

Bermuda triangle

What you tell your players the session is about:

- 1 Breaking down an organized defence with sharp turns.
- 2 Exploring timing and handling skills.

What you tell your players to do:

- 1 Keep defenders guessing by changing the angle of your runs.
- 2 Use changes of pace to allow you to reach impact points at the right moment.



what to shout

- "Run easy to a turning, hit hard the turn."
- "Head up and hands out as much as possible."
- "Pass into spaces, not to players."
- "Passers: slow down to pass."



what to look for

- Passers not being accurate: get them to slow down before they pass, but also to see what is in front of them by keeping their heads level.
- Overrunning and miss timed runs: start deep, but don't accelerate until the last moment, better to be late onto the ball than too early (and so only be able to receive a forward pass).



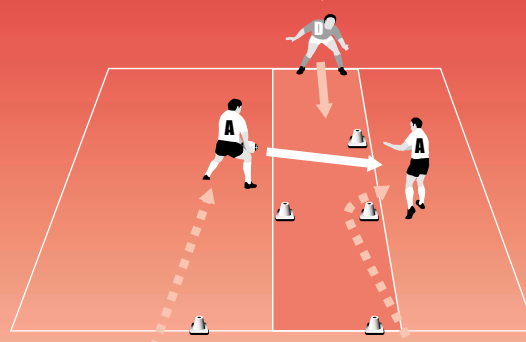
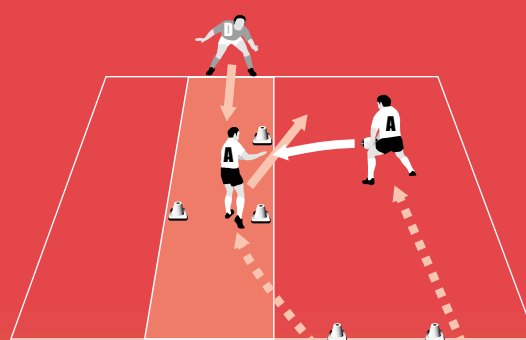
what to think about

From what situations would you want players to change angles? How would your players communicate in these situations? How can the passer support the player once the pass has been made? How flat do you want the pass to be – sometimes a deeper pass can allow the runner more time to gather and pick up speed, or pick a gap.

What you get your players to do:

Drill: two attackers stand on one side of a 10 by 10m box and a defender on the other side. The defender patrols a two to three metre wide corridor in front of them (Bermuda Box). The ball carrier runs forward and delivers a pass to the receiver. The receiver runs into the Bermuda box and out to receive a pass (runs two side of a triangle, hence Bermuda triangle). The defender can only defend inside the box (tag, touch or tackle). Use cones to help attackers choose angles. Add another defender when ready.

Bermuda triangle



get in and out of the zone quickly!

ground covered ■■■ direction of run → pass →
D = defender A = attacker

How would I put this into a game situation:

Phase play rugby In a 30 metre long, 15 metre wide box, have three attackers, and three defenders. You run up and down the box with a ball and then throw the ball to a defender. They immediately fall to the ground and place the ball next to them. You count down from any number, after which the attack can use the ball. One attacker acts as scrum half, and the other two line up on one side of the fallen defender and then attack.



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 box 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 box?

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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