

# SMALL BLACKS U11 PLANNING



# LEARNING RUGBY U8-U11

Special guidelines are needed for these players including special rules (kicking, scrum and lineout modifications), and special equipment (size 3 balls).

Coordination and body control at this age is improving rapidly so it is an appropriate time for lots of skill development. It is also a time where peer groups become increasingly important; acceptance or rejection can be major behavioural factors for you to consider. The good news is they are able to stay on-task longer due to an increasing attention span.

Communicate with your players effectively. Learn how to talk to your players. Don't be a 'screamer' because the kids don't respond well to being put down by their coaches. They have other things to do. Sarcasm is really the worst enemy you can have. If you're a coach, don't try to be a comedian. Don't try and poke fun at your kids by using sarcastic remarks. The kids, for the most part, won't respond to that.

Don't try to be the players' best friend. They already have lots of friends. Your job is still to be an educator. You can talk to them, listen to them, and motivate them, but don't think for a second that you're on the same level with the kids.

Every coach on every team has to have some sort of team discipline. The hard part is to trying to determine what kind of reprimand should be handed out if a kid refuses to comply with one of these standards eg the coach says that if you're late to practice, then you sit out the first half of the game. No excuses accepted. Are you going to deliver? What about the kids who start in the second half who weren't late? All coaches have certain rules and expectations that the kids on the team will follow those rules. Have the guts to enforce your rules if they're broken by a player. That's your job. Just make sure the rules are fair.

Always remember that fun is definitely part of each game and practice! If you run your team into the ground during grueling practice sessions and never let them have a chance to smile, relax, or blow off some steam, you'll soon discover that you have transformed "play" into "work" for your players.

Teach and enforce sportsmanship. Assume that the kids on your team do not know or understand what this concept means.

As the head coach, always be in command! That is, always present yourself as the authority figure of the team. Be the teacher of the team, but not the lieutenant commander.

I do not understand the concept of depth.

I have a limited appreciation for space.

I am developing an understanding of 'width'.

I am beginning to think in terms of making planned passing more of a realistic tactical option.

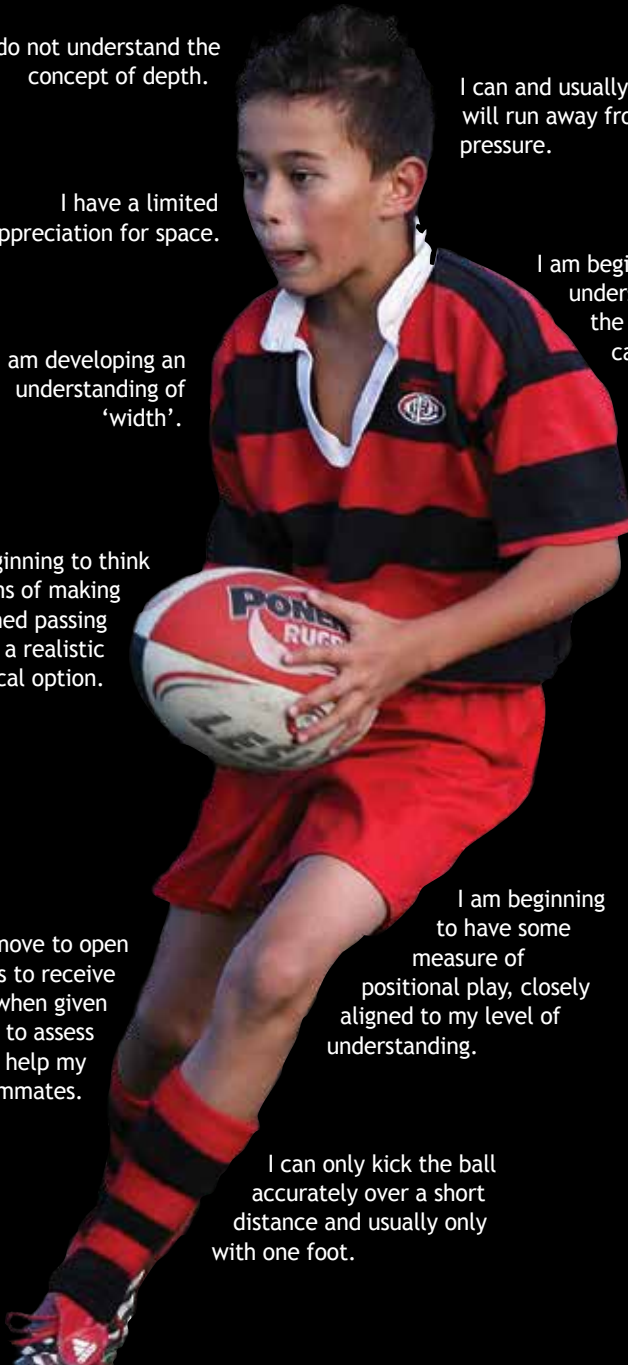
I will move to open areas to receive passes when given time to assess how to help my teammates.

I can only kick the ball accurately over a short distance and usually only with one foot.

I can and usually will run away from pressure.

I am beginning to understand that the game can have a rhythm.

I am beginning to have some measure of positional play, closely aligned to my level of understanding.



# PLANNING AND ORGANISING A PRACTICE

“Failing to plan is planning to fail”

## Planning

By maintaining a coach’s diary over the season, you can make notes on individual coaching sessions, record performance, highlight areas for further coaching, and note any injuries. The coach’s diary can be invaluable as a future reference for planning.

Once you have a structure, and have identified your objectives and content for your coaching session, you are then ready to complete the fine points of your session plan. Keep in mind that some of your objectives will be attainable in one coaching session, while others may take a number of sessions or even an entire season to attain.

Remember... you want to:

- Catch Them - kids need to be motivated and a simple game or activity will help.
- Coach Them - Select one key skill at a time. Introduce technique.
- Practice Them - you need to give ample opportunity for players to learn the skill.

## Organisation

Before a rugby practice can start the coach needs to plan the session. Just turning up with a bag of balls isn’t good enough.

### How Many Players Do You Have?

Depending on your grade and availability of children, this will vary.

The important things to remember is that you need enough equipment and enough room to carry out your practice.

### What Equipment Do You Need?

There is a large array of rugby gear to use nowadays, but this can sometimes cloud what you are trying to achieve at your practice.

### Essential Equipment List

- A Whistle - A whistle is always a good indicator for children to STOP or START an exercise, simulate game situations and a vital tool for keeping control of your practices. It can also be a good way to save your voice for getting the attention of the players.
- Balls - Make sure you have enough balls (absolute minimum is four balls). The more times a player has a ball in their hands during practices, the more opportunity there is for skill development. Make sure that the balls are the recommended size for your players.
- Cones - These are really handy in marking out an area, grids, relays and line formations. They clearly define the playing areas for your games and activities. Great for setting boundaries. The more the better!

- Hit Shields & Tackle Bags - Although handy for contact situations, these aren't a necessity for junior rugby practices. If you are going to use them make sure they are the appropriate size.
- Flags - Good for evasion skills, ie. side-step, swerve, etc.
- Bibs - Essential for modified games and team runs.
- Mouthguards - Needed in all contact situations and practices.

### Major Considerations

The Conditions - You need some ground to practise on and depending on your personal situation this may vary, but you can get away with a very small area e.g. 20m x 20m if needed. Half a field is a good rule of thumb.

Make sure you define your boundaries. You also need to consider the weather. Do you have a plan if it rains?

Check the safety of your training area. Make sure bikes, pot holes, scrum machines, glass or other obstructions/ hazards aren't near this area.

The Time - Most teams can only fit one practice in for the week; therefore time is crucial in the development of the players. Practices going over an hour may exceed the attention span of this age group.

**JUST BECAUSE YOU SAW THE ALL BLACKS  
PERFORMING AN ACTIVITY DOESN'T MAKE IT A GOOD  
ACTIVITY FOR JUNIOR PLAYERS!**

### My Teams Capabilities

- What are the capabilities of your team?
- Who has played before and who hasn't?
- How old are they?
- What skills do they have and which ones need development the most?

Too often we see coaches performing skills and activities that aren't appropriate to the level of the players capabilities.

### Timing Additions

Practice should be a fast paced environment, where you can stop to explain or reinforce a skill, but generally keep things moving. Kid's attention spans increase as they get older - by one minute per year. At practice, keep kids busy doing something, not waiting in lines or standing around. Simple warm-up passing, catching and running in small groups is better than relay lines or running around the field. It's best if you work on 10-15 minute segments. Any longer and the group will lose interest.

## Practice Plan Sample

Session No: 3 Date: 3rd May 2020

### Primary Objective(s)

- (1) To improve ball-handling skills
- (2) To improve evasive skills
- (3) \_\_\_\_\_

Equipment: Balls and cones

Activity	Time	Coaching Points	Learning Outcomes
<b>Warm-up</b>			
1. Multi-action relay	10 mins	<ul style="list-style-type: none"><li>- Eyes open</li><li>- Chin off chest</li><li>- Fingers spread</li><li>- Ball in two hands</li></ul>	Improve ball skills and body position.
2. Shadow run Prepare players for more intense activities		<ul style="list-style-type: none"><li>- Ball in two hands</li><li>- Run into space</li></ul>	To practise quick evasive movements
<b>Individual Skills</b>			
Passing Waves - groups of four Progressively move from simple to more complex activities depending on ability of players.	15 mins	<ul style="list-style-type: none"><li>- Eyes up</li><li>- Reach for the ball</li><li>- Fingers spread</li></ul>	Improve players passing and receiving techniques.
<b>Unit Skills And Team Development</b>			
Play a game of Rippa Rugby or modified game	20 mins	Use every opportunity to coach and correct skill execution.	Understanding of playing in a team. Communicate with other players. Evade and run into space.
<b>Cool-Down</b>			
Passing Circles - facing inside and out	5 mins	Review and re-emphasise key coaching points from this session.	

The coaching and development of players' skills throughout the **WHOLE** practice is paramount.

# Practice Plan Form

Session No: \_\_\_\_\_ Date: \_\_\_\_\_

## Primary Objective(s)

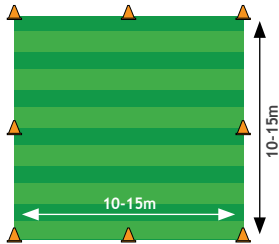
- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

Equipment: \_\_\_\_\_

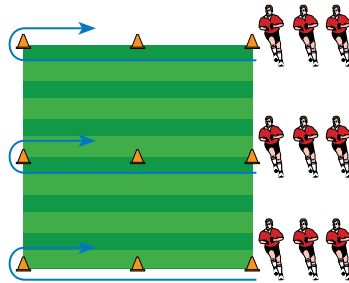
Activity	Time	Coaching Points	Learning Outcomes
<b>Warm-up</b>			
<b>Individual Skills</b>			
<b>Unit Skills And Team Development</b>			
<b>Cool-Down</b>			

## Simple Practice Layouts

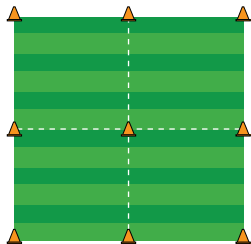
You don't have to use a large area or change every activity. This sequence of practice layouts may be helpful.



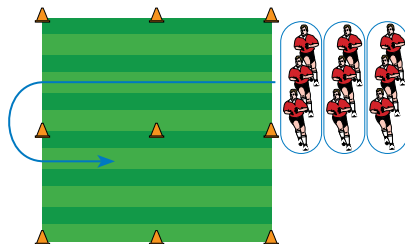
**Large Square**  
(Use eight cones)  
eg. Shadow Run



**Relays**  
(Same number of cones  
but players line up)  
eg. Multi Action Relays



**Small Squares**  
(Add centre cone)  
eg. Ball Familiarisation



**Channels/Waves**  
(Players in waves two or three)  
eg. Passing Waves





## Structure of Your Practices

A good way to structure your training is to think of **PEAS!**

An effective practice will include these elements:

**Purposeful** - make sure there is a goal.

**Enjoyable** - the practice should be fun and diverse.

**Active** - all children involved at all times.

**Safe** - correct technique is always taught and equipment used as intended.

Let the players know what you have planned for the session. This will help the players understand why they are performing the activities and they will feel more involved and committed to the practice.

A Warm-up will:

- Reduce the chance of injury.
- Prepare the mind and body for the activities that are to follow.
- Last about 10-15 minutes.
- Move from a low intensity to a high intensity.
- Focus on ball familiarisation and handling.

Take an appropriate activity from [www.coachingtoolbox.co.nz](http://www.coachingtoolbox.co.nz).

### What Individual Skills Will I Emphasise?

You should concentrate on the appropriate skills for your age group. \*Go online to [www.rugbytoolbox.co.nz](http://www.rugbytoolbox.co.nz).

### SMALL BLACKS WARM UP

NZ Rugby has developed a warm up for Small Blacks rugby players and this new approach will gamify, randomise and make the activities fun.

The competition will bring up the intensity; kids will make decisions under pressure and want to warm up more!

Coaches will be able to pick from the 40+ activities and have their team warmed up in just 16 minutes. All of these NEW activities can be found on [www.smallblacks.com](http://www.smallblacks.com).

	START YOUR ENGINES (ST)	ROCK N ROLL (RO)	FUN AND GAMES (FU)	READY TO RUMBLE (RE)
	Pick 3 from A	Pick 3 from A	Pick 1 from A	Pick 1 from A
	Pick 1 from B	Pick 1 from B	Pick 1 from B	Pick 1 from B
	Pick 2 from A	Pick 2 from A		
	Pick 1 from B	Pick 1 from B		
	Pick 2 from A	Pick 2 from A		
<b>Duration</b>	4 minutes	4 minutes	6 minutes	2 minutes

TIME	DRILL CODE	SESSION 1	SESSION 2	SESSION 3	SESSION 4
0min	STA	Butt Kicks	Jump and Land	High Knees	Butt Kicks
	STA	High Knees	Hop and Land	Fast Feet +	Jump and Land
	STA	Fast Feet +	Skip Jumps (High Ball)	Lunge Push	Fast Feet +
	STB	Knee Boxing	Alphabet Game	Red and Yellow	Turtles and Targets
	STA	Lunge Push	Butt Kicks	Hop and Land	Lunge Push
	STA	Jump and Land	High Knees	Skip Jumps (High Ball)	High Knees
	STB	Dog and Bone	Numbers Game	Red and Yellow	Turtles and Targets
	STA	Hop & Land	Fast Feet +	Butt Kicks	Hop and Land
4min	STA	Skip Jumps (High Ball)	Lunge Push	Jump and Land	Skip Jumps (High Ball)
	ROA	Log / Big	Mountain Climber	Army Army	Mountain Climber
	ROA	Rock n Roll	Crocodile Crawls	Bear Crawls	Crocodile Crawls
	ROA	Army Army	Skiers	Duck Walks	Skiers
	ROB	Grab It (on your feet)	Here-There-Where	SRP	Noughts and Crosses
	ROA	Bear Crawls	Log / Big	Log / Big	Army Army
	ROA	Duck Walks	Rock n Roll	Rock n Roll	Bear Crawls
	ROB	Here-There-Where	Locks-Props-Backs	Heads Shoulders Knees & Goes	SRP
8min	ROA	Monkey Run	Army Army	Monkey Run	Log / Big
	ROA	Mountain Climber	Bear Crawls	Mountain Climber	Rock n Roll
	FUA	Bench Ball	2 Ball Touch	Turbo Touch	Ups and Downs
14min	FUB	Kick to King	Vision T	Gotcha Name	Flinch
	REA	Cheek to Cheek	Knee Tackles	Cheek to Cheek	Knee Tackles
16min	REB	Shoulder Bumps	Back to Back	Prone Arm Wrestle	Quick Starts / Hands

### Unit Skills and Team Development

At this level, play the appropriate non-contact game or a modified game. Use every opportunity to coach correct skill execution including scrums, lineouts, defence, continuity and attack.

The intensity and content of these will be determined by the age group you are coaching.

Please refer back to the Small Blacks Development Model.

### What Do I Do For A Cool-Down?

Finish your practice with a low intensity activity.

It is also a good time to reinforce your practice objectives.

### Modified Games

One of the best ways to learn how to play the game safely and effectively is to play modified forms of the game that reinforce the Principles of Play, e.g. Any game where players use evasive and ball handling skills to create space:

- Order Ball
- Corner Ball

It's best to begin with small side team games (e.g. up to eight players in each team) in a smaller playing area, as each player gets to be more active by being closer to the ball and being more actively involved than in a regular game on a full-size field.

The game should involve as much handling as possible as this will give all the players the opportunity to run and pass the ball.

The size of the playing field should be adjusted according to the number of players on each team.

### **Movement**

Standing still at trainings helps no one. Take different positions when coaching. Don't stand in the same place. By moving around you will get a different perspective of the practice. If you find effective and ideal angles to view during activities you will be a better coach and your analysis will be more accurate. You can also motivate your kids while walking around. You can work wonders for every kid on your team if, during each practice session, you walk around to each player, address them by their first name, and say something positive to them with a smile.

## **COACHING RUGBY SKILLS**

For players to perform well at any level of rugby they must acquire a number of skills. Skill learning begins with mastery of the basic skills and techniques and progresses to applying those skills in increasingly competitive situations.

It is one of the coach's primary responsibilities to provide each player with opportunities to learn and practise skills in a positive and constructive environment. Appropriate skill learning, especially at the junior level, can set the platform for future potential elite performance.

1. Choose the best position for the demonstration, ie. consider wind, sun, group size, sound effects, echo, etc. Have the children sit or kneel and have no distractions. Use simple language, not too many words and ask questions regularly to ensure clear understanding.
2. Show the whole skill, then break it down in parts (these are the KEY FACTORS), and then link the parts up to form the whole skill again.
3. Reinforce with a demonstration by creating an 'image of the skill' in the mind of the child. Don't demonstrate what not to do.
4. Select the appropriate practice form with the use of grids, circuits or line formations.
5. Provide feedback during practice, but be specific, constructive and immediate.

## KEY FACTOR EXAMPLES

### Making A Basic Pass

- Run straight.
- Hold the ball in two hands.
- Look at receiver.
- Swing the arms.
- Follow through.
- Pass at chest height in front of the receiver.

### Receiving The Ball - Catching A Pass

- Chin up, eyes open.
- Move onto the ball in straight line.
- Extend the hands towards the ball.
- Watch the ball into the hands.

### Before and After Practice

Comments sink in best immediately before or after practice. Use this critical time wisely. What you say at these times will usually be remembered, for example, suggest that each player could go home and come up with an activity of his or her own for a skill that was just taught. This reinforces what you have been doing. Kids love to be empowered and engaged in the learning process, so include them. Kids may be asked what they did at practice. Use after practice time to tell the kids and they might remember at dinner time.

### Skill Analysis

One of the most important roles of the coach is skill analysis - the ability to look at a player, evaluate what is seen, and know what to do next. Skill analysis can be divided into three parts:

1. Observing the player performing a skill.
2. Analysing the effectiveness of the performance.
3. Detecting and correcting errors to improve the player's future performance.

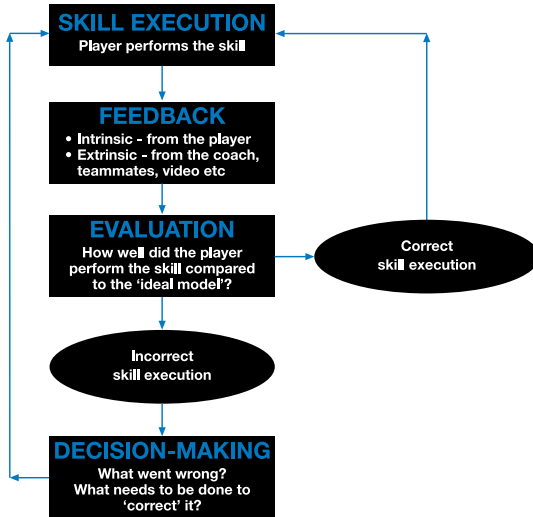
The focus at this level is on observing how the player actually performs the skill (skill observation).

In order to effectively analyse a player's performance the coach needs to plan what to observe and how to observe it.

### Feedback

The skill/feedback loop demonstrates how feedback is processed when learning a skill. The model shown below is a simplified version of how each player uses feedback to assess whether or not they have responded correctly and, if not, how they should respond correctly.





## KEY FACTORS

Key factors are the important individual actions within a skill performance that influence the final outcome. Key factors should always be stated in terms of specific body movements and they must be observable by the coach.

The coach is just like a teacher. A teacher critiques their students, a coach critiques their players.

To critique a player's skills you break the skill into key factors and the same applies to your coaching techniques.

- Walk kids through one skill (key factors).
- Demonstrate skills correctly. Are you competent enough? Should you use a player to demonstrate good technique? Remember that children are likely to copy other children so make sure it is done correctly as children will copy mistakes too.
- Use terms and keep them consistent eg Hands up... make a W.
- Don't break up the skill too much. You may lose them.
- Put them through an activity so you can critique your players. Again, walk your players through.
- Progress this activity to a stage where there is some form of opposition if appropriate. This can be a game situation.
- Repeat key messages and skill activity to make them clear and understood. Practise, practise, practise!
- Don't get tuned out by the children. This will happen if you are constantly critiquing them. They will change channels. Combine critiquing with your satisfaction in what they are doing (critique with success).

## CULTURAL AWARENESS

New Zealand is a society made up of many different cultures, and as a coach you should be aware of the cultural differences between players, such as differences in behaviour and beliefs and the social structures that belong to different cultures.

### Why be Aware of Different Cultures?

- To help you gain a better understanding of your players and their family
- To enable you to create coping strategies for yourself, your players and your team
- To help foster understanding within your team
- To gain support from your players, their families and the wider community

### Cultural Issues of Which a Coach Should Be Aware

- In all cultures family has high importance and to gain the players support the coach should also seek the support of the whole family.
- Religion has a huge influence in many cultures and prayer (karakia) may be appropriate. The use of inappropriate language should be avoided.
- Many cultures believe making direct eye contact or speaking out of turn is inappropriate, and yet looking down and not talking can be interpreted by the coach as evidence a player is inattentive and is unwilling to interact.



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- Questioning and confronting players in front of the whole team can be interpreted by a player as belittling and may be better done privately.
  - As a coach, your standing in the eyes of your players will be enhanced if you take time to learn a little about their culture, are able to pronounce their names correctly, and learn some basic forms of communication, such as greeting and farewell.
  - Most cultures have spiritual aspects and rituals to consider. The spirit of the group and individual should be treated with respect.

#### **Basic Tips To Be Aware Of For Coaching Maori Players**

- Treat all elders with respect.
- The most sacred part of the body is the head, so do not tap another person on the head or pass food over someone's head.
- Do not put your hat or hair implements near food - don't sit on tables or other surfaces where food is prepared.
- Separate personal clothing from clothes used for cooking or washing dishes.
- Do not step over a person lying down.
- Treat your visitors well by serving them first and providing plenty of food.
- If you are meeting someone bring a koha (donation) such as a packet of biscuits.
- Everyone pitches in to help, so offer your services before you're asked - you will be told if you don't need to lend a hand.
- Take shoes off when entering a home or meeting house.

If you are unsure how to react or communicate with a player from a different culture, then ask someone for advice, otherwise a sincere honest and friendly approach will always be appreciated.



## SMALL BLACKS DEVELOPMENT MODEL

The Small Blacks Development Model has been developed to ensure that there is a consistency of play, coaching and player welfare at all levels throughout the country, and is a great way of getting kids involved in a team sport.

School Year Age Grade	Y3 U8	Y4 U9	Y5 U10	Y6 U11	Rip Rugby	Comments
Numbers on Field	10			10	7	10-a-side. Numbers are maximum. If a team doesn't have enough players to start a game, it should then be played with equal numbers.
Field Size		½			½	½ = goal to 10m (across the field). Portable goalposts are recommended. Full size posts on one touchline need to have bolsters on them.
Try		5pts			Same	If score blow-outs are occurring (ie 35+ at halftime), both coaches MUST meet and come to an agreement as to how they can generate a more even contest. Try = 5 pts.
Conversion		0			0	U8 to U11 conversion taken from in front of posts either drop goal or punt. Points don't count.
Ball Size		3			3	
Subs		¼ ½ ¾			Same	All players must play a minimum of half a game (this is to include at least two full quarters). Rolling substitutions are not permitted. Substitutions may be made at half time or approximately half way through each half when the referee will allow and signal a Substitution Break. This applies to representative games.
Scrum		5 person			Same	No pushing and no contest.
Lineout		5 person			Always 3 in lineout	Safety is paramount. Always 5 in lineout. Lineouts not to be contested until U11 grade. There is to be no lineout lifting at any level
Penalty		Tap & Pass		Normal	Same	U11 can have penalties as normal.
Kicking (general play)		Encourage running and passing		Yes	Same	
Length of Game		2 x 25			Same	These are maximums
Referee		Yes			Nominated Rip	If no Learning Rugby referee, there is no tackling.
Tackle	Yes No fending	Yes No fending to the head, face or neck regions		Yes	No	Tackle sessions must be carried out by all U8 coaches before the season kicks off. Tackle must be below the nipple.
Kick-off	Tap & Pass	Punt or drop-kick by the scoring side		Normal	Same	At U10 and below, kick offs to be rotated through all players. There will be no lifting from kick-starts. U11 Normal kick off.



# PRINCIPLES OF PLAY

The Principles of Play are the “GOLDEN RULES” upon which rugby is based - they are generalisations that cover most situations.

The Principles of Play provide simple guidelines upon which your team should base its play.

They also provide a checklist for coaches to analyse their team’s performance.

For simplicity, the Principles of Play can be subdivided into the Principles of Attack and the Principles of Defence.

## PRINCIPLES OF ATTACK

### Gain Possession

Through competent individual, mini-unit and unit skills, i.e. scrums, lineouts, kick starts, tackle, loose ball.

### Go Forward

Once possession gained, must attack by going forward, thus ensuring the opposition are:

- on the back foot
- will need to regroup to stop movement forward, thus creating space in other areas

### Support

The attack is continued by supporting teammates who position themselves with depth and communicate the best options to ball carrier and provide continuity.

- kills in contact need to be developed so that options other than just going to ground are created.

### Continuity

If the defence prevents the attack from continuing it will be necessary to:

- engage the opposition with the aid of your support
- retain possession going forward
- utilise the space that is created

The development of ruck and maul creates an offside line that allows the attack even more time and space.

## Pressure

Pressure occurs when the attacking team is able to:

- gain possession going forward
- maintain possession through effective support, until you score

Pressure can be exerted from anywhere on the field.

**COMMUNICATION LINKS ALL THESE PRINCIPLES TOGETHER**

## PRINCIPLES OF DEFENCE

### Go Forward

- Reduces opposition's time and space, and therefore the options available

### Support

- Players must understand and communicate their role within the team's defensive pattern

### Pressure

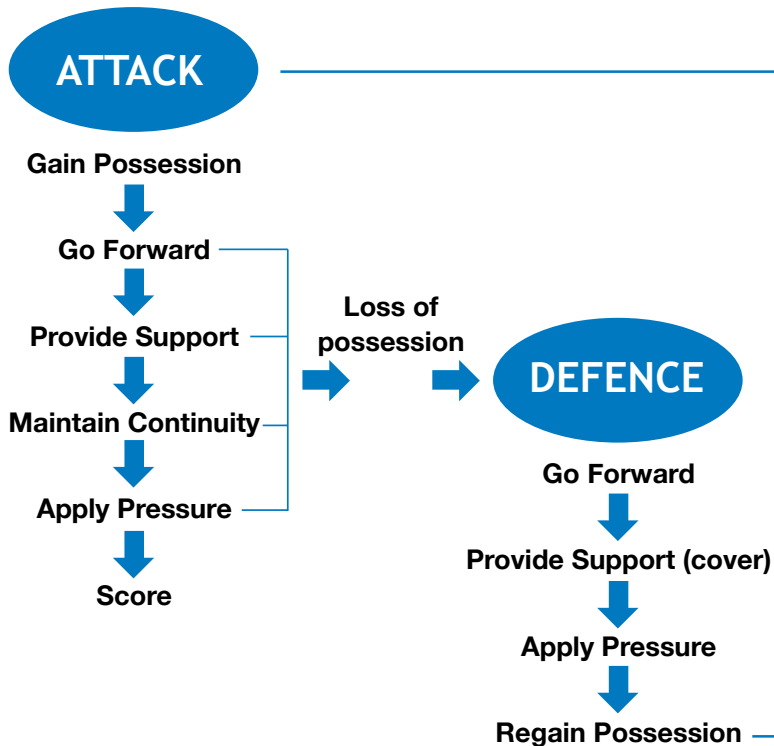
- Pressure occurs when a team goes forward with support making effective tackles

### Regain Possession

- By making effective tackles
- By support players regathering or tying up ball off the ground

**COMMUNICATION AND EFFECTIVE TACKLING ARE ESSENTIAL COMPONENTS OF DEFENCE**

# PRINCIPLES OF PLAY: FLOW CHART



## U11

Seven, eight, nine and ten-year-olds are still very sensitive young people and still very self-centered, but their coordination, balance and agility are developing rapidly. A growing technical range allows some players to be quite complex in their individual play.

In the Learning Rugby grade, players start to identify themselves with a “team” and will be motivated to attend rugby practices and repetitive practice activities. Improving and refining individual play through technical repetition is an important objective of this grade and small-group decision-making can be expanded.