



The England Talent Pathway for school's resource aligns the school curriculum to the continued professional development provision for coaches in community clubs to allow a greater consistency of learning. The opportunity for the teacher to use the resource in curriculum or extra-curricular delivery allows all pupils to access high quality game, movement, mental and coachability content that follows the Rugby Football League player development framework in providing age and stage specific teaching to all.

This document is a sample of the full England Talent Pathway resource and will give teachers an overview of the purpose and layout of the full resource while providing some initial knowledge around teaching some fundamental skills.

If you would like more information on England Talent Pathway or how to book on to a teacher workshop, please visit

http://www.rugby-league.com/get_involved/coach/embed_the_pathway

ENGLAND TALENT PATHWAY

This programme aims to increase the quality of 12–14 year old Rugby League players, through teacher support in their club environment, leading to motivated players who continue to participate and have more chance of progressing up the England talent pathway, maximising connectivity between Professional and Community Clubs, and schools.

This will lead to:

- Improved quality of the player
- Leave the player in their own environment longer - increased inclusivity
- More players getting more opportunities to demonstrate their potential
- Regular, focussed, player profiling

In order to design this age specific curriculum many leading teachers and youth specialists were consulted. This is also under-pinned by cutting edge research as to what attributes need to be developed by young players as they move along the talent pathway.

Coachability and Mental Attributes

Coachability and mental attributes are seen a crucial in the all-round development of a player.

These attributes can be learned by players through your everyday teaching delivery. The attributes of coachability and mental skills are shown opposite.



ENGLAND TALENT PATHWAY LESSON OVERVIEW MATRIX - YEAR 7

Lesson	Game	Mental Attributes	Coachability	Movement	Supporting Cards
1	Play-the-ball (PTB) efficiently	Reflect and set goal	Communicate with others		Warm-up 3 Game 3 Movement 3 MAP Superman
2	Dummy-half (DH) pass 5m both ways		Understand coachability (on time/correct equipment)	Hop and stick	Warm-up 4 Game 9
3	Running pass 10m both ways	Reflect and set goal	Communicate with others	Catch the ball	Warm-up 2 Game 2 Technical 2 SOL Advanced 4 (L1)
4	Select correct tackle technique	Cope with contact	Want to learn	Forwards and backwards	Warm-up8 Technical 8 Game 8 Technical 10
5	Select correct tackle technique	Work hard	Communicate	Forwards and backwards	Warm-up 10 Game 10
6	Kicking	Be honest about ability and performance		Hop and stick	Warm-up7 MAP Hop, Stick and Grip Game 7 Technical 7 SOL Advanced 5 (L1)
7	Kick chase and escort	Honest about ability and performance	Want to learn	Turn off either foot	
8	Learners Own choice	Reflect and set goals	Communicate with others		Warm-up9

Prioritisation
Main Focus
Second
Third
Fourth

LESSON 3**Learners:****Year Group:****LESSON OBJECTIVE (MENTAL ATTRIBUTES):** Learners able to reflect honestly about their own performance and be able to set a goal.**SEN LEARNERS:****GAME:** Perform a running pass 10m both ways.**MOVEMENT:** To be able to catch the ball.**COACHABILITY:** Be able to communicate with others.

ACTIVITY	TIME	INTENSITY	DMR	CONTENT	KEY POINTS
Introduction	2	L	3	Recap of last lesson and profiling tool	<p>Ask who has completed coachability on the profiling tool. Are any learners willing to share what they are working on to improve coachability? Rate yourself out of 10 for your catching and passing ability.</p> <ul style="list-style-type: none"> • 1 = can't do it. • 5 = able to perform the skill with little pressure. • 10 = can always perform the perfect catch/pass under intense pressure.
Warm-up/Game	10	L to H	4	Warm-up card 2 – Count the Passes	<p>Emphasis should be placed on the catch.</p> <ul style="list-style-type: none"> • Shoulders rotated towards the ball. • Hands out for early catch.
Game	15	M	5	Game card 2 – Passing Challenge	<ul style="list-style-type: none"> • Shoulders rotated. • Pass over correct foot. • 6 o'clock. • Follow through with arms. <p>What are you doing well within your passing? Where do you need to improve?</p>
Technical	15	M	3	Technical card 2 – Catching and Passing Activity 3 – Start at a staggered line	<p>All above points apply.</p> <p>In fours, identify how far apart they need to be to make the pass (could be different spaces between each learner).</p> <p>Progress from moderate to a higher intensity.</p> <p>Learners reflect and adapt passing distance to retain quality of pass.</p>

ACTIVITY	TIME	INTENSITY	DMR	CONTENT	KEY POINTS
Game	10	H	5	7 v 7 touch	All coaching points regarding passing and catching. What does it feel like to make a good pass (think of a word that describes it eg smooth, crisp)? Think and apply this in the game.
Cool-down	5	L	3	SOL Advanced 4 stand up for each other Learners to identify a leg and shoulder stretch plus one other	
Summary	5	L	3	Ask questions relative to lesson focuses	Reflect on the mark out of 10 you gave yourself at the start. What do you still need to work on? How will you do this?



Warm-up Card

CORE SKILLS • Catching and passing

2. Count the Passes

KEY

Marker		Team A Learner		Team B Learner		Ball		Ball Travel		Learner Direction of Travel		No-go area		Gate		Zone		Shield	
--------	--	----------------	--	----------------	--	------	--	-------------	--	-----------------------------	--	------------	--	------	--	------	--	--------	--

Lesson Objective

To raise the heart rate and prepare the body and mind for exercise. To practise catching and passing, communicating with their team and becoming aware of pass selection

Organisation

Set up a 15m x 15m grid

Equipment

Balls and cones

Core Skills

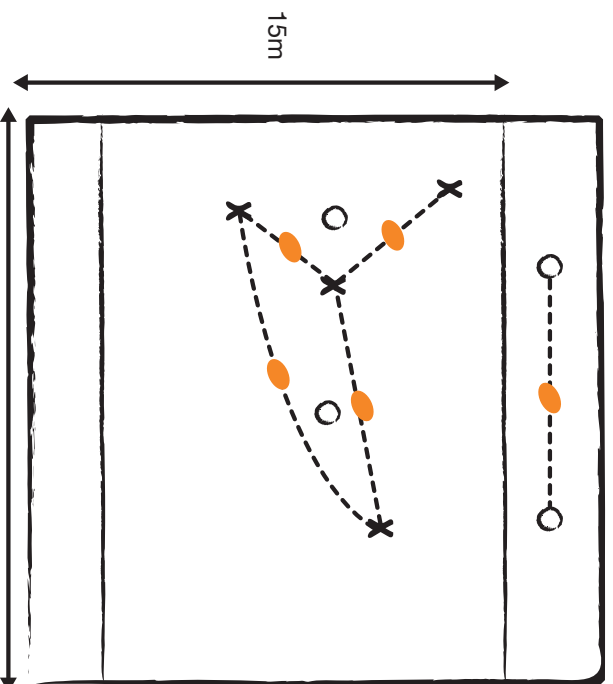
Catching and passing

Explanation

- Total number of learners in each group = eight
- Six learners – four from Team A and two from Team B start inside a 15m x 15m grid playing four attackers v two defenders
- Two learners from Team B are outside the grid passing the ball to each other
- The four learners from Team A inside the grid pass the ball to each other in any direction as many times as possible
- The ball carrier cannot run with the ball
- The two defenders attempt to intercept passes made by the four attackers
- The two learners outside the grid make 25 passes without dropping the ball and then shout 'STOP'
- Teams change over
- The team in the centre of the grid that makes the most passes wins

Variations

- Easier (for the passers) – increase the size of the playing area
- Defenders can only walk
- Play with no defenders, with the group inside the area trying to complete as many passes as possible
- Play with one defender
- Harder (for the passers) – reduce the size of the playing area



- Reduce distance between passers outside the area
- Pass the ball from the waist only
- Touch the corner of the area after a pass
- Have more than one group in the area competing to complete as many passes as possible against each other
- Play three v two in the square with three outside passing the ball

COACHING POINTS

- Catching – shoulders rotated towards the ball, hands out, early catch
- Passing – wrist and hands, shoulders rotated, pass over the correct foot, pass ball at 6 o'clock, follow through with arms

Questions

- When would we use a short pass? How could this benefit the team?
- When would we use a long pass? How could this benefit the team?



Game Card

CORE SKILLS • Catching and passing

2. Passing Challenge



KEY

Marker		Team A Learner		Team B Learner		Ball		Ball Travel		Learner Direction of Travel		No-go area		Gate		Zone		Shield	
--------	--	----------------	--	----------------	--	------	--	-------------	--	-----------------------------	--	------------	--	------	--	------	--	--------	--

Lesson Objective

To develop passing, including selection, and catching

Organisation

Set up a 40m x 30m grid

Equipment

Balls and cones

Core Skills

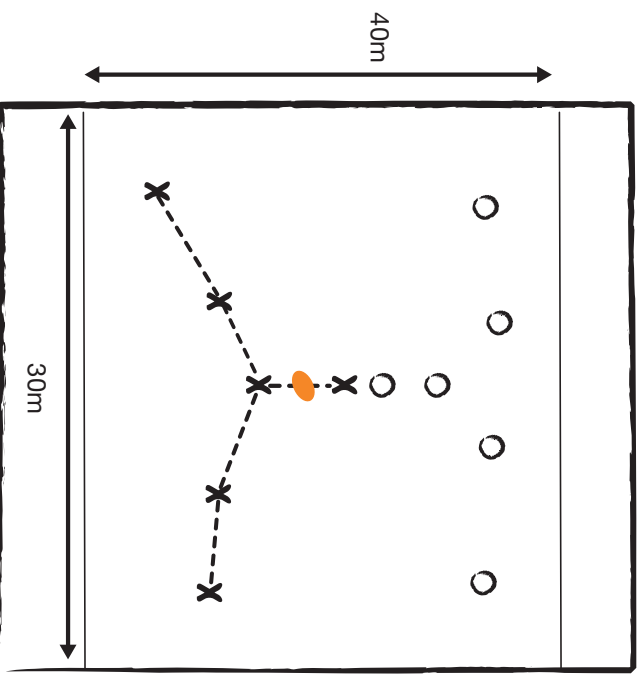
Catching and passing

Explanation

- Attack has four plays to score
- Two-handed touch
- Learners should execute a 6 o'clock pass and the receiver must catch the ball early (no shirt contact)
- If the ball touches the shirt, the possession goes to the other team
- The ball is also turned over to the other side for a knock on, forward pass or if the ball touches the ground
- Teams attack the opposite end when a try is scored
- Award points for each completed pass and for any tries scored
- Play for a set time period

Variations

- Reduce or increase the number of plays (ie three or six plays to score)
- Easier (for the attack) – widen the grid
- Harder (for the attack) – narrow the grid
- Use a variety of different sized and shaped balls
- Vary the time period
- If a 6 o'clock pass isn't used, possession goes to the other team
- Play contact



COACHING POINTS

- Catching – shoulders rotated towards the ball, hands out, early catch
- Passing – wrist and hands, shoulders rotated, pass over the correct foot, pass ball at 6 o'clock, follow through with arms

Questions

- How do you decide where to attack?
- What made it a successful attack?



Technical Card

CORE SKILLS • Catching and passing

2. Catching and Passing

KEY

Marker		Team A Learner		Team B Learner		Ball		Ball Travel		Learner Direction of Travel		No-go area		Gate		Zone		Shield	
--------	---	----------------	---	----------------	---	------	---	-------------	---	-----------------------------	---	------------	--	------	---	------	---	--------	---

Lesson Objective

To develop the 6 o'clock pass and early catch

Activity 1

Learners A1 and A2 working in a 5m grid walk up and then down the area delivering passes from either side

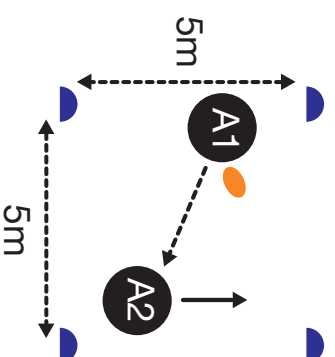
COACHING POINTS

The Pass

- 6 o'clock
- Ball pointing down
- Shoulders rotated
- Pass over the correct foot (inside)
- Wrist and hands follow through

The Catch

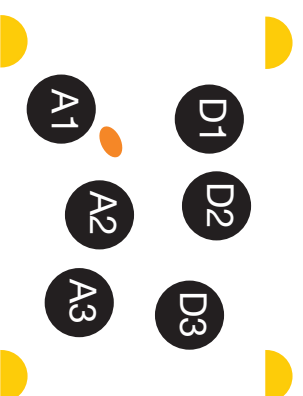
- Shoulders rotated
- Target hands up
- No shirt
- No adjust



Activity 2

Passing and Catching Game

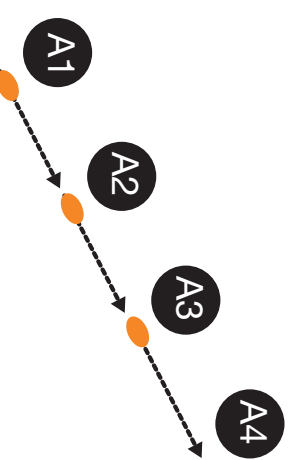
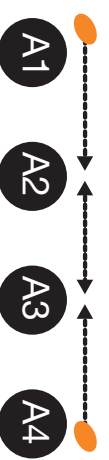
- Groups of three – attackers v defenders
- How quick can the attackers make 10 passes?
- A cumulative count (ie mistake on four – next time begin at four)
- First to 10 passes
- Rotate attackers and defenders
- All gripping, carrying, passing and catching points apply:
 - support runners identify good space
 - defenders can only block/intercept ball
 - no contact



Activity 3

Development 1 – Passing Backwards

- Groups of four in a flat line practise passing along the line while static
- Competition – pass along the line and back three times (as figure, right)
- Stagger the line and repeat the practice with no forward passes, remembering to realign the group. Competition – pass along the line and back three times (as figure, below right)
- Repeat the practice, walking, jogging and then running. Start the ball from both left and right and interchange position as well. When the ball has been passed to the end of the line, encourage the learners to adjust their speed and position to realign, so the ball can be passed back



MOVEMENT DEVELOPMENT

STABILITY, OBJECT CONTROL AND LOCOMOTION

Stand Up Together

In fours sitting in a circle with hands joined. As a team, stand up at the same time and finish with all leaning backwards supported by each other. Now try this with two learners facing out.

