

# Loopers & Snoopers

## What you tell your players the session is about:

- 1 Passing and supporting to create extra players.
- 2 Keeping active in the game after the pass.

## What you tell your players to do:

- 1 Either support just behind "inside" shoulder of receiver or aim to take another pass "outside" the receiver.
- 2 "Snoopers" are on the "inside": the space from where the ball has just come; "Loopers" are on the "outside": the space opposite to where the ball has just come.



### what to shout

- "Deliver the pass and then support, not before."
- "Get back on the inside, get up on the outside."
- "Receiver, commit a defender before giving pass."
- "Receiver, believe in your supporter, feel whether they are inside or outside."
- "Receiver, turn towards a snoopers, step away from a looper."
- "Supporter, communicate where you're going to be."



### what to look for

- Snoopers getting too close to receiver, therefore not having enough time to decide whether to rip the ball if the receiver takes contact, ruck or take a pop pass.
- Looper running too far away from receiver – a loop pass is difficult so needs to be short and given some air to allow the looper to run onto.
- Receiver not running forward and committing defender – allows defenders to drift onto the supporter.



### what to think about

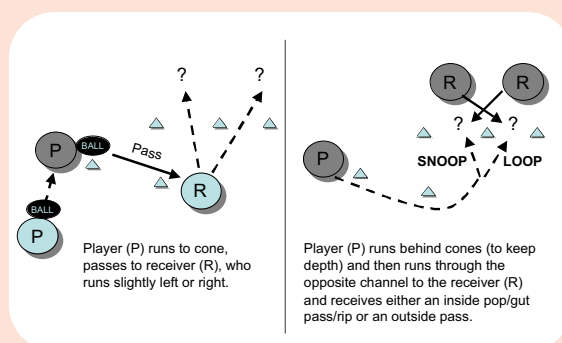
Should forwards be snoopers and backs be loopers? Should players always support the pass? What is the best way to communicate a loop or snoop? Can the receiver call whether the player is a snoopers or looper?

## What you get your players to do:

A player (P) runs forward and then passes the ball to a receiver (R) when they reach the first cone.

The receiver runs either straight ahead or slightly away from the passer (use cones to help angle of run). The passer (P) runs behind the cone and then supports R, either as a "Snooper" on the inside, or a "Looper" on the outside.

The "Snooper" takes a pop pass, or rips the ball from R. The "Looper" takes a loop pass as R steps towards the original pass.



## Development

- 1 Start with players practising both techniques separately.
- 2 Make passer decide whether to be a "Snooper/Looper" dependent on receiver's movements only, not communication.
- 3 Add a defender opposite the receiver.
- 4 Make snoopers ruck, by driving away a defender, or picking and going.

## How would I put this into a game situation:

Equal numbers, but no more than 7 a side. Half the width of a normal pitch. Either tag/touch or tackle.

Normal rugby rules except player must follow their pass. Failure to do so ends in a turnover to the other side. A player need not follow the pass beyond supporting the next player.

Add the element of communication where either the passer must tell the receiver where they are intending to support or the receiver tells the passer. Again this must happen or the ball is turned over.

# How to use smart sessions

Print off the session and take it to training. It should take you less than five minutes to read the instructions, set up the session, and then you are ready to communicate what happens to your players.

## Number of players

You only need six players to complete a session, though it can easily be expanded to meet your needs. With lots more players you could have a number of grids working at the same time.

## Timings

The timings are for a twenty minute session, but it can be expanded or reduced to meet your needs. It's your call.

As a rule of thumb 10 minutes would be enough time for a well executed first drill, development and feedback. Any shorter and you have not explored the full skill range or asked enough questions of the players. Longer is fine as long as you feel the session is developing. The game related element adds another 10 minutes.

## Equipment

The equipment used is simple. A set of cones (or trainers or tops) as markers and a couple of balls.

You can add in tackle bags, suits and rucking shields where you feel you need them – we just assume that you don't have them because sometimes the shed is locked or another coach is using them.

## Training area

The size of the training area is left for you to decide. Smaller players need a smaller area, but the session will never need more than a 20m x 20m grid for initial drills. The smaller the area the more intense the training.

## The standard and age groups

Smart sessions are based on the core skills of rugby. They will challenge any standard because a player can always perform the core better.

The "development" ideas can be used to differentiate between the different standards of your players; the "think about" section can challenge the more advanced; the "game related situations" can change the contact situations the teams face.

## Elements of the session

### What to tell your players the session is about:

This is your introduction and outlines the objectives of the session. Just read this out. The players then have an objective. Return to this at the end of the session to see if you have achieved your objectives.

### What you tell your players to do:

This is how you want your players to achieve the objectives. You can tell the players straight away how to achieve the objectives, or you can tease it out of them as the session goes on.

### What you get your players to do:

This shows you how the session is going to work. Depending on what is going to be achieved, it sets out what actions the players are going to take. There are no exact measurements, or complicated patterns – the approach is "simple, stupid, successful". Slow motion the first few patterns – get the drill right and the skill right first before speeding up. Use the "What to shout" prompts to keep the players focused. Use the "What to look for" to keep your eye on why the players might be failing.

### Development

No session is worth doing unless there is some form of progression. Normally there will be an increase in pressure, say by adding more defenders, or by restricting the time available. Other areas for you to think about are: Where do I stand as coach? Do I throw the ball into the grid?

### How would I put this into a game situation?

All the elements of the session are geared to the game, but this section puts the session one step away from a full game, with attack, defence and a goal line.

### What to shout

Have the words handy, because apart from the usual words of encouragement, it is good to shout the key factors to players. Of course you can hold some of these "shouts" back and ask the players to identify how they can improve.

### What to look for

You need to keep your eyes open for "best practice". This section helps you identify quickly where players might go wrong so you can quickly put them right.

### Think about

Here you have the chance to challenge the players and situation, either by using feedback or just asking yourself the questions. It is a little more advanced and might not be appropriate for your players.

### Where does it fit:

To help you file and order our coaching we have given you the core areas of individual and team skills that the session covers.



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Dan Cottrell

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