



Coaching Cards

Under 9

*Coaches are advised to attend the RFU Rugby Ready Course



England
Rugby



SOCIAL AND PERSONAL

Be a team player

The child:

- Takes turns
- Shares
- Praises others

Ideas

The coach should encourage children to display these qualities and praise them when they do. The coach should ask them what others in the group have done well. Sharing equipment/space/time can all be encouraged.

- Cooperates with others
- Can work sensibly with others
- Includes others
- Does not exclude others

Ideas

Children should be provided with opportunity to work in a variety of pairs or small groups – (not just established friendship groups). Do they work well with others? Do they try and include others in activity?

SOCIAL AND PERSONAL

Be confident

The child:

Asks for help when s/he does not understand

- When the child does not understand they feel able to ask questions to gain clarity.

Ideas

The coach can set a positive learning environment. Encourage questions and acknowledge them with positive answers, regardless of content; for example “Good question, I should have explained it more clearly” or “Not the answer I’m looking for, but I like the way you’re thinking”.

Perseveres with a task

- The child continues to take part in activity even when they find it challenging.

Ideas

Set challenges/targets for players that are achievable with continued effort.
Give regular and positive feedback.

Copes well with failure

- The child can remain positive when they are not mastering a skill or desired outcome.

Ideas

Overload teams (6v4), Keep Ball, Ball Touch, Skill practice (passing off the weak hand)

Questions

What did you do well? What have you improved?

What could you improve? What did the other team do well?

WHAT DO CHILDREN WANT?

Children of this age tell us...

We enjoy playing most when playing with their friends

U9 like the best

- Having fun
- Being part of a team
- Enjoyment of the game

PHYSICAL AND MOVEMENT

Coordinate actions

The child can: Run and catch

- The child is able to catch the ball without having to slow or check stride.

Ideas

Try small sided games where a team gets a point every time a player catches the ball while running. Use different shapes/types of ball and Kuyts.

Run and pass

- The child can pass to a teammate when running.

Ideas

Try small sided games where a team gets a point every time a player passes the ball while running. Use different shapes/types of ball and Kuyts.

Run and tag/tackle

- The child is able to make a safe tag/tackle while running.

Ideas

Use of tackle progressions; once safe and confident use small area games (to reduce space and momentum). Really praise effort: as much as/more than the achievement.

PHYSICAL AND MOVEMENT

PERFORM A RANGE OF SKILL WITH SOME CONTROL AND CONSISTANCY

The child can:

Pass accurately while running

- The child, while running, can pass to enable the receiver to catch.

Ideas

Bonus Point Tag/Touch/Tackle: give a bonus point each time there is a pass on the move, or a good pass on the move and explain why the bonus point has been awarded.

Questions

What makes a good pass? What are you aiming at? What can your teammate do to help you pass accurately?

Football provides a good example of running onto the ball. By putting the ball in front of the player it helps them to maintain speed, while passing the ball to a player means they have to slow down to control it.

GAME UNDERSTANDING

Find own solutions

The child:

Is willing to explore different ideas

- The child is willing to explore a range of options and solutions when looking to solve challenges/tasks.

Questions

What are you doing well? Can you think of any other ways to achieve the goal?

Can work with others to explore and use different tactics

- When solving problems and challenges the child is open to the opinions and suggestions of others.

Ideas

Players listen to others and are enthusiastic to try their ideas.

Can use a range of tactics

- The child understands there is more than one way to find a solution.
- For example, in a game they move into space, pass the ball into space, run at a defence to preserve space, run into space to create space somewhere else.

Ideas

Use of all games (and conditioned games) such as Ruck Touch, where attack and defence have the of tactical decisions.

GAME UNDERSTANDING

Understand performance (how to improve)

The child can:

Understand ways to judge team/individual performance

- The child is aware how both team and individual performance affect how successful the outcome of activities/games is.

Ideas:

Group questioning/pair feedback: what did you /she do well? What did the team/opponents do well?

Use small sided games or specific techniques practice.

Identify specific parts of team/individual performance to develop

- The child has an understanding of areas to develop further.

Ideas:

Group questioning/pair feedback: what areas do you need to develop?

Which areas does the team/opposition need to improve? If you were to score the performance out of 5 what would you score and why?

Use small sided games or specific techniques practice.

SKILL FOCUS

Defend

The child can:

Advance on an opponent

- The child can use footwork to move towards an opponent and get themselves in a position close enough to force an opponent to pass: tag (U8) or grasp (U9) and hold the ball carrier for three seconds.

Ideas

Most invasion games are appropriate.

Track an opponent

- The child is able to follow an opponent to be able to avoid them if in attack, or to tag/tackle (U8/U9) them in defence.

Ideas

Rats & Rabbits, Mirroring and many more.

Grasp an opponent (tag or tackle U9) to make them pass

- The child can use footwork to move towards an opponent and get themselves in a position close enough to tag (U8) or grasp (U9) and hold an opponent for three seconds to make them pass.

Ideas

Mirroring 1v1 with progress to 2v2 mirroring, Rugby Kabadi and Tag in confined area (point every time you touch someone) and Ball Touch; progress to tag (U8) or grasping games where the team gets points for making 'tackles'.

SKILL FOCUS

Contact (U9 plus only)

The child can:

Explain the process of the tackle (side and rear)

- The child can explain the main points (in order) to allow them to make a safe tackle.

Question

Ask them to observe teammates tackle and feedback to each other to help create a mental picture of the tackle technique. Score themselves and partner out of three and explain why: one needs a lot of work, two is almost there but something missing (e.g. arms not wrapped round) and three is really good.

Perform (safely) a side and rear tackle through the progressions

- Kneel - Squat - Stand - Walk - Jog
- The child moves through the tackle progressions (above) at their own pace. Use a little-and-often approach. Remember safety as each player will be at different places in their development and confidence.

Perform a safe tackle in a game situation

- The child can tackle safely within a game.

Ideas

Once safe, introduce small games to include being held for 3 seconds to allow all children to feel valued and experience some success for their team.

NB tackle is only one aspect of the game - all children should be taught how to tackle **BUT** not all children will have the confidence to tackle **YET**. Do not make it an issue!

WHAT'S NEXT?

Want something different?

Check out the Skills Series with Eddie Jones

(www.englandrugby.com/skillsseries)

Familiarise yourself with Regulation 15

(www.englandrugby.com/regulations)

Age Grade Codes of Practice – Are you in?

(www.englandrugby.com/codesofpractice)

**Are you aware of what courses are available?
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