Keep the feet together and the knees slightly flexed. Jump sideways over the box and back to the starting position 20 times.
4. **SIT-UPS:** Lie on the ground, knees bent to 90° approximately. Fold the arms across the chest and rest hands on shoulders. Tuck the chin in and roll the shoulders up so that the upper back clears the floor. Roll slowly back and repeat 20 times.
5. **DIPS:** Face away from the box. Place hands only on the box with legs outstretched and heels on the ground. Bend arms to lower body to almost touch the ground then push up to straighten arms back to starting position 20 times.
6. **BURPEES:** 20 repeats using a 4 count agility.
7. **INCLINED PRESS-UPS:** Starting position with feet only resting on the box and hands at shoulder width. 30 press ups; arms must straighten every time.
8. **SQUAT THRUSTS:** Starting position, squat with hands on ground slightly wider than shoulder width with feet between hands. Thrust legs out straight backwards, bring back to starting position 20 times.
9. **BACK ARCHES:** Lie on floor, face down with arms stretched out straight in front. Arch the back to lift chest only. Hold briefly, lower; repeat 20 times.
10. **RAPID SKIPPING:** For 30 seconds.

If a climbing rope is available, add a rope climb.

This is a sample programme only, and staff could adapt this to build up their own individual programme.





### CIRCUIT TRAINING ON THE PITCH

The pitch itself can be used to create a circuit training environment (Figure 8.1).

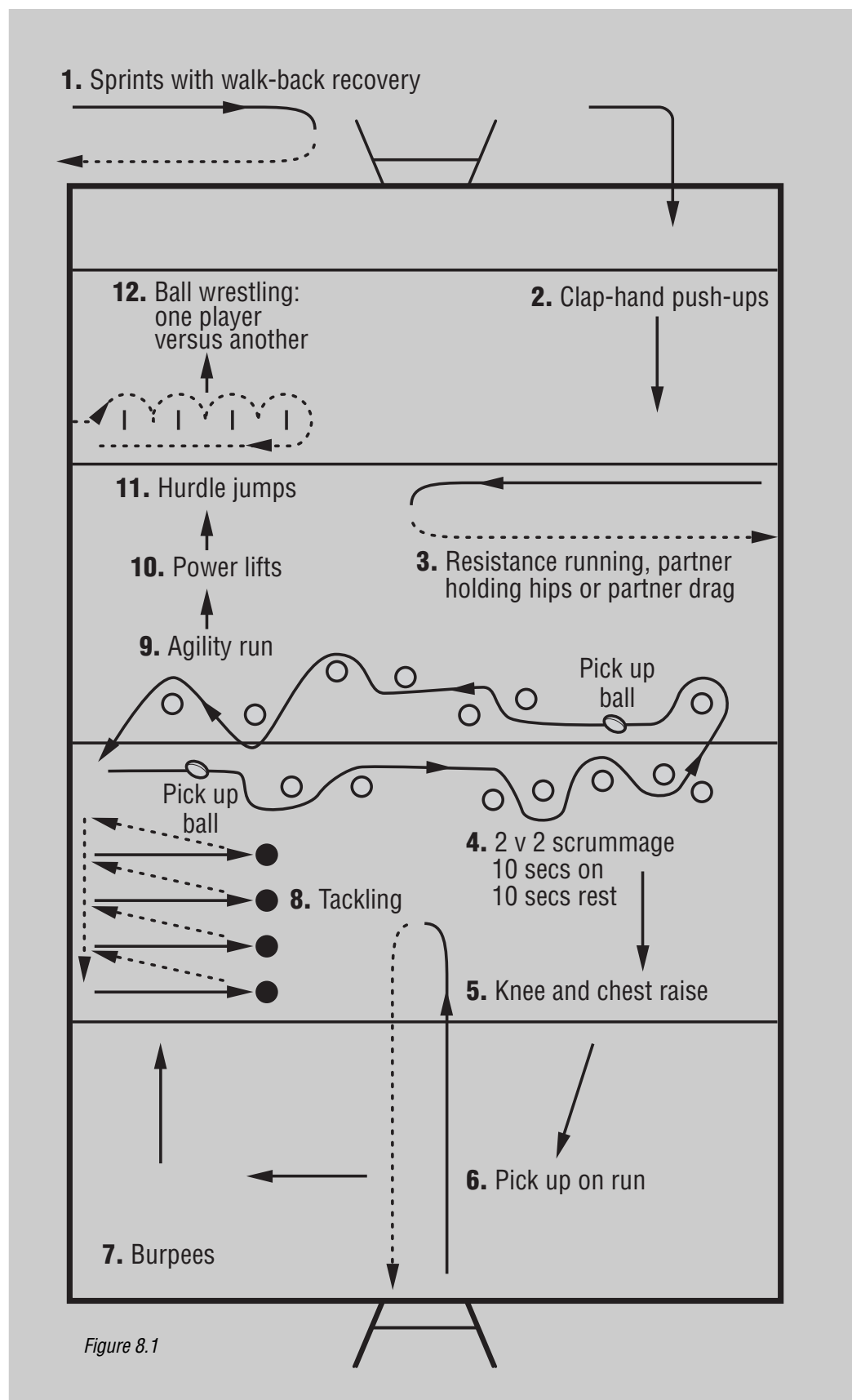


Figure 8.1







## CONTINUOUS RUGBY ACTIVITY CIRCUIT

1. Vault over the buck
2. Double-footed jumps over a bench, working forwards
3. Run and jump onto a box; then jump to a second box
4. Two forward rolls on mats, working forward
5. Sprint between skittles
6. Run and jump on to a box; then jump to a second and to a third box, placed appropriate distances apart
7. A through-vault over horse
8. Spring jump between two skittles
9. Double-footed jumps over three hurdles of appropriate height
10. Jump to touch a basketball ring.

A suggested layout is shown below in Figure 8.2.

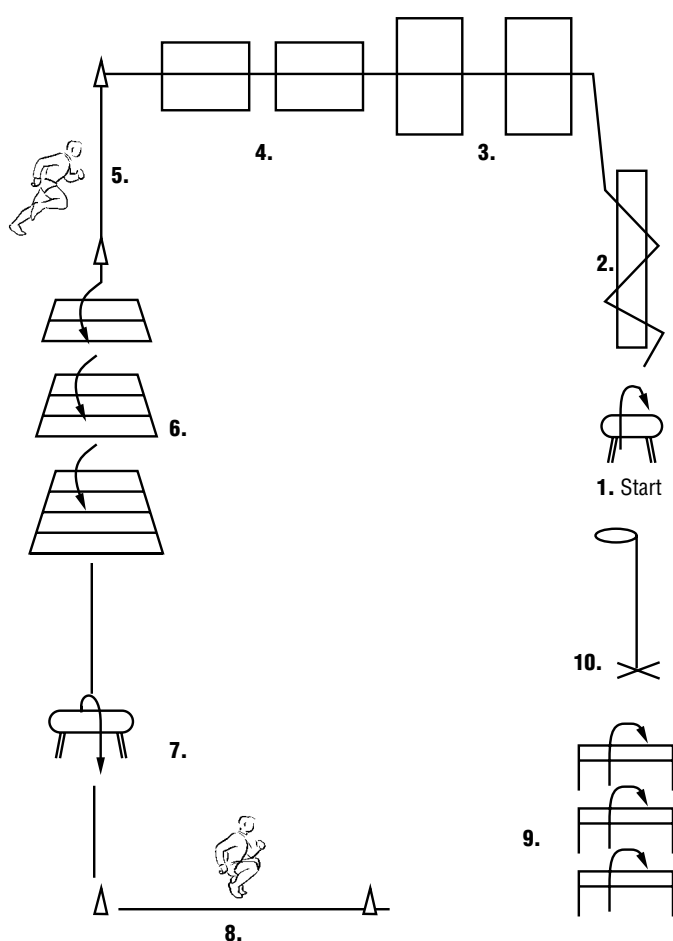


Figure 8.2

## Fitness Testing for Rugby

The RFU has a battery of fitness tests which it recommends for all players. Being able to provide players with accurate information on their fitness is an important motivator, and/or warning of any problems which might be prevented by an early diagnosis.

### The Tests:

1. Body composition
2. Aerobic capacity
3. Muscular endurance
4. Speed
5. Flexibility
6. Anaerobic capacity

### 1. Body Composition

Method:

Height without shoes: weight in shorts: % body fat

Standard measurements of height, weight and skinfold thickness are taken to record the body size and body composition of the player. Skinfold measures are taken by a skinfold calliper at 4 sites on the body - BICEPS, TRICEPS, SUBSCAPULAR, and SUPRAILIAC.

### 2. Aerobic Capacity (Heart/Lung Endurance)

This is the measure of the player's capacity to get oxygen to the working muscle - via the heart and lungs. The longer and faster a player can run, for example, the higher the aerobic capacity.

Method:

The 20m Progressive Shuttle run Test.

The tape for this test with all the necessary conversion tables can be obtained from the National Coaching Foundation (for address see the end of the text).

### 3. Muscular Endurance

This is the measure of the muscles' capacity to continue to work against a given resistance - in this case body weight. It is measured by:

Method:

- (a) Paced sit-ups      (b) Paced press-ups

#### Paced Sit-Ups

This test will be performed with legs bent to 90°, and feet flat on the floor, and arms folded across the chest, hands resting on opposite shoulders.

- Players must stay in rhythm with a series of bleeps on an audio cassette, by touching elbows to thighs on one bleep and then touching their shoulders to the floor on the next.
- The pace will restrict players to 25 sit-ups per minute (50 bleeps per minute).
- If players lose form, they will be given two warnings and will be stopped on the third occasion. Losing form will include: (a) not touching elbows to thighs, (b) moving the hands from the shoulders, (c) inability to maintain pace with the bleep, and (d) bouncing.





### Paced Press-Ups

This test will also be performed to a series of bleeps on an audio cassette.

- Players perform an “extended” push-up. In order to standardise the placement of hands, players lie in a prone position with arms out to the side and elbows flexed at 90 degrees. The position of the elbows will determine where the hands will be placed for the test.
- Players start with the arms extended and the feet together. On the first bleep they bend their elbows so that the chest touches the tester’s clenched fist on the mat immediately under them.
- At the next bleep, players should be in the extended position with straight arms.
- The pace of the bleeps will restrict players to 25 press-ups per minute (50 bleeps per minute).
- Warnings will be given for loss of form. Loss of form: (a) not touching chest to the fist (b) not extending the arms fully (c) bending or sagging at the hips and (d) not going at the test pace.

### 4. Speed

Method:

The student’s speed should be measured from a standing start over 15 and 30m.

N.B. It is recommended that school sessions are measured over 30m only.

### 5. Flexibility

Method:

The Sit and Reach test measures hamstring and lower back flexibility.

It is performed as shown in Figure 8.3.

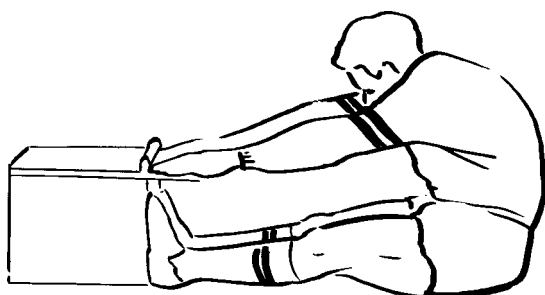


Figure 8.3

The flexibility tests for elite players have now been changed. However, the Sit and Reach test is considered to be a simple and accurate enough measure of flexibility for use in schools, where equipment may be limited.

### 6. Anaerobic Capacity

This is a measure of the player’s capacity to produce a burst of high power in a short period of time. Rugby requires repeated bursts of high-intensity activity and can be termed a multi-sprint activity.

Method:

The player runs 20m shuttles at 120% of his “Bleep Test” result (i.e. Test 2 above) for as long as he/she can.

This requires equipment and calculation which is probably too complicated for lesson-time testing sessions.

### 7. Leg Power

This test is designed to test the explosive power of the leg extensors.

Normally schools would use the Sargent jump test, but some institutions may wish to purchase the Takei & Co jump meter as a quick and convenient alternative.

Each player will be given three trials and the best score will be recorded.

### The Recommended School Fitness Session

This should contain the following tests:

TEST	METHOD
1. Body composition	Height and weight
2. Aerobic capacity	The “bleep” test
3. Muscular endurance	Sit-ups and press-ups (with or without timing but with control)
4. Speed	30m sprint on a good surface
5. Flexibility	Sit and reach
6. Leg power	Sargent jump

### Conclusion

Fitness testing is important because it:

- provides information on which individuals can base personal training
- allows players to measure their progress
- can motivate players to continue to train.





Below is a table showing the results of the English Junior Squads which can be used as a comparative measure.

#### AVERAGES

<b>VOMAX (ML/KG/MIN)</b>	<b>Average</b>	<b>Best Score</b>
U17	52.6	65.6
U18	53.5	66.2
U19	54.1	66.7
U21	54.6	69.9
<b>TRUNK CURLS</b>	<b>Average</b>	<b>Best Score</b>
U17	40.1	150
U18	51	150
U19	49	150
U21	82	150
<b>PUSH-UPS</b>	<b>Average</b>	<b>Best Score</b>
U17	32	67
U18	34	60
U19	37	88
U21	41	100
<b>LEG POWER</b>	<b>Average</b>	<b>Best Score</b>
U17	56.5	70
U18	57.5	77
U19	56.2	73
U21	56.7	69





## Mental Preparation

For players, at any level, to achieve their full potential, and be enabled to play “excellently”, in personal terms, the value of mental preparation and rehearsal has to be recognised.

At a basic level, staff have to remember that the team is made up of individuals, who may play the game for different reasons, have different expectations of both the game and themselves, and have different ambitions. Players will also react differently to the stress of competition. Staff can help by becoming good “man-managers”, but it must be realised that players must learn to manage themselves and to control their own emotional responses.

There are several theories which are used to explain the impact of stress on physical performance; one of the first was known as the inverted-U relationship between emotional arousal and quality of performance. While this has now been superseded by “wave” theory, the inverted-U is seen as more appropriate to a text of this nature (Figure 8.4).

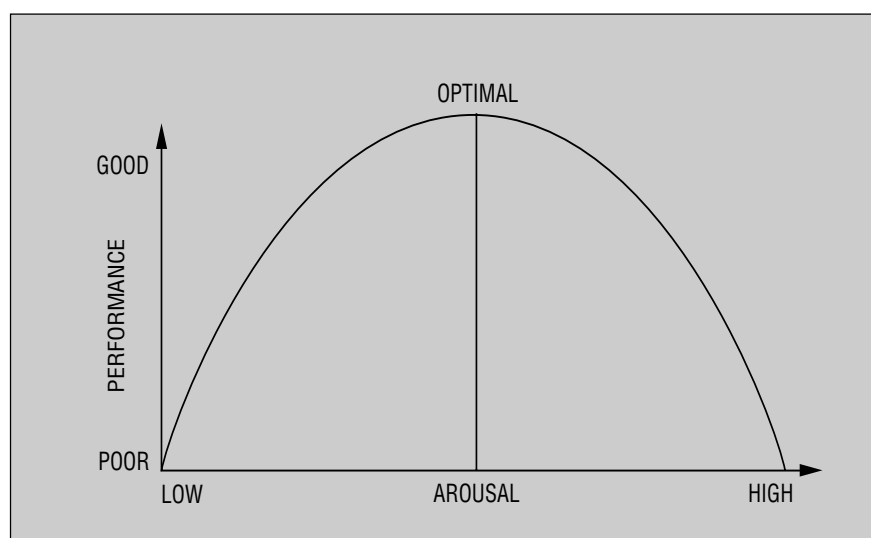


Figure 8.4

The graph shows that a certain degree of arousal is necessary if a quality performance is to be produced, but players who are over-aroused become tense, and their skills and judgement restricted and/or rushed. Equally, players who are under-aroused are unlikely to concentrate and will lack the urgency to perform well. For different skills however, there are different optimal arousal levels, and players, should therefore, learn the mental skills both to “psych up” and to “psych down”. An example might be the hooker who one minute is driving fiercely into a maul, and the next trying to throw the ball accurately into the line-out.

**PRE-MATCH:** There is a very fine line between being optimally-prepared mentally, and being either over or under-aroused. In the time leading up to the kick off, the coach should provide an environment in which every player can follow through the mental and physical procedures *which work for him/her*, recognising that each will react differently, and that what for one is important may be entirely negative and destructive for another.

**DURING THE MATCH:** Players can learn to use certain psychological skills to enhance or maintain their performance. These skills are not easily learnt and, as with physical skills, it will need a great deal of time and practice before they become fully learnt and effective.

Of the variety of mental skills, the most frequently used are:

1. Goal setting
2. Imagery and visualisation
3. Relaxation

## 1. Goal Setting

It is difficult to imagine winning the game for the total eighty minutes of the match. However, it is possible to set “winnable” goals throughout the game.

For example, players can be asked, or set themselves, the goal of:

- Making... (so many) very good tackles
- Making every kick to touch
- Getting to the ball in broken play first on... (so many) occasions
- Winning the important line-out ball.

These goals should be **REALISTIC** and **PERSONAL** and should help players to focus their attention more precisely throughout the game.

## 2. Imagery and Visualisation

The players’ ability to see themselves perform a skill or tactic to their very best level is an important part of pre-match preparation. Players should be made aware of an aspect of their game which they feel is important to them. This might be a “closed” skill, for example goal kicking or throwing in at a line-out. It could also be more “open”, for example the perfect dummy or break, the superb two-handed catch. Once the players have decided what they need to work on the teacher/coach should help them to:

- choose the best time and place to practise, for example just before falling asleep, or just before the match
- focus their attention on the key aspects to look for by talking it through with them
- decide how they see themselves, i.e. externally as on a television screen, or internally by “looking out” from their own eyes at the results of their perfect performance.

Whilst visualisation, like all mental preparation, is an intensely personal skill, staff can and should talk through the general principles.

## 3. Relaxation

Relaxation techniques are not easily acquired. The techniques of muscle relaxation by stages of quietening the breathing, sitting perfectly still or, even better, lying down, can calm over-arousal before the game. During the game, centring the inner thoughts away from the objects of pressure or of disturbance can help players “keep their cool” in moments of stress.

While there is general acceptance of the importance of mental preparation, many staff, due to their lack of training, are understandably reluctant to undertake this type of work. However, there are several very easy to use texts and audio cassettes which can help staff with this area of work; for example, the NCF have produced some useful texts on mental preparation, such as *Mental Preparation and Performance*, *Motivating Your Athlete* and *Working With Teams*. (For details of NCF see Useful Addresses.)





## UNIT 8

### The History and Structure of the Sport

#### The History of the Game

- 1823 WILLIAM WEBB ELLIS, with a fine disregard for the rules of football as played in his time, took the ball in his arms and ran with it, thus originating the distinctive feature of the game of Rugby Union.
- 1839 First Rugby club on record was formed at Cambridge by an old Rugbeian, Mr A. Pell. Games were played on Parker's Piece up to 1881.
- 1861 Richmond and Sale Clubs formed.
- 1863 Civil Service formed and Richmond re-formed.  
Many other famous clubs formed in the next 16 years, including:
  - 1865 Bath, Wimbledon Hornets
  - 1866 Bradford, Hampstead (renamed Harlequins 1870)
  - 1867 Wasps, Twickenham
  - 1868 Brighton
  - 1870 Burton
  - 1871 Streatham
  - 1872 Clifton, Exeter
  - 1873 Moseley, Gloucester, Rugby, Carlisle
  - 1875 Newport, Weston-super-Mare, Trojans
  - 1876 London Scottish, Saracens
  - 1879 Rosslyn Park, Ipswich
- 1871 The Rugby Football Union formed in London on January 26. A. Rutter (Rugby), first President, assisted by two other Old Rugbeians, E. C. Holmes and L. J. Maton, drafted the Laws of the new Union. The Laws of the game as played at Rugby School adopted en bloc except for one or two formalities in kicking and in the matter of "hacking".
- 1871 First match between England and Scotland was played in Edinburgh. Scotland won, by 1 goal, 1 try to 1 try: (At this date only goals could decide a match. Tries did not count unless converted into a goal.)
- 1871-2 First University Match at Oxford. Oxford won, by 1 goal, 1 try to 0.
- 1872 First Rugby club formed in France by British residents at Le Havre.
- 1873 Scottish Rugby Union formed. Previously, the chief Scottish clubs had joined the Rugby Union.
- 1874-5 First match between England and Ireland; England won.
- 1875-76 Universities reduced teams from 20 to 15 a side. Rugby first played in Cape Town, South Africa. Southern RFU formed in NSW Australia. Renamed New South Wales RU in 1892.
- 1877 February 5th, International teams reduced to 15 a side.
- 1878 Rugby Union accepted cup from disbanded Calcutta club in India for competition with Scotland.
- 1879 Irish Rugby Union formed.
- 1880 Welsh Union formed. Rugby Union agreed to pay travelling expenses of their international teams.
- 1880-1 England and Wales first met. England won at Blackheath, by 7 goals, 1 dropped goal, 6 tries to 0.  
Scotland played 3 three-quarters against Ireland.





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| <p>1882-3 Neutral referees first appointed for international matches.</p> <p>1885-6 Referee given whistle and umpires sticks (later flags).</p> <p>1886 International Rugby Football Board formed.</p> <p>1886 Rugby Union adopted scoring by points.</p> <p>1889-90 "Close Time" (May 1 to August 31) established by the Rugby Union.</p> <p>1890 International Board took action (1) to ensure one code of Laws for International matches, (2) to settle all disputes arising from such matches on a majority vote, and (3) to amend, alter, cancel any Law in, or add new Laws to, the International Code by a majority of 3 to 1. Barbarians FC formed.</p> <p>1893 The "Broken Time", controversy i.e. paying players for time lost from work, reached a head at a general meeting of Rugby Union.</p> <p>Formation of a Northern Union (later, re-formed as the Rugby League). "Advantage Law" was introduced.</p> <p>First visit of an English club to France. Rosslyn Park beat Stade Français, in Paris.</p> <p>1905-6 Modern scoring values adopted.</p> <p>First All Blacks in Great Britain.</p> <p>1907 Rugby Union purchased the ground at Twickenham.</p> <p>1909-10 First International matches played at Twickenham. Wales beaten; Ireland drew.</p> <p>1914 Nine days after outbreak of the Great War, on August 4, Rugby Union circular advised all players to join Forces.</p> <p>1925 Murrayfield opened. Scotland beat England.</p> <p>1932-3 International Board circular drew attention of players and referees to problems created by "over-specialisation" among forwards.</p> <p>1937-8 A number of the Laws amended.</p> <p>The penalty try now always to be awarded between the posts.</p> <p>1941-2 Army beat RAF at Richmond in first wartime international Service match.</p> <p>Wales beat England, at Swansea, in first Service international.</p> <p>£1,959 raised from "gate" for Service charities.</p> <p>NZ Army and Air Force join in Middlesex Sevens at Richmond.</p> <p>1945-6 "Victory" internationals.</p> <p>New Zealand Army Touring Side (Kiwis) in Great Britain.</p> <p>1948-9 Dropped goal reduced in scoring value from 4 to 3 points.</p> <p>1961 First experiment in keeping two lines of forwards a yard apart at line-outs.</p> <p>1963 M. P. Weston's team make first England tour in Australia and New Zealand. Fifth All Blacks.</p> <p>1964 Clubs in membership of Rugby Union reach 2,034.</p> <p>1968 International Board decide on trial of "Australian dispensation" kicking law for one season. Later so successful that now written into Laws.</p> <p>Replacements allowed under certain conditions.</p> <p>T. J. Kiernan's team in South Africa.</p> <p>1970 Centenary Convention at Cambridge of representatives of clubs from all over the world.</p> | <p>1971 England whitewashed in the 5 Nations Championship for the first time.</p> <p>1980 Grand Slam year captained by W B Beaumont OBE. First for 23 years.</p> <p>1981 New South Stand opened, giving Twickenham a ground capacity of 65,000 of which 47,000 were seated.</p> <p>1983 Rugby Football Union for Woman founded.</p> <p>1987 World Cup competition inaugurated, New Zealand first champions beating France in the final.</p> <p>1989 North Stand demolished to make way for a new three-tier 15,500 seater stand - the largest of its type in Europe.</p> <p>1990 The new North Stand opened. England beaten by Scotland in the Grand Slam decider.</p> <p>1991 England won Grand Slam number 9 and reached World Cup final, only to lose 6-12 to Australia.</p> <p>1992 Grand Slam number 10 for England. East Stand demolished to make way for next phase of development at Twickenham.</p> <p>1993 England Winners of the Melrose Cup in the Inaugural World Cup Sevens at Murrayfield.</p> <p>1993 East Stand open in time for the visit of the All Blacks.</p> <p>1994 Official opening of the East Stand by Her Majesty the Queen.</p> <p>1994 England Women win the Women's World Cup.</p> <p>1994 Demolition of the West Stand - the final phase in the development of Twickenham.</p> <p>1995 England win Grand Slam Number 11.</p> <p>1995 South Africa, the host nation, wins the 3rd World Cup Competition, beating New Zealand in the final.</p> <p>1995 The International Rugby Football Board declare that Rugby Union Football should become professional.</p> <p>1995 The World Cup holders, South Africa, visit England to play a one-off Test in the completed Stadium at Twickenham.</p> <p>1995 The Stadium at Twickenham is officially opened by HRH The Duke of Edinburgh. England play Western Samoa.</p> <p>1996 Fully professional Rugby Union clubs, financed by individual 'owners' or syndicates appear.</p> <p>1997 The European Cup competition inaugurated.</p> <p>1999 Australia win the World Cup, beating France at Cardiff in the 4th final.</p> <p>2000 Italy join the Northern hemisphere Five-Nations Championship to make it the Six-Nations.</p> |
|--|--|

Some of the above information was taken from Centenary History of the Rugby Football Union, U A Titley & Ross McWhirter. Redwood Press, 1970, Trowbridge, Wilts.



## The Structure and Role of the Rugby Football Union

The role of the Rugby Football Union is encapsulated in its Mission Statement:

*“To promote, foster and govern Rugby in England for the benefit of all, and be world leaders through excellence in every aspect of the game”.*

The Rugby Football Union founded in 1871 is the governing body of the game in England. It is a ‘member’ organisation comprising 2,000 clubs, and members of those clubs can make their opinions and wishes known through their representatives. These representatives are elected by 27 ‘County’ organisations (by Yorkshire, Hampshire, Somerset, for example) to the RFU Council. Additional members representing the Armed Forces, Oxford and Cambridge Universities, and Students, together with co-opted members from the England Schools RFU and the professional clubs complete the 36-member Council. The Council is the policy-making body of the Rugby Union.

The day to day running of the Union and the decision-making which fulfils the political strategies decided by the Council is carried out by the Management Board of the Union. The Chairman of the Board is elected by the RFU Council. The Management Board is led by the Chief Executive of the Union and works through the following Directorates – Marketing, Finance, Operations, Development and Performance, and Communications.

The relationship between the rugby playing membership and the Governing Body is shown in the following diagram (Figure 9.1)

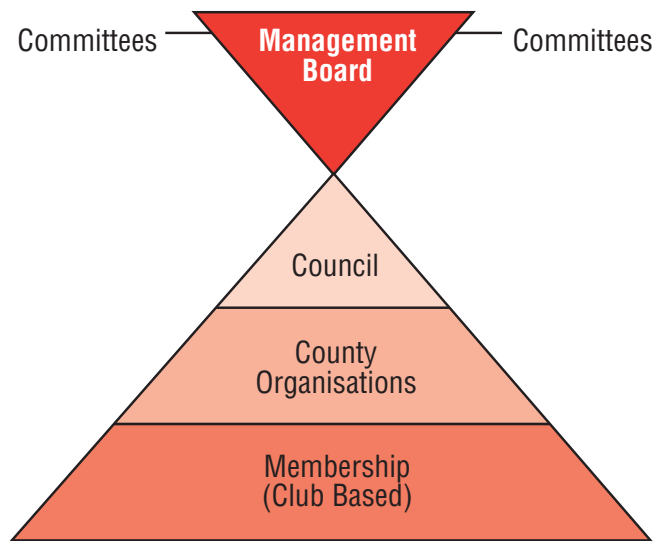


Figure 9.1

The Management Board structure is shown below (Figure 9.2)

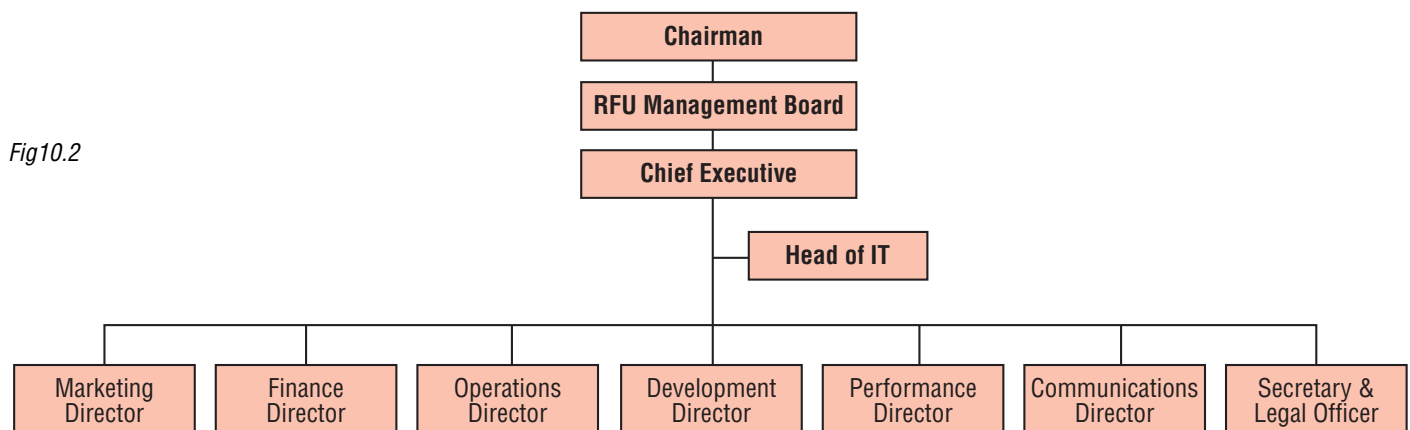


Fig10.2

## The England Schools Rugby Football Union

Over 3,000 schools are affiliated to the Schools Union. The aim of this Union is to foster and develop the game of Rugby Union for the moral, mental and physical development of schoolboys and schoolgirls. At National level, England plays international matches at U16 and U18. National Knock-Out championship at U18 and U15 attract an entry of over 300 schools.

## The benefits of membership

Both clubs and schools, on payment of the appropriate fee, are covered by a comprehensive insurance scheme. They both have access to tickets for international and other major matches. They regularly receive information about the publications and videos produced by the Development Department. They can obtain information and assistance in the fields of finance, including loans, equipment and tours.







### The National Competitive Structure

A League structure, involving more than 1,200 teams in over 100 leagues, with promotion and relegation processes, is organised throughout the country. These function at County level at the base of the structure, and progress through Divisional to National level. At the National level the teams involved are professional.

Knock Out Competitions are organised at three levels. The top 134 clubs compete in the Senior Knock-Out Cup, sponsored in 2000 by Tetley Bitter. The 512 most Junior clubs compete for the Junior Knock-Out Cup (called the Tetley Bitter Vase in 2000), and those clubs not involved in either of these, compete in the Intermediate KnockOut Cup competition (called in 2000 the NPI Cup competition).

### Representative Structure

The representative aspects of the game, at County, Divisional and International level exist alongside the League and Knock-out structure. It is represented in the following diagram (Figure 9.3).

### International Competition

Each season a 6-Nations championship (until 2000 when Italy became competitors it had been the 5-Nations) is held between January – March, with England, Scotland, Ireland, Wales, France and Italy taking part.

### The World Cup

The Rugby World Cup competition was inaugurated in 1987, held in Australasia, with New Zealand the first champions. In 1991 the competition was held in the Northern Hemisphere, and Australia beat England in the final. In 1995, South Africa won the 'Webb-Ellis Cup' to become champions, and in 1999 Australia were again successful, beating France at Cardiff in the final.

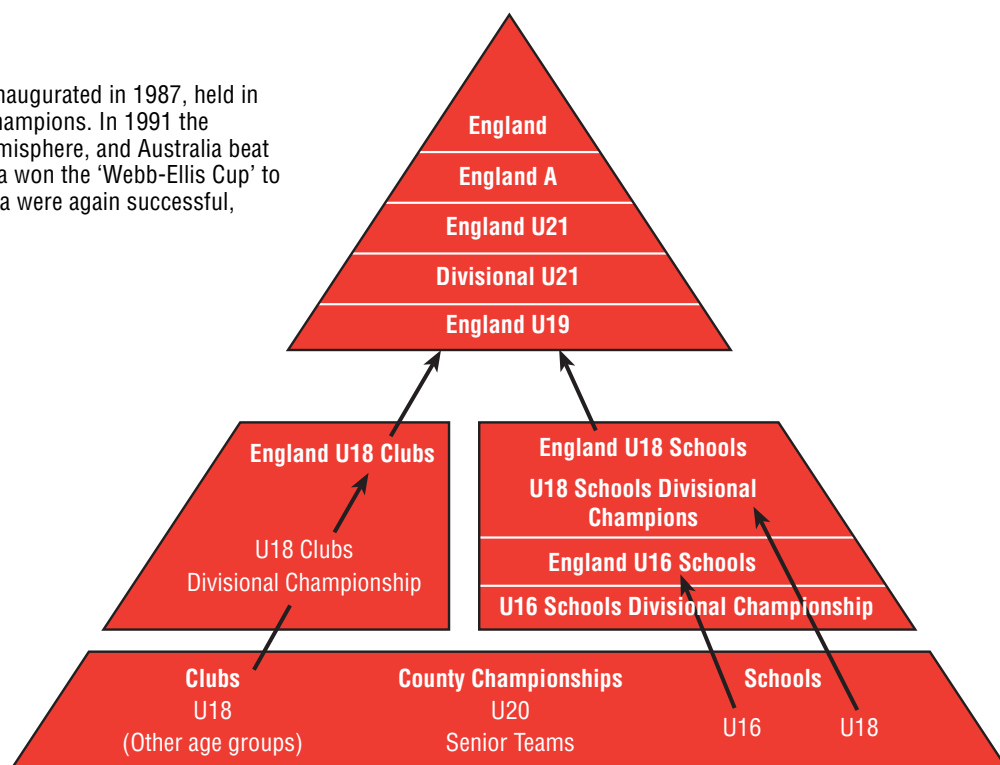


Figure 9.3





## UNIT 9

### Current Issues

#### Professionalism

In 1995 Rugby Union became an 'open game', played by both amateur and professional players. Before that time the game had been played only by amateurs. It was generally accepted that this 'amateur' game was not wholly pure and at the higher levels, players were receiving remuneration of some sort – not necessarily money – for their participation. This state of affairs was tagged 'shamateurism'.

The advent of professionalism has led to the emergence at the top levels of the game of professional clubs, owned and managed by single owners or syndicates.

With the professional game, standards of fitness and of preparation, and consequently of playing standards have improved. But with professionalism has also come problems. The owners of the clubs, whose investment in the game amounts to many millions, feel that they should have some, or even full control, of the professional structure of the game.

The debates have encompassed the following subjects

- (i) Which organisation, the RFU or the owners, should have responsibility for fixture making and the competitive structure for professional clubs?
- (ii) Which organisation should have the right to negotiate television contracts for competitions involving professional clubs?
- (iii) Which organisation has the primacy of contract for those players chosen (by the RFU's coaching and selecting staff) to represent England in international competition?

#### The Amateur Game

95% of players and administrators, coaches and referees in the Rugby Union are amateur, involved in the game for their pleasure and interest. The Rugby Union represents the interests of this group particularly in its discussion and debate with the vested interests of the professional game. The RFU, for example, would expect to use the substantial income generated by television contracts for the general development of the game – subsidising clubs at all levels, encouraging young player development and coach education and so on.

In the amateur game, much proceeds as it did before 1995. There are however current issues which do need prompt attention, and which the RFU is addressing

- (i) Previously clubs would arrange their own fixture lists, playing traditional opponents. Now, most clubs are involved in league structures, which dictate who, when, and where they should play. This change of emphasis has not found favour with a significant minority of players and clubs.

At the same time, within the competitive league structure, teams are required to have replacement players available, particularly in front-row positions. Thus, instead of a team of 15, squads of between 17 – 22 are the norm. Some, often younger players do not actually therefore get a game, and because of these requirements clubs find it increasingly difficult to field 3rd or 4th teams (two squads of 22 in 1999-2000, 44 players in all, would have been almost *three* teams (45 players) in 1994.

These two reasons in particular have led to a loss of players to the game, and it is estimated that 25,000 fewer players are playing in 2000, as compared to 1997.

- (ii) The second current area of concern is the drop-off in playing numbers amongst teen-age players. The game, through Mini-Midi, and junior rugby (U7 – U15) flourishes massively. At the age of 15, and again at 18/19, when students leave school, the drop-off is significant.

The RFU is dealing with these issues as a matter of urgency.

#### Player and Spectator Behaviour

Players are obliged to play within the laws and spirit of the game. When they do not do so, disciplinary procedures are immediate. A player who is sent off must appear before his County Disciplinary Committee, and if found guilty of the offence, the player will receive a penalty. These range from 14 days suspension for a blow with the hand or fist, to 18 months suspension for biting an opponent, or gouging his eyes.

It is however the norm for players to play within the laws and to accept the referee's decisions without question.

Rugby Union spectators are generally well-behaved. Ticket allocations for international matches are sold only through affiliated clubs and schools. Spectators are not allowed into any matches when in possession of cans or bottles of alcohol.

It is usual for rugby crowds to behave in accordance with the spirit of the game, and to applaud good play by both teams.





## THE MEDIA

The media have a powerful influence over how Rugby Union is portrayed to the public, and therefore the RFU has a clearly defined policy towards relations with them and hold regular meetings with media representatives. Tony Simpson, formerly the Northern Division Press Officer, has produced a pamphlet, *Working with the Media*. This provides advice on how to create a mutually beneficial association with the media. One of his guidelines is of particular relevance to schools. He indicates that it is generally accepted that children boost media interest and therefore the names of children and, even more so, their faces are prime causes of people buying newspapers, listening to radio and watching television. Schools therefore have an inbuilt way of being able to attract at least local media attention. (For details of how to obtain a revised copy of *Working with the Media*, contact the RFU National Promotions Officer.

## ADVERTISING, MARKETING AND SPONSORSHIP

### Marketing

The RFU's Marketing Department has negotiated a series of contracts with sponsors, who fall into the categories of elite sponsors, match sponsors or official suppliers.

Advice and information on advertising, marketing and sponsorship is available to RFU Constituent Bodies, clubs, schools and universities from the Marketing Department at RFU Twickenham.

### Sponsorship and Advertising

The provision of sponsorship and advertising monies is seen as essential to support the game. It must be clearly understood, however, by sponsors, that their involvement implies no right of interference with match arrangement and timings, or with the running of the club.

### Club Sponsorship

Finance is needed by all clubs in order to maintain and improve their facilities and to promote the game in their area, particularly among the young. Many companies and institutions are interested in providing financial support in return for appropriate acknowledgement and publicity. The finance can be associated with a match, a team, the supply of kit, or a specific project in connection with the club such as a match programme, or it can merely be a donation to club funds. Acknowledgement of a sponsor's support may be shown on a club's headed notepaper.

### Individual Sponsorship

In the open game players have the freedom to negotiate deals and contracts with individual sponsors. This is most likely to be the case with the full-time professional player. Any contract so negotiated must not clash with those already in place at their club or with the RFU.

### Perimeter Advertising

This is a matter for individual clubs, but care must be taken to ensure that the boards do not represent a hazard to players.

Space must be provided on the main touchlines for advertising boards required in accordance with RFU competitions. These requirements are notified to participating clubs via RFU bulletins.

The RFU is very strict in terms of advertising within the Players' Enclosure.

One registered manufacturer's logo or trade mark (which may incorporate the manufacturer's name) and other registered trade-marks as indicated below, may appear on each of the following items of a player's, match official's and attendant's clothing or equipment.

Jersey	Up to 3 additional trade-marks
Shorts	1 additional trade-mark
Socks	No additional trade-marks
Boots	No additional trade-marks
Tracksuits	Up to 3 additional trade-marks
Medical Cases	1 additional trade-mark
Rugby Ball	No additional trade-mark

The term "player" includes replacement. The term "match official and attendant" in this Regulation normally includes: the referee and the touch judges, the coaches, the medical officers, the first aiders, ball boys, physiotherapists, baggage men and any other designated Union official.

Apart from a manufacturer's registered logo or registered trademark, registered logos and/or registered trademarks are not permitted on any other item of a player's or match official's and attendant's apparel or equipment.

This Regulation does not prohibit a Union or club's logo from appearing on any item of a player's or match official's and attendant's apparel or equipment.

The size of such registered logos and registered trademarks is limited as follows:

On balls, jerseys and medical cases the total size on each individual item of all registered logos and registered trademarks added together shall not exceed 160 sq. cm.

On shorts, socks and boots the total size on each individual item of all registered logos and registered trademarks added together shall not exceed 80 sq. cm.

On tracksuits the total size of all registered logos and registered trademarks added together shall not exceed 325 sq. cm.

Any form of logo, trademark or advertising is prohibited on:

touch judge's flags, goal-posts and cross bars.

The prohibition in respect of goal posts does not apply to padding and protectors up to a height of two metres from the ground.

The name of an advertiser or manufacturer, as distinct from the registered logo or trademark, may not appear except as stated in the Regulations governing the game.





## WOMEN IN RUGBY UNION

The Rugby Football Union for Women was established in 1983 with just 12 clubs. There are now 195 clubs with 4,500 registered players in England. These clubs play in a league structure headed by Premier Leagues 1 and 2 and supported by 36 subsidiary leagues at appropriate levels. 80 clubs have teams catering for U16 players. The headquarters of the REUW is at Newbury RFC and its administration now embraces the following areas:

- The implementation of a five-year Development Programme
- National Divisional and Student leagues
- U16 Rugby
- International Competition and the World Cup
- Coaching Courses for Teachers, Coaches and Referees
- The provision of promotional and Coaching material
- The promotion of New Image rugby

Thousands of girls have been introduced to Rugby Union through New Image courses and many youngsters introduced in this way, and through mini-rugby, continue through Youth rugby (U16), Universities and Clubs. (For further details, see 'Useful Addresses').

## DRUGS AND DRUG TESTING

It has been made very clear by the RFU that England players and those who represent England at ALL levels could be subject to drug testing procedures. The RFU clearly states:

“The use of drugs by participants in rugby football other than for therapeutic reasons in accordance with medical advice is regarded by the Rugby Football Union with disapproval and is contrary to the spirit of the game. Any player unable to participate without the administration of drugs or injections to relieve pain or acute illness must be considered unfit to play in a game. The taking of drugs by a player to enhance his performance is strictly forbidden. Where a player is found to so have taken drugs to enhance his performance, severe disciplinary measures will be taken. These will normally involve suspension for a number of seasons.”

A refusal to take a test required by the Rugby Football Union will be treated as if a positive result had been obtained.

Evidence from previous testing suggests that Rugby Union is clean and it is the Board's intention to ensure that this remains the case:

“Rugby Union has not experienced any of the drug-related issues which have affected other sports. However, we need to safeguard the future of Rugby Union as a bastion of sportsmanlike behaviour. In short, we intend to make sure Rugby stays clean”.

*Russ Thomas, Chairman Rugby World Cup 1991*

The guidelines below are provided as instruction for players.

Rugby players are banned from taking various substances which affect performance. If you need to buy medicine tell the chemist that you are a Rugby player and are likely to be tested for banned substances. The chemist will then check his list of banned substances and try to supply something not on that list.

Common examples containing banned substances are:

Type of Drug	Example of Drug
Anti-diarrhoeals	Kaodene Kaolin & morphine mixtures
Drugs for asthma	Oral forms of therapy including Alupene
Decongestants, cough linctus and anti-allergic drugs	Contac Day Nurse Night Nurse
Analgesics and antipyretics	Codis Panadeine Veganin

An officially appointed drugs officer may visit a club or individual player at any time, and any school player who is representing a club and currently undergoing treatment should ensure that this information is made known.

## WORKING WITH PEOPLE WITH DIFFERENT ABILITIES

Like many other governing bodies, the RFU is aware of its responsibility to both disabled people and people with special needs. In August 1993 they produced a pamphlet on introducing New Image Rugby to people with different abilities. The flexible nature of the New Image game makes it readily accessible to anyone who is ambulant. It was initially introduced to people with learning disabilities, but this has now been extended to include people with physical and sensory disabilities. For people who are not ambulant, the Union has introduced wheelchair Rugby.

The pamphlet not only provides specific guidelines on how to introduce the sport to people with different disabilities, but also the rules of the game and ideas for back-up skills and activities.

For details, see recommended reading.





## USEFUL NAMES & ADDRESSES

<b>RFU Development Department</b> <ul style="list-style-type: none"> <li>• Development Director</li> <li>• National Promotions Officer</li> <li>• National Coaching Development Officers</li> <li>• National Student Development Officer</li> </ul>	Rugby Football Union, Rugby Road, Twickenham TW1 1DS. Tel: 020 8892 2000
<ul style="list-style-type: none"> <li>• Technical Administrator (Youth and Schools)</li> </ul>	Castlecroft Stadium, Wolverhampton WV3 8NA Tel: 01902 380280
<ul style="list-style-type: none"> <li>• National Referee Development Officer</li> <li>• Divisional Referee Development Officers</li> </ul>	Referee Centre of Excellence Castlecroft Stadium, Wolverhampton WV3 8NA Tel: 01902 380280
<ul style="list-style-type: none"> <li>• RFU Resource Centre</li> </ul>	Nortonthorpe Mills, Scissett, Nr Huddersfield Tel: 01484 865950
<b>Rugby Football Union for Women</b> <ul style="list-style-type: none"> <li>• National Development Officer</li> <li>• National Youth Development Officer</li> <li>• National Performance Director</li> </ul>	Newbury RFC Monks Lane, Newbury, Berkshire RG14 7RW Tel: 01635 42333
<b>National Coaching Foundation</b>	114 Cardigan Road, Leeds LS6 3BJ Tel: 0113 274 4802





## STANDARD REFERENCES: RECOMMENDED READING

TOPIC	REFERENCE	
Clubs in Membership	RFU Handbook	
Coaches and Coaching Awards	Contact: NCDO (see Useful Addresses)	
Coaching Policy and Structure	RFU Handbook	
Competitions	Regulations and Competitions Handbook	
Discipline	RFU Handbook	
History of the Game	Centenary History of the RFU Freedom to Run	(available from RFU) J McCrory (Harper Collins)
Injury Prevention and Treatment	The RFU Handbook of Safe Rugby RFU Injury Prevention Leaflets 1-8	A & C Black, London RFU Twickenham
Insurance	RFU Handbook	
Laws of the Game	RFU Handbook The Laws in Plain English	
History of the Laws	History of the Laws to 1960 History of the Laws since 1960 (to '70)	Sir Percy Boyds Cyril Gadney
Membership	RFU Handbook	
Mini Rugby	RFU Handbook The Complete Book of Mini-Rugby. Mini Rugby Video.	RFU Shop Twickenham 020 8891 4141
New Image Rugby	Booklet and Video	RFU Shop
Officers and Structure	RFU Handbook	
Proficiency Awards	RFU Proficiency Awards Booklet	RFU Resource Centre Tel: 01484 865950
Refereeing	A Referee's Guide to the Laws	E Morrison D Robinson (Harper/Collins)
	A Player's Guide to the Laws	E Morrison D Robinson (Harper/Collins)
Training Programmes and Coaching	Rugby Union Coaching Manual	RFU Resource Centre
	Rugby Steps to Success	F A Biscombe & P Drewett (NCF)
	Planning for Rugby Union	RFU and NCF
	Get Ready for Rugby Union	S Biddle, B Corless et al (Goswood, Ramsbury)
	Fit for Rugby Union	R Hazledine & T McNab (Kingswood Press, London)
	Think Rugby (advanced material)	J Greenwood (A & C Black)
	Know the Game Rugby Union	A & C Black
	Start Rugby Coaching Cards	F A Biscombe & H V White (RFU Shop and Resource Centre)
	Multi-Stage Fitness Test	NCF
	RFU Coaching Videos: Positional Skills: (1) Forwards (2) Backs	RFU Shop
	CD Roms: Animated Skill Drills	TSC Ltd., PO Box 124 Worcester WR8 9YR.
	Digi Rugby Volume One (Coaching Drills Illustrated)	RFU

