



LESSON PLAN 1

RUGBY LEAGUE 9s CATCH, PASS AND PLAY-THE-BALL



10 GOLDEN RULES

1. Make every lesson fun.
2. Every player to take part in all the activities.
3. The lessons are a guide but do add or remove activities based on your own experiences and the competency of the players.
4. Where possible, differentiate in activities to allow players to have the appropriate level of challenge.
5. Where there are an odd number of players, always give more players to the attacking team.
6. Do not focus on specific playing positions, let them experience lots of different roles.
7. Be patient, as some skills will not be mastered by the end of the lesson.
8. Use players to demonstrate if they have expertise.
9. Use effective questioning to confirm players' understanding.
10. Ensure the teams are evenly split for Lesson 6 Intra-nines tournament.

CATCH, PASS AND PLAY-THE-BALL

OBJECTIVES - TO DEVELOP PASS, CATCH AND PLAY-THE-BALL SKILLS

LESSON OVERVIEW	1 - WARM UP	2 - SKILLS DEVELOPMENT	3 - GAME PLAY
ACTIVITY	STUCK IN THE MUD	CATCH, PASS & PLAY-THE BALL	9s TOUCH
% OF LESSON	15%	55%	30%
APPROX TIME	5-10 minutes	30 minutes	15-20 minutes

1 - WARM UP STUCK IN THE MUD

ACTIVITY OVERVIEW



SUGGESTED TIME
5 - 10 minutes
15% of lesson time



EQUIPMENT
Balls
Cones



SET UP
20m x 20m grid



CORE SKILLS
Grip
Carry

EXPLANATION

- Two chasers have a ball and must touch the other players with the ball between the shoulder and waist within the grid.
- If the players without the ball step out of the grid they are classed as being touched.
- The chaser must be holding the ball as the escapee is touched for the touch to be effective.
- When touched the players (captured) stand with their arms out. The other escapees can get them back into the game by running underneath their arms from back to front.
- When all escapees are touched, or the set time limit has elapsed, change the chasers.

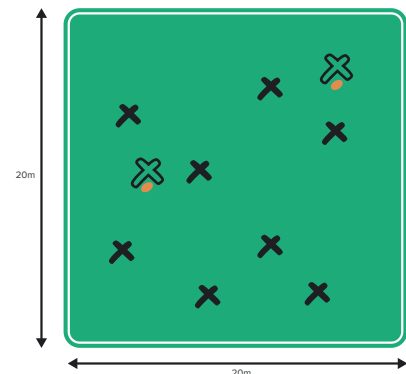
VARIATIONS

- **Easier** (for the chasers) - add more chasers, narrow the grid.
- **Harder** (for the chasers) - remove a chaser, widen the grid, encourage the ball carrier to use a one-handed grip.
- **Alternate 1** - Once an escapee has been touched, they become the chaser but cannot touch the player who has touched them.

COACHING POINTS - WARM UP



- **Grip** - two hands, centre of ball, thumb and index finger greater than 90°, arched palms. Same coaching points apply when challenging with one-handed carry.
- **Carry** - centre of body, elbows out
- All participants to be active at all times. For large numbers use more than one grid.



KEY



CONE



TEAM A



TEAM B



BALL



BALL TRAVEL



PLAYER TRAVEL



NO-GO AREA



GATE



ZONE



ZONE



SHIELD

CATCH, PASS AND PLAY-THE-BALL

OBJECTIVES - TO DEVELOP PASS, CATCH AND PLAY-THE-BALL SKILLS

2 - SKILLS DEVELOPMENT

ACTIVITY 1 - CATCH AND PASS

ACTIVITY OVERVIEW



SUGGESTED TIME
5 minutes
10% of lesson time



EQUIPMENT
Balls
Cones



SET UP
Multiple 5m x 5m
grids



CORE SKILLS
6 o'clock pass
Early catch
Scoring a try

EXPLANATION

- Players A1 and A2 work up and down in a 5m grid delivering passes from either side.
- The ball must be passed backwards (in relation to the direction they are travelling).
- Ball to be placed down over the try line with two hands after a pass has been received, after which the pair turn around and repeat going in the opposite direction across the grid. For the purpose of this activity the try line is the line between the 2 cones at either end.

VARIATIONS

- **Easier** - Bring the players closer together to shorten the pass length required.
- **Harder** - If passes are being performed successfully, increase pace to jogging and then to running or widen the grid/length of the pass.

COACHING POINTS ACTIVITIES 1 & 2

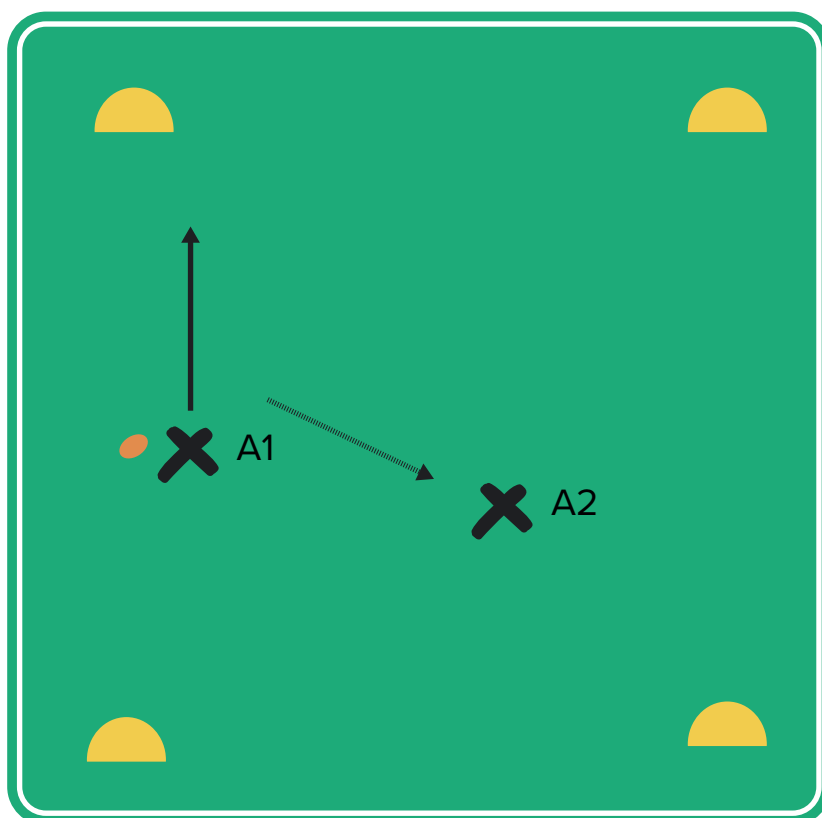


The Pass

- Ball pointing down (6 o'clock)
- Shoulders rotated
- Pass over the inside foot, opposite foot to direction of pass should be forward with the inside foot slightly behind the centre of body

The Catch

- Shoulders rotated
- Hands up - create a target for where you want to receive the pass
- Early catch off the chest and no contact with the ball on shirt



CATCH, PASS AND PLAY-THE-BALL

OBJECTIVES - TO DEVELOP PASS, CATCH AND PLAY-THE-BALL SKILLS

2 - SKILLS DEVELOPMENT

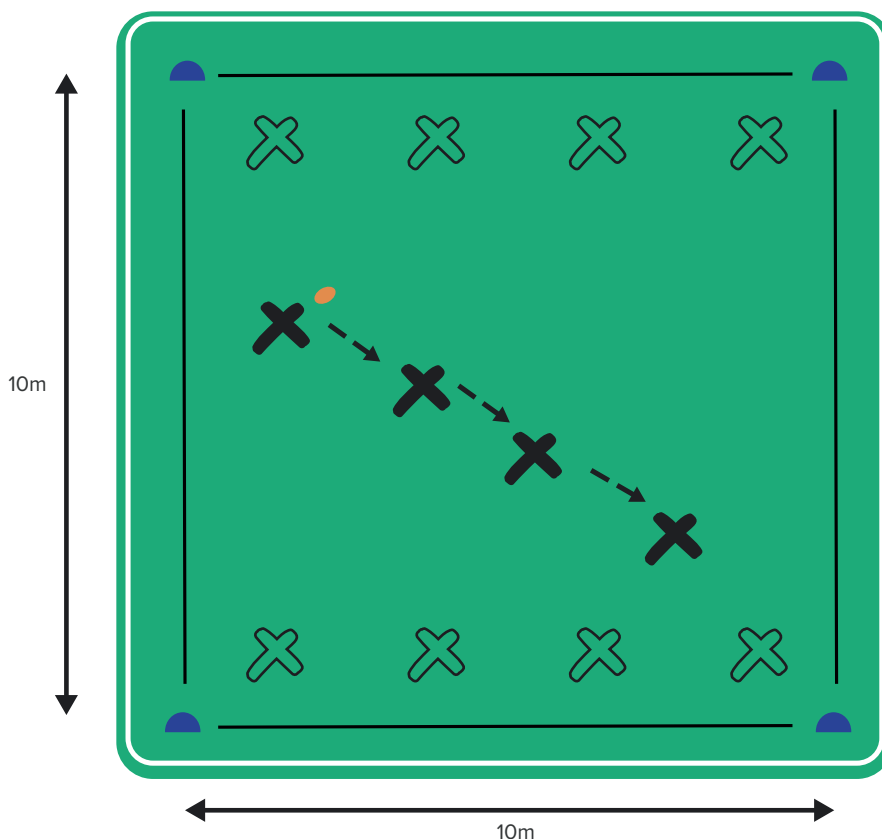
ACTIVITY 2 - PASSING BACKWARDS

EXPLANATION

- In groups of four, line up in equal spacing across the grid and pass the ball backwards along the line, initially at walking pace progressing to jogging and running once players are comfortable. The line should be staggered as per diagram to encourage a backwards pass.
- Once the ball reaches the player at the end of the line they can pass the ball onto the player at the start of the next line and so on.
- Start the ball from both left and right and interchange the position of the players in the line.

VARIATIONS

- **Easier** - Bring the players closer together to shorten the pass length required.
- **Harder** - If passes are being performed successfully, increase pace to jogging and then to running. Widen the grid to increase length of pass. When the ball has been passed to the end of the line, encourage the players to adjust their speed and position to realign so the ball can be passed back down the line.



ACTIVITY OVERVIEW



SUGGESTED TIME
10 minutes
15% of lesson time



EQUIPMENT
Balls
Cones



SET UP
10m x 10m grid



CORE SKILLS
6 o'clock pass
Early catch

COACHING POINTS ACTIVITIES 1 & 2



The Pass

- Ball pointing down (6 o'clock)
- Shoulders rotated
- Pass over the inside foot, opposite foot to direction of pass should be forward with the inside foot slightly behind the centre of body

The Catch

- Shoulders rotated
- Hands up - create a target for where you want to receive the pass
- Early catch off the chest and no contact with the ball on shirt

CATCH, PASS AND PLAY-THE-BALL

OBJECTIVES - TO DEVELOP PASS, CATCH AND PLAY-THE-BALL SKILLS

2 - SKILLS DEVELOPMENT

ACTIVITY 3 - PLAY THE BALL

EXPLANATION

- Players move around the grid carrying the ball waiting for teacher's call: back, side, belly, forearms/knees. Once the call is received, the player goes to ground as per instruction, regains their feet and plays-the-ball.
- Player then moves to recover/pick up a ball from the ground and the drill continues.

NB: Play-the-ball is the action of rolling the ball backwards with your foot along the ground after a tackle has been made.

VARIATIONS

- **Easier** - Stick to the easier movements of forearms/knees and belly.
- **Harder** - Challenge players to carry and play the ball on their non-dominant side.

ACTIVITY OVERVIEW



SUGGESTED TIME
10-15 minutes
15% of lesson time



EQUIPMENT
Balls
Cones



SET UP
10m by 10m grid-
adjust according to
numbers to provide
safe space



CORE SKILLS
Playing the ball
(Snap, Sweep,
Touch)

COACHING POINTS ACTIVITIES 3



Forearms/knees

- 2 movements

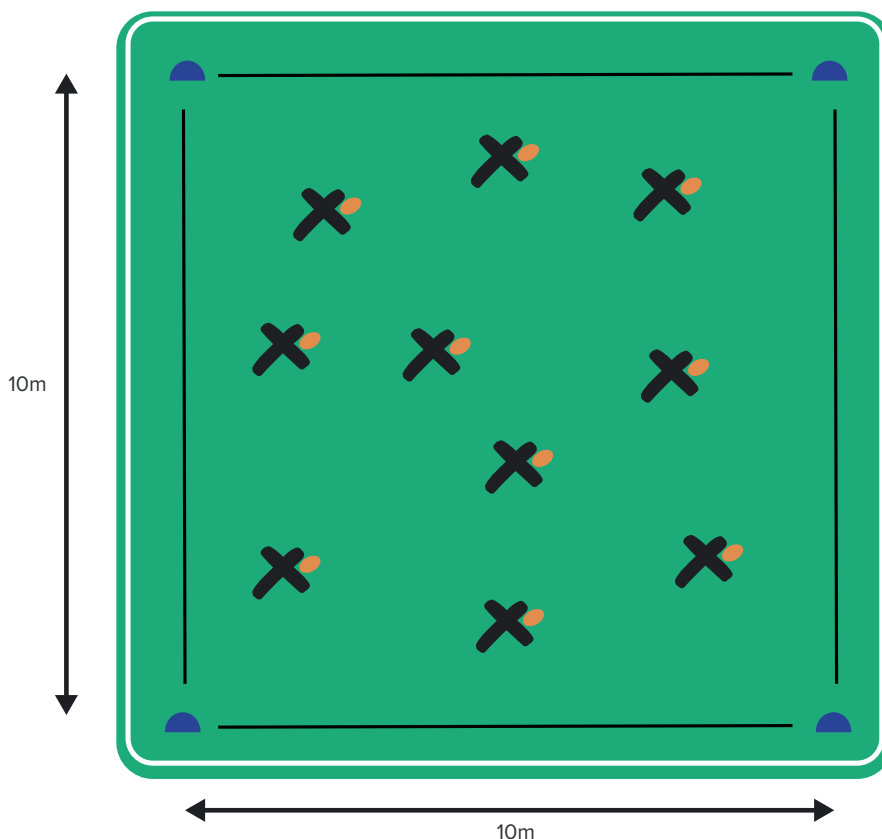
- Sweep leg around
- Touch the ball with your foot to roll it backwards (using the sole of your foot)

Belly-3 movements

- Snap knees to chest
- Sweep leg around
- Touch the ball with your foot to roll it backwards

Back or Side - 4 movements

- Roll towards the ball
- Snap knees to chest
- Sweep leg around
- Touch the ball with your foot to roll it backwards



CATCH, PASS AND PLAY-THE-BALL

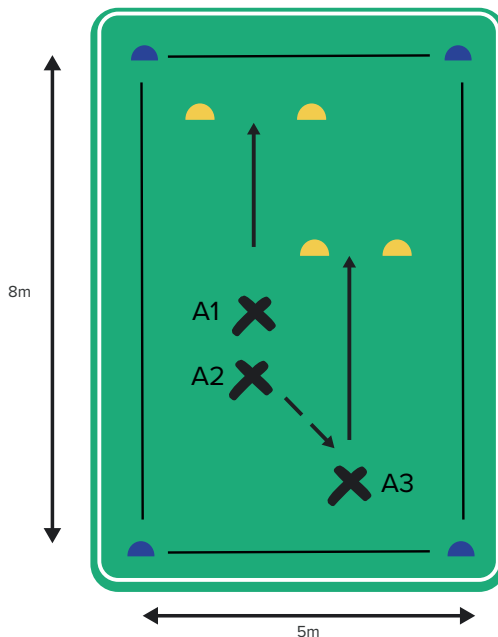
OBJECTIVES - TO DEVELOP PASS, CATCH AND PLAY-THE-BALL SKILLS

2 - SKILLS DEVELOPMENT

ACTIVITY 4 - DUMMY-HALF PASS

EXPLANATION

- From the diagram, A1 plays the ball and the player stood behind the play-the-ball in the dummy-half position (A2) passes from the ground to A3 who catches the ball at pace and runs to the cones.
- The dummy-half (A2) follows A3 and the drill is repeated on the opposite side. A3 plays the ball when they reach the cones and A2 passes the ball from the ground to A1 who will now run onto the ball towards the second set of cones.
- Rotate the player in the dummy-half position and repeat the drill so that all players have an opportunity to practice a dummy-half pass.



ACTIVITY OVERVIEW



SUGGESTED TIME
5 minutes
10% of lesson time



EQUIPMENT
Balls
Cones



SET UP
5m by 8m grid



CORE SKILLS
Playing the ball
(Snap, Sweep, Touch)
Dummy-half pass
Timing of run
Early catch

COACHING POINTS - WARM UP

Approach

- Move to position close to play-the-ball
- Scan the opposition defence (to count numbers and decide the best option)
- Foot position-nearest foot to the receiver pointing at the receiver and other foot next to the ball in close proximity
- Sit- knees bent, back straight and head up
- Head and upper-body towards the target/receiver

Pass

- Pass from the ground in one movement
- Follow through with fingers and hand pointing towards the target/receiver
- Stay Alive - get ready for the next play



CATCH, PASS AND PLAY-THE-BALL

OBJECTIVES - TO DEVELOP PASS, CATCH AND PLAY-THE-BALL SKILLS

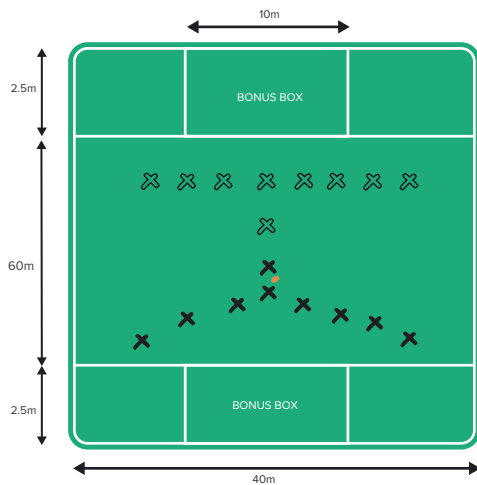
3 - GAME PLAY

RUGBY LEAGUE 9S TOUCH

EXPLANATION

- Split the teams equally, playing 9-a-side where possible.
- Attack has six plays to advance up field starting from half way.
- Ball must be passed backwards.
- Defenders make a tackle by touching the player in possession of the ball with two hands.
- Once a tackle has been made, the defender who makes the tackle will stand in front of the play-the-ball as a marker and the rest of the defence will retreat back 5 metres from the play-the-ball until the dummy-half has picked up the ball at which point they can advance to effect the next tackle.
- If the ball is passed forward or dropped, the defending team are given the ball where this error occurred and restart with a play-the-ball
- Teacher to control play-the-ball.
- 4 points for scoring in the in-goal area with tries being scored in the bonus box worth 6 points.
- If a player goes into touch whilst in possession, the ball is brought back in 5 metres onto the field of play and the defending team start with a play- the-ball.
- If a team fails to score in their six plays, the ball is handed over where the last touch has been made and the other team start their set of six plays.

NB the ball cannot be kicked in this game.



END OF LESSON REFLECTION QUESTIONS

- How does it affect the game when somebody plays the ball quickly compared to when the play-the-ball is slow?
- If the ball is dropped, why is it dropped? Did the passer not follow through with their hands? Was the pass too high or too low? Did the catcher not have their target/hands up for an early catch?
- Is the dummy-half passing the ball from the floor or are they standing to make the pass?

ACTIVITY OVERVIEW



SUGGESTED TIME
15/20 minutes
30% of lesson time



EQUIPMENT
Balls
Cones
Bibs



SET UP
60m by 40m grid



CORE SKILLS
Grip
Carry
Early catch
6 o'clock pass
Play-the-ball (Snap, Sweep, Touch)
Dummy-half pass

COACHING POINTS - GAME PLAY

- **Grip**-two hands, centre of ball, thumb and index finger greater than 90°, arched palms
- **Carry**-centre of body, elbows out
- **Pass** - ball pointing down, shoulders rotated, pass over inside foot
- **Catch** - Shoulders rotated, target/hands up, early catch off the chest
- **Play-the-ball** - Snap, Sweep, Touch
- **Dummy-half** pass-approach, scan, foot position, sit, pass from ground and follow through



LESSON PLAN 2

RUGBY LEAGUE 9s

PROTECTIVE FALLING AND FRONT TACKLING

10 GOLDEN RULES

1. Make every lesson fun.
2. Every player to take part in all the activities.
3. The lessons are a guide but do add or remove activities based on your own experiences and the competency of the players.
4. Where possible, differentiate in activities to allow players to have the appropriate level of challenge.
5. Where there are an odd number of players, always give more players to the attacking team.
6. Do not focus on specific playing positions, let them experience lots of different roles.
7. Be patient, some skills will not be mastered by the end of the lesson.
8. Use players to demonstrate if they have expertise.
9. Use effective questioning to confirm players' understanding.
10. Ensure the teams are evenly split for Lesson 6 Intra-nines festival.

PROTECTIVE FALLING AND FRONT TACKLING

OBJECTIVE - TO DEVELOP A PLAYER'S ABILITY TO PERFORM A FRONT TACKLE AND FALL SAFELY

LESSON OVERVIEW	1 - WARM UP	2 - SKILLS DEVELOPMENT	3 - GAME PLAY
ACTIVITY	KNEE TAG	PROTECTIVE FALLING/TACKLE/ PLAY-THE-BALL	9s TOUCH
% OF LESSON	15%	55%	30%
APPROX TIME	5-10 minutes	30 minutes	15 minutes

1 - WARM UP KNEE TAG

ACTIVITY OVERVIEW



SUGGESTED TIME
5 - 10 minutes
15% of lesson time



EQUIPMENT
Balls
Cones



SET UP
10m x 10m grids as
required for class
size



CORE SKILLS
Approach to front
and side tackling

COACHING POINTS - WARM UP

Observe how the defenders approach and try to tag the attackers, do they sit and get close to the attacker?

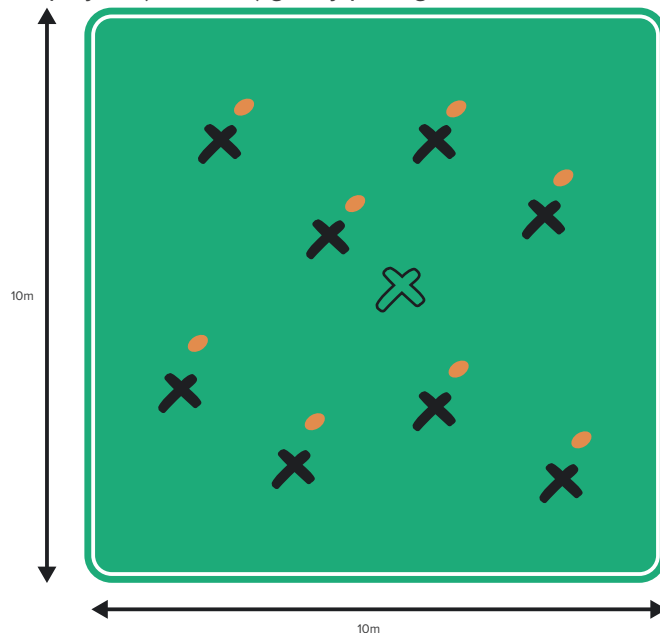
- On approach, shorten steps, hands up
- Target thigh area
- Head to side (front on square), head behind (if tackling from side)

EXPLANATION

- Split players equally into teams of 9 across multiple grids dependant on class size. One player from each grid becomes the defender and has to touch the other players in their grid (the attackers) on their knee.
- Each of the attackers carries a ball.
- If an attacker steps out of the grid, they are deemed as being touched.
- After a player has been touched they become the defender and pass their ball to the previous defender.

VARIATIONS

- **Alternate** - Once touched, players squat down, hold the ball in one hand and holds their other hand up. They are released back into play by other players (attackers) gently pulling down their arm.



KEY



CONE



TEAM A



TEAM B



BALL



BALL TRAVEL



PLAYER TRAVEL



NO-GO AREA



GATE



ZONE



SHIELD

PROTECTIVE FALLING AND FRONT TACKLING

OBJECTIVE - TO DEVELOP A PLAYER'S ABILITY TO PERFORM A FRONT TACKLE AND FALL SAFELY

2 - SKILLS DEVELOPMENT

ACTIVITY 1 - PROTECTIVE FALLING

ACTIVITY OVERVIEW



SUGGESTED TIME
10 minutes
15% of lesson time



EQUIPMENT
Balls
Cones



SET UP
Teacher in centre
with player's
equally spaced
around in a circle



CORE SKILLS
Protective Falling

COACHING POINTS ACTIVITIES 1 & 2

- Must utilise all safety and coaching points
- Low to floor
- Tight tuck position
- Chin on chest
- Neck and shoulders rounded
- Shoulders squeezed tight
- Bent knees
- Arms in tight
- Hands on ball grip
- Relax body with fall

EXPLANATION

BACK

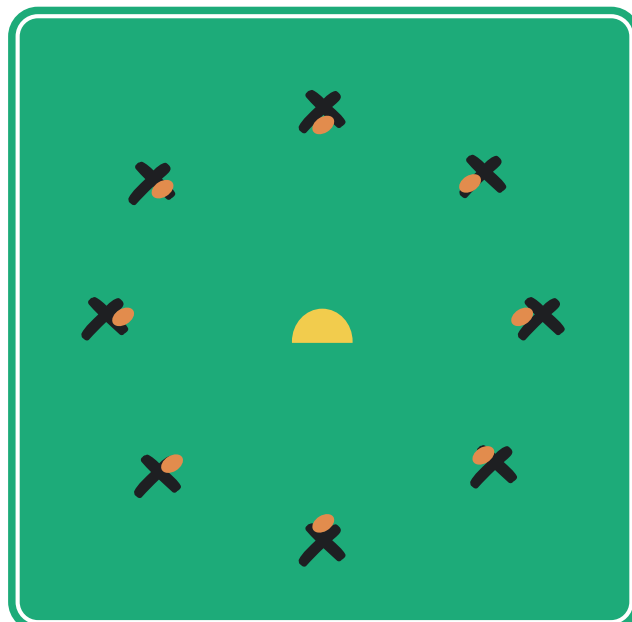
- Players start in a crouched position with the ball gripped in two hands and gently rock backwards until balance is lost.
- As they fall, they should curl their body into a ball, making sure to keep the head tucked forwards. Let the player fall as and when they wish.
- Teacher can progress to calling a player's name and asking them to demonstrate the protective fall.

FRONT

- Player to start on knees with the ball tight towards the chest in two hands, player then falls forwards onto forearms, catching weight on forearms away from the body slightly maintaining possession of the ball.
- With the elbows bent, allow forearms to touch the ground first. Players must resist reaching out towards the ground or placing hands out in front.
- As contact is made, the fall should be absorbed with the arms.
- Begin with player falling in their own time and progress to teacher's call.

VARIATIONS AND PROGRESSIONS

- **Easier** - Stick to allowing the player to fall in own time.
- **Harder** - Progress to standing position. Can progress to working in pairs with partner 'pushing' player off balance to encourage the protective fall. This should be controlled.



PROTECTIVE FALLING AND FRONT TACKLING

OBJECTIVE - TO DEVELOP A PLAYER'S ABILITY TO PERFORM A FRONT TACKLE AND FALL SAFELY

2 - SKILLS DEVELOPMENT

ACTIVITY 2 - FRONT TACKLE

ACTIVITY OVERVIEW



SUGGESTED TIME
15 minutes
25% of lesson time



EQUIPMENT
Balls
Cones



SET UP
Pairs lined opposite one another with 2-3 meters spacing to avoid collision with any other pairs



CORE SKILLS
Front tackle

COACHING POINTS ACTIVITIES 1 & 2

- On approach, shorten steps, hands up
- Sit/dip into crouched position before contact with back straight
- Split stance with front foot in tight to attacker
- Target thigh area
- Head to side
- Arms around thigh area
- Squeeze ball carrier towards you
- Finish on top
- After contact, regain feet and stand in marker position

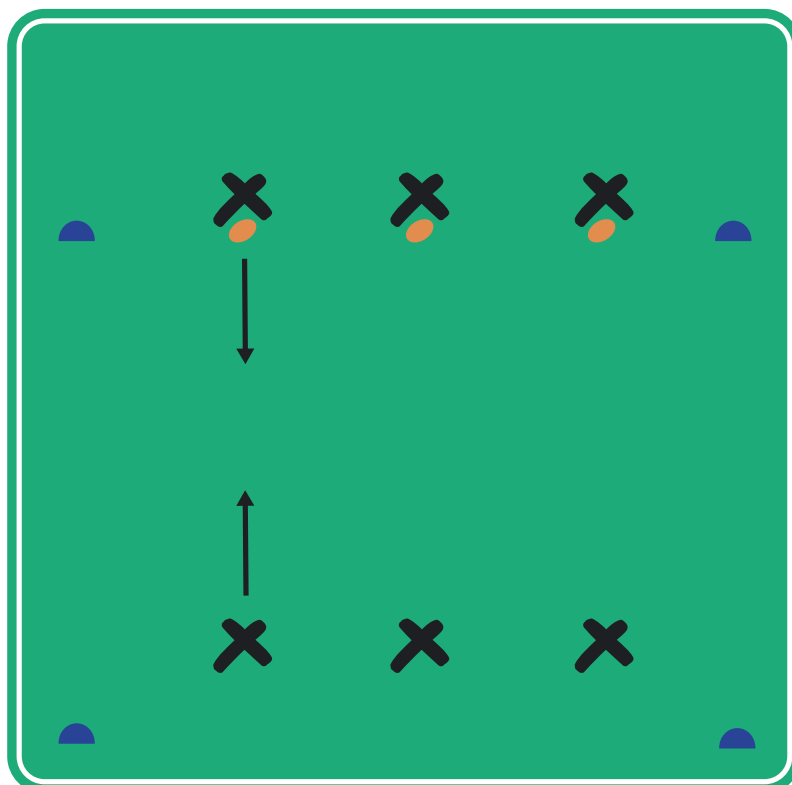
EXPLANATION

- Teacher to introduce tackle with explanation of how to make an effective tackle from the coaching points. If there are any players already comfortable with a front tackle technique you can ask 2 of the players to provide a slow and controlled demonstration to the rest of the group.
- In pairs and five metres apart, players alternate between being the defender (making the tackle) and the attacker (being tackled).
- The attacker walks slowly with the ball towards the defender who meets them and completes the tackle.
- Defenders must alternate between left and right shoulders to tackle.

VARIATIONS AND PROGRESSIONS

Use progressions depending on the stage of development of each individual player.

- **Easier** - Tackler begins in a crouched position.
- **Harder** - Once players are comfortable, progress from walk to jog to run, with the tackler beginning in the crouched position and progressing to a standing position.



PROTECTIVE FALLING AND FRONT TACKLING

OBJECTIVE - TO DEVELOP A PLAYER'S ABILITY TO PERFORM A FRONT TACKLE AND FALL SAFELY

2 - SKILLS DEVELOPMENT

ACTIVITY 3 - PLAY THE BALL

EXPLANATION

- Revisit from Lesson 1 Skill Development Activity 3.
- Players move around the grid carrying the ball waiting for teacher's call: back, side, belly, forearms/knees. Once the call is received, the player goes to ground as per instruction, regains their feet and plays-the-ball.
- Player then moves to recover/pick up a ball from the ground and the drill continues.
- Encourage quick and controlled play-the-balls.

NB: Play-the-ball is the action of rolling the ball backwards with your foot along the ground after a tackle has been made.

VARIATIONS

- **Easier** - Stick to the easier movements of forearms/knees and belly.
- **Harder** - Challenge players to carry and play the ball on their non-dominant side. Teacher to call left or right-sided play-the-ball.

ACTIVITY OVERVIEW



SUGGESTED TIME
5 minutes
10% of lesson time



EQUIPMENT
Balls
Cones



SET UP
10m by 10m grid - adjust according to numbers to provide safe space



CORE SKILLS
Play-the-ball (Snap, Sweep, Touch)
Grip Carry

COACHING POINTS ACTIVITIES 3



Forearms/knees

- 2 movements

- Sweep leg around
- Touch the ball with your foot to roll it backwards (using the sole of your foot)

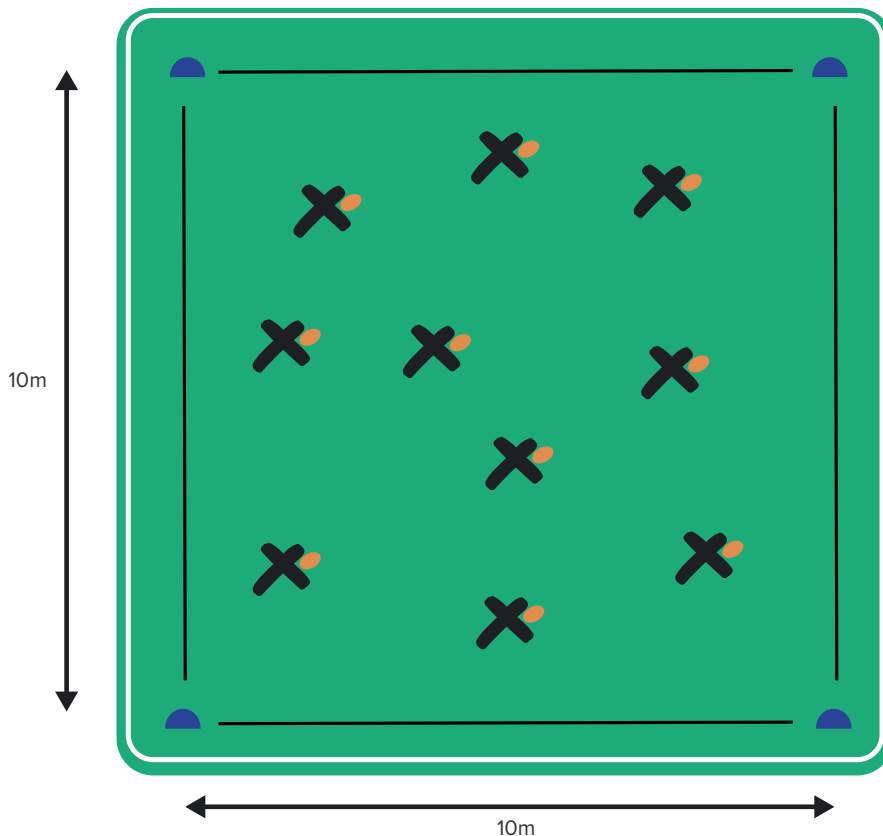
Belly-3 movements

- Snap knees to chest
- Sweep leg around
- Touch the ball with your foot to roll it backwards

Back or Side

- 4 movements

- Roll towards the ball
- Snap knees to chest
- Sweep leg round
- Touch the ball with your foot to roll it backwards



PROTECTIVE FALLING AND FRONT TACKLING

OBJECTIVE - TO DEVELOP A PLAYER'S ABILITY TO PERFORM A FRONT TACKLE AND FALL SAFELY

3 - GAME PLAY

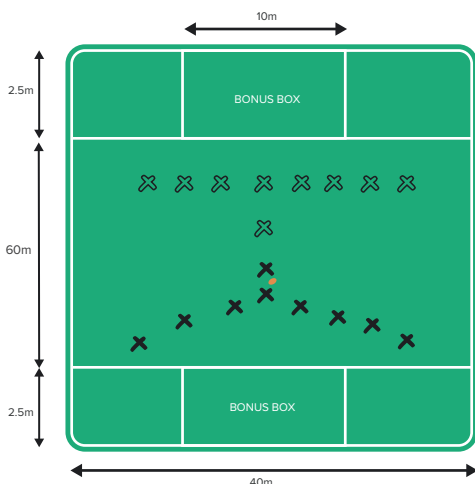
RUGBY LEAGUE 9S CONTACT

EXPLANATION

- Split the teams equally, playing 9-a-side where possible.
- Attack has six plays to advance up field starting from half way.
- Ball must be passed backwards.
- Contact is now introduced in the form of front tackles.
- Once a tackle has been made, the defender who makes the tackle will stand in front of the play-the-ball as a marker and the rest of the defence will retreat back 5m from the play-the-ball until the dummy-half has picked up the ball at which point they can advance to effect the next tackle.
- If the ball is passed forward or dropped, the defending team are given the ball where this error occurred and restart with a play-the-ball.
- Teacher to control play-the-ball.
- 4 points for scoring in the in-goal area with tries being scored in the bonus box worth 6 points.
- If a player goes into touch whilst in possession, the ball is brought back in 5 metres onto the field of play and the defending team start with a play-the-ball.
- If a team fails to score in their six plays, the ball is handed over where the last touch has been made and the other team start their set of six plays.

NB the ball cannot be kicked in this game.

Key Rule - Teacher awards point to the defence for good front-on tackle technique.



END OF LESSON REFLECTION QUESTIONS

- Are you seeing more balls dropped now there has been contact introduced either before or during the tackle? How can you keep the ball more secure?
- What do you need to do to get in a position to tackle effectively?
- Why do some learners struggle to successfully make tackles? Lack of confidence in taking contact? Physical difference in size due to maturation? Using hands rather than shoulder to tackle with?

ACTIVITY OVERVIEW



SUGGESTED TIME
15 minutes
30% of lesson time



EQUIPMENT
Balls
Cones
Bibs



SET UP
60m by 40m grid



CORE SKILLS
Grip
Carry
Play-the-ball (Snap, Sweep, Touch)
Front tackle

COACHING POINTS - GAME PLAY

- **Grip** - two hands, centre of ball, thumb and index finger greater than 90°, arched palms. Protect ball in contact
- **Play-the-ball** - Snap, Sweep, Touch
- **Protective fall** - keep arms in tight to body, do not put hands out to cushion fall
- **Tackle** - On approach, shorten steps, hands up. Dip into the tackle with back straight, head up and to the side, lead foot in close. Squeeze thighs together, take attacker to ground and finish on top



LESSON PLAN 3

RUGBY LEAGUE 9s

PROTECTIVE FALLING AND SIDE TACKLING

10 GOLDEN RULES

1. Make every lesson fun.
2. Every player to take part in all the activities.
3. The lessons are a guide but do add or remove activities based on your own experiences and the competency of the players.
4. Where possible, differentiate in activities to allow players to have the appropriate level of challenge.
5. Where there are an odd number of players, always give more players to the attacking team.
6. Do not focus on specific playing positions, let them experience lots of different roles.
7. Be patient, some skills will not be mastered by the end of the lesson.
8. Use players to demonstrate if they have expertise.
9. Use effective questioning to confirm players' understanding.
10. Ensure the teams are evenly split for Lesson 6 Intra-nines festival.

PROTECTIVE FALLING AND SIDE TACKLING

OBJECTIVE - TO DEVELOP PLAYER'S ABILITY TO PERFORM A SIDE TACKLE AND FALL SAFELY.

LESSON OVERVIEW	1 - WARM UP	2 - SKILLS DEVELOPMENT	3 - GAME PLAY
ACTIVITY	DYING FLY	PROTECTIVE FALLING & SIDE TACKLE	9s TACKLE
% OF LESSON	15%	45%	40%
APPROX TIME	5-10 minutes	25-30 minutes	25 minutes

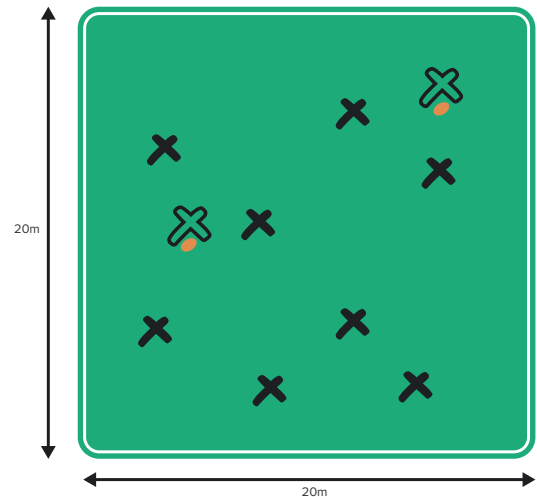
1 - WARM UP DYING FLY

EXPLANATION

- Two players (chasers) have to touch the other players with the ball between the shoulder and waist, within the grid.
- When touched they must crouch down and protective fall either forwards or backwards depending on the teachers' call. When they have successfully done this they can return to the game.
- If the players step out of the grid they are classed as being touched.
- After a set period of time, the chasers are changed.

VARIATIONS

- Progress to the touched players falling then performing a play-the-ball and regathering their ball before re-joining the game.



COACHING POINTS - WARM UP

- Falling – secure ball in two hands, chin to chest, then fall (front or back)
- Playing the ball – if on forearms and knees – sweep leg around and touch the ball with foot
- If on back – roll to ball, snap knees to chest, sweep leg around and touch the ball with the foot
- If on belly – snap knees to chest, sweep leg around and touch the ball with foot

ACTIVITY OVERVIEW



SUGGESTED TIME
5 - 10 minutes
15% of lesson time



EQUIPMENT
Balls
Cones



SET UP
20m x 20m grid



CORE SKILLS
Protective falling
Play-the-ball

KEY



CONE



TEAM A



TEAM B



BALL



BALL TRAVEL



PLAYER TRAVEL



NO-GO AREA



GATE



ZONE



SHIELD

PROTECTIVE FALLING AND SIDE TACKLING

OBJECTIVE - TO DEVELOP PLAYER'S ABILITY TO PERFORM A SIDE TACKLE AND FALL SAFELY.

2 - SKILLS DEVELOPMENT

ACTIVITY 1 - SIDE PROTECTIVE FALLING

ACTIVITY OVERVIEW



SUGGESTED TIME
10 minutes
15% of lesson time



EQUIPMENT
Balls
Cones



SET UP
Teacher in centre
with players equally
spaced around in
a circle



CORE SKILLS
Protective Falling

EXPLANATION

BACKSIDE

- Players start in a crouched position with the ball gripped in two hands and gently rock sideways until balance is lost.
- As they fall, they should curl their body into a ball, making sure to keep the head tucked forwards. Let the player fall as and when they wish.
- Teacher can progress to calling a player's name and asking them to demonstrate the protective fall.

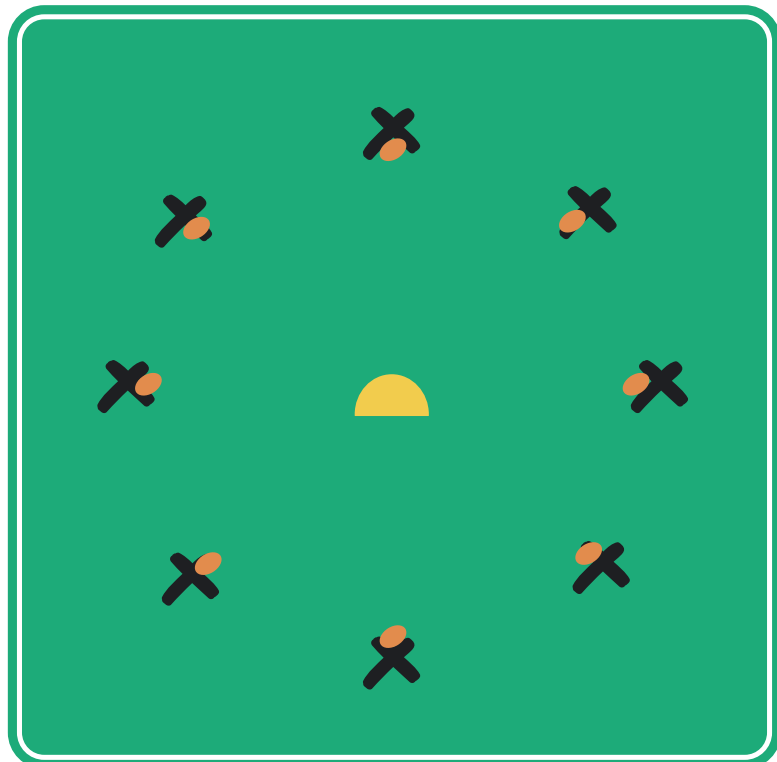
VARIATIONS AND PROGRESSIONS

- **Easier** - Stick to allowing their player to fall in own time.
- **Harder** - Progress to standing position. Can progress to working in pairs with partner 'pushing' player off balance to encourage the protective fall. This should be controlled.

COACHING POINTS ACTIVITY 1

Must utilise all safety and coaching points

- Low to floor
- Tight tuck position
- Chin on chest
- Neck and shoulders rounded
- Shoulders squeezed tight
- Bent knees
- Arms in tight
- Hands on ball-grip
- Relax body with fall
- Land initially on backside



PROTECTIVE FALLING AND SIDE TACKLING

OBJECTIVE - TO DEVELOP PLAYER'S ABILITY TO PERFORM A SIDE TACKLE AND FALL SAFELY.

2 - SKILLS DEVELOPMENT

ACTIVITY 2 - SIDE TACKLE

EXPLANATION

- Teacher to introduce tackle with explanation of how to make an effective tackle from the coaching points. If there are any players already comfortable with a side tackle technique, you can ask 2 of the players to provide a slow and controlled demonstration to the rest of the group.
- A1 and B1 set off together and walk to point C and execute a side tackle.
- This process is repeated with all the other players.
- When the tackle is executed, the defender and attacker change places.
- After all players have been an attacker and a defender, move the attackers to start on point D to allow defender to execute a right shoulder tackle.

PROGRESSIONS

- Ball carrier to progress to walk, jog and run.

ACTIVITY OVERVIEW



SUGGESTED TIME
15 minutes
25% of lesson time



EQUIPMENT
Balls
Cones



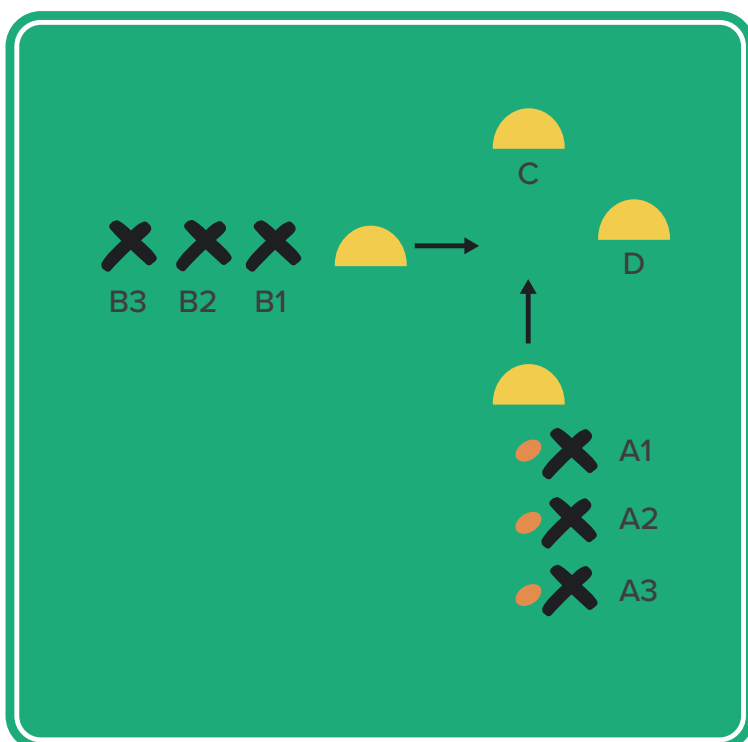
SET UP
2 lines on right angles to each other



CORE SKILLS
Side tackle
Protective fall

COACHING POINTS ACTIVITIES 2

- On approach, shorten steps, hands up
- Target thigh area
- Head behind
- Arms around thigh area
- Squeeze ball carrier towards you
- Finish on top
- After contact, regain feet and stand in marker position



PROTECTIVE FALLING AND SIDE TACKLING

OBJECTIVE - TO DEVELOP PLAYER'S ABILITY TO PERFORM A SIDE TACKLE AND FALL SAFELY.

3 - GAME PLAY

RUGBY LEAGUE 9S TACKLE

EXPLANATION

- Split the teams equally, playing 9-a-side where possible.
- Attack has six plays to advance up field starting from halfway.
- Ball must be passed backwards.
- Contact is now introduced in the form of front or side tackles.
- Once a tackle has been made, the defender who makes the tackle will stand in front of the play-the-ball as a marker and the rest of the defence will retreat back 5 metres from the play-the-ball until the dummy-half has picked up the ball at which point they can advance to effect the next tackle.
- If the ball is passed forward or dropped, the defending team are given the ball where this error occurred and restart with a play-the-ball.
- Teacher to control play-the-ball.
- 4 points for scoring in the in-goal area with tries being scored in the bonus box worth 6 points.
- If a player goes into touch whilst in possession, the ball is brought back in 5 metres onto the field of play and the defending team start with a play- the-ball.
- If a team fails to score in their six plays, the ball is handed over where the last touch has been made and the other team start their set of six plays.

NB the ball cannot be kicked in this game.

Key Rule - Teacher awards point to the defence for good side-on tackle technique.

ACTIVITY OVERVIEW



SUGGESTED TIME
25 minutes
40% of lesson time



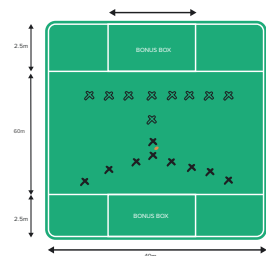
EQUIPMENT
Balls
Cones
Bibs



SET UP
60m by 40m grid



CORE SKILLS
Grip
Carry
Play-the-ball (Snap, Sweep, Touch)
Front Tackle
Side Tackle



COACHING POINTS - GAME PLAY

- **Grip** - two hands, centre of ball, thumb and index finger greater than 90°, arched palms. Protect ball in contact
- **Play-the-ball**- Snap, Sweep, Touch
- **Protective fall** - keep arms in tight to body, do not put hands out to cushion fall
- **Tackle** - On approach, shorten steps, hands up. Dip into the tackle with back straight, head up and to the side (front tackle) or back (side tackle), lead foot in close. Squeeze attacker's thighs together, take attacker to ground and finish on top.

END OF LESSON REFLECTION QUESTIONS

- What do you need to do to get in a position to tackle effectively?
- Do players successfully decide when to use either a front or side tackle?
- Why do some players struggle to successfully make tackles? Lack of confidence in taking contact? Physical difference in size due to maturation? Using hands rather than shoulder to tackle with?



LESSON PLAN 4

RUGBY LEAGUE 9s

GRUBBER AND PUNT KICK

10 GOLDEN RULES

1. Make every lesson fun.
2. Every player to take part in all the activities.
3. The lessons are a guide but do add or remove activities based on your own experiences and the competency of the players.
4. Where possible, differentiate in activities to allow players to have the appropriate level of challenge.
5. Where there are an odd number of players, always give more players to the attacking team.
6. Do not focus on specific playing positions, let them experience lots of different roles.
7. Be patient, some skills will not be mastered by the end of the lesson.
8. Use players to demonstrate if they have expertise.
9. Use effective questioning to confirm players' understanding.
10. Ensure the teams are evenly split for Lesson 6 Intra-nines festival.

OBJECTIVE - TO DEVELOP A PLAYER'S ABILITY TO PERFORM A GRUBBER AND PUNT KICK

LESSON OVERVIEW	1 - WARM UP	2 - SKILLS DEVELOPMENT	3 - GAME PLAY
ACTIVITY	KICKING TENNIS	GRUBBER AND PUNT KICK	9s KICKING
% OF LESSON	15%	50%	30%
APPROX TIME	10 minutes	30 minutes	15-20 minutes

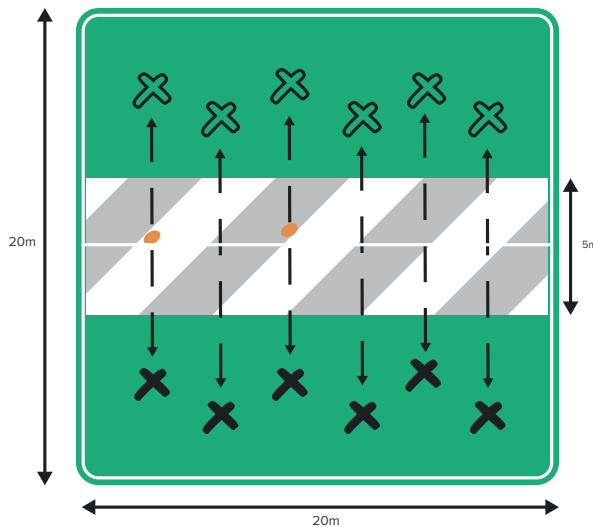
1 - WARM UP KICKING TENNIS

EXPLANATION

- **DO NOT OVERCOACH THE KICKS.**
- Play up to 8v8.
- One team kicks the ball to the other side.
- There must be a minimum of two passes before a kick and they must go backwards.
- A grubber kick must be used.
- The kicking team gets a point for executing a grubber kick that clears the no-go area; an extra point is awarded if the ball finds space between the receivers and goes out of play.
- Receivers are awarded points for:
 - stopping the ball going out of the grid
 - if the ball lands out of the of the playing area without bouncing
 - if the ball doesn't clear the no-go-area.

VARIATIONS

- **Use a Punt Kick** – rules as above but must cross the no-go area above head height.



ACTIVITY OVERVIEW



SUGGESTED TIME
10 minutes
15% of lesson time



EQUIPMENT
Balls
Cones



SET UP
20m x 20m grid



CORE SKILLS
Grubber Kick
Punt Kick

COACHING POINTS - WARM UP

- **Grubber Kick** – slightly lean forwards, guide ball to foot, point toe towards ground, kick top half of the ball into ground
- **Punt Kick** – guide ball to foot, round of ball sits in round of foot, follow through with foot towards target

KEY



CONE



TEAM A



TEAM B



BALL



BALL TRAVEL



PLAYER TRAVEL



NO-GO AREA



GATE



ZONE



SHIELD

LESSON PLAN 4 - RUGBY LEAGUE 9s

GRUBBER AND PUNT KICK



OBJECTIVE - TO DEVELOP A PLAYER'S ABILITY TO PERFORM A GRUBBER AND PUNT KICK

2 - SKILLS DEVELOPMENT

ACTIVITY 1 - GRUBBER KICK

ACTIVITY OVERVIEW



SUGGESTED TIME
10 minutes
15% of lesson time



EQUIPMENT
Balls
Cones



SET UP
Players facing each other about 10m apart



CORE SKILLS
Grubber Kick

EXPLANATION

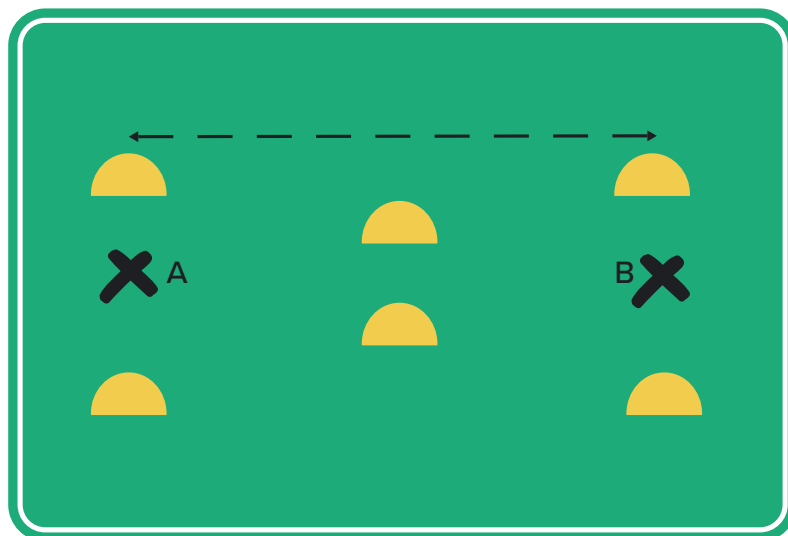
- In pairs and facing each other, hold the ball as you would when passing and grubber kick towards your partner.
- Players have two cones to make a gate and after both have successfully scored through the gate reduce the gate size.

VARIATIONS AND PROGRESSIONS

- **Harder** - Increase distance for the kicks.

COACHING POINTS ACTIVITY 1

- Slight lean forwards
- Guide ball to foot
- Point toe towards ground
- Kick top half of the ball into ground

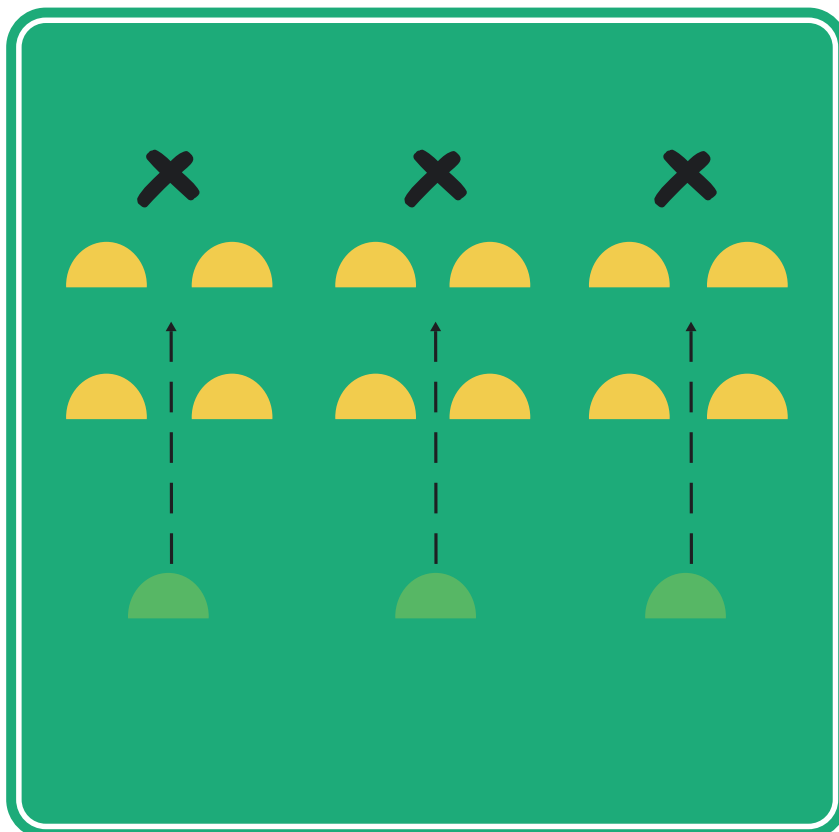


2 - SKILLS DEVELOPMENT

ACTIVITY 2 - GRUBBER KICK COMPETITION

EXPLANATION

- Players line up behind the green cones with a ball.
- Their partner stands behind the cones at the point marked X.
- Each player has to grubber kick the ball and land it between the cones.
- Every time this happens a point is awarded to the kicker.
- Their partner returns the ball after each kick.
- First player to five points wins the game.
- Players rotate positions.



ACTIVITY OVERVIEW



SUGGESTED TIME
10 minutes
20% of lesson time



EQUIPMENT
Balls
Cones



SET UP
Players are 10m
from green cone to
target area



CORE SKILLS
Grubber kick

COACHING POINTS ACTIVITIES 2

- Slight lean forwards
- Guide ball to foot
- Point toe towards ground
- Kick top half of the ball into ground

LESSON PLAN 4 - RUGBY LEAGUE 9s

GRUBBER AND PUNT



OBJECTIVE - TO DEVELOP A PLAYER'S ABILITY TO PERFORM A GRUBBER AND PUNT KICK

2 - SKILLS DEVELOPMENT

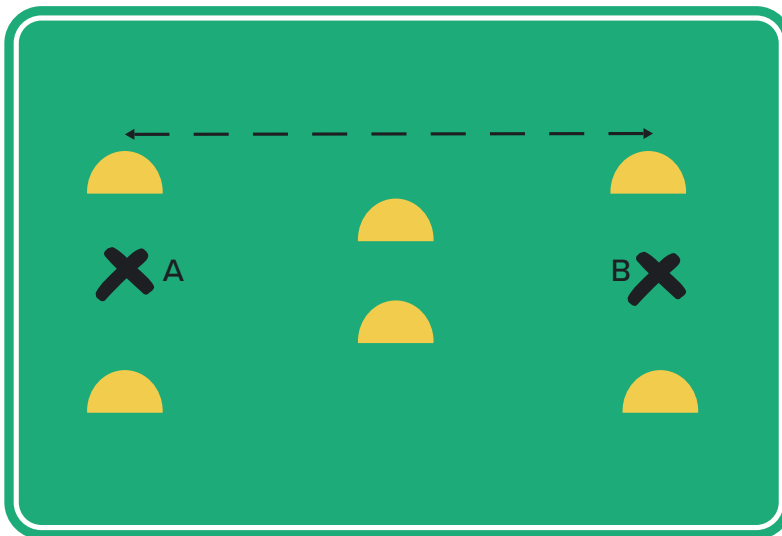
ACTIVITY 3 - PUNT KICK

EXPLANATION

- In pairs and facing each other, hold the ball as for passing and punt kick towards your partner.
- Players have two cones to make a gate and after both have successfully scored through the gate then reduce the gate size.

VARIATIONS

- **Harder** - Increase distance for the kicks.



ACTIVITY OVERVIEW



SUGGESTED TIME
10 minutes
15% of lesson time



EQUIPMENT
Balls
Cones



SET UP
Players facing each other about 10m apart



CORE SKILLS
Punt Kick

COACHING POINTS ACTIVITIES 3

- Guide ball to foot
- Round of ball sits in round of foot
- Follow through with foot towards target

LESSON PLAN 4 - RUGBY LEAGUE 9s

GRUBBER AND PUNT



OBJECTIVE - TO DEVELOP A PLAYER'S ABILITY TO PERFORM A GRUBBER AND PUNT KICK

3 - GAME PLAY

RUGBY LEAGUE 9S TACKLE WITH KICKING

EXPLANATION

- Split the teams equally, playing 9-a-side where possible.
- Attack has six plays to advance upfield, starting from half way.
- Ball must be passed backwards.
- Tackles are full contact.
- Once a tackle has been made, the defender who makes the tackle will stand in front of the play-the-ball as a marker and the rest of the defence will retreat back 5m from the play-the-ball until the dummy-half has picked up the ball, at which point they can advance to effect the next tackle.
- If the ball is passed forward or dropped, the defending team are given the ball where this error occurred and restart with a play-the-ball.
- Teacher to control play-the-ball.
- 4 points for scoring in the in-goal area with tries being scored in the bonus box worth 6 points.
- If a player goes into touch whilst in possession, the ball is brought back in 5 metres onto the field of play and the defending team start with a play-the-ball.
- If a team fails to score in their six plays, the ball is handed over where the last touch has been made and the other team start their set of six plays.

ACTIVITY OVERVIEW



SUGGESTED TIME
15-20 minutes
30% of lesson time



EQUIPMENT
Balls
Cones
Bibs



SET UP
60m by 40m grid

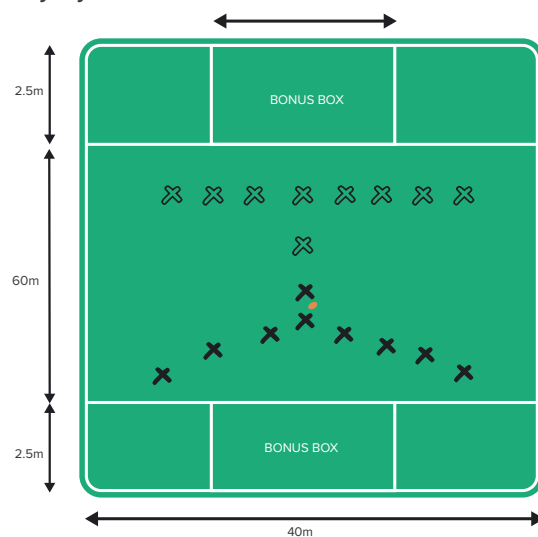


CORE SKILLS
Grip
Play-the-ball (Snap, Sweep, Touch)
Front tackle
Side Tackle
Grubber kick
Punt kick

Key Rule - Attacking team are awarded a six-point try for any try scored off a kick.

COACHING POINTS - GAME PLAY

- **Grubber Kick** - Slight lean forwards, guide ball to foot, point toe towards ground, kick top half of the ball into the ground
- **Punt Kick** - Guide ball to foot, round of ball sits in round of foot, follow through with foot towards target



END OF LESSON REFLECTION QUESTIONS

- How did players choose which type of kick (grubber or punt) to use?
- How difficult did the catchers/receivers find each kick to collect?
- Once in a game situation, did you find that the same players were executing the kicks for each team? If so, encourage all players to try kicking in game situations



LESSON PLAN 5

RUGBY LEAGUE 9s TEAM ORGANISATION DEFENCE

10 GOLDEN RULES

1. Make every lesson fun.
2. Every player to take part in all the activities.
3. The lessons are a guide but do add or remove activities based on your own experiences and the competency of the players.
4. Where possible, differentiate in activities to allow players to have the appropriate level of challenge.
5. Where there are an odd number of players, always give more players to the attacking team.
6. Do not focus on specific playing positions, let them experience lots of different roles.
7. Be patient as some skills will not be mastered by the end of the lesson.
8. Use players to demonstrate if they have expertise.
9. Use effective questioning to confirm players' understanding.
10. Ensure the teams are evenly split for Lesson 6 Intra-nines festival.

LESSON 5 - RUGBY LEAGUE 9s

TEAM ORGANISATION DEFENCE



OBJECTIVE - TO DEVELOP PLAYER'S ABILITY TO WORK AS A TEAM IN DEFENCE

LESSON OVERVIEW	1 - WARM UP	2 - SKILLS DEVELOPMENT	3 - GAME PLAY
ACTIVITY	LINK TAG	DEFENCE TEAM ORGANISATION	9s FULL RULES
% OF LESSON	15%	30-35%	45-50%
APPROX TIME	10 minutes	20 minutes	25 minutes

1 - WARM UP

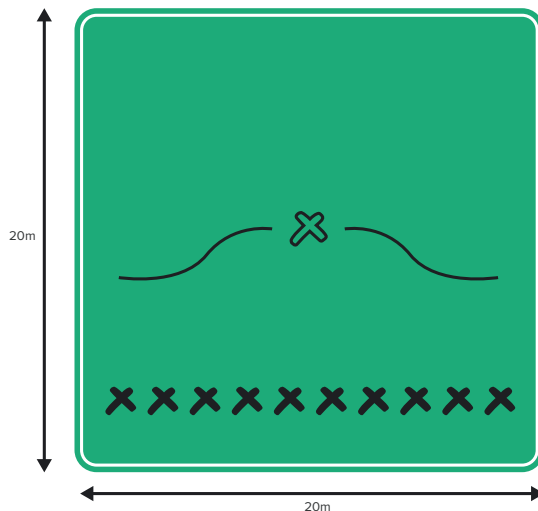
LINK TAG

EXPLANATION

- Players must run from one side of the grid to the other side without being caught (touched).
- One player is in the middle and they are the catcher.
- When a player is touched by the catcher, they hold hands with the catcher.
- The two linked catchers then try to touch another attacker.
- If the line breaks when the attacker is touched, the touch is void.
- Attackers can't go through the line, they must go around it.
- Only the two end players are able to touch the attackers.
- Game ends when everyone is touched.

VARIATIONS

- **Easier (for the attackers)** – increase the size of the grid.
- **Harder (for the attackers)** – decrease the size of the grid.
- Once you have six defenders, break into two groups of three to touch the attackers.



ACTIVITY OVERVIEW



SUGGESTED TIME
10 minutes
15% of lesson time



EQUIPMENT
Balls
Cones



SET UP
20m x 20m grid



CORE SKILLS
Defensive line movement and decision making

COACHING POINTS - WARM UP

- Keep a cohesive line
- Move up together (go forwards)
- Maintain spaces
- Communication

KEY



CONE



TEAM A



TEAM B



BALL



BALL TRAVEL



PLAYER TRAVEL



NO-GO AREA



GATE



ZONE



SHIELD

LESSON 5 - RUGBY LEAGUE 9s

TEAM ORGANISATION DEFENCE



OBJECTIVE - TO DEVELOP PLAYER'S ABILITY TO WORK AS A TEAM IN DEFENCE

2 - SKILLS DEVELOPMENT

ACTIVITY 1- DEFENCE ORGANISATION

ACTIVITY OVERVIEW



SUGGESTED TIME
20 minutes
30-35% of lesson time



EQUIPMENT
Balls
Cones



SET UP
As per Nines pitch



CORE SKILLS
Team Organisation
Defence

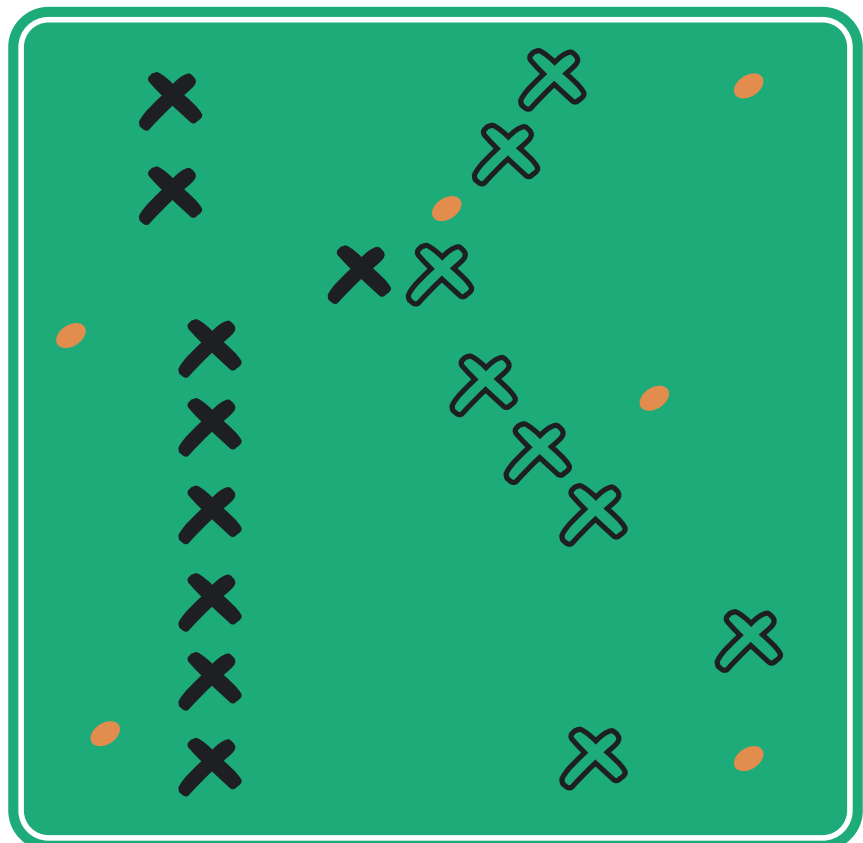
EXPLANATION

- Split into 2 teams of 9 (if more players, have 3 teams and rotate).
- Designate one team as the attackers and the other as the defenders.
- Set up six balls randomly on the pitch (and give them a number 1 – 6).
- On the teacher's call, the defenders have 10 seconds to run and set up as a defensive unit before the attack team has one play to attempt to make a break or score.
- There is one marker who cannot move until the attacking dummy-half has the ball in his hands and the defensive line is back 5 metres.
- The defensive team get a point if they successfully form a line and stop the attacking team.
- Once the tackle has been completed the teacher selects a different ball to defend .
- After six attempts teams switch over roles.

COACHING POINTS ACTIVITY 1

Get defenders to think how they split their line either side of the PTB dependent where the ball starts or where the attackers are lined up.

- Communicate with team mates effectively
- Move up together (go forwards)
- Cohesive line



LESSON 5 - RUGBY LEAGUE 9s

TEAM ORGANISATION DEFENCE



OBJECTIVE - TO DEVELOP PLAYER'S ABILITY TO WORK AS A TEAM IN DEFENCE

3 - GAME PLAY

RUGBY LEAGUE 9S FULL RULES

EXPLANATION

- Split the teams equally. Playing 9-a-side where possible.
- Attack has six plays to advance up field starting from half way.
- Ball must be passed backwards.
- Tackles are full contact.
- Once a tackle has been made, the defender who makes the tackle will stand in front of the play-the-ball as a marker and the rest of the defence will retreat back 5 metres from the play-the-ball until the dummy-half has picked up the ball at which point they can advance to effect the next tackle.
- If the ball is passed forward or dropped, the defending team are given the ball where this error occurred and restart with a play-the-ball.
- Teacher to control play-the-ball.
- 4 points for scoring in the in-goal area with tries being scored in the bonus box worth 6 points.
- If a player goes into touch whilst in possession, the ball is brought back in 5 metres onto the field of play and the defending team start with a play-the-ball.
- If a team fails to score in their six plays, the is handed over where the last touch has been made and the other team start their set of six plays.

ACTIVITY OVERVIEW



SUGGESTED TIME
25 minutes
45-50% of lesson time



EQUIPMENT
Balls
Cones
Bibs



SET UP
60m by 40m grid



CORE SKILLS
Grip
Carry
Early catch
6 o'clock pass
Play-the-ball (Snap, Sweep, Touch)
Dummy-half pass
Front tackle
Side tackle
Grubber kick
Punt kick

COACHING POINTS - GAME PLAY

- **Grip** - two hands, centre of ball, thumb and index finger greater than 90°, arched palms. Protect ball in contact
- **Play-the-ball** - Snap, Sweep, Touch
- **Protective fall** - keep arms in tight to body, do not put hands out to cushion fall
- **Tackle** - On approach, shorten steps, hands up. Dip into the tackle with back straight, head up and to the side, lead foot in close. Squeeze thighs together, take attacker to ground and finish on top
- **Attack** - to use pass and catch skills to move and test the defence
- **Defence** - communicate and move as a cohesive line.

END OF LESSON REFLECTION QUESTIONS

- Did the defence successfully number up?
- Who is responsible for getting the line to move forwards?



LESSON PLAN 6

RUGBY LEAGUE 9s

INTRA SCHOOL FESTIVAL

10 GOLDEN RULES

1. Make every lesson fun.
2. Every player to take part in all the activities.
3. The lessons are a guide but do add or remove activities based on your own experiences and the competency of the players.
4. Where possible, differentiate in activities to allow players to have the appropriate level of challenge.
5. Where there are an odd number of players, always give more players to the attacking team.
6. Do not focus on specific playing positions, let them experience lots of different roles.
7. Be patient, as some skills will not be mastered by the end of the lesson.
8. Use players to demonstrate if they have expertise.
9. Use effective questioning to confirm players' understanding.
10. Ensure the teams are evenly split for Lesson 6 Intra-nines festival.

LESSON 6 - RUGBY LEAGUE 9s

INTRA SCHOOL FESTIVAL

OBJECTIVE - TO PLAY 9S RUGBY LEAGUE



LESSON OVERVIEW	1 - WARM UP	3 - GAME PLAY
ACTIVITY	OCTOPUS	INTRA FESTIVAL
% OF LESSON	15%	85%
APPROX TIME	5-10 minutes	50 minutes

1 - WARM UP

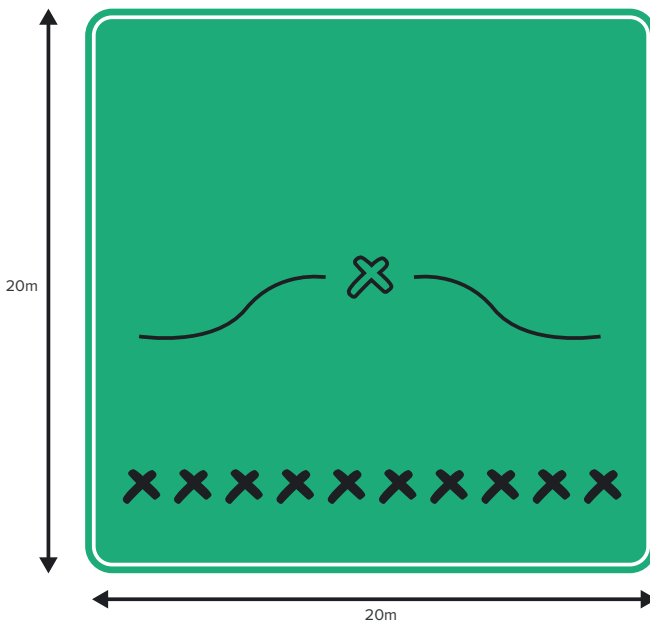
OCTOPUS

EXPLANATION

- Players must run from one side of the grid to the other side without being caught (touched).
- One player is in the middle and they are the octopus.
- The octopus can move anywhere in the grid.
- When a player is touched by the octopus they become a tentacle.
- The tentacles must remain on the spot where they were touched and aid the octopus in catching the attackers.

VARIATIONS

- **Easier (for the attackers)** - increase the size of the grid.
- **Harder (for the attackers)** - decrease the size of the grid.
- **Harder** - allow the tentacles to move sideways.



ACTIVITY OVERVIEW



SUGGESTED TIME
5-10 minutes
15% of lesson time



EQUIPMENT
Balls
Cones



SET UP
20m x 20m grid



CORE SKILL
Evasion

COACHING POINTS - WARM UP

- Weight on front of feet
- Head up
- Look for space and move into space
- Use a variety of footwork patterns

KEY



CONE



TEAM A



TEAM B



BALL



BALL TRAVEL



PLAYER TRAVEL



NO-GO AREA



GATE



ZONE



ZONE



SHIELD

LESSON 6 - RUGBY LEAGUE 9s

INTRA SCHOOL FESTIVAL

OBJECTIVE - TO PLAY 9S RUGBY LEAGUE

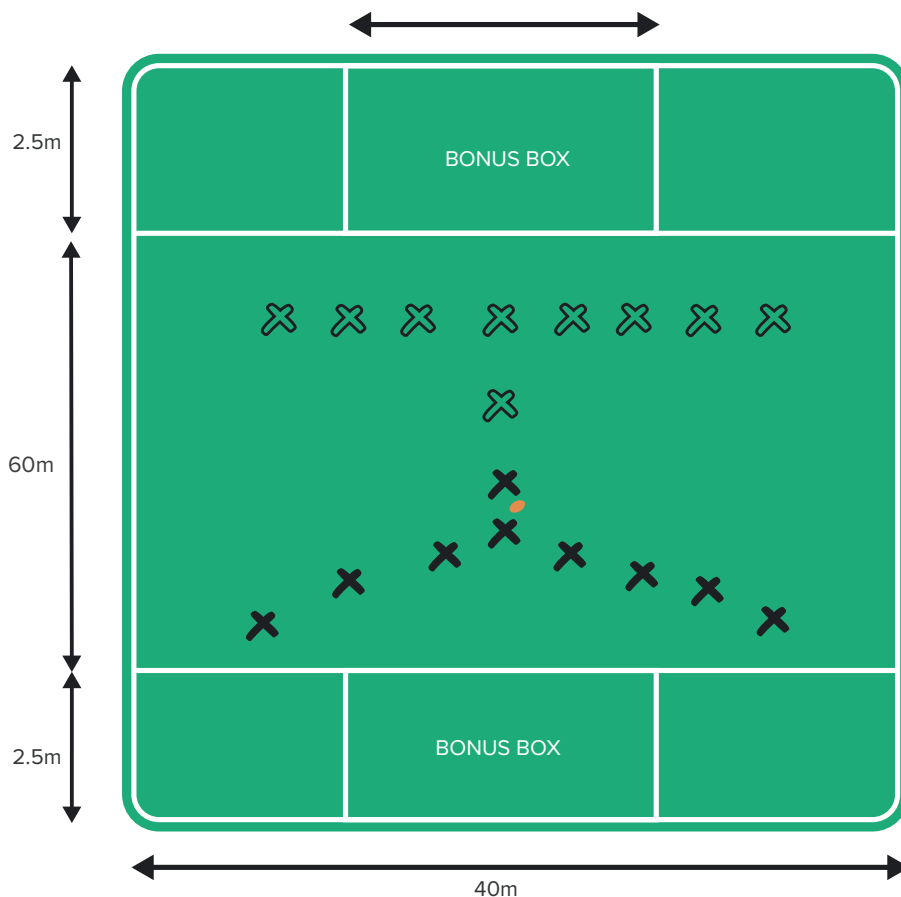


3 - GAME PLAY

RUGBY LEAGUE 9S INTRA SCHOOL FESTIVAL

EXPLANATION

- Split players into as many nines teams as possible.
- Try to ensure the teams are evenly split.
- Try to have 2 games playing at the same time.
- Make sure all the teams play each other.



ACTIVITY OVERVIEW



SUGGESTED TIME
50 minutes
85% of lesson time



EQUIPMENT
Balls
Cones
Bibs



SET UP
As per 9s pitch



CORE SKILL
The whole game

NB If you only have space for one pitch, play short-length games and rotate the teams/players regularly.

Full rules are available on [RWLC2021.com/education-resources](https://www.rwlc2021.com/education-resources)

END OF LESSON REFLECTION QUESTIONS

- What skills did you find difficult in the competition setting?
- What did you need to do to defend successfully as a team?
- What did you need to do to attack successfully as a team?