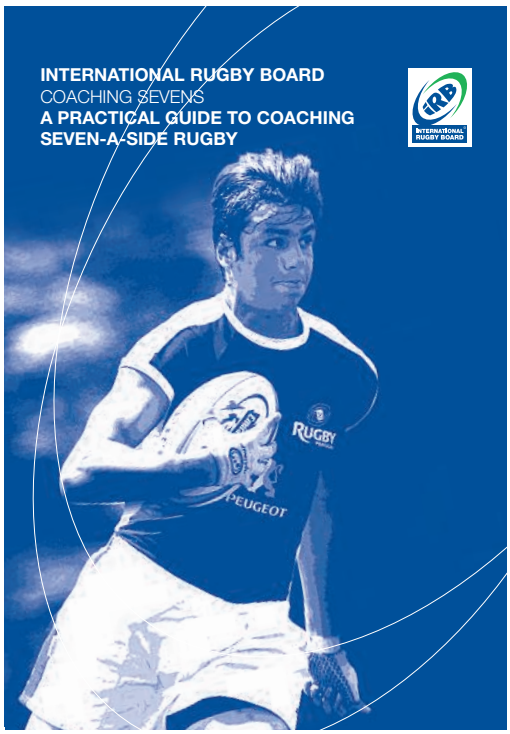
Coaching Sevens



Level 2 Workbook

Coaching Sevens

Level 2 Workbook

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General course information

Entry requirements

Level 2
Either:
Level 1 Sevens attendance or
Level 2 Fifteens accreditation / attendance.

Module resources required

Level 2
- Coaching Sevens manual 'A Practical Guide to Coaching Seven-a-side Rugby'
- Coaching Sevens Level 2 workbook
- Supporting DVDs.

Assessment

Level 2
Certificate of attendance
For those who wish to attend only.

Certificate of accreditation
- Attend and participate in all modules of the course.
- Demonstrate competencies across a range of criteria throughout the course in a number of capacities and coaching a Sevens team on one occasion.
- Submit a Sevens coaching diary for a tournament or no less than six coaching sessions.
- Complete the online Law exam at **www.irb.com/laws** and an open-book manual test. Should the coach have passed a Laws test in the last year, there is no need to repeat it.

Delivery methods

The Level 2 course will be delivered by:
- Deductive reasoning, from the general to the specific
- Video analysis
- Planning
- Presentations
- Competency activities
  - group work.
  - problem solving
  - group feedback
  - practicals.

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.

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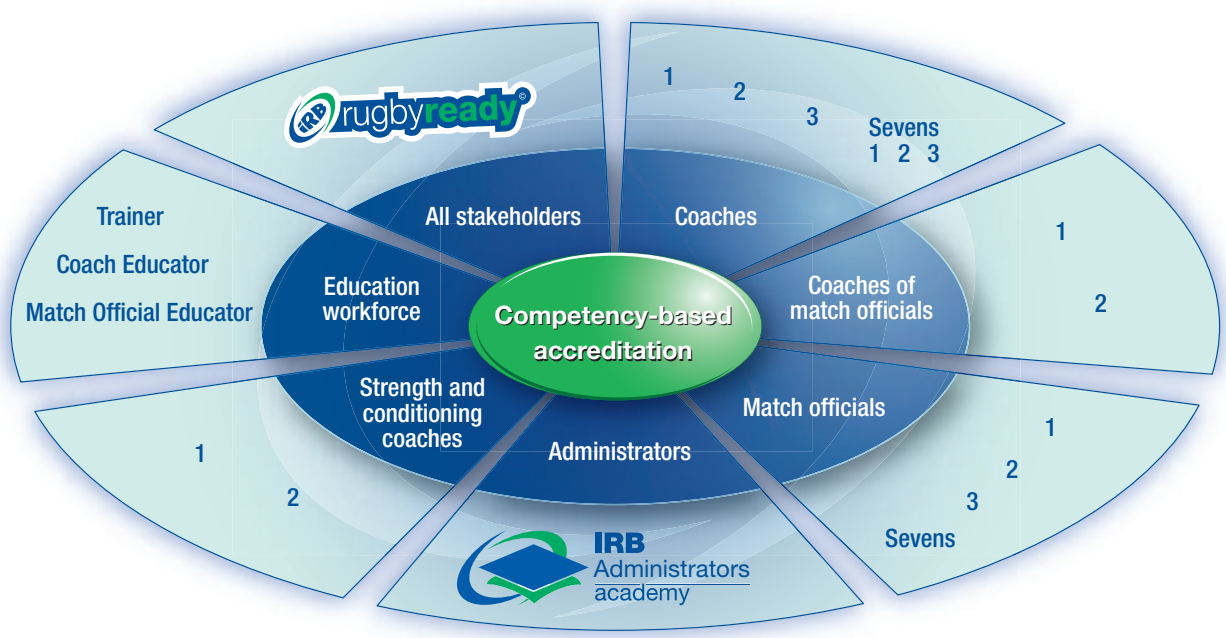
About this resource

This Level 2 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.

Level 2 Coaching Sevens course timetable

Welcome and introduction		60 mins
Module 1: Game knowledge	1 Study the team selection process	90 mins
Module 2: Planning	1 Use strengths and weaknesses to develop a team profile and team aim	90 mins
	2 From this team profile, develop a game profile	60 mins
	3 From this game profile, develop patterns of play	60 mins
	4 Design and deliver practices to meet player and team needs	120 mins
Module 3: Management	1. Team logistics and management	120 mins
	2. Tournament regulations	60 mins
Module 4: Sports science	1. Sevens fitness and conditioning	90 mins
Feedback and closure		30 mins

Total duration: 13 hours

Pre-course benchmarking

Module	Rate level of competence pre-course
GAME KNOWLEDGE	
1. Use video examples to identify the principles of Sevens and link them to the skills of the Game	1 2 3 4 5
2. Use key factor analysis and functional role analysis to further analyse strengths and weaknesses	1 2 3 4 5
PLANNING	
1. Use the game planning process	1 2 3 4 5
2. Design and deliver practices to meet player and team needs	1 2 3 4 5
3. Design and deliver a periodised plan for the team including selection	1 2 3 4 5
MANAGEMENT	
1. Meet the demands of tournament regulations	1 2 3 4 5
2. Plan team logistics	1 2 3 4 5
3. Demonstrate a knowledge sports science and how to utilise specialists	1 2 3 4 5
4. Demonstrate a knowledge of team selection principles	1 2 3 4 5
SPORTS SCIENCE	
1. Strength and conditioning	1 2 3 4 5
2. Nutrition	1 2 3 4 5
3. Sports psychology	1 2 3 4 5

TRANSCRIPT FOR ACCREDITATION AS AN IRB LEVEL 2 SEVENS COACH

COACH	
ASSESSMENT DATE & VENUE	
EDUCATOR / ASSESSOR	

Core competencies	Criteria	*NYC C E	Comments / action required
A PLANNING	1. Identifies personal goals for a season or tournament		
	2. Identifies team outcome and performance goals for a season or tournament.		
	3. Identifies and organises appropriate equipment and facilities for a coaching session		
	4. Takes into account the age and level of experience of the players, the specific phase of the competitive cycle and the requirements of Sevens rugby		
	5. Provides a written plan for each individual practice session		
	6. Provided a written coaching diary covering a minimum of twelve weeks of practice and play, including practice plans and self-reflection		
	7. Designs game related practices		

*** NYC = Not yet competent, C = Competent, E = Excellent**

Core competencies	Criteria	*NYCCE	Comments / action required
B GENERIC COACHING SKILLS	8. Gains players attention before giving information		
	9. Communicates with players so that all can see and hear		
	10. Introduces session appropriately		
	11. Ensures practice progressions, e.g. simple to complex		
	12. Concludes session effectively		
	13. Maximises players activity and engagement in practices		
C GAME KNOWLEDGE AND SKILLS	14. Delivers a game related warm up - 'Sweat, stretch and skill'		
	15. Uses the following to analyse performance and develop skills:		
	- the principles of attack and defence		
	- key factor analysis		
	- functional roles analysis		
	16. Demonstrates safe coaching of individual skills e.g., handling, running, kicking, contact		
	17. Demonstrates safe coaching of unit skills and team play		
	18. Demonstrates safe coaching of game-like situations, with varying degrees of opposition (depending on the age, skills and experience of the players)		
	19. Manages practices which realistically simulate the time and space available in a competitive Sevens game		
	20. Demonstrates a balance of practice so that both attack and defence are practised		
	21. Ensures warm down at the end of practice (reduce intensity, stretch & hydrate)		

Core competencies	Criteria	*NYCCE	Comments / action required
D RISK MANAGEMENT	22. Carries out regular safety checks on players, their equipment and clothing		
	23. Carries out regular safety checks on the facilities and playing environment		
	24. Demonstrates a knowledge of the safety procedure for the facility and whom to contact in an emergency		
	25. Shows familiarity with the written emergency plan to deal with a players injury or illness		
E ETHICAL BEHAVIOUR	26. Sets a high standard of personal behaviour		
	27. Respects the coach's code of conduct		
	28. Expects the players to play within the Spirit of the Game		
	29. Manages inappropriate behaviour in players and/or others in the playing environment		
F SELF-REFLECTION AND ACTION PLANNING	30. Seeks, and responds positively to, feedback		
	31. Prepares after action review of practice and play		
	32. Self-reflects honestly and accurately		
	33. Action plans to make improvements to own coaching behaviour		

Progress after Level 2 Coaching Sevens course (to be completed by Educator)
Coach self reflection on the course:

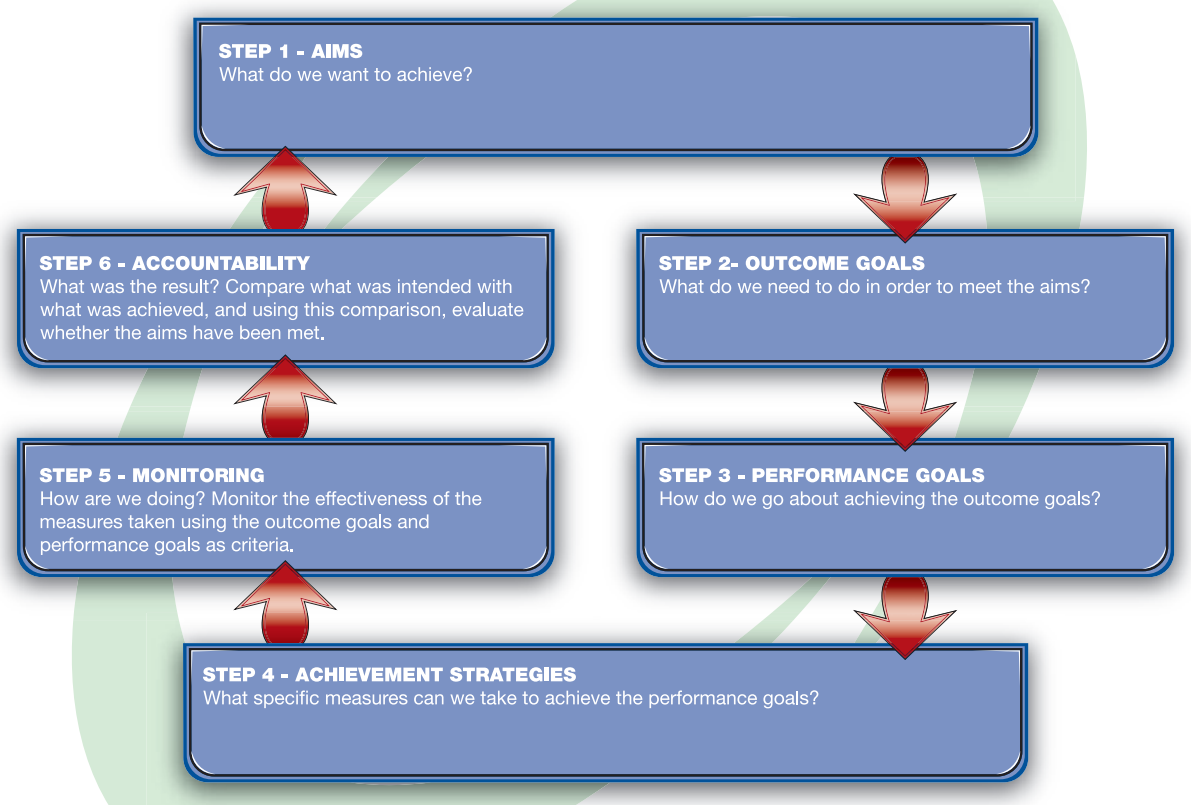
Status	Tick	Comments
EXCELLENT (E) - performed beyond competency standards. This student will receive accreditation.		
COMPETENT (C) - performed at the minimum standards defined by the competency criteria. This student will receive accreditation.		
NOT YET COMPETENT (NYC) - performed below the minimum standards. The course staff will need to action plan for this student to achieve accreditation e.g. provide written assignment, video performance, observation of performance etc.		

EDUCATOR SIGNATURE	COACH SIGNATURE	DATE

The modular framework - understanding the coaching programme

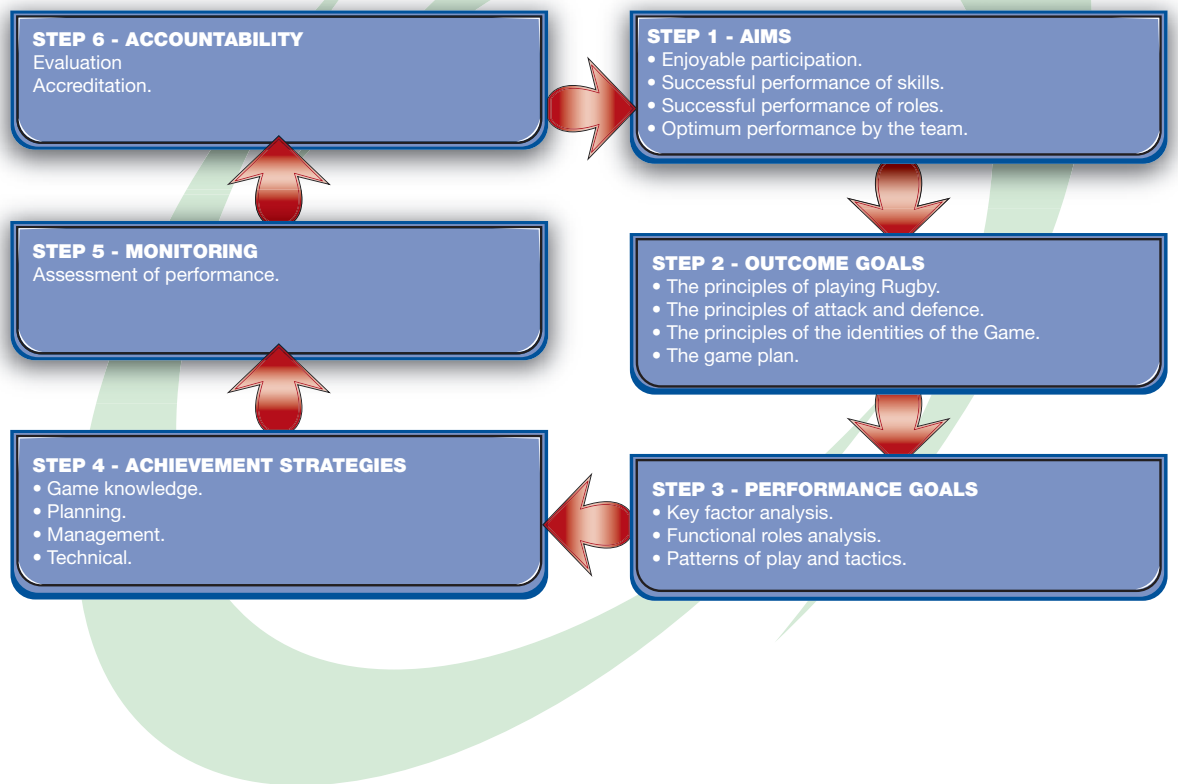
The decision-making models that follow begin with a generic model that shows the elements involved in a problem solving, decision-making process. Building on this generic model, the models that follow provide greater detail as they are applied to progressively more advanced rugby coaching. Therefore,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



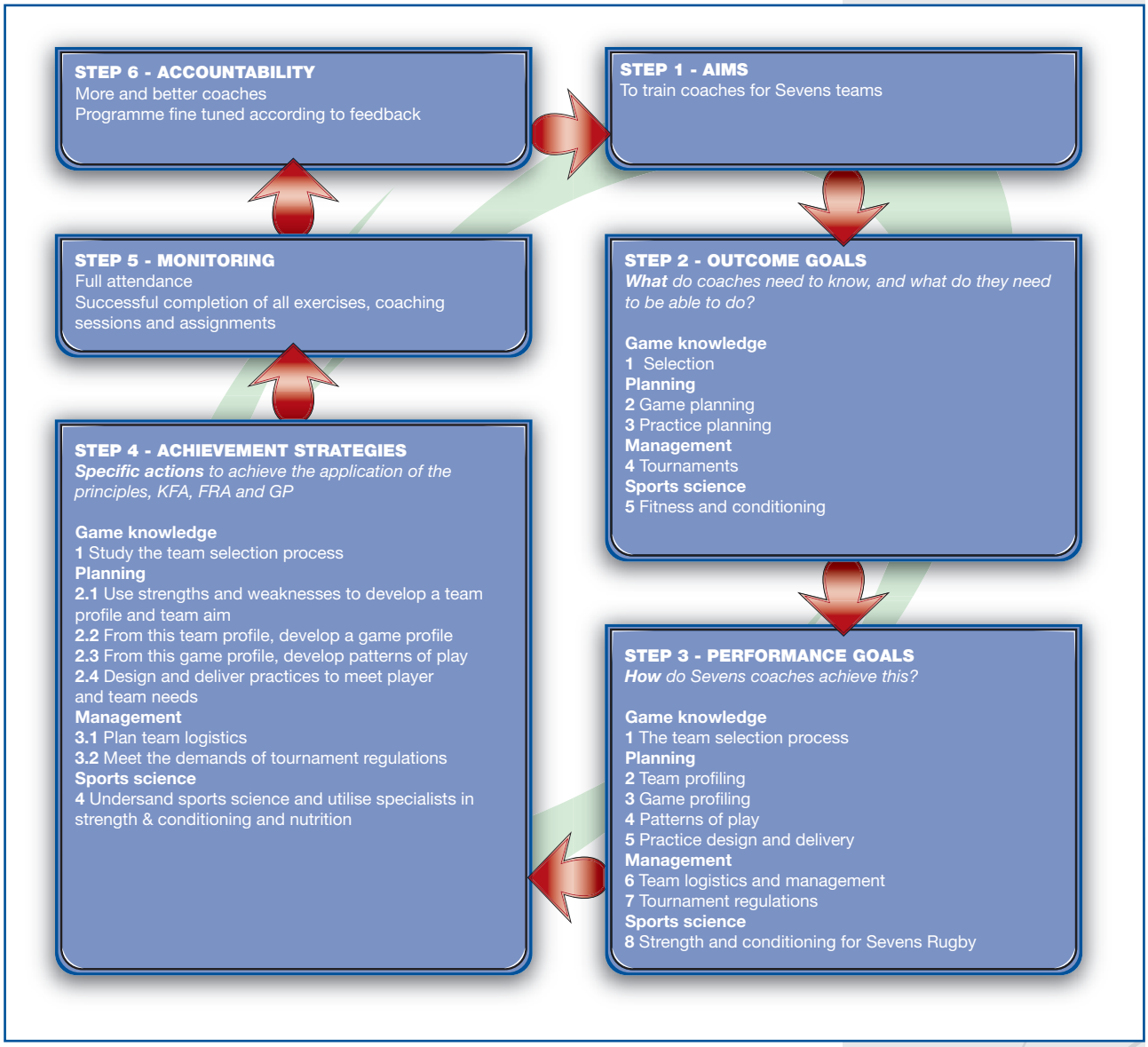
The modular framework - understanding the coaching programme

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:



Module 1: Game knowledge

Task 1 - The team selection process

Study the process of team selection.

Learning outcome

To develop a comprehensive and practical selection method.

Performing the task

1. In the following table, arrange the steps in order so that they demonstrate a logical selection method.
2. Then, link each step to the definition (from the following page) that best fits it.
3. Explain the order you have chosen to the rest of the group, linking your conclusions to the level at which you are coaching.

STEP ORDER	STEP TITLE	DEFINITION LETTER
	Positional requirements	
	Intuition	
	Selection responsibilities	
	Observing games	
	Team profile	
	Selection meetings	
	Attitude	
	Analysis of players	
	Game profile	
	Co-ordination and consistency	

Definitions

A. It is at this stage after the situation has been thoroughly analysed objectively that the selectors' subjective judgement or _____ becomes important. We are dealing with a situation that involves people who have opinions and feelings. Because of this, no selection can be entirely correct or entirely wrong.

B. A checklist of player requirements by position that can be modified to suit the team's mode of play.

C. A profile that explains what the team is to achieve in attack and in defence.

D. Players competing for a position may be of equal ability. The strengths and weaknesses of a player may be matched by different strengths and weaknesses of another. Selection in these circumstances will be based on which player fulfils the demands of the game profile. But if the players still offer equal ability, the final criteria should be _____.

E. From the pool of players available for the team, the principles of play are used to categorise strengths and weaknesses so that a comprehensive assessment of the team can be made. Implicit here is a knowledge of the strengths and weaknesses of the individual players who are available.

F. The use of player profile forms to rank players and to provide a record of the player's development during the season.

G. When selectors are watching players they must be constantly referring to the positional requirements. This task is different from coaching. The selectors are watching individual players. They should not be distracted from this by watching the match as a whole. This takes considerable discipline.

H. It is essential to hold these regularly to monitor the development of players. There are two types - those which take place prior to the selection of the team and those which take place once the team has been selected.

I. The selectors must select to a common order of priorities and they must select to criteria by position to which they all agree.

J. Once the players have been ranked and the rankings received throughout the selection period, players can be categorised into three groups - 'in', 'out' and 'unsure', enabling selectors to concentrate on a more manageable smaller group, the 'unsure' players. Their task is now more manageable and selecting can become more specific. The player requirements will become very specific so that the minor differences between players of equal calibre can be identified.

Module 2: Planning

Task 1

Use strengths and weaknesses to develop a team profile and team aim.

Learning outcome

By the conclusion of this task, you will have developed a team profile so that you can produce aims for your team for a forthcoming tournament.

Performing the task

1. Take notes as you watch the play.
2. Categorise this information under the **principles of attack and defence t**o identify the team's strengths, weaknesses and needs.
3. Based on this analysis, develop an outcome goal and performance goals for the team for its forthcoming tournaments.

Subjective notes on the team's play

Principles of attack

Gaining possession - scrums, lineouts, kick starts and restarts only

Does your team gain possession or not? Make a difference between long and short kick starts.

Retaining possession

- Is possession retained (✔) or not (✘)? In other words, is as turnover conceded?
- Ways of conceding a turnover:
  - putting the ball in touch (L)
  - infringing so that the opposition has the throw-in at scrums (S)
  - losing the ball in general play when play continues (G)
  - losing the ball in contact at the tackle (T)
  - conceding a free kick when attacking (FK)
  - conceding a penalty kick when attacking (PK)
  - kicking the ball and the opposing team recovers it (K)

These abbreviations can be used in your analysis to differentiate between the ways in which a turnover was conceded.

Creating space

- Does the positioning of players create lateral space, i.e., space across the field?
- Does the positioning of players create linear space, i.e., space down the field?
- Is the space retained as play proceeds?
- What other space is created?

Penetrating using space

- When there is space is it used?
- From each contact does the team break the gain line as it attempts to move forward?
- How is the gain line broken and is possession retained in the process?

Supporting play

- Is support available?
- Does the ball carrier use the supporting player(s)?

Subjective notes on the team's play

Principles of defence

Contesting possession

- Did the team win their possession from scrum, line-out and kick starts and restarts?
- Did the team in challenging for possession reduce their opponents' options?

Denying space

- When the opposition wins the ball, do your players go forward as a unit, keeping a defensive line?
- At each contact, is the ball further from your defending goal-line than it was at the previous contact?

Tackling the ball carrier

- How many tackles were attempted? How many were completed and how many were missed?
- Does the tackle prevent the opposition going forward?

Regaining possession

- How many times does the team regain possession?
- Ways to regain possession:
  - from general play (GP)
  - at the tackle (T)
  - when the opposition infringe resulting in s scrum (S), line-out (L), free kick (FK) or penalty kick(PK).

These abbreviations can be used in your analysis to differentiate between the ways in which a turnover was conceded.

Develop a team profile

The team profile is an analysis of your team's strengths, weaknesses and needs, based on the analysis of their play as conducted above. Once the application of the principles of play has been completed for a number of matches, interpret the data to produce the team profile.

The basic needs of a team profile are to:
- enhance strengths, and
- eliminate weaknesses.

There may be many more complex needs, and to make these more manageable they should be prioritised so that those most immediate can be met. Remember that the principles are listed in sequential order and this is also their order of priority. They are a guide as to what is most important and what is least important. What this means is that the successful performance of the principle is dependent on the quality of performance of the principles that precede it.

Team profile for: .....

ATTACK		
Strengths	**Weaknesses**	**Prioritised needs**
Gaining possession		

Strengths	Weaknesses	Prioritised needs
Retaining possession		
Creating space		

Strengths	Weaknesses	Prioritised needs
Penetrating		
Supporting play		

DEFENCE		
Strengths	**Weaknesses**	**Prioritised needs**
Contesting possession		
Denying space		

Strengths	Weaknesses	Prioritised needs
Tackling the ball carrier		
Regaining possession		

Create a team aim for a forthcoming tournament

Your team aims should be specific, measurable, achievable, relevant, and within a time frame, so that there is specified accountability. Aims should be structured so that there is one overall aim for the season and additional aims for each tournament which enable the team to monitor its progress towards the overall season aim.

The team may have two types of aims; outcome aims and performance aims.

Outcome aims
These are the results that a team wishes to achieve during a tournament or series of tournaments. Examples of outcome aims are:
- to win the Bowl
- to lose by no more than 20 points in pool play

Performance aims
The performance aim is based on the team's performance and, as a result, enables the team to 'control the controllables'. The performance aim may be applied to:

- a skill - to make a given number or proportion of successful passes in the game
- a pattern of play - two play 'inside out' defence so that the attack is forced across the field and runs out of space in a given proportion of the attacks
- a tactical option - against a particular opponent to spread the attacking line across the field so that when the team reverses the attack, a one-on-one mismatch is created between a powerful runner and a weaker defender so that the team is able to score a minimum of three tries per half using this tactic

The principles of attack and defence are a useful checklist for deciding on the aims with the first couple of principles in each case being very important for the successful performance of the team.

Based on the analysis you have done, record your team's aims on the next page.

Tournament aims

Outcome aims (game, tournament, series of tournaments)

Performance aims (game, tournament, series of tournaments)

Task 2

From the team profile, develop a game profile.

Learning outcome

By the conclusion of this task, you will be able to develop a game profile from a team profile.

The game profile

The game profile explains what the team is to achieve in attack and defence. The principles of attack and defence serve as a checklist for the achievement of the game profile. Each team's game profile will have the principles as a common checklist of what the team is to achieve. Each team will have a different team profile, and as a result of this, their game profiles will differ.

Notes

1. Because of the size of the field, the small number of players on the field and the lack of specialisation of players by playing position, the degree to which game profiles can vary is limited.
2. This exercise ensures that the concept of the game profile is understood and that its role is to focus your players' attention on a simple mission for each principle, based on the positioning of opposition players.
3. In Sevens, the results of the application of pressure - possession, field position and pace - are as important as they are in fifteen-a-side Rugby, with possession being all important even if this means conceding field position before the team penetrates and uses its pace.

Attacking game profile

Once possession has been gained, the attacking game profile may be based upon:
- field position
- the positioning of team-mates
- the position of opponents.

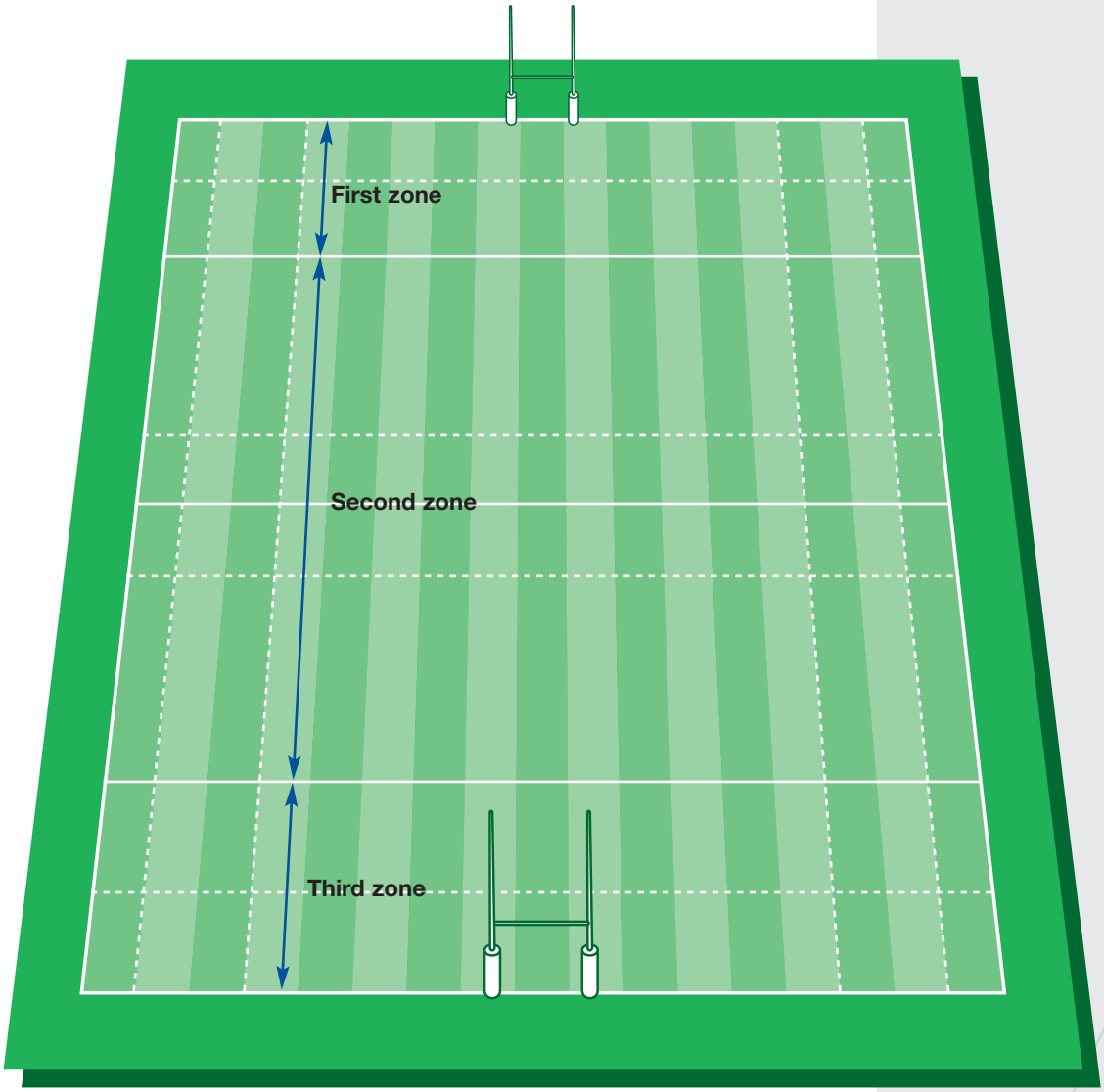
Game profiles based on field position

Attacking game profiles are usually based on field position. The field is divided into areas in which a chosen mode of play within that area will give the team its best outcome from their play. The two divisions within this are firstly the game profile that exploits linear space down the field, and secondly the game profile that exploits lateral space across the field.

Lateral game profiles

This game profile is based on zones down the field. Within each zone, the team plays to space across the field. For example:

- the first zone is from the team's defending goal-line to their 22m line
- the second zone could be between the 22m lines
- the third zone is from the opposing team's 22m line to their defended goal-line.

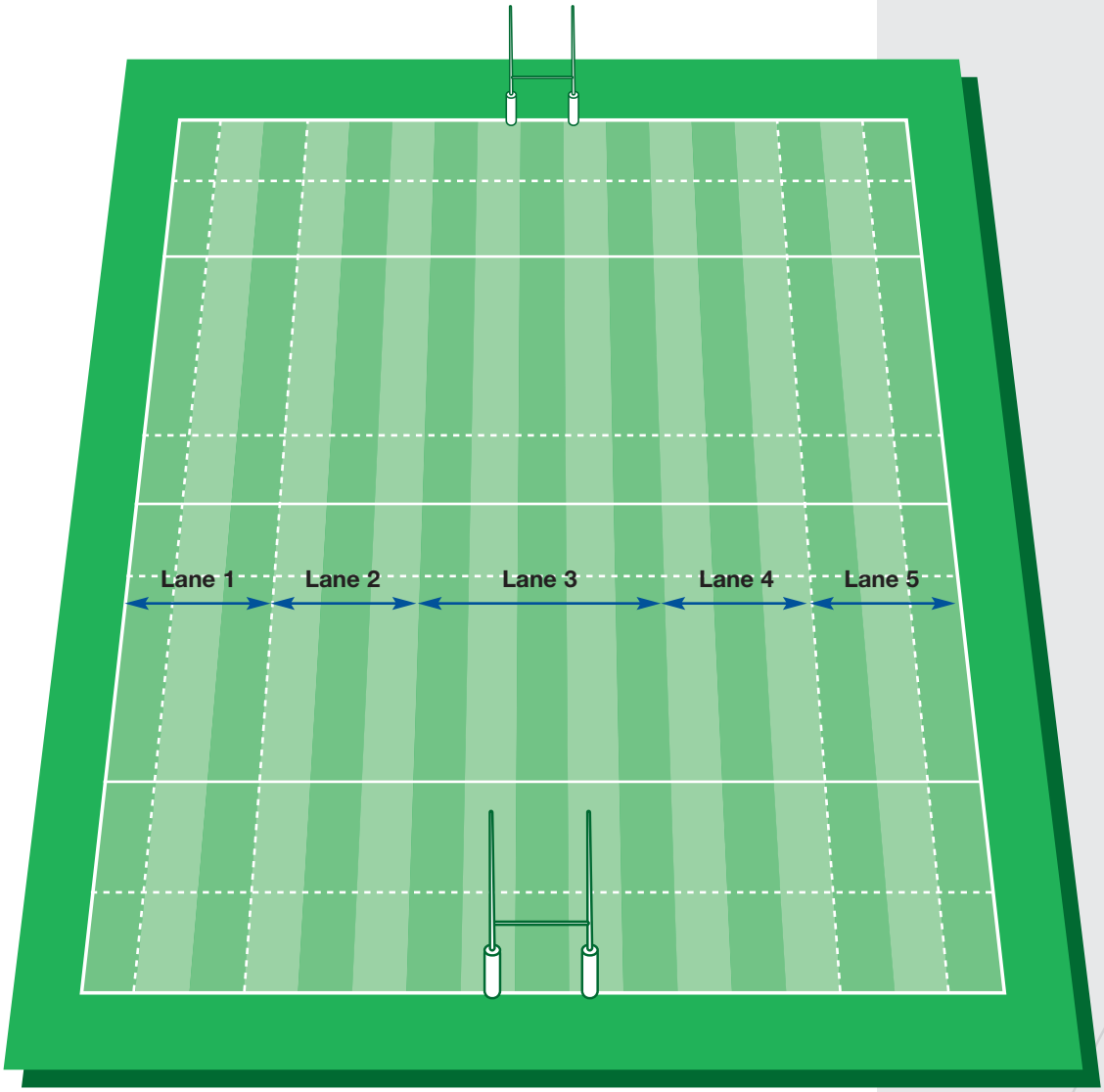


In fifteen-a-side Rugby, the basic reason for these zones are the kick into touch Law and the limited number of kicking options the closer the attacking team is to the attacking goal line. In Sevens, this is less likely as ball retention is more important than field position. This is because the size of the playing area relative to the number of players creates so much space around players that penetration is relatively easy and once achieved, an attack may run the length of the field, resulting in a score.

Linear game profiles

This game profile is based on lanes across the field. Within each lane the team plays to space down the field. For example:

- the grouping of players at scrum and line-out creates space across the field enabling players to exploit the space around isolated defenders.



Game profiles based on the position of the opposing team

By far the most common blueprint for a game profile is to base it on the positioning of the team in attack relative to the positioning of the opposition.

Lateral space across the field
In some situations, this parallels fifteen-a-side, e.g., scrum and line-out in which four players are grouped in a narrow lane while the remaining three are spread across the field with a great amount of space around them.

These situations do not occur with great frequency during a Sevens game but, in dynamic play, the game is one of grouping and spreading to create a mismatch either numerically or in terms of player-on-player speed, strength or skill level.

Consequently, what a team is trying to achieve in its game profile is a situation in which it has an advantage.

If the attack is numerically greater than the defence, the defence has to choose which attackers they will mark. It is the skill of the attack to pass the ball to one of their team-mates, who is not marked, to penetrate.

The other course of action for the attack is to create a one-on-one mismatch in which a player of greater skills than the opponent is able to use this skill to penetrate. This gives best results when team-mates draw defenders away, creating a one-on-one, thereby resulting in space around the ball carrier.

Broadly the lateral space game profile can be divided into two groups:
- one that will be used when the defence is spread
- one that will be used when the defence is grouped.

Linear space down the field
This game profile is based on the space that exists down the field between:
- the attack and the defence
- the front line and the second line of defence occupied by any variation on the role of the sweeper
- the space behind the sweeper.

Secondly, it is based on where an attempt will be made to penetrate the defence. When the attack outnumbers the defence, lateral space will be used as explained above. If the defenders outnumber the attackers, little will be achieved by moving the ball across the field as it will take the ball further from team-mates.

A drifting defence will result in the defence outnumbering the attack in the contest following a tackle. As a result the game profile will be to attack down the field at one point in the defence.

The team's attacking game profile should explain what the team is aiming to achieve in each situation. This becomes the focal point for the team unifying them in a common purpose. The game profile does not explain how this common purpose is to be achieved - it merely states what the common purpose is.

Defensive game profiles

The defensive game profile is based on the principles of defence, which are:
- contesting possession
- denying space
- tackling the ball carrier
- regaining possession.

The defensive game profile uses the same blueprint as the attacking game profile, based on the position of the opposition.

Lateral space across the field
The defence avoids a mismatch by reacting to the attack grouping and/or spreading. The defending team aims to avoid a mismatch which occurs either numerically or when the attacking player has superior speed, strength and/or skill.

Linear space down the field
This defensive game profile is based on what the team aims to achieve when defending the space that exists between:
- the attack and the defence
- the front line of defence and the second line of defence occupied by any variation on the role of the sweeper and
- the space behind the sweeper.

Secondly, it is based on what will be done if the attack attempts to penetrate with greater numbers at one point in the defensive line.

The team's defensive game profile should explain what the team is aiming to achieve in each of the common defensive situations, without going as far as to examine how to achieve the profile.

Game profile

Learning log

Developing your game profile

Focus on what has to be achieved to meet each principle. This concentrates the players' attention on what has to be achieved, and will empower them to contribute to the achievement of the game profile. While some of the game profile will involve generalisations applicable to all Sevens teams, make the game profile as specific as possible to the team profile.

For your team, formulate your own game profile using the following tables.

Note: The game profile explains what the team has to achieve in each principle, **not** how they are going to achieve it. How the game profile is to be achieved is revealed by the patterns of play.

Attacking game profile
1. Gaining possession
2. Retaining possession:

Attacking game profile

3. Creating space

4. Penetrating

5. Supporting play

Defensive game profile

1. Contesting possession

2. Denying space

Defensive game profile

3. Tackling the ball carrier

4. Regaining possession

Task 3

From the game profile, develop patterns of play.

Learning outcome

By the conclusion of this task you will be able to use your game profile to develop patterns of play for the team. These patterns of play explain how the team must perform in attack and defence in order to achieve the game profile.

Discussion

Referring to the game profile, consider how each of the principles is to be achieved by your team.

Attack (in possession)	**Defence** (not in possession)
Gaining possession	Contesting possession
Retaining possession	Denying space
Creating space	Tackling the ball carrier
Penetrating	Regaining possession
Supporting play	

Notes

1. Gaining possession refers to kick starts, scrums and line-outs.
2. Creating space, penetrating and support will be based on the position of the opposing team:
   - Are they grouped?
   - Are they spread?
   - Are there any gaps in their positioning?
3. In addition, there are a number of defensive situations from which attacking patterns can be developed.
4. List the defensive scenarios in 3, prioritise them, and then explain how they can be exploited by an attacking pattern.
5. Supporting refers to field support in open play, and support at rucks and mauls.
6. Denying space is based on playing to a defence pattern. The defence pattern will evolve depending on what the attack does.
7. The derived patterns of play will be maintained throughout the season. Adjustments may be made match-on-match based on the conditions of play and the profile of opposing teams. These will usually be a change of emphasis rather than the inclusion of something that is completely new.

Patterns of play

Learning log

Developing attacking patterns of play

Consider the points below and formulate your team's patterns of play - record them in the tables on the following pages.

1. Gaining possession when your team has the throw in

- What has to be achieved to win solid and stable scrum possession that controls the ball and maximises options?
- What has to be done to create space for the jumper so that the ball is caught, thereby maximising options at the line-out?
- What has to be done to ensure the ball is caught from the kick off?

2. Retaining possession once it has been obtained

- What has to be achieved to retain possession based on:
  - handling?
  - running Lines?
  - contact options?
- What must be the ball carrier's priorities?
  - penetration?
  - passing/recycling?
  - use of support?
- What must be the other players' priorities in ensuring that possession is retained?
  - depth?
  - width?
  - proximity to the ball carrier?

3. Creating space

- What must the ball carrier do in order to create space in terms of:
  - line of running?
  - creation and use of space?
- What is the main focus of creating space if the defence is spread?
- What is the main focus of creating space if the defence is grouped?

(This may include more than one principle and it may include an order of priority, e.g., the first priority of the ball carrier should be to avoid contact as much as possible, the second to make space.)

4. Penetrating

- What must a support player do in order to penetrate into space that has been created? (Assuming that space has been created in step 3 above).
  - running lines and pace?
  - timing?

5. Supporting play

- Once penetration has been attempted what is the main focus of support players in ensuring that play continues?
  - positioning – depth, width, decoy, line of running?

(This will include play in support of the ball carrier, and play that prevents the defence from totally concentrating on the ball carrier, thus neglecting the ball carrier's team-mates. It should also include the role of the support players, if the penetrating player is caught by the opposition.)

Attacking patterns of play

1. Gaining possession

2. Retaining possession:

Attacking patterns of play

3. Creating space

4. Penetrating

5. Supporting play

Developing defensive patterns of play

Consider the points below and formulate your team's patterns of play - record them in the tables on the following pages.

1. Contesting possession

- What should be the team aim in contesting initial possession of the ball at scrum, lineout and kick-offs to either win the ball or reduce the opposition's attacking options?

(This should include consideration of the situation if possession is contested but not won, as it has implications for play that follows.)

2. Denying space

- What should the team do to prevent territory being gained?

3. Tackling

- When a player is tackling an opponent, what should the player be attempting to do upon initial contact and what variables will affect this decision?
  - relative size?
  - ball carrier's support / defenders support?
  - relative numbers in attack and defence at the point of contact?
  - position of the ball and the likelihood of a turnover?

4. Regaining possession

- Once territorial gain has been denied, and a tackle made, what should the support now do in order to regain possession of the ball and what variables will affect this decision?
  - relative size?
  - ball carrier's support / defenders support?
  - relative numbers in attack and defence at the point of contact?
  - position of the ball and the likelihood of a turnover?

Defensive patterns of play

1. Contesting possession

2. Denying space

Defensive patterns of play

3. Tackling the ball carrier

4. Regaining possession

Task 4

Design and deliver practices to meet player and team needs.

Learning outcome

By the conclusion of this task you will be able to design and deliver a coaching session based on the session meeting the needs of the team and the individual players.

Learning log

Task 4 Exercise 1
Identifying the needs of the team

Use your team's strengths and weaknesses to create a prioritised of your team's needs, and from this, develop a coaching session plan to play on the strengths and minimise the weaknesses.

Attack

Rank	Attacking needs
1	
2	
3	
4	
5	
6	

Defence

Rank	Defensive needs
1	
2	
3	
4	
5	
6	

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			

Module 3: Management

Task 1 - Team logistics and management

Your educator will introduce an experienced team manager who will conduct a question and answer session. Some examples of topics for discussion would be:

1. Management team appointments and composition.
2. Trials and team selection.
3. Travel arrangements and timetable.
4. Accommodation needs.
5. Gear.
6. Host union liaison.
7. Practice venues / training venues.
8. Practice equipment.
9. Commercial responsibilities.
10. Game day logistics:
    a. Transport.
    b. Pre game.
    c. Post game.
    d. Activities between game days.
11. Medical support.

Task 2 - Tournament regulations

Your educator will now issue you with a generic set of regulations for an inter-provincial Sevens tournament and introduce someone who is familiar with them to undertake a question and answer session.

Module 4: Sports science

Task 1 - Fitness and conditioning for Sevens

Your educator will introduce an experienced team trainer who will conduct a question and answer session.

Tournament assignment

Team case study

This module is one of the assessment requirements for accreditation. Coaches should work in pairs on this exercise.

Apply the game planning method to the play of a team to design a practice session that will meet the team's needs.

PRINCIPLES OF ATTACK

Gaining possession - scrums, lineouts, kick starts and restarts only

Does your team gain possession or not? Make a difference between long and short kick starts.

Retaining possession

- Is possession retained (✔) or not (✘)? In other words, is as turnover conceded?
- Ways of conceding a turnover:
  - putting the ball in touch (L)
  - infringing so that the opposition has the throw-in at scrums (S)
  - losing the ball in general play when play continues (G)
  - losing the ball in contact at the tackle (T)
  - conceding a free kick when attacking (FK)
  - conceding a penalty kick when attacking (PK)
  - kicking the ball and the opposing team recovers it (K)

These abbreviations can be used in your analysis to differentiate between the ways in which a turnover was conceded.

Creating space

- Does the positioning of players create lateral space, i.e., space across the field?
- Does the positioning of players create linear space, i.e., space down the field?
- Is the space retained as play proceeds?
- What other space is created?

Penetrating using space

- When there is space is it used?
- From each contact does the team break the gain line as it attempts to move forward?
- How is the gain line broken and is possession retained in the process?

Supporting play

- Is support available?
- Does the ball carrier use the supporting player(s)?

PRINCIPLES OF DEFENCE

Contesting possession

- Did the team win their possession from scrum, line-out and kick starts and restarts?
- Did the team in challenging for possession reduce their opponents' options?

Denying space

- When the opposition wins the ball, do your players go forward as a unit, keeping a defensive line?
- At each contact, is the ball further from your defending goal-line than it was at the previous contact?

Tackling the ball carrier

- How many tackles were attempted? How many were completed and how many were missed?
- Does the tackle prevent the opposition going forward?

Regaining possession

- How many times does the team regain possession?
- Ways to regain possession:
  - from general play (GP)
  - at the tackle (T)
  - when the opposition infringe resulting in s scrum (S), line-out (L), free kick (FK) or penalty kick(PK).

These abbreviations can be used in your analysis to differentiate between the ways in which a turnover was conceded.

Develop a team profile

Team: .....

ATTACK		
Strengths	**Weaknesses**	**Prioritised needs**
Gaining possession		

Strengths	Weaknesses	Prioritised needs
Retaining possession		
Creating space		

Strengths	Weaknesses	Prioritised needs
Penetrating		
Supporting play		

DEFENCE		
Strengths	**Weaknesses**	**Prioritised needs**
Contesting possession		
Denying space		

Strengths	Weaknesses	Prioritised needs
Tackling the ball carrier		
Regaining possession		

Tournament aims

Outcome aims (game, tournament, series of tournaments)

Performance aims (game, tournament, series of tournaments)

Game profile

Attacking game profile
1. Gaining possession
2. Retaining possession:

Attacking game profile

3. Creating space

4. Penetrating

5. Supporting play

Defensive game profile

1. Contesting possession

2. Denying space

Defensive game profile

3. Tackling the ball carrier

4. Regaining possession

Patterns of play

Attacking patterns of play

1. Gaining possession

2. Retaining possession:

Attacking patterns of play

3. Creating space

4. Penetrating

5. Supporting play

Defensive patterns of play

1. Contesting possession

2. Denying space

Defensive patterns of play

3. Tackling the ball carrier

4. Regaining possession

Identifying the needs of the team

Attack

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2	
3	
4	
5	
6	

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Rank	Defensive needs
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PRACTICE PLAN
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