

# Ballroom blitz

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

- 1 Using a rush defence to pressurise the attack.
- 2 Identifying when to use rush (or blitz) defence.

## What you tell your players to do:

- 1 Make sure you have at least equal numbers or better if you are going to use a blitz defence.
- 2 Focus on the players who are going to be "hit" in the blitz.



### what to shout

- "Go straight up, slightly outside your target."
- "Identify your targets early."
- "Lots of noise."
- "Trust your inside and outside co defender."



### what to look for

- Attackers stepping back against the blitz – the defenders must be balanced as they go forward with their shoulders square.
- Dog legging – line speed is vital, but the line must come forward at the pace of the slowest player.



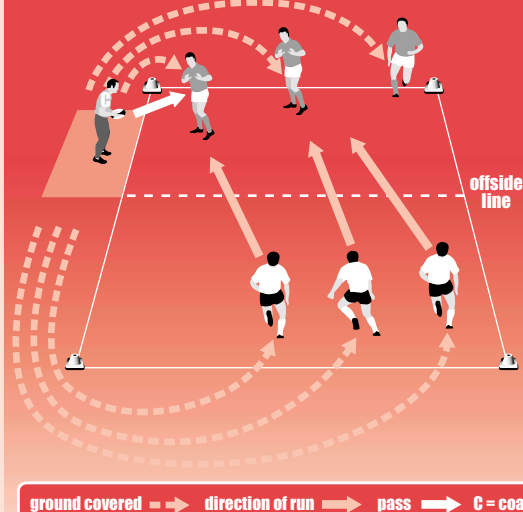
### what to think about

Where on the pitch would you choose to use the blitz defence – it does depend on your risk aversion. What calls are you going to use to "initiate" the blitz? What space do you want between your "blitzing" players – finger tip distance or slightly wider?

## What you get your players to do:

- 1 **Line speed warm up:** three players stand in a line and move forward when you touch a ball on the floor. Check for pace, staying in line, spacing and communication.
- 2 **Ballroom blitz:** three attackers and three defenders (adjust if you have more) stand next to you in a small box. The ends of the box represent the back feet of a ruck. When you shout "go", both sides move into position as attack and defence. You release the ball when you are ready and the defence needs to cut down the attack before the ball reaches the second receiver.

### Ballroom blitz



### Development

- 1 Overload attack or defence. If defenders see more attackers, they should cancel "blitz".
- 2 Allow attack to try out "moves" like switches or miss passes.

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

Split into two teams. Have one player (not scrum half) on each side with the ball. The ball carriers need to follow you as you run around the pitch. When you touch one of the ball carriers, then the play becomes "live". The other ball carrier stands out. When a ruck is formed, then you count down the time allowed for the ball to be released. Defences should decide whether to blitz the attack or not. If you want to overload attack or defence, call a number of players to stand with the non-playing ball carrier.



# 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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