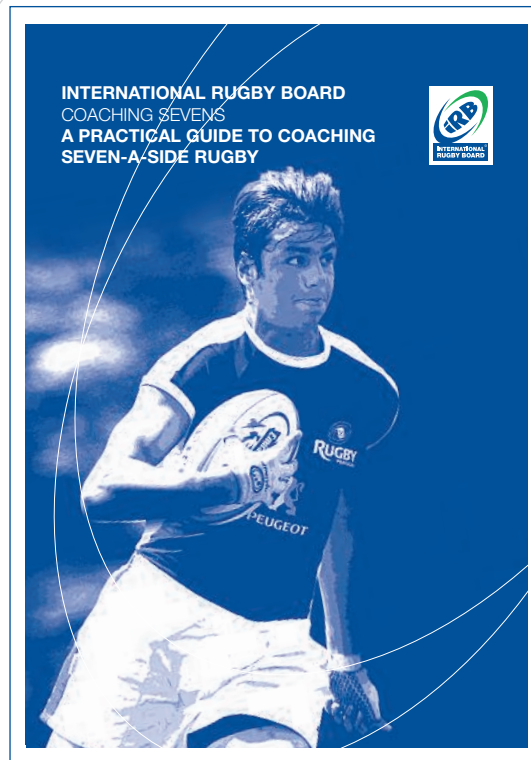




Coaching Sevens



Level 1 Workbook



Coaching Sevens

Level 1 Workbook

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General course information

Entry requirements

Level 1

An active interest in coaching Sevens.

Module resources required

Level 1

- Coaching Sevens manual 'A Practical Guide to Coaching Seven-a-side Rugby'
- Level 1 Coaching Sevens workbook

Assessment

Level 1

This course is an attendance only course. Participants will be awarded the IRB Level 1 Sevens Coaching Certificate if they attend all modules of the course and contribute fully.

Delivery methods

The Level 1 course will be delivered by:

- Video analysis.
- Group work.
- Problem solving.
- Video analysis.
- Presentations.
- Practical delivery.

Acknowledgments

The IRB would like to formally acknowledge the commitment, effort and professionalism of the author, editorial team and consultancy team. Their contribution to the development of this program is gratefully received.

Author:

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Editorial Team:

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(IRB Trainer/Educator)*

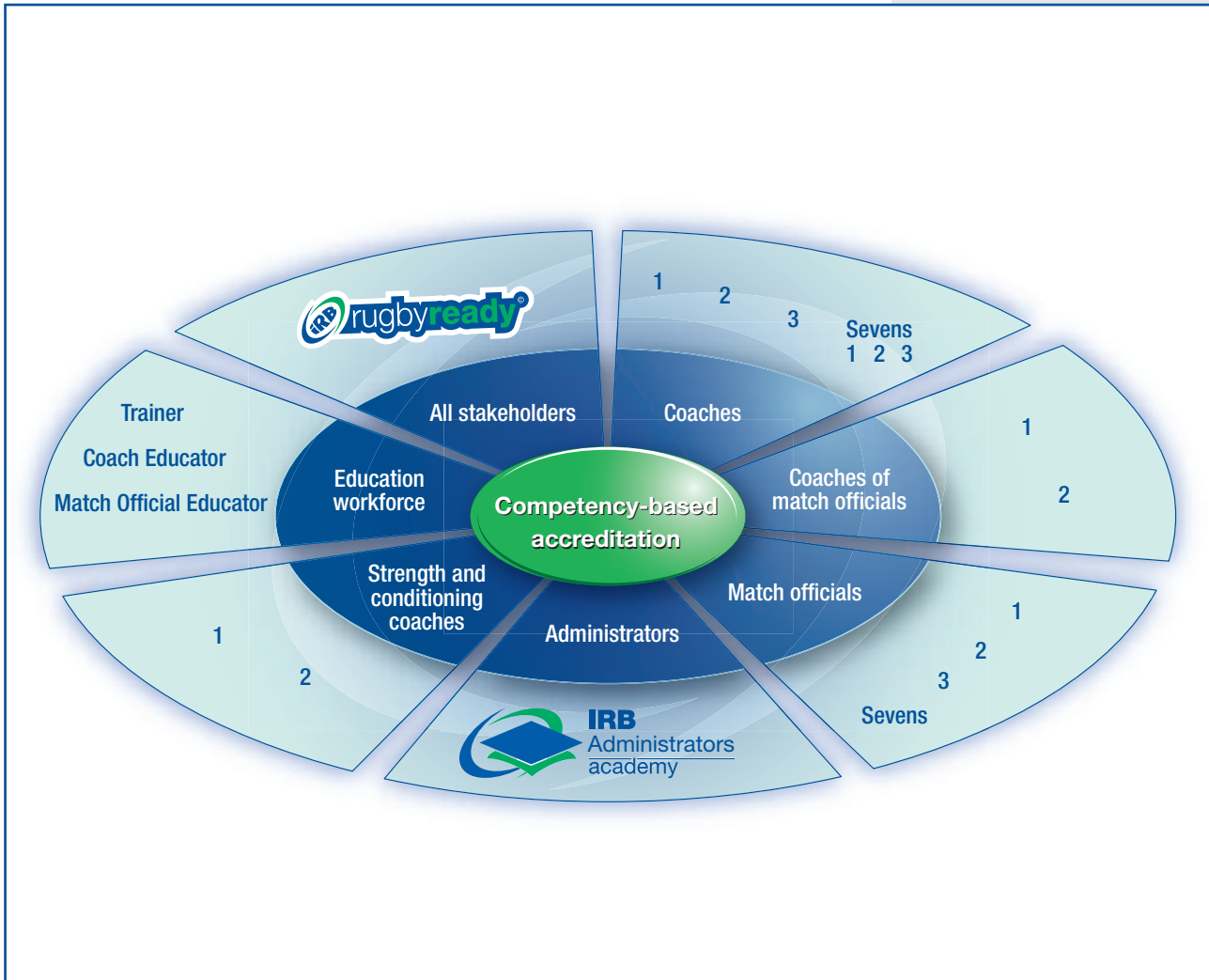
Consultancy Team:

*IRB Training and Resources
Working Group*

About this resource

This Level 1 workbook is intended to accompany the Coaching Sevens generic course manual, entitled 'A Practical Guide to Coaching Seven-a-side Rugby'.

IRB Training and Education courses



IRB Training and Education courses have evolved since the mid 1990s, and have been updated regularly since then using the expertise in member Unions and the skills of a select number of IRB Trainers who are also 'content experts'.

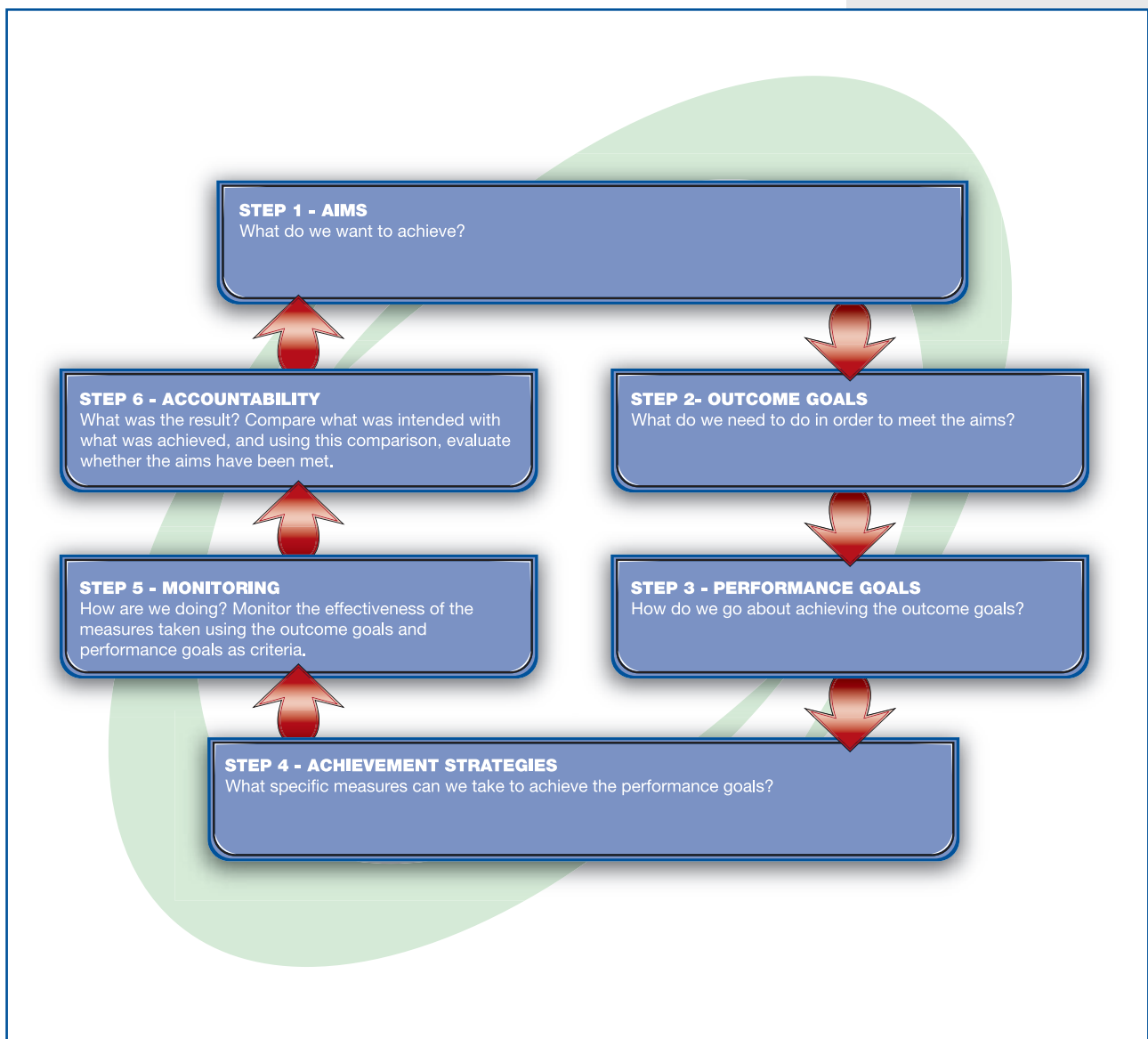
Since 2006, the IRB provision has extended to serve more stakeholders, as demonstrated in the portfolio above. All courses are now competency-based, designed to provide learning and training appropriate to the contexts in which coaches and officials are active.

In addition, IRB courses can now only be delivered by IRB licensed Educators who have demonstrated their technical and facilitation skills to prescribed standards. All record keeping and certification is undertaken from the IRB's headquarters in Dublin, Ireland.

The modular framework - understanding the coaching programme

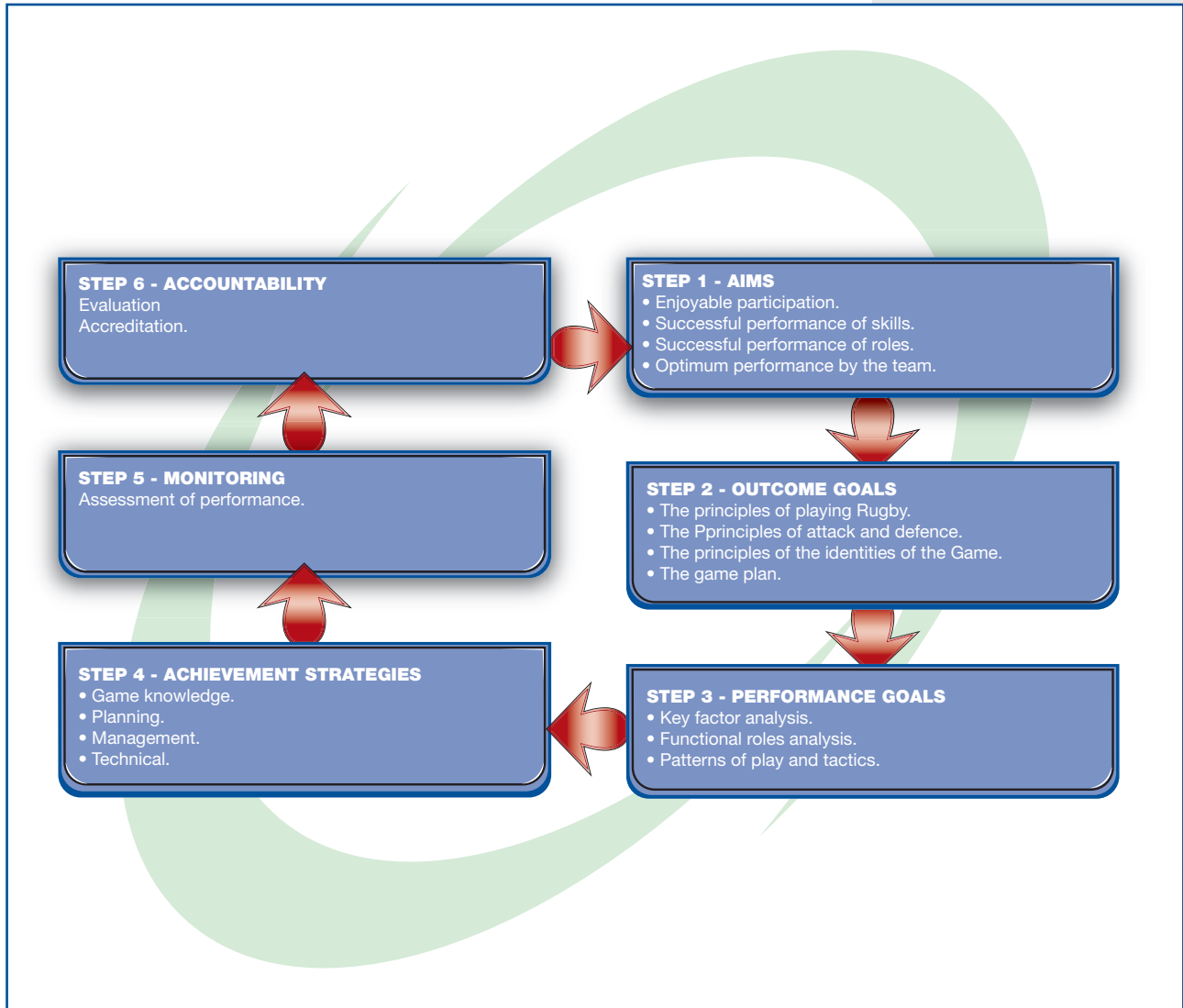
The decision-making models that follow begin with a generic model that shows the elements involved in a problem solving, decision-making process. Building on this generic model, the models that follow provide greater detail as they are applied to progressively more advanced rugby coaching. Therefore, the models are progressive in moving from a predominantly technical to a predominantly tactical approach.

It is the aim of the models to provide coaches with a logical method of coaching and with the 'tools of the coaching trade'.



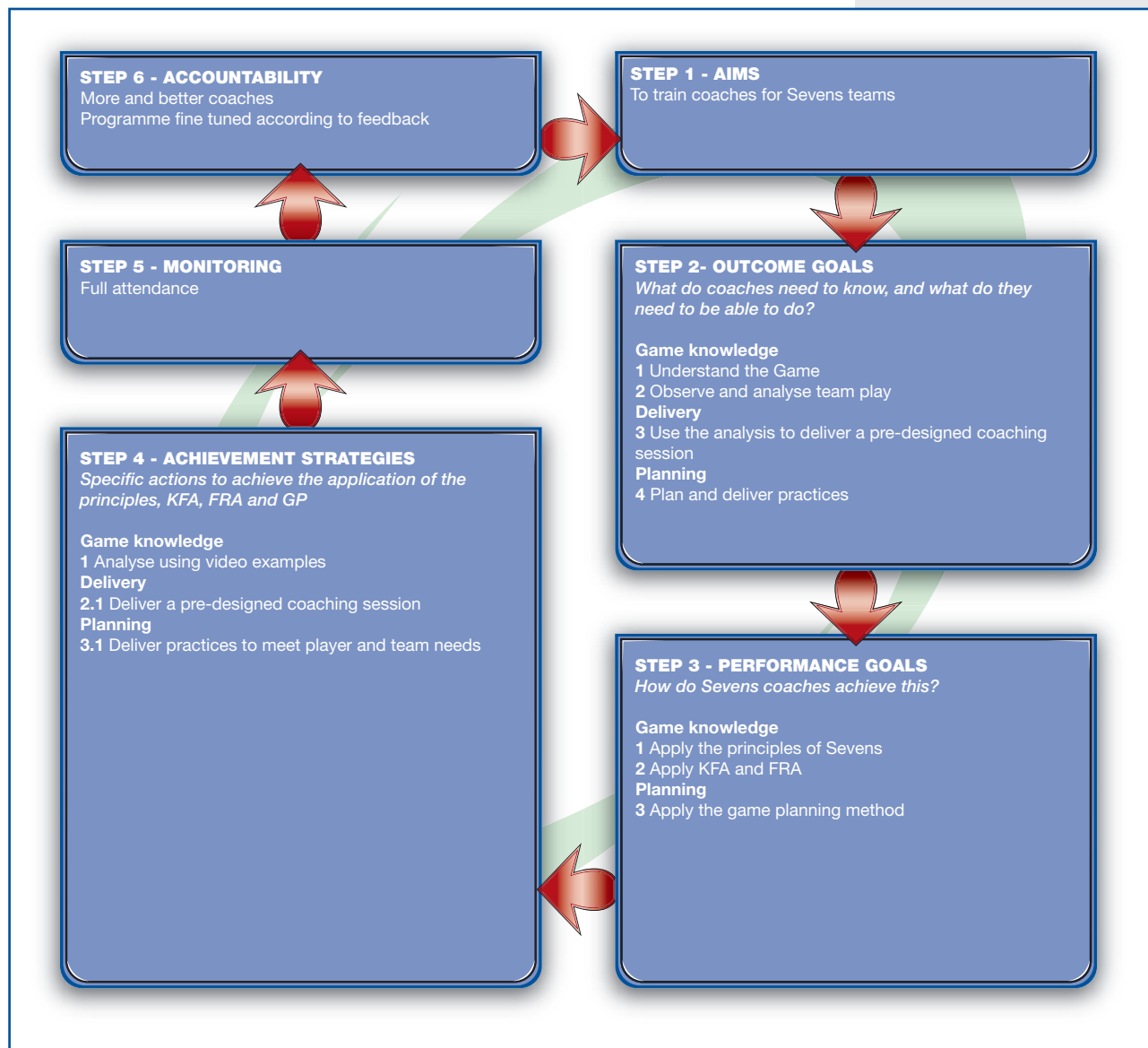
The modular framework - understanding the coaching programme

Applying the model to identify all the 'TOOLS OF THE TRADE'



The modular framework - understanding the coaching programme

Applying the model to this Coaching Sevens course:



Level 1 course programme

Welcome and introduction		60 mins
Module 1: Game knowledge	1. Use video examples to identify the principles of Sevens Rugby and link them to the skills of the Game	60 mins
	2. Use Key Factor Analysis and Functional Roles Analysis to further analyse team strengths and weaknesses.	60 mins
Module 2: Deliver practices	1. Deliver a pre-designed Sevens coaching practice	120 mins
Module 3: Planning practices	1. From the game knowledge exercises, plan a coaching session	90 mins
	2. Deliver an element of a session	60 mins
Feedback and closure		30 mins

Total duration: 8 hours minimum

Note - This course is an attendance only course and so there is no assessment or accreditation.

Module 1:

Game knowledge

Task 1 - Video analysis

Use video examples to identify the principles of Sevens and link them to the skills of the Game

Learning outcome

By the conclusion of this task you will be able to identify the principles of Sevens and link them to the skills of the game.

The principles of Sevens Rugby

- The principles are used to analyse a team's play identifying strengths and weaknesses as well as providing a standard procedure for developing the team profile, game profile, patterns of play and game plan.
- As a cyclical model the final step - accountability - provides the information to make modifications to each of the preceding steps. Having reached the accountability stage the task is to re-define the team's aims, alter the team profile based on the mode of play and through selection and from these alter the game profile, patterns of play and game plan. Follow the changes through to alterations in the achievement strategies and monitoring procedures.
- Progressively each step should be defined with greater accuracy as the perception gap between what is to be achieved and what is achieved is closed.

Task 1 Exercise 1

Application of the principles of Sevens

Analyse video footage of a team playing at least three games. Complete the following table.

The principles of Sevens Rugby

Principle	Performance skills to achieve the principle
ATTACK	
1. Gaining possession in order to attack	
2. Retaining possession in order to score	
3. Creating space behind, between and beyond the defence line	
4. Penetrate using space and kick options	
5. Support to continue play.	
DEFENCE	
1. Contesting possession	
2. Denying space	
3. Tackling the ball carrier	
4. Regaining possession	

Task 2 - Key factor analysis and functional roles analysis

Use video examples to identify the principles of Sevens and link them to the skills of the Game

Learning outcome

By the conclusion of this task you will be able to analyse strengths and weaknesses in play by using key factor analysis (KFA) and functional roles analysis (FRA).

Learning log

A series of horizontal dotted lines for writing notes.

Task 2 exercise 1

Application of key factor analysis

Key factor analysis lists, in sequential order, the actions necessary to achieve the desired outcome of a skill.

This sequential order of the individual actions is in order of priority.

The outcome may be achieved without completing all the actions. However, if the outcome is not achieved the key factors are a checklist that enables the identification of errors and correction of the skill as well as a tool for coaching the skill.

Consequently key factor analysis can be used to analyse play in matches and to identify how the game profile can be realised.

Application of the key factors to video footage

1. View each video example in turn and analyse it using the tables provided.
2. Focus on the team your group is using as a case study.
3. Decide if the outcome has been achieved.
4. If the outcome has not been achieved decide which of the key factors were performed successfully (✓), which unsuccessfully (X) and which were not applicable (N/A).

Space is provided for you to analyse up to four examples.

Note: In all examples concentrate on one team, not both, so that you are analysing the players from the point of view of the coach of that team.

Attack

Aim of attack

To gain and retain possession of the ball, to penetrate the defence and to score.

Gaining possession

Outcome

To obtain possession that ensures the team has the maximum options available.

Gaining possession - Kick-offs – kicking team		Video footage: Tries from kick-offs				
	Outcome: To recover the kick					
	Key factors	1	2	3	4	5
1	Height of the kick					
2	Distance of the kick					
3	Technique of the catcher					
4	Technique and positioning of support					
5	Outcome achieved?					

Gaining possession - Kick-offs – receiving team		Video footage: Tries from kick-offs				
	Outcome: To gain possession of the ball					
	Key factors	1	2	3	4	5
1	Positioning before the kick					
2	Contesting the ball					
3	Recovering the ball					
4	Clearing the ball to space					
5	Positioning to attack					
6	Outcome achieved?					

Gaining possession - Scrums		Video footage: Tries from scrums				
	Outcome: To obtain possession so that the maximum number of attacking options are available					
	Key factors	1	2	3	4	5
1	Stable engagement					
2	Co-ordinated contact, put-in and strike					
3	Controlled ball delivery					
4	Perform a positive attacking option					
5	Recovery of untidy possession					
6	Outcome achieved?					

Gaining possession - Lineouts		Video footage: Tries from lineouts				
	Outcome: To obtain possession so that the maximum number of attacking options are available					
	Key factors	1	2	3	4	5
1	Out-manoeuvre opponents by moving into space					
2	Throw accurately to the space					
3	Jump and catch the ball					
4	Support the jumper					
5	Deliver controlled ball					
6	Perform a positive attacking option					
7	Outcome achieved?					

Retaining possession		Video footage: Tries from turnovers				
	Outcome: To retain possession until there is an opportunity to penetrate					
	Key factors	1	2	3	4	5
1	Depth on the ball carrier					
2	Width in formation					
3	Avoid isolation or perform an escape route for the ball upon contact					
4	Recover loose ball					
5	Move to ensure recovery					
6	Outcome achieved?					

Creating space		Video footage: Defence				
	Outcome: To create lateral space through which a team-mate can penetrate					
	Key factors	1	2	3	4	5
1	Position close to reduce reaction time					
2	Align to create space					
3	Align in depth on the ball					
4	Perform a positive option if depth lost:					
	a) kick and recover					
	b) kick and chase					
	c) kick to an unmarked team-mate					
	d) go forward to penetrate					
	e) create contact and recycle					
5	Outcome achieved?					

Penetrating - individual players		Video footage: Defence				
	Outcome: To penetrate through the defence to gain territory or score					
	Key factors	1	2	3	4	5
1	Run into the space the ball has been passed to or draw a defender and use evasive skills to penetrate					
2	Catch the ball					
3	Accelerate through the gap					
4	Perform the best option:					
	a) score					
	b) draw defenders and pass to team-mates in space					
	c) retain possession and deliver to team-mates from a contact situation					
	d) retreat or run sideways to link-up with support					
5	Outcome achieved?					

Penetrating - team as attacking unit		Video footage: Defence				
	Outcome: To penetrate through the defence to gain territory or score					
	Key factors	1	2	3	4	5
1	Play to a pattern					
2	Pass left or right, whatever side the attack has more players than the defence					
3	Retain space by running correct lines					
4	If the defence drifts out take the gap					
5	As ball carrier creates space by veering in					
6	As the next player in the line moves out to take the defender away from the gap					
7	Pass to the unmarked player					
8	Outcome achieved?					

Supporting play		Video footage: Tries from turnover				
	Outcome: To provide sufficient support to ensure continuity of play					
	Key factors - ball carrier	1	2	3	4	5
1	Run to create space for supporting players					
2	Place or pass the ball accurately into the space					
	Key factors - support players	1	2	3	4	5
1	Depth on the ball carrier					
2	Lateral alignment on the ball carrier					
3	Accelerate into the space made available					
4	Catch the ball and continue play					
5	Outcome achieved?					

Defence

Aim of defence

To prevent territory being gained and to regain possession of the ball.

Contesting possession - scrums		Video footage: Tries from scrums				
	Outcome: To reduce the attacking options at the source of possession					
	Key factors	1	2	3	4	5
1	Delay engagement					
2	Create untidy ball by:					
	a) hooking the ball					
	b) driving forward					
	c) being pushed quickly back					
	d) wheeling the scrum					
3	Break quickly to join the defensive screen					
4	Outcome achieved?					

Contesting possession - lineouts		Video footage: Tries from lineouts				
	Outcome: To reduce the attacking options at the source of possession					
	Key factors	1	2	3	4	5
1	Challenge the throw or defend the space					
2	Defend to a pattern					
3	Recover loose ball					
4	Outcome achieved?					

Denying space		Video footage: Tries from turnovers and defence				
	Outcome: To deny the opposition time and space to attack					
	Key factors	1	2	3	4	5
1	Move forward in an aligned pattern					
2	Identify designated ball carrier					
3	Defend inside out					
4	Split vision					
5	Appoint a sweeper					
6	Outcome achieved?					

Tackling the ball carrier - side-on tackle		Video footage: Defence				
	Outcome: 1) To stop the ball carrier moving forward; 2) To stop the ball carrier from passing					
	Key factors	1	2	3	4	5
1	Run in a crouch					
2	Head up, back straight					
3	Sight the target					
4	Drive with the legs					
5	Head behind					
6	Wrap with the arms					
7	Complete the tackle					
8	Get to the feet					
9	Outcome achieved?					

Tackling the ball carrier - smother tackle		Video footage: Defence				
Outcome: 1) To stop the ball carrier moving forward; 2) To stop the ball carrier from passing						
	Key factors	1	2	3	4	5
1	Move towards the ball carrier					
2	Run in a crouch					
3	Drive up so the shoulder makes contact just above the ball					
4	Drive with the legs					
5	Wrap with the arms					
6	Stop the ball carrier from going to ground					
7	Prevent the ball carrier from passing					
8	Continue to drive forward					
9	Outcome achieved?					

Regaining possession		Video footage: Tries from turnovers				
Outcome: To regain possession						
	Key factors	1	2	3	4	5
1	Stop the ball carrier running forward					
2	Prevent the ball carrier passing the ball					
3	Assist in completing the tackle					
4	Recover the ball (force a turnover). Options:					
	a) wrestle the ball free					
	b) recover loose ball					
	c) intercept a pass					
	d) force an infringement					
5	Outcome achieved?					

Task 2 exercise 2

Application of functional role analysis

Further to the use of key factor analysis for the coaching of Sevens and the analysis of play, functional role analysis is used to coach and analyse consistent roles players may play in static and dynamic situations.

In static situations such as scrums and line-outs the roles are relatively consistent until that phase of play is over, but in dynamic situations the roles are continually changing based on a player's reaction to play as determined by the play of teammates and opponents.

Unlike in fifteen-a-side Rugby, the number of static roles is limited and by far the greatest number are the dynamic ones.

If a player is performing a skill poorly, this may be a lack of skill. Alternatively, this may be because the player has not chosen the correct role that will result in the successful outcome to the play. It is in this way that functional role analysis plays a part in team development and coaching.

The roles unique to Sevens that are examined in this task are:

- a. safety or pocket player
- b. sweeper
- c. play maker.

Functional role: Safety or pocket player		Video footage: Episodes of play				
	Outcome: To provide a player in depth to which the ball can be cleared					
	Key factors	1	2	3	4	5
1	Player in depth					
2	Player directly behind the ball					
3	Player retains possession allowing support to group					
4	Player reacts to the defence to ensure possession is retained					
5	Player reacts to the defence to allow the team to attack*					
6	Outcome achieved?					

*** Options:**

- pass to take advantage of a mismatch
- pass to take advantage of an overlap
- threaten the defence and pass to a team-mate in space.
- pass to a team-mate to go forward and adjust to better use the ball when it is delivered
- back-up to create space
- maintain alignment.

Functional role: Sweeper		Video footage: Episodes of play				
	Outcome: To defend the space between the front line of defence and the goal-line					
	Key factors	1	2	3	4	5
1	Appoint a sweeper					
2	Play to a pattern based on the sweeper					
3	Be in a position to receive any loose ball					
4	Recover any balls kicked behind the front line of defence					
5	Reduce the ball carrier's options					
6	Outcome achieved?					

Functional role: Playmaker		Video footage: Episodes of play				
Outcome: To scan the defensive line in order to make play that leads to the retention of possession and eventually penetration by making a decision, initiating the option and playing to allow others time and space to carry the option out						
	Key factors	1	2	3	4	5
1	Know who the playmaker is					
2	Play to a pattern					
3	Ensure possession is retained					
4	Play to create space					
5	Use the space					
6	Change roles if need be to continue play					
7	Position so that, should the option not be successful the player is in a position to initiate an alternative					
8	Outcome achieved?					

Task 2 exercise 2

The functional roles performed by an individual

In this exercise, you will follow one player followed and the various roles that are performed are identified.

In this exercise, follow a player throughout an episode of play and record the range of functional roles that are performed. These will be prescribed roles at set pieces, but more frequently an ever changing range of dynamic roles performed in general play.

Player name / number:

Functional roles performed

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Module 2:

Deliver practices

Task 1

Peer assess a colleague's delivery of a pre-designed Sevens coaching practice.

COMPETENCY	CRITERIA	✓ AND/OR COMMENT
A. PLANNING	1. State what is intended to be achieved (learning outcomes)	
	2. Plan the use of a skill progression using modified games	
	3. Identify the key coaching points	
	4. Plan relevant to group needs	
	5. Plan the management and use of equipment	
B. DELIVERY	6. Ensure a safe and enjoyable environment	
	7. Maximise participation	
	8. React to group needs	
	9. Conduct relevant activities that achieve the learning outcome	
	10. Keep the session fun	
	11. Manage time appropriately	
	12. Maintain the flow of the practise	
	13. Provide clear explanations	
	14. Use questioning to check for understanding and challenge players thinking	
	15. Provide positive and objective feedback	
C. GAME KNOWLEDGE	16. Demonstrate positive body language	
	17. Identify the fundamentals and the key skills of the game	
	18. Apply the fundamentals of the game to team play	
	19. Analyse the performance of the skills using key coaching points	
	20. Implement appropriate methods of skill improvement	

GENERAL CRITIQUE OF THE COACH'S PERFORMANCE:

Module 3:

Planning practices

Learning outcome

By the conclusion of the module the coaches will be able to design, deliver and evaluate a coaching session based on the session meeting the needs of the team and the individual players.

Task 1

Based on the team analysis that has taken place, complete the coaching session plan below.

Notes:

1. Areas of concern are the team's needs and should be in order of priority. The needs can reduce weaknesses or enhance strengths.
2. The session aim is what will be achieved by the conclusion of the session.
3. Equipment is self explanatory.
4. Not all sections of the plan need to be used. It depends on the aims of the session.
5. Time allocation should reflect needs.
6. Coaching points reflect the needs and are based on the key factors of the skills and functional roles.
7. Coaching points come before skill activity as the skill activity is just the way of practicing the coaching points.
8. Perform the practice plan using course members as players. There may not be time for each group to perform the practice completely. Adjust to the time available.
9. At the conclusion of each plan obtain feedback re delivery and content.

Learning log

Planning the practice

PRACTICE PLAN	
Areas of concern	
1	
2	
3	
Session aims	
1	
2	
3	
Equipment	

Practice plan	Time	Drills / details	Coaching points & techniques
Briefing / administration			
Warm up			
Individual / team skills			
Unit skills			
Mini-unit skills			
Team play			
Warm down			
De-briefing / administration			

NOTES

Coaching Sevens Level 1 - evaluation questionnaire

Name (optional):

How well did course help you to:	LOW	HIGH
understand the game of Sevens?	1 2 3 4 5 6 7 8 9 10	
identify examples of the principles of Sevens?	1 2 3 4 5 6 7 8 9 10	
link the principles of Sevens to the skills of the Game	1 2 3 4 5 6 7 8 9 10	
deliver a pre-planned coaching session?	1 2 3 4 5 6 7 8 9 10	
plan and deliver a practice to meet your team's needs?	1 2 3 4 5 6 7 8 9 10	
improve your skills as a Sevens coach?	1 2 3 4 5 6 7 8 9 10	
How satisfactory did you find the:	LOW	HIGH
pre-course administration?	1 2 3 4 5 6 7 8 9 10	
venue / lecture room?	1 2 3 4 5 6 7 8 9 10	
refreshments?	1 2 3 4 5 6 7 8 9 10	
course format?	1 2 3 4 5 6 7 8 9 10	
practical activities?	1 2 3 4 5 6 7 8 9 10	
support resources, e.g. workbook, Laws DVD, etc.?	1 2 3 4 5 6 7 8 9 10	
Please assess the educator's skills:	LOW	HIGH
Creating and maintaining a learning climate	1 2 3 4 5 6 7 8 9 10	
Presentation skills	1 2 3 4 5 6 7 8 9 10	
Questioning and listening skills	1 2 3 4 5 6 7 8 9 10	
Knowledge of officiating and Law application	1 2 3 4 5 6 7 8 9 10	
Giving honest and accurate feedback	1 2 3 4 5 6 7 8 9 10	
Investing in students	1 2 3 4 5 6 7 8 9 10	

In what way(s) could the course be improved?

What part of the course did you find most useful?

Thank you for completing this form fully and honestly - it will help us to go on improving our training workshop administration, delivery and content.

PLEASE REMOVE THIS PAGE AND HAND IT TO THE COURSE ORGANISER BEFORE DEPARTING.