



Tackle Ready Deliverer's Manual





The Tackle Ready program allows participants to learn correct and safe techniques, preparing them for the tackle version of Rugby League. The six-session program, delivered by accredited NRL Tackle Ready deliverers, aims to increase player confidence and physical competence in all tackling situations.

To enhance the overall enjoyment of participants, the Tackle Ready program compliments the NRL SafePlay Code and Tag Rugby League competitions to offer a safe and progressive introduction to tackle Rugby League.

The Tackle Ready program addresses concerns commonly influencing parent's perception towards Rugby League; in relation to their child's size, strength and abilities. Therefore, the Tackle Ready Program focuses on key competencies to reduce the effects of varying size, maturation and skill level.

Our Objectives

Players

Provide a systematic introduction to tackling and being tackled with the aim of enhancing players competence and confidence leading to a greater level of enjoyment.

Coaches

Educate entry level club coaches with the necessary skills to teach new Rugby League participants how to tackle and how to be tackled safely.

Parents

Give parents peace of mind, and highlight the games commitment to offering a safe, inclusive environment.





Applying Positive Coaching Techniques



Program Delivery

To achieve the best result, Tackle Ready Program Deliverers should follow the program delivery model as prescribed. Remember the objective of this program is to educate players, coaches and parents.

This guide will help make sure you've covered all bases when delivering the Tackle Ready Program.

Manage

- Prior to commencing a Tackle Ready Program contact the relevant person at the club to confirm times, dates and number of participants.
- Let them know how much space you'll require, and what the program involves. It's imperative that club officials understand that coaches are expected to help deliver the program. Ask the club to provide you with contact details for all coaches.
- Prior to session 1, deliverers will provide a brief introduction to parents and coaches. Here you will outline the learning objectives for the players and hand out an information flyer that provides a summary of each session.
- It's important to maintain communication with your coaches throughout the program. You should provide them with session plans before each session, and ensure they understand the purpose of each activity.

Prepare

- Make sure you review each session, and have all the equipment required. This includes
 - Balls
 - Markers
 - Hit Shields
 - Parent Information Flyer's
 - Session Plan for Coaches
 - Whistle
- Tackle Ready Deliverers should wear Tackle Ready Deliverer uniform, and display any promotional equipment where possible.
- Arrive early to set up equipment.
- Meet with the club coaches prior to the session and make sure they understand their roles and responsibilities.

Deliver



- Begin each session by bringing the group together. Sit down and explain what they will learn during the session. Remember to set expectations around behaviour and involvement.
- Ask lots of open-ended questions throughout the session about what they are learning so you can be sure they have a good understanding.
- Deliver the prescribed program, using the COACHING PROCESS on page 9.
- Give the coaches an opportunity to ask questions and provide feedback.

Review & Reflect



You should review and reflect after every session. Reflection is an important improvement tool in coaching and part of the review process. Asking yourself the following questions will help you to develop as a Tackle Ready Deliverer and enable you to provide the players and coaches with an even better experience.

- Did I achieve the aim of the session?
- What worked well?
- What didn't work well?
- Things to improve on for next time.







The Coaching Process

To ensure we get the most out of training sessions and to help us achieve our aims of making training fun and stimulating for the players, coaches should follow this coaching process. Getting started, observing and responding appropriately.

Get Started

Get started quickly – Explain the basic objectives and rules - Keep instructions to a minimum

For New Activities: Provide quick demonstration so the players can **SEE IT**, and do a half paced walk through so the players can **DO IT** .

Observe

Is it safe? / Are they appropriately challenged? / Are they involved? / Is it fun?

Did I answer **yes** to all these questions? if so,

STEP BACK

- › Let them play
- › Provide positive feedback
- › Give them time

Did I answer **no** to any of these questions? If so, you can

STEP IN

- › Stop the activity
- › Change the activity
- › Change something (rule, field size, player)
- › Ask a question

There's no doubt about it. Coaching children of this age can be challenging. However adopting some simple group management strategies can improve the learning environment immensely and help you deliver the best possible session.

Prevention is Better Than Cure.

Use these three steps to encourage positive behaviour during your session.

Set your Expectations	Use Positive Reinforcement	Plan Ahead
<p>The players need to know what's expected of them. At the start of each session, remind the children of the behaviours you expect. Be realistic, and keep your expectations simple. Limit these expectations to two or three things.</p> <p>For example, coaches might say "I need you to...</p> <ul style="list-style-type: none"> - help me make sure everyone is having fun" - use your listening ears" - play by the rules" <p>Throughout the session, if you see a player misbehaving, you can simply ask them a question like "Is that helping Johnny have fun?" "Are you using your listening ears?" or "Was that part of the rules?" This puts the ball in their court and makes the child reflect on their own behaviour.</p>	<p>Offering positive rewards for good behaviour is a great way to keep the group under control. You want to show the group that it pays to listen and do the right thing by rewarding those who are behaving positively.</p> <p>Here are some simple rewards you might like to try: -</p> <ul style="list-style-type: none"> - Stamp or Sticker - -Awarding ten points - Having them demonstrate for the next game - Allowing them to play a game that they enjoy at the end of the session <p>Don't be afraid to get involved and play the games with the kids. Children learn by seeing and doing, and they will learn from you.</p>	<p>Being well planned, and limiting the amount of time that the children are waiting around will limit opportunities for them to misbehave.</p> <p>The transition between one activity to the next should be swift, and instruction should be kept to a minimum.</p> <p>Use coloured markers to help manage your group. This can reduce the amount of time it takes to split the team into smaller groups or kick off a new activity. i.e. "Everyone find a blue hat".</p> <p>Sometimes the children will disengage if they find an activity boring, so have some short simple games up your sleeve that you can use to help reengage their attention.</p>



10 Ways to Encourage Positive Behaviour





Keeping
Everyone
Safe



Keeping Everyone Safe

The NRL is a Child Safe organisation and is committed to promoting a safe environment for all children and to assist everyone involved in Rugby League to fulfil their safeguarding and child protection responsibilities. As a sport, we must promote the safety and welfare of children as the top priority. Coaches will need to ensure the safety of all participants before, during and after each session. Things that you will need to consider to safely deliver each of your sessions are:

Child Safety

When coaching children you will need to adhere to the child safety guidelines in your state, including having a working with children check/ Blue Card, maintaining appropriate boundaries and reporting any suspicious or potential abuse to the relevant authorities. As there is currently no national child safety system or legislation, you will need to understand what is required in your state or territory. For more information on child safety laws in your state go to www.playbytherules.net.au, and for information on the NRL's Child Protection and Safeguarding Children go to <https://www.nrl.com/community/inclusion/rights-and-responsibilities>

When interacting with children it is recommended that you maintain appropriate boundaries to keep children safe. These boundaries include:



› Physical boundaries

- Only use physical contact that is appropriate for the development of a particular skill and with the permission of the child.
- Work within sight of others at all times.
- Use drills to develop fitness, not as a punishment.

› Emotional boundaries

- Use positive feedback on performance, not negative feedback about the person.
- Be encouraging and avoid put downs.

› To protect yourself and your child, avoid being alone with a child

- Do not isolate yourself and a child and avoid being alone with any child.
- If a child approaches you and wants to talk to you privately, do so in an open area and in sight of other adults (e.g. other coaches, officials or parents).
- Try to have at least one adult with you in a change room with children.

Lastly, as coaches you must report suspicious or potential physical, sexual or psychological abuse to the relevant authority in your state.

Environmental Conditions

Ensure that you are aware of any potential temperature extremes or electrical storm activity and plan accordingly. For example, if hot weather is forecast remind participants about sun protection, hydration and provide adequate breaks in a shaded area.

Please refer to the NRL's policies for **Heat, Sun Protection** and **Electrical Storm Safety** for more information.

Hydration/Hygiene

Children can overheat and dehydrate quickly as they are not able to regulate their body temperature as well as adults. Hot and humid conditions can lead to increased fluid losses through sweat, reminding participants of the importance of hydration and ensuring that they have access to water throughout the session is vital to player safety. If extreme heat is forecast, consider postponing the session to a cooler part of the day to prevent any heat related illness.

If a participant complains of dizziness, light headedness, muscle cramps, nausea or headache, they may be suffering from dehydration. In this instance remove them from the session, sit them in a shaded area and get them to sip cool fluids.

If possible ensure that each participant has their own water bottle which can be used throughout the session to minimise the potential transfer of infectious disease. If communal water bottles are being used, remind all participants to hold the water bottle away from their mouth as they drink and ensure that the bottles are thoroughly cleaned after each session.

Please refer to the NRL **Infectious Disease Policy** for more information.

All NRL Policies can be found at www.playrugbyleague.com/policies

Injury Prevention and Injury Assessment

Taking steps to prevent injury is as important as injury assessment. Injury prevention includes ensuring all players complete a warm up and are encouraged to use protective equipment such as mouthguards.

Injury Prevention

Spending time to teach players how to fall safely, how to make a tackle and how to be tackled safely will be the most effective way to protect against injury. Custom-fitted mouthguards are strongly recommended to help protect against injury in the event of unforeseen circumstances. Headgear can also be worn to potentially minimise cuts and abrasions around the head area.

Injury assessment

If any injury has occurred during a training session you will need to follow basic First Aid procedures of DRSABCD and TOTAPS.

DRSABCD

This initial process should always be followed by the first responder. This could be the coach, League First Aid officer or Sports Trainer.

Danger

- › Check for Danger
 - To yourself
 - To others/bystanders
 - To the casualty

Response

- › Check for a Response
 - Is the casualty conscious or unconscious?

Send for Help

- › Call triple zero (000) for an ambulance
 - Or ask another person to make the call.

Airway

- › Check the Airway
 - Is the airway clear and open?

Breathing

- › Check for Breathing
 - Look Listen Feel
 - Look to see if the chest is rising and falling
 - Listen for the sound of breathing
 - Feel for air from nose or mouth

Circulation

- › If there are no signs of life (casualty unconscious, unresponsive, not moving and not breathing normally) commence CPR.
 - CPR protocol: Thirty (30) compressions, followed by two (2) breaths (rate of approximately one hundred (100) compressions per minute).

Defibrillation

- › Apply a defibrillator if available.



TOTAPS

After assessing the injured person using DRSABCD, follow the TOTAPS assessment. This should be completed by a Sports Trainer or First Aider as they receive all of the relevant training.

Talk - Ask the injured player

- › How did this happen?
- › Where does it hurt?
- › How did you land? Twisted/straight?
- › Did you hear or feel clicking, locking, grating, snap, rip, tear or giving way?
- › What kind of pain? Throbbing, burning, searing pain? Pins and needles? Toothache pain?
- › Ask any other questions relevant to the players suspected condition.

Observe – Look for the following:

- › Bones: alignment, deformity or unusual shape
- › Soft tissue: contours shape, comparing both sides
- › Note any swelling
- › Colour: redness, inflammation, pale or bluish colour

Touch – This should only occur after the above has been completed

- › Be gentle and consider player comfort
- › Do not drag the player to their feet
- › Is it tender to touch?
- › Start away from the injured site and work towards and beyond
- › What is the extent of the painful area?
- › Try to locate the exact site and relate it to a particular anatomical structure.

Active - Movement

- › Ask the player to move the injured limb until restricted by pain
- › Significant restriction indicates possible serious injury

Passive - Movement

- › You, as the examiner, gently move the injured area to the point of pain or restriction
- › Return to play should not be considered unless pain free full range of movement is evident

Skills

- › Ask player to stand unaided
- › Ask them to walk, jog and carry out specific skills related to the injured part
- › Return to play if pain free

Return to play should not be considered unless pain free full range of movement is evident



Concussion

Although you will be teaching young children to tackle safely in a controlled environment there is still the chance a concussion could occur. As a result, you will need to have a basic understanding of what a concussion is and what the signs and symptoms are.

What is a concussion?

Concussion is a disturbance in brain function rather than a structural injury to the brain. It is caused by direct and indirect force to the head, face, neck or elsewhere where the force is transmitted to the head. A player does not need to have been knocked unconscious to have a concussion. Loss of consciousness is seen on only 10-15% of concussion cases.

For more information, visit

www.playrugbyleague.com/concussion



Concussion Management

The 3 most important steps of concussion management are:

1. Recognise

Although some signs and symptoms of a suspected concussion are obvious (e.g. loss of consciousness) it is important that you know and can recognise the subtler signs and symptoms of concussion. These include:

- › Headache
- › Dizziness
- › Confusion
- › Ringing Ears
- › Nausea
- › Repeated Vomiting
- › Vision Disturbance
- › Loss of Balance
- › Memory Loss (amnesia)
- › Difficulty concentrating

2. Remove

Any participant who is suspected of having a concussion must be removed from the activity immediately and must not be allowed to return to the training session. Ensure that the player is monitored and is not left alone for at least 1-2 hours.

3. Refer

A player with a suspected concussion should be referred to medical practitioner or an accredited NRL sports trainer. Remember only a medical professional can diagnose a concussion.

Emergency plan in case of serious injury

In the unlikely event of a serious injury you need to ensure you have an emergency plan. When putting together an emergency plan you need to consider the following.

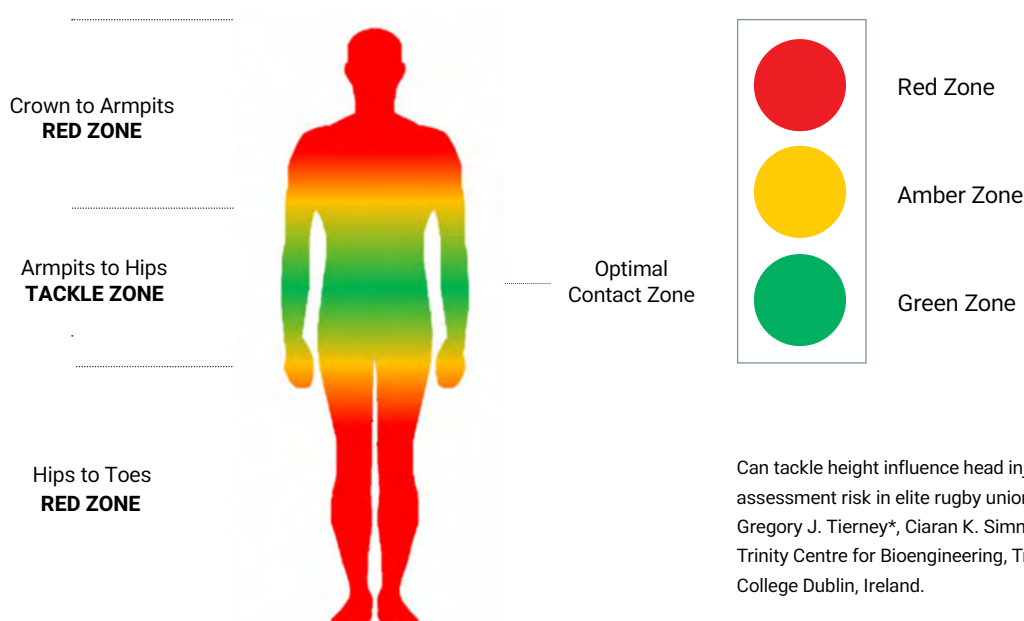
- Make sure you have access to a landline or mobile phone.
- Make sure you know the emergency phone numbers (e.g. 000, 112)
- Make sure you know the street address of the venue and nearest cross street.
- Make sure you know where the entrance to the venue is located and ensure it is unlocked and unobstructed.
- Make sure a designated person meets the emergency vehicle and someone is available to accompany the injured person in the ambulance.

Whenever an injury occurs, the coach must ALWAYS follow the advice of an adequately qualified person before determining whether a player is ready to participate in game or training sessions.

Safe Tackle Technique

A recent study conducted by Trinity College Dublin identified the safest **Tackle Zone**. Findings from this study have had a strong influence in the way our deliverers and coaches instruct tackle technique within the Tackle Ready Program. We have defined this as the “bellybutton area” to ensure it is simple and easy to comprehend for the young participants.

Where to Tackle?





Physical Preparation



Fundamental Movement Skills

Fundamental movement skills are very important to a child's physical development. When confident and competent in these skills, children can develop sport-specific and complex movement skills. These skills allow children to enjoy sports and physical activities. Most importantly, with a firm grasp of the fundamental movement skills, a child may enjoy a long life of physical activity.

Proprioception

Proprioception is the body's position sense, or body awareness. When our bodies move, our muscles and bones bend, straighten, pull, and compress at the joints. Inside our joints are proprioceptors which send information to the brain about the position of our muscles and joints in space. Our proprioceptors are hard workers, constantly sending signals to our brain to tell us where our body parts are, and to help us move. All this without us consciously thinking about movement.

Developing proprioception improves the player's ability to move efficiently, improving skill performance and enabling them to protect themselves in various situations.

Balance & Coordination

Balance is the ability to maintain a controlled body position during task performance. To function effectively across environments and tasks, we need the ability to maintain controlled positions during both static (still) and dynamic (moving) activities.

Age appropriate balance and coordination allows the child to be involved in the sports participation with a reasonable degree of success as it aids fluid body movement for physical skill performance.

With good balance and coordination the child is likely to have appropriate postural responses when needed (e.g. putting hands out to protect themselves when they fall off their bike). The physical attributes of balance and coordination also allow appropriate posture for table top tasks and subsequent success at fine motor tasks.





Mascot Moves



Mascot Moves are a great way to develop fundamental movement skills, gross motor skills, balance, flexibility, endurance and proprioception.

Tiger Crawl



1. Start in the standing position.
2. Bend over and put both hands on the ground.
3. Now, walk forward with the same leg and arm together.
4. Try and keep your back straight, and look forwards.



Storm Cloud



1. Start by squatting down to the ground.
2. Lean backwards and place your hands on the ground.
3. Raise your hips so you look like a "table top".
4. Now walk backwards, forwards or sideways, while holding your bottom off the ground with your back straight.



Eel Squirm



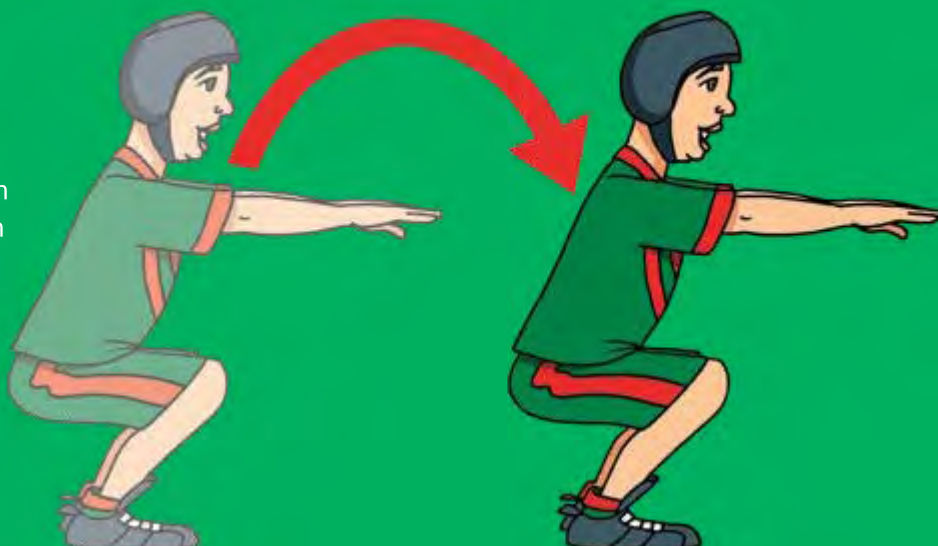
1. Start in a standing position and bend over with your legs straight placing your hands on the ground.
2. Try touching the ground as close to your toes as you can.
3. Slowly walk your hands away from your feet, as far as you can.
4. Finally walk your feet back to your hands, always keeping your hands on the ground.



Bunny Hops



1. Starting in the standing position, feet hip width apart and squat down low, keeping back straight and chin up.
2. Jump as long and as high as you can, landing on both feet before squatting again ready for your next jump.
3. It's important to pause and regain your balance between each hop.



Panther Prowl



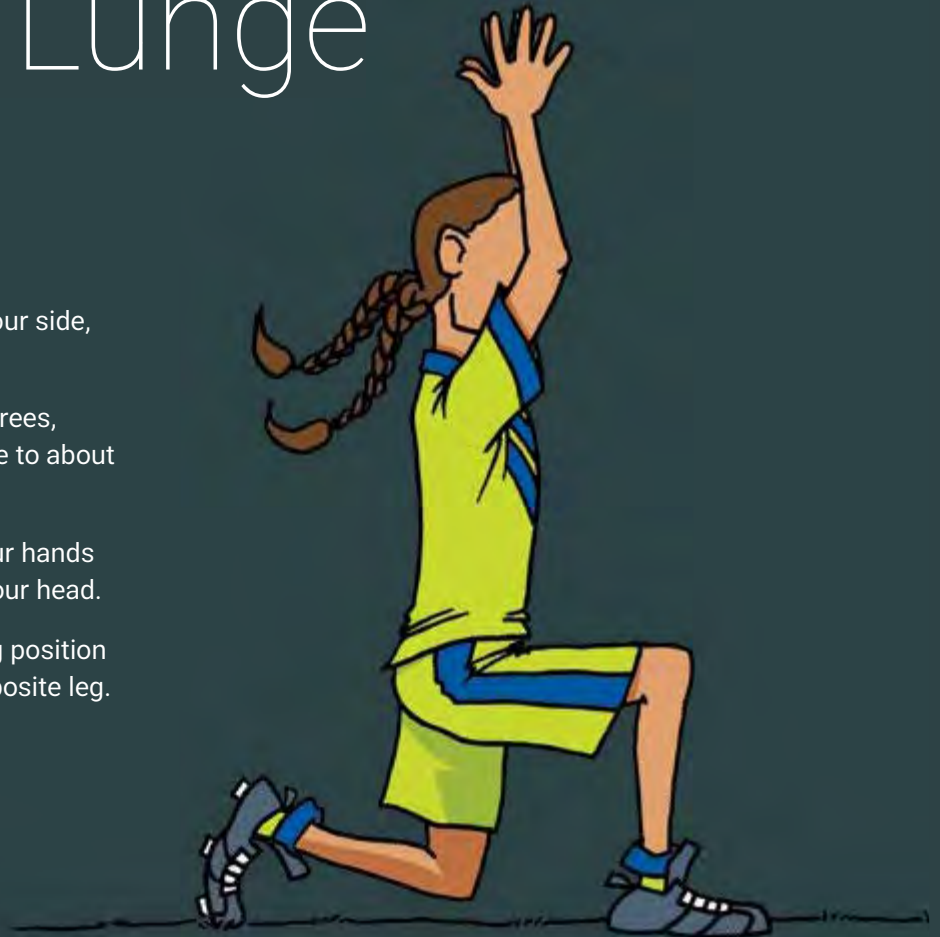
1. Start in the standing position. Bend over and put both hands on the ground.
2. Spread your arms and legs wide so your torso is close to, but not touching the ground.
3. Now move your right arm and left leg forward, then the left leg and right arm at the same time, then repeat,
4. Keep the body close to the ground throughout the entire exercise.



Viking Lunge



1. Standing tall, with arms by your side, take one big step forwards,
2. Bend your front leg to 90 degrees, whilst dropping the back knee to about a centimeter off the ground.
3. In the same motion, raise your hands to the side, and clap above your head.
4. Then go back to your starting position before repeating with the opposite leg.



Bulldog Bound



1. Squat low with a wide stance, and lean forward.
2. With fists clenched, reach as far forward as you can, and place fists on the ground.
3. Now pull your legs past your feet so that your hands and arms end up between your legs before reaching out again and repeating.



Titans Tumble



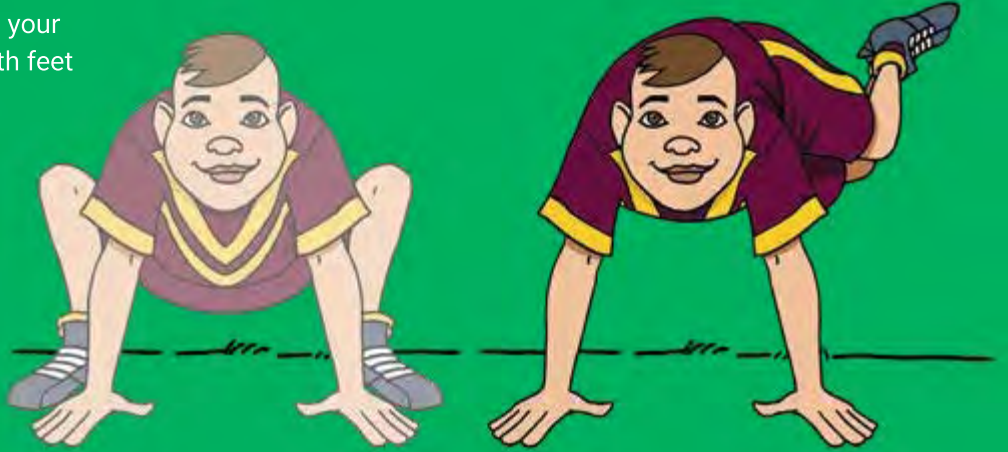
1. Make yourself small by bending at the knees and hips and tuck your chin into your chest.
2. Roll over one shoulder using your legs to generate momentum and bring yourself back to your feet in one fluid motion.
3. Then repeat and roll over the opposite shoulder.



Bronco Buck



1. Squat low, placing your hands on the ground in front.
2. Transfer your weight to your hands and kick with both feet up and out to the side.
3. Transfer weight back to your feet and move both hands so that you are back in the starting position before repeating, this time kicking your feet out to the opposite side.



Soaring Eagle



1. Standing tall with arms stretched out to the side, leap forwards onto one foot.
2. Lean forward with legs and back straight, raising your back leg directly behind you.
3. Balance for 2-3 seconds before standing tall and leaping onto the opposite foot and repeat.



Carioca Cowboy



1. Start with your feet a little wider than hip-distance apart, knees soft.
2. Use your left foot to push off, crossing it behind the right foot and transferring your weight onto it.
3. Move your right foot to the side until you're back to your starting stance.
4. Now cross your left foot in front, stepping onto it. Move your right foot to the side.
5. Continue moving to your right, crossing the left foot behind, then forward, until you reach the end of your planned distance.
6. Then reverse your direction.





Teaching the Tactical and Technical Skills of Tackle Ready



The Tackle Ready program focuses on three key technical skill areas. Safe Landing, The Tackle and Running into Tackle. Each of these skill areas are made up of some key terminology and buzzwords that aim to provide simple and effective instructions that are easy to understand.

Safe Landing

Sink, Tuck, Roll



Sink

1. Make yourself small
2. Hinge at the knees & hips



Tuck

1. Bring ball to midline of the body
2. Tuck your arms and chin tight

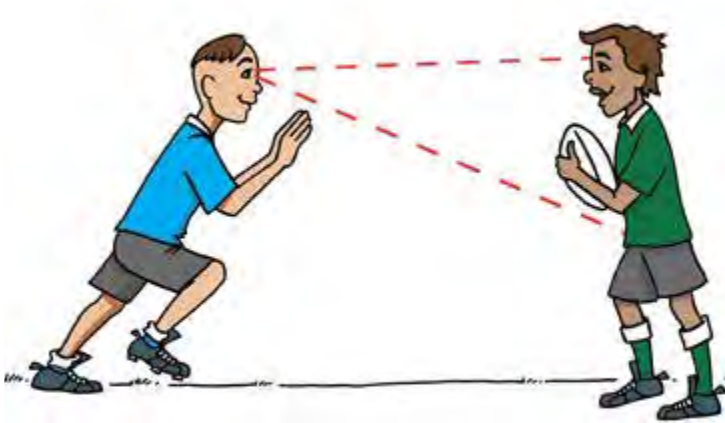


Roll

1. Collapse, don't fall.
2. Land on large part of the body

Making a Tackle

Approach, Hit, Wrap, Push & Roll



Approach

1. Chin up
2. Eyes at the target
3. Hands up
4. Short feet into contact



Hit

1. Aim for Tackle Zone (Belly Button)
2. Chin Up
3. Back Straight
4. Contact with Shoulder



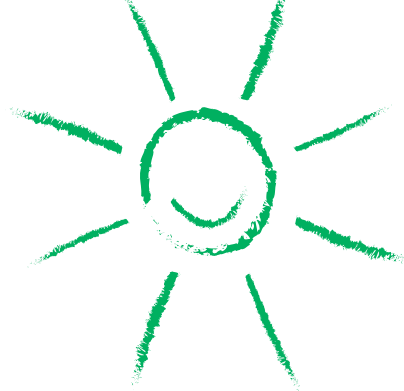
Wrap

1. Head to the Side & Tight
2. Feet Close to Ball Carrier
3. Arms Wrapped
4. Squeeze



Push & Roll

1. Use ball carrier's momentum
2. Push towards the ball carrier
3. Roll them onto their back
4. Land on top with control



Running into a Tackle

Protect, Brace, Land, Play the Ball



Protect

1. Secure grip on the ball with finger spread
2. Tuck the ball into the midline of the body
3. Protect the ball with the non-ball carrying arm



Land

1. Make yourself small
2. Hinge at the knees & hips
3. Land Safely



Brace

1. Eyes up
2. Shorten your steps
3. Lean forward
4. Find Space



Play the Ball

1. Snap your knees up
2. Sweep your leg around
3. Touch the ball with your foot



Delivering the Tackle Ready Program

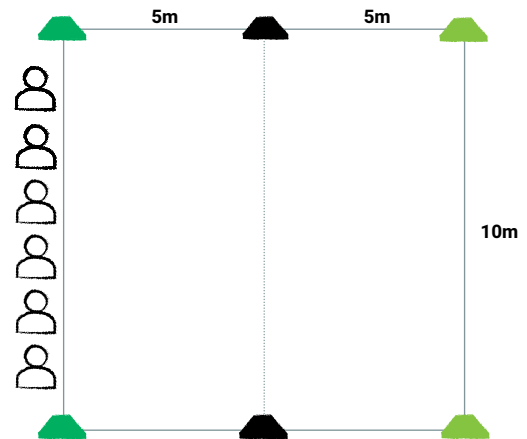
Session 1: PHYSICAL LITERACY

Session summary:

The aim of this session is to prepare the kids physical skills by introducing our **NRL Mascot Moves**. **Safe Landing & Running into a Tackle** will also be introduced during this session.

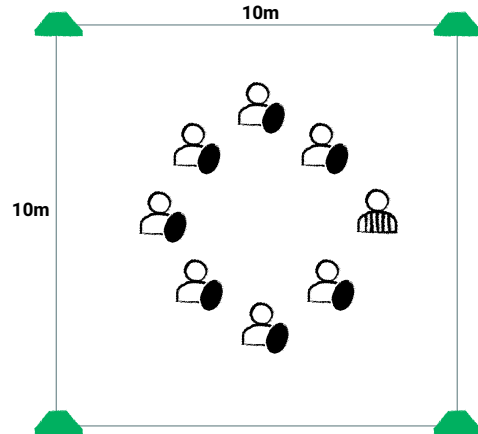
Activity 1: Mascot Moves

- › Players line up along the start line.
- › On the coaches call, the players perform a mascot move to either the 5m (easier moves) or 10m line (challenging moves) and return to the start line.
- › The coach should encourage good technique by rewarding players with positive recognition.



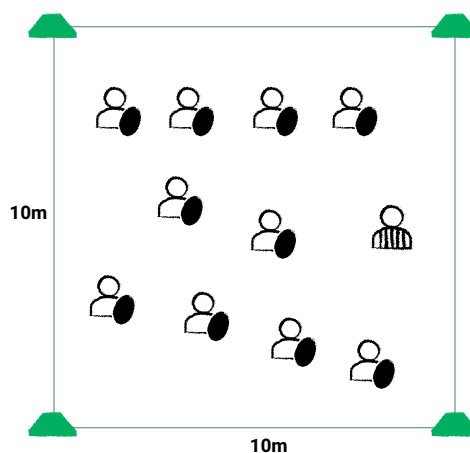
Activity 2: Safe Landing

- › Coach demonstrates safe landing technique (Sink, Tuck & Roll)
- › To begin players find a clear space and jog on the spot. When the coach calls left, right, forwards or backwards all players fall as instructed.
- › Practice falling in each direction 3-4 times.



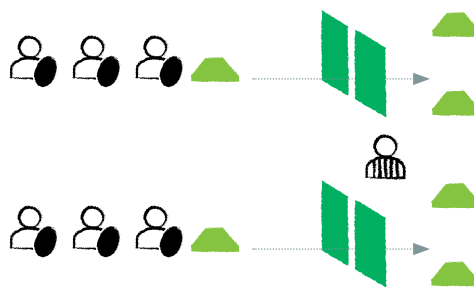
Activity 3: Fall with the Ball

- › With a ball, players run around in a 10 x 10 grid; practicing their carry, side steps and spatial awareness.
- › On the coaches call, players fall to the ground onto their left or right and quickly return to their feet.
- › This is repeated 2-4 times each side.
- › This can be progressed into using the Titans Tumble Mascot Move.



Activity 4: Running Into a Tackle

- › Two lines of players stand opposite hit shields held by parents or assistant coaches.
- › On the coaches call, players at the front of the line, run towards the hit shields. The shield holders meet players with soft resistance, but allow them through the space.
- › The players role is to protect the ball, brace for a tackle and drive through resistance of the pads before falling safely and playing the ball.



Equipment required:

› Balls



› Markers



› Hit Shields



› Whistle



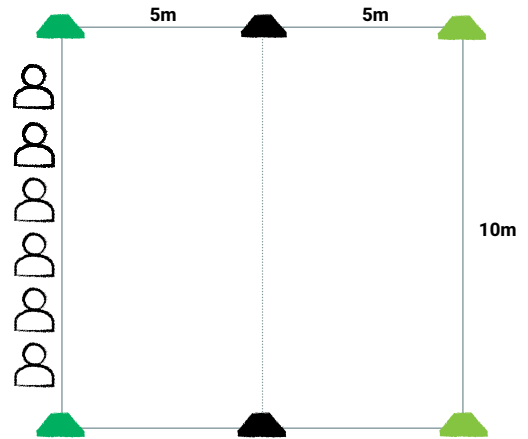
Session 2: PREPARING TO TACKLE

Session summary:

During this session, participants will learn how to keep themselves and their opponent's safe when tackling and being tackled. We continue to practice our safe landing technique and running into a tackle and introduce the **Tackle Zone**.

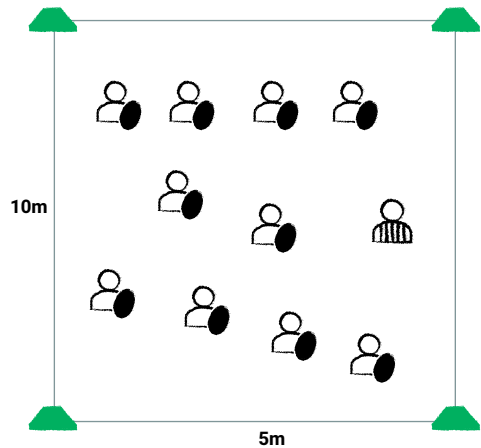
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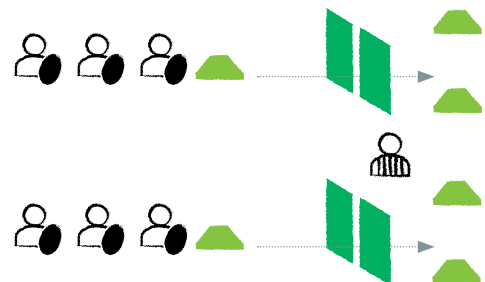
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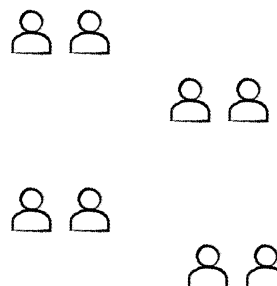
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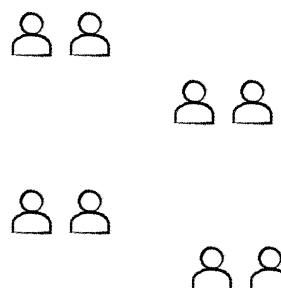
Activity 4: Hands & Knees Tackle

- › Players in pairs find a clear space.
- › Player 1 starts on their hands and knees, holding the ball tight to the body in one hand, and Player 2 starts with their ear on P1's back, arms wrapped, squeezing tight with shoulder pushed into P1's side.
- › On the coaches call, P1 drives with their legs, maintaining their head, arm and shoulder position whilst P2 offers low resistance before rolling onto their back once they begin to move, keeping the ball tucked in tight.
- › The tacklers aim is to turn their partner onto their back and end up on top.
- › This must be practiced using both shoulders.



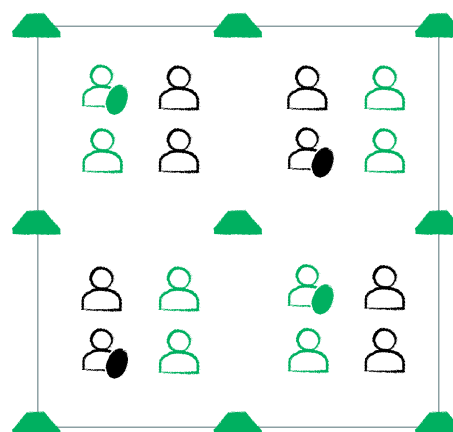
Activity 5: Knees Tackle

- › In pairs, on knees facing one another, Player 1 starts with hands on Player 2's shoulders and P2 starts with hands on P1's side.
- › When ready P1 swings arms out to the side like a scarecrow. P2 effects a tackle by dropping under P1's arm, making shoulder contact to the belly button area, wrapping and locking arms around the body and squeezing tight, before pushing and rolling P1 to the side and finishing on top.
- › P1 should use safe landing technique as they go to ground.



Activity 6: Knee Footy

- › Players split into teams of 2 or 3.
- › Each team is given 3 attempts to score a try at the opposite end of the playing area. Their opponents try to prevent them from scoring.
- › After each tackle, the player in possession taps the ball on their knee and passes backwards to their team mate. Defenders must retreat 2m before they can effect another tackle.
- › All players can only move on their knees and defenders must roll the ball carrier to the side when making a tackle, not backwards.



Equipment required:

› Balls



› Markers



› Hit Shields



› Whistle



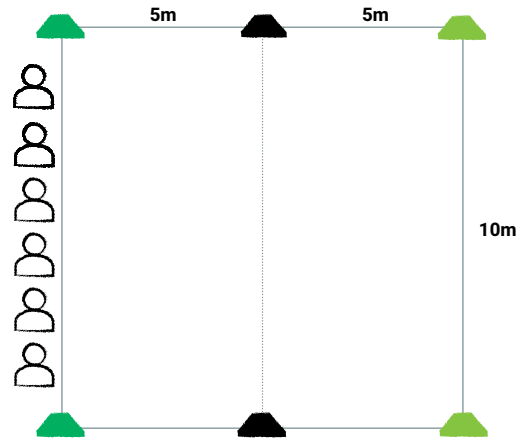
Session 3: INTRODUCING THE TACKLE

Session summary:

It's time to introduce the **Tackle**. Progressing on from previous sessions, remembering our safe landing and running into a tackle technique, we will introduce the fundamentals of a one on one tackle.

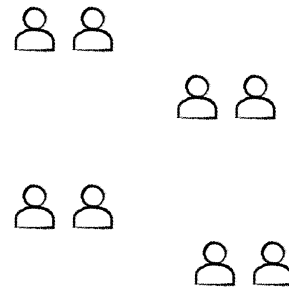
Activity 1: Mascot Moves

- › Players line up along the start line.
- › On the coaches call, the players perform a mascot move to either the 5m (easier moves) or 10m line (challenging moves) and return to the start line.
- › The coach should encourage good technique by rewarding players with positive recognition.



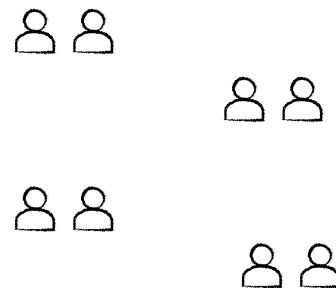
Activity 2: Knees Tackle

- › In pairs, on knees facing one another, Player 1 starts with hands on Player 2's shoulders and P2 starts with hands on P1's side.
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- › P1 should use safe landing technique as they go to ground.



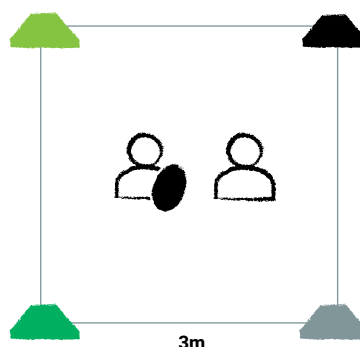
Activity 3: Standing Tackle

- › In pairs, standing and facing one another, Player 1 starts with hands on Player 2's shoulders and P2 starts with hands on P1's side.
- › When ready P1 swings arms out to the side like a scarecrow. P2 effects a tackle by dropping under P1's arm, making shoulder contact to the belly button area, wrapping and locking arms around the body and squeezing tight, before pushing and rolling P1 to the side and finishing on top.
- › P1 should use safe landing technique as they go to ground.



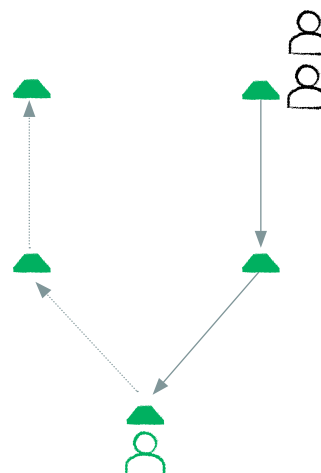
Activity 4: Score a Try / Save a Try

- > Four different coloured markers are placed in a square, 3 metres apart.
- > In pairs, players start in the middle of the square.
- > To begin, Player 1 holds ball in two hands. Player 2 has shoulder at belly button area, arms wrapped around P1's body with head tight to the side.
- > Coach calls a colour. P1 attempts to score a try on the corresponding marker. P2 squeezes tight around P1's legs to effect a tackle.
- > The ball carrier will use safe landing technique when falling.



Activity 5: High 10's / Low 10's

- > In pairs, Player 1 stands one side of a 5 x 5m square with feet hip width apart with hands up parallel with their head.
- > Player 2 starts on one corner of the square.
- > On the coaches call, P2 runs straight towards the other side of the square before changing direction to approach P1 at a slight angle.
- > On approach, P2 shortens steps before planting their foot between P1's feet, give them a high 10.
- > P1 then retreats to the opposite corner of the square and repeats, now coming from the opposite corner.
- > Progress to Low 10's with P1 bringing hands to their hips. As P2 approaches P1, they sink so their shoulder is level with P2's belly button, ensuring that their head is to the side and tight to the hips, and feet close.



Activity 6: Introduction to Tackling

- > Several 1m lines are set up, with a marker in between them
- > In pairs, players stand opposite each other standing to the left or right of their marker with one player holding the ball.
- > On the coaches call each player walks/jogs towards the middle of the markers, staying on their side of the line.
- > The ball carrier walks/jogs in a straight line. The tackler effects a tackle using correct APPROACH, HIT, WRAP, PUSH & ROLL technique, using the appropriate shoulder.
- > Swap the ball each time, and swap sides so the player practices tackling with both shoulders.



Equipment required:

> Balls



> Markers



> Whistle



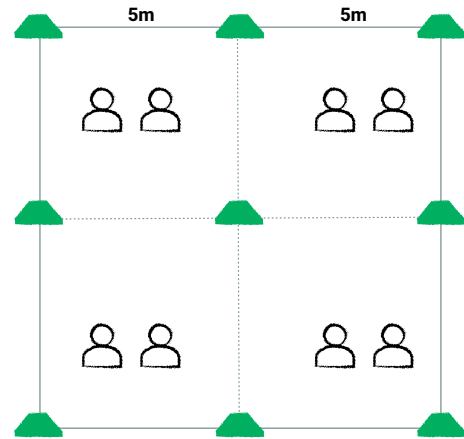
Session 4: TACKLE SELECTION

Session summary:

The aim of this session is to help players identify and adopt appropriate tackle technique for various situations.

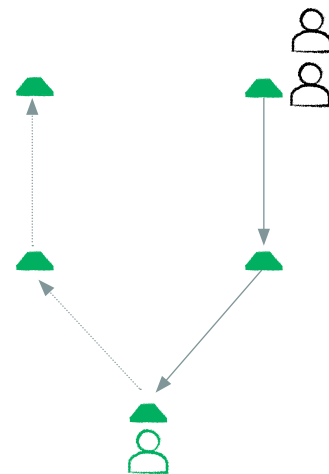
Activity 1: Mascot Move Tag

- > In groups of two or three, players begin in the middle of a 5x5m grid
- > One player will become the tagger.
- > Staying inside their grid, using a Mascot Move. (Tiger Crawl, Bunny Hops, Storm Clouds or Bulldog Bounds only), the tagger chases the other players and attempts to tag them. If a player is tagged, they become the tagger.
- > This is repeated for each mascot move.



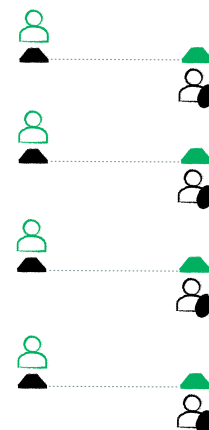
Activity 2: High 10's / Low 10's

- > In pairs, Player 1 stands one side of a 5 x 5m square with feet hip width apart with hands up parallel with their head.
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- > On approach, P2 shortens steps before planting their foot between P1's feet, give them a high 10.
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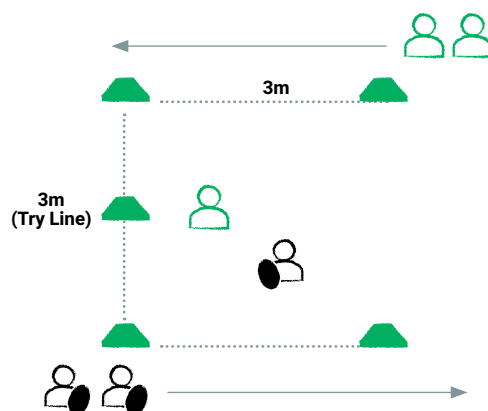
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- > Swap the ball each time, and swap sides so the player practices tackling with both shoulders.



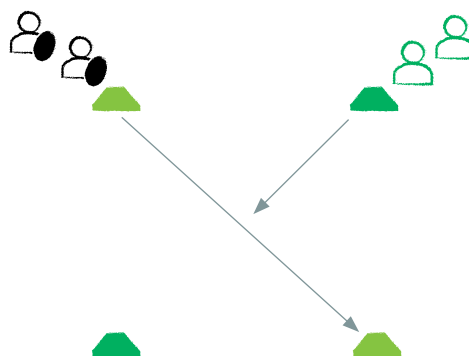
Activity 4: Front on Tackle Grid

- › Players split into two even groups and line up on opposite corners of the 3m x 3m grid. One group are the attackers and the other group are the defenders.
- › On the coaches call, both players run around the marker opposite them, turn and enter the grid.
- › The ball carrier then attempts to score a try between the two markers (gate) on their side of the grid, whilst the defender attempts to make a tackle.
- › The purpose of the gate is to encourage the ball carrier to stick to one of the grids, forcing either a left shoulder or right shoulder tackle. This can be progressed by removing the gate, so a try can be scored anywhere along the try line.



Activity 5: Side on Tackle Grid

- › Players split into two even groups and line up on parallel corners of the 3m x 3m grid. One group are the attackers and the other group are the defenders.
- › The attacker walks/jogs across the grid towards the opposite corner.
- › The defender times their run to effect a side on tackle in the middle of the grid, ensuring that their head is behind the ball carrier.
- › Players then move to the other side of the grid to use other shoulder.



Equipment required:

› Balls



› Markers



› Whistle



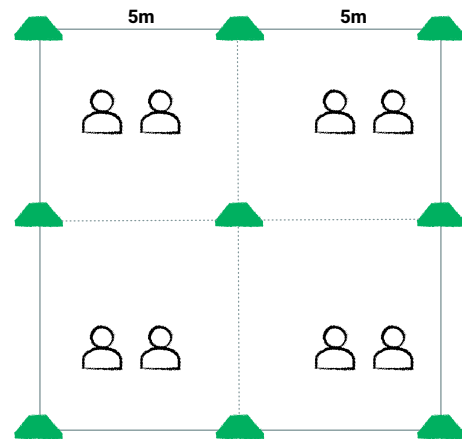
Session 5: GAME INTRODUCTION

Session summary:

After revising all of the skills introduced so far, we will progress to a 3 v 3 game. This will allow the players to practice tackling and being tackled in a game-environment.

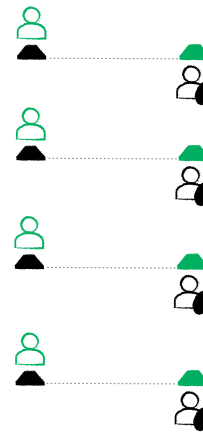
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- > In groups of two or three, players begin in the middle of a 5x5m grid
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- > Staying inside their grid, using a Mascot Move. (Tiger Crawl, Bunny Hops, Storm Clouds or Bulldog Bounds only), the tagger chases the other players and attempts to tag them. If a player is tagged, they become the tagger.
- > This is repeated for each mascot move.



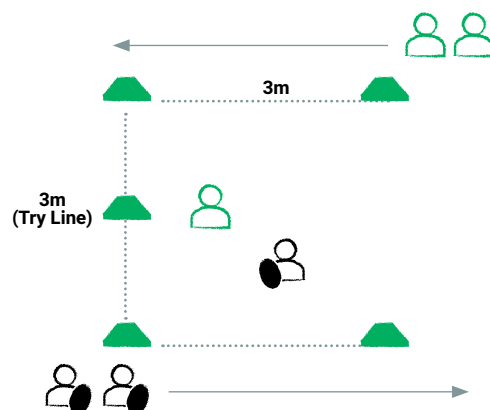
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- > Several 1m lines are set up, with a marker in between them.
- > In pairs, players stand opposite each other standing to the left or right of their marker with one player holding the ball.
- > On the coaches call each player walks/jogs towards the middle of the markers, staying on their side of the line.
- > The ball carrier walks/jogs in a straight line. The tackler effects a tackle using correct APPROACH, HIT, WRAP, PUSH & ROLL technique, using the appropriate shoulder.
- > Swap the ball each time, and swap sides so the player practices tackling with both shoulders.



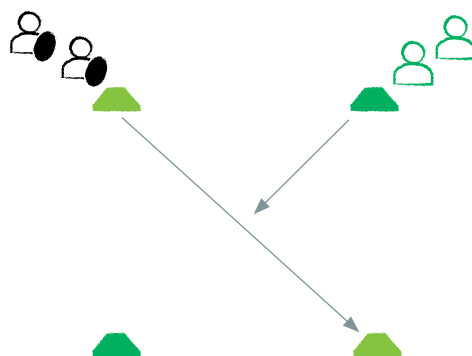
Activity 3: Front on Tackle Grid

- > Players split into two even groups and line up on opposite corners of the 3m x 3m grid. One group are the attackers and the other group are the defenders.
- > On the coaches call, both players run around the marker opposite them, turn and enter the grid.
- > The ball carrier then attempts to score a try between the two markers (gate) on their side of the grid, whilst the defender attempts to make a tackle.
- > The purpose of the gate is to encourage the ball carrier to stick to one of the grids, forcing either a left shoulder or right shoulder tackle. This can be progressed by removing the gate, so a try can be scored anywhere along the try line.



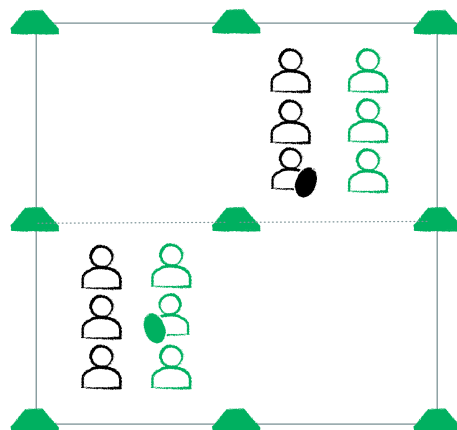
Activity 4: Side on Tackle Grid

- > Players split into two even groups and line up on parallel corners of the 3m x 3m grid. One group are the attackers and the other group are the defenders.
- > The attacker walks/jogs across the grid towards the opposite corner.
- > The defender times their run to effect a side on tackle in the middle of the grid, ensuring that their head is behind the ball carrier.
- > Players then move to the other side of the grid to use other shoulder.



Activity 5: 3v3 Tackle Game

- > Players split into teams of 3, and start at either end of a 5m wide channel. (If you have more than 6 players, multiple channels can be set up next to each other)
- > Each team has 3 chances to score a try. After a tackle, the attacking team will play the ball and pass the ball backwards to restart play. The defending team retreats 3-5m back to the referee before progressing forward once play restarts.
- > If an error occurs, it counts as one chance, and play restarts with a play the ball.
- > As the game progresses, the coach may choose to make the field wider to increase the difficulty.



Equipment required:

- > Balls 
- > Markers 
- > Whistle 



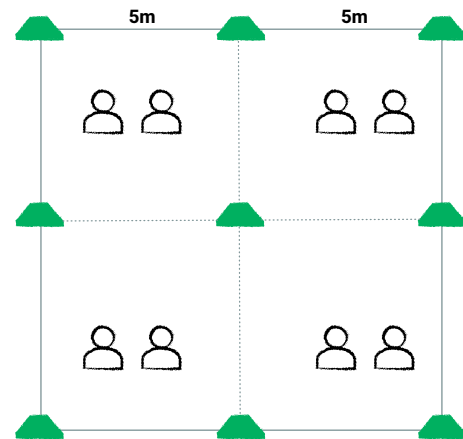
Session 6: GAME SIMULATION

Session summary:

Let's play! During the sixth and final session we will pull everything together and progress to a 6 v 6 game.

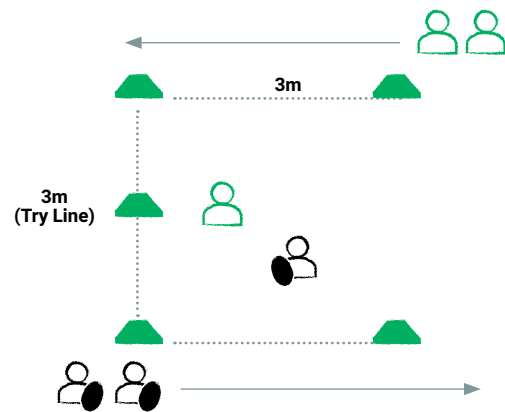
Activity 1: Mascot Move Tag

- › In groups of two or three, players begin in the middle of a 5x5m grid
- › One player will become the tagger.
- › Staying inside their grid, using a Mascot Move. (Tiger Crawl, Bunny Hops, Storm Clouds or Bulldog Bounds only), the tagger chases the other players and attempts to tag them. If a player is tagged, they become the tagger.
- › This is repeated for each mascot move.



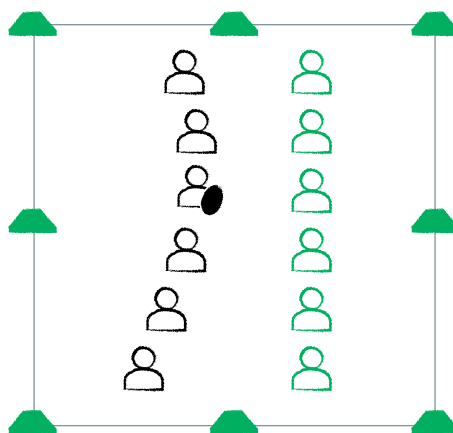
Activity 2: Front on Tackle Grid

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- › On the coaches call, both players run around the marker opposite them, turn and enter the grid.
- › The ball carrier then attempts to score a try between the two markers (gate) on their side of the grid, whilst the defender attempts to make a tackle.
- › The purpose of the gate is to encourage the ball carrier to stick to one of the grids, forcing either a left shoulder or right shoulder tackle. This can be progressed by removing the gate, so a try can be scored anywhere along the try line.



Activity 3: 6v6 Tackle Game

- > Players split into teams of 6, and starts at either end of a 10m wide channel.
- > Each team has 6 chances to score a try. After a tackle the attacking team play the ball and passes backwards to restart play. The defending team retreats to the referee/coach.
- > If an error occurs, it counts as one chance, and play restarts with a play the ball.
- > As the game progresses, the coach may choose to make the field wider to increase the difficulty.



Equipment required:

> Balls



> Markers



> Whistle



