

# French kiss

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

- 1 Ripping the ball from a team mate.
- 2 Creating "go forward" from a maul.

## What you tell your players to do:

- 1 Arriving at the player who is holding the ball in a position to rip so it looks as if you are "kissing" them (on the cheek French style).
- 2 Ripping and rolling around the shoulder of the arm holding the ball.



### what to shout

- "Chin off chest when arriving at ball carrier."
- "Ripper, get front foot in line with carrier's foot closest to the opposition."
- "Rip down, up and away."
- "Ripper, drive in on shoulder furthest from opposition."



### what to look for

- Ball carrier driving into an opponent with the ball first – keep the ball as far away from the opposition as possible.
- Both players being too upright in contact so being vulnerable to being driven backwards or pushed over – use a wide base in contact and bend at the knees.



### what to think about

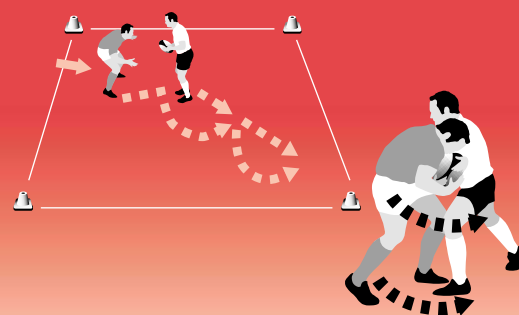
At what stage do you want to release the ball from the maul for your team? This skill makes the players go only one way, left or right – do you want to use this type of maul to take the ball infield to create a larger blindside, or use it to create quicker ball anywhere on the field?

## What you get your players to do:

Start very slowly – technique is important. In pairs, get one player with a ball to walk forward, stop and half turn. The next player arrives, puts one foot in between the legs of the ball carrier as if they are going to "kiss" them on the cheek, and then rips the ball "down, up and away", rolling around the original ball carrier's shoulder which would be furthest from the opposition.

Both players then continue this exercise down the pitch three times each. Once happy with technique, join up the pairs, and repeat the exercise. Increase the speed as players become more confident.

### French kiss



### Development

- 1 "Kiss" and roll both ways.
- 2 Add two defenders who act as passive opposition and then increase their involvement.
- 3 Start the maul from either the ball on the floor or from a standing "maul" situation.

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

Wide maul: split into two even teams, in a 20 metre square box. Mark out a try line at each end of the box which is five metres in from both sides – in other words a try cannot be scored in the middle ten metres.

Both teams stand about five metres apart in the middle and you throw a ball to one side and play commences!

Be very vigilant on players breaking the laws of the game, and be prepared to sin bin players who try to drag down a maul or drive in from the side. Make sure the backs play this game as well.

# 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 sessions 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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