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The ARL Volunteer Involvement Programme



By Peter Bevan - ARL National Assistant Development Manager

The Volunteer Involvement Programme (VIP) is one of the most successful programmes initiated in recent years. It is aimed directly at assisting the grass roots clubs by increasing the number of administrators and assistants. The programme has been modelled on the success of the Avalon Junior Rugby League Club in Sydney who initiated and developed its own programmes. In 1995 Avalon and the programme won the NSW Club Award for Excellence and won the National Sporting Organisation's Award. Both Awards are conducted under the auspices of the Australian Sports Commission.

The programme is specifically about Clubs, club people and success.

Designed to assist clubs the Programme has three major strategies:

1. recruitment (of volunteers)
2. training and
3. retention

Volunteer administrators and workers are the foundation of the game; without them neither the club nor the game can continue; there must be organisers. The programme recognises these factors and looks to increase the number of people in club organisation and to lift the burden of work through training and planning.

The Australian Rugby League introduced the Programme in 1996 and is now offering it as a National initiative. VIP is already operating in Sydney, Melbourne, Ipswich (Qld) and Tasmania with further expansion planned for 1998.

THE PROGRAMME

In essence, the set-up and training costs are carried by the ARL and the programme commences by taking the following steps:-

1. The ARL, in conjunction with State or Local Leagues source and appoint a Regional VIP Co-ordinator. (Co-ordinators will be responsible for the programme in clubs within their region.)

2. The VIP Co-ordinator then has the following tasks:-

- (a) encourage local clubs to nominate their own volunteer co-ordinator
- (b) organise a club information/training day with the ARL VIP liaison officer
- (c) follow up by monitoring the on-going needs of clubs by -
 - (i) organising further training/information exchange meetings
 - (ii) initiating programmes to assist clubs
 - (iii) arranging accredited course/topic presenters
 - (iv) maintaining contact with the ARL VIP liaison officer

Obviously the programme can split at this juncture. Clubs can become solely independent and run their own VIP like Avalon or meet regularly with other Clubs, the Co-ordinator and guest topic presenters.

However, lets go back at this point. Assume the Regional Co-ordinators have arranged the ARL VIP liaison visit and all clubs are now familiar with the three major strategies - they have their volunteers; they are trained and are aware of all those incentive devices to keep them.

Back to the present. It seems sensible for Clubs to now become independent and order their own development by determining those topics that best serve the Club. The Club recruits its own guests to present these topics or sources through the Co-ordinator.

Once the programme reaches this stage at club level, the role of the Regional Co-ordinator is more of a facilitator and of support.

Irrespective, some clubs will not be able to manage this level of self-sufficiency for various reasons. It is in the best interests of all clubs to keep every club viable in their League. Strength in numbers, strong as the weakest link etc.

All club co-ordinators and the Regional Co-ordinator should meet at least once or maybe twice a year, to assess the programme, organise up-dates and exchange ideas. Clubs who cannot manage full autonomy should regularly liaise and seek the support of the Regional Co-ordinator.

Clubs/regions now sound with the three major strategies can consider some of the training topics listed below or decide their own:-

1. Strategies in recruiting new volunteers
2. Retention and recognition of volunteers
3. Marketing at club level
4. Seeking sponsorship/serving the sponsor
5. Conducting effective and productive meetings
6. Legal aspects
7. Club management
8. Financial planning and control
9. Developing and monitoring a three year plan
10. Dealing with the media
11. Club membership drives
12. Roles of the Executive Committee
13. Defining duties and roles
14. Event and project management

Items 1 and 2 are topics covered in the training of the club VIP co-ordinators while items 3-14 are covered in forums/up-dates organised for clubs by Regional Co-ordinators. **The ARL will cover reasonable lecture costs for these sessions.**

THE CLUB VIP CO-ORDINATOR

The club VIP co-ordinator will be responsible for:-

1. Initiating strategies to recruit, train and retain volunteers within their own club
2. Assessing the needs of the club in terms of up-dates on administration issues (see items listed above)
3. Organising forums/up-dates in conjunction with the regional VIP co-ordinator

The role of the VIP is seen as vital to clubs and Rugby League throughout the country. Better managed, united, co-operative and enthusiastic clubs will attract more players, coaches, managers, trainers, patrons, volunteer workers and, develop stronger competitions.

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ROLES WITHIN VOLUNTEER INVOLVEMENT PROGRAMME



VERY IMPORTANT PEOPLE

The Value of 1/8th of a Second

By Don Oxenham
A.R.L. Level 4 Coach

A try may be scored by running 50 metres or more but is actually made by one metre or less. To understand its value in a true football sense the metre can be converted into time.

A try is made by penetrating the defence, after that it has to be scored. Obviously all 'tries' made are not 'scored' due to a number of reasons such as lack of support, speed of cover defence, or errors by the attacking team. The making of a try due to the action of Rugby League can be the result of a defender missing the tackle by a metre or even less.

In expressing this relationship between time and distance let's assume a player could run 96 metres in twelve seconds, that is 8 metres in one second or one metre in 1/8th of a second.

Using this expression of time is important in the game when assessing a team's performance. If players are not reacting effectively or performing the basic skills properly it may be due to their timing of the

the football. The more this is done the more efficient skills can be played.

There are many situations in a game when the 1/8th of a second lost can have an adverse effect. It would help coaches appreciate this concept if they could write down some of these situations where time lost due to inappropriate actions of the skill has a direct result on the game. Remember the expression of time being used is related to distance (1/8th second = 1 metre).

The play-the-ball is an area of the game where time is critical to good attack. Coaches at the highest level of the game require the play the ball to be performed as quickly and as efficiently as possible and spend many training sessions to ensure this happens.

Good, efficient and speedy play-the-ball allows a team to develop attack and control the game.

Even wasting 1/8th of a second in the play-the-ball would allow opposition defence to move up that

Players will improve their skills and game play by having an understanding of the value of the metre in relation to time.

actions. The more efficiently players perform their skills, the greater the reduction in time taken to complete the action.

Rugby League is a game of time and speed and coaches should be making their players aware of these two aspects to encourage players to think intelligently about their play.

Skill performance improves with repetitive practice through drill work and continued exposure to handling

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important metre. So it is easy to equate that any slow play-the-ball time wasting, would allow the defence to organise, the line to move up and prevent an attack developing.

All the actions of the play-the-ball movement can lend themselves to lost time.

- a. Getting up from the ground after the tackle.
- b. Actual play-the-ball movements.

Reading Play

By Don Oxenham ARL Level 4 Coach

Reading play is a skill which is part of most elite athletes' make-up and because it is more noticeable in this group the question to be asked is how do players attain this ability. It is one of the reasons players are 'elite'. Elite players do have certain attributes that allows them to develop the skill but it can be taught and therefore learned by players.

The key to reading play is anticipation, a skill that depends on other abilities such as taking in the field; perception; understanding of game play, the ability and experience to understand and read cues (information indicators) of events happening in the game.

Once a player has the ability to gather and absorb all the information of what is happening on the field, they then must have the mental capacity to process this information, arrive at a decision and take the appropriate action.

Although a number of players may see the same information (through cues) they will process this information differently and make different decisions. Training players to arrive at some uniformity in decision making is difficult but if achieved can transfer into better team decisions being made during a game.

Accepting that the skill of reading play can be learned, suggests there must be a stage in the learning process when teaching can start.

WHEN TO START

All players go through a learning process over many years to attain a skill level and their progress depends on many factors which are individual, and everybody advances at their own rate.

A fact of skill learning is that the movement or motor skills must be learned and performed at a high standard before a player can advance to learning the mental skills necessary in reading play.

Once a player can perform the game skills efficiently during a game and under pressure, time can then be given to understanding the actions of all other players about them.

Coaches should recognise signs that a player displays during a game which indicates to them that the player is advancing to the next stage of learning to play the game.

Skilled performers display qualities such that they:

- Have plenty of time to perform skills
- React rapidly but in an unhurried manner
- Produce movements which are both smooth and highly efficient
- Select responses which are highly appropriate to the situation

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- Are extremely well organised
- Make responses very close to the ideal model of performance, which makes them stand out

If these qualities are apparent in a player the coach should advance the learning process to reading play.

Knowing what to teach is a complex topic and this article is only able to cover major points. Coaches should seek advice and further their knowledge if necessary. It is not possible in this article to outline a lot of detail so only brief information can be covered on the major points.

The basis of reading play is anticipation which relies on vision and giving meaning to events and these skills can be learned. All aspects of vision should be taught and then trained by players. This can be achieved by scanning the field (looking around by moving the head) recognising all the actions of team mates and opposition players as much as they can. Good vision will enable players to see (and hopefully recognise) all the information or cues that will assist them to make a decision and result in the correct action. Identifying the information cues will become more meaningful as the understanding of the game improves.

INFORMATION CUES

For example in the play the ball movement the attacking team will give some information cues to create play,

- (a) by position of players in the ruck,
 - (b) the stance of the acting (dummy) half back;
 - (c) calls or communication from other players;
- all simple information cues which give some indication as to the play likely to be performed. Understanding this anticipated play will allow an appropriate reaction from the defence.

Communication to team members is essential so that players thoughts can be transferred and others understand the situation and to ensure actions and reactions occur effectively. e.g. Cliff Lyons and Steve Menzies of Manly are good examples.

Although this skill can be taught it is not a simple task and coaches should understand how to proceed.

Most of the learning about how to play the game comes from experience. Experience in exposing the person both physically and mentally to situations stored in memory. This experience can be gained in two recognised ways.

Initially by playing the game repeatedly and through the exposure of many game situations and plays, players will have made decisions and eventually make more correct decisions, than wrong ones. Many past players will have learnt through this method which takes considerable time. Secondly by practices performed at training sessions.

Off-Season Activities

A question often asked many times by parents of young international laws players aged 13-14 years is “what to do in the off-season?” In short, the answer is to play other games.

Opinions will vary and it is important to keep in mind that we are discussing movement, skills, physical and body preparation and that no two children are the same.

Before going any further, there are a couple of terms to be considered:

1. SPECIFICITY - is dealing with those game factors that don't vary and are a part of the game. Example: speed, skills, physical conditioning We should, with our training, be aiming at those factors that directly relate to our game which will improve our performance.

2. INDIVIDUALITY - this is peculiar or special to the individual player and may refer to game weaknesses. The training factors should relate to the individuals requirements. e.g. speed of wingers, long passes for five-eighth.

Both of these factors determines the type of treatment. If we want to improve our weaknesses then programmes should reflect that. For example, if a player wants to do some work on his quadriceps - do some cycling, to school and the shops. Wingers could, join an athletic club and refine their sprinting.

The game requires skills or tools to work with - passing, running (footwork), kicking, positional play, anticipation. In the fitness area, we need endurance, flexibility and an adequate level of strength and body mobility, and control such as agility, co-ordination and good balance.

For the 13 and 14 year old, lets find activities where these skills exist and transfer them over.

Basketball for co-ordination, ball control, sighting skills, positioning, footwork, short, sharp sprints.

Cricket to move the feet, as well as vision and timing.

Tennis improves co-ordination, body movement, anticipation and positioning.

Table Tennis for reflexes but don't forget to move the feet so as to get behind the ball.

Cycling for leg and lower back strength - good general endurance work.

All those 'flyers' should be looking at an **athletics** club if they are serious about speed - even the heavier less speedy players will benefit using the athletic club as a programme for fitness and improved style.

If a **surf club** is nearby and there is time for commitment there's nothing wrong with swimming, paddling and beach games.

Lifting weights are OK too - introductory work doesn't hurt and it should feel good. But never at the expense of speed - don't try to become a strongman. Enough strength to resist, together with speed and mobility to get in front. Do them for strength.

To work hard - improve stamina, speed, vision skills, reflexes, timing and co-ordination - try **indoor soccer**.

Now, there's two left for the less faint hearted.

Climb whatever you can wrap your arms, trunk and legs around. Trees, fences, landscapes - good for strength, body mobility and balance.

Don't forget of course, that once you go up, you must come down.

Dance, that's right, dance. Try some tap dancing, jazz ballet or even aerobics. Don't be so worried about style, remember feet movement and balance are the important factors. Control your feet, put them where you want them to go, don't let them take you where they want to go.

I guess there's plenty to do - its easy to recognise the skills, know whats important as an individual and then plan and package your own programme. There is plenty of variety here while at the same time, breaking from football - but you still have to work at what you are doing.

Be specific, treat your individual needs, work at what you're are doing and don't take things for granted and yes - there is one other thing, work at your task(s) on a regular basis. BUT whatever you do - remain ACTIVE in the off-season.

The Variables of Strength Training for Rugby League

By Alex Corvo Level 2 Strength and Conditioning

When designing a strength training program a number of things need to be considered and implemented to maximise the desired results. A weight training program undertaken by a player must be designed specifically to meet the needs of that individual and the game itself. Bodybuilding programmes, as distinct from strength training and techniques, have limited use in Rugby League.

The **objectives** desired from lifting weights include:

gaining **MAXIMUM STRENGTH**: the ability to apply force against resistance irrespective of the speed of movement. This depends on muscle size, body weight and the ability to activate the muscle.

increasing **SIZE**: in the cross-sectional area of muscle due to an increase in lean body mass (muscle tissue).

developing **POWER**: which is also known as explosive strength and is the ability to apply force as quickly as possible. It is equal to a combination of two components - strength and speed.

ACCELERATION: the ability to increase the rate of speed. e.g. a player increasing his pace so as to burst onto a pass.

These four objectives can be achieved by manipulating the eight (8) training variables, which are:

1. The exercise
2. Number of repetitions (reps) to be performed
3. Number of sets to be performed
4. The load (weight) on the bar
5. Order in which exercises will be performed
6. Rest period between sets
7. Lifting speed
8. Long term plan of training

1. SELECTING THE EXERCISE

American football strength coach Boyd Epley states that the selection of exercises should be made after considering the following points:

- should involve ground contact with the feet
- should involve several joints
- must be performed explosively
- should be specific to the player's positional requirements in terms of muscles used, movements and energy system contribution.
(This is equally applicable to Rugby League)

Exercise can be classified into one of the three following categories:

GENERAL eg squats, bench press, pulldowns, shoulder press, upright rowing

SPECIAL eg power cleans, push press, split jerk

SPECIFIC eg jump squats, towing sleds (running), plyometrics

In general, players should perform some exercise from each category. However, beginning lifters and those less strong should do more GENERAL exercises. Advanced lifters do more of the SPECIAL and SPECIFIC training exercises.

Training objectives and the stage of the season will determine the types of exercises chosen for the training program. As a guide, GENERAL exercises are used to assist in muscle gain and improvement of basic strength. This strength is then converted to basic power by use of SPECIAL exercises. The final phase of this process is the transfer of gains in basic power to its use in specific situations on the football field as in hitting the defensive line in attack, or in making a front on driving tackle. This transfer of power gain is made possible through use of SPECIFIC strength exercises.

2. SELECTING THE REPETITIONS

The number of repetitions performed (and the speed of execution, see Item 7) will have a large bearing on the benefits gained.

High reps. (8-15) are most appropriate for beginners, allowing the exercises to be performed with a relative degree of safety. High reps also assist the beginner to learn the lifting movement (technique).

Suggested repetitions for achieving: (Using the appropriate training load is essential)

(a) **INCREASED SIZE:** is best attained using moderate to high reps (8-15) as this builds muscle size better because of the higher volume and workload of training. A total stimulus of approximately 40 seconds for each set is recommended.

(b) **BASIC STRENGTH:** is best achieved working in the 4-7 rep. range. This training should occur after the preparatory muscle building phase.

(c) **MAXIMAL STRENGTH:** by working in sets of between 2-5 reps. Maximal strength sets are used only on the GENERAL core exercises eg bench press, squat etc.

(d) **BASIC POWER:** using 4-6 reps. Power output decreases markedly after this time.

(e) **PEAK POWER:** Peak power is best developed by training at high repetition speed, in reps. of 1-4.

3. SELECTING THE NUMBER OF SETS

This has a major bearing on training volume as volume is calculated by multiplying the number of sets by the number of repetitions.

eg: 4 sets of 10 repetitions = 40 reps

6 sets of 4 repetitions = 24 reps

As can be seen by this example when doing high reps. less sets should be performed and when using low reps. more sets should be used.

In summary, 2-4 sets are best for high reps. (8-15) and 3-6 sets for low to medium reps. (2-6). During the season less sets are performed and advanced weight trainers are capable of absorbing more work than beginners.

Total sets in a workout should range between 15-20 for a beginner and 15-25 for an advanced lifter per workout. The overlap comes about as a result of the number of reps., training load, required outcomes and training phase.

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4. SELECTING TRAINING WEIGHT

Correct training weight's (load) should be carefully selected in order to avoid over training. Forced reps. and training to failure (ie: an inability to complete the set) should be avoided at all costs as this can easily over stress the muscles.

If possible stick to the prescribed number of repetitions in each set. For example 4 sets of 10 reps. suggests that 10 reps. are to be completed in each of the 4 sets which may necessitate completing a set when it may have been possible to force out an extra couple of reps. Doing this will ensure that the last set can be performed working to the 10 reps. as programmed.

On occasions it may be necessary to decrease the weight on ensuing sets to allow the correct number of reps. to be performed in later sets.

When selecting training weights it is important to ensure correct form is not compromised in order to see heavier weights lifted. This is often witnessed whereby players lift weights they are not capable of handling and as a result bars are bounced or lowered out of control or exercises are performed using only part of the full range of motion.

Selecting weights for particular exercises is best done through trial and error. However, it is good and safe practice to start at the lower end of the scale. Weights may need to be adjusted from week to week if repetitions are cycled or when a player's strength has increased.

5. ORDER IN WHICH EXERCISES WILL BE PERFORMED

As a rule the power movements are trained first together with lower body exercises as these require the lifting of heavy loads with high concentration and often at high contraction (lifting) speed.

Some exercises may become a priority if a player has a weakness or injury that must be overcome. Hence the priority may follow this particular order of importance. PRIORITY— LIFTING SPEED — LOWER BODY — TRAINING LOAD

6. SELECTING THE REST PERIOD BETWEEN SETS

The length of rest periods between sets has a large bearing on the focus and effects of the training program.

MUSCLE SIZE: responds best to rest periods of 1-3 minutes.

BASIC STRENGTH: requires long rest period of 3-5 minutes to maximise recovery.

PEAK STRENGTH AND POWER: relies on rest periods of up to 8 minutes and is generally used by elite power athletes or lifters.

As a rule exercises using large training loads require longer rest periods than an exercise utilising relatively light weights. eg. the comparison between squats and leg curls.

In order to maximise time spent in a gym, exercises addressing different areas of the body can be alternated allowing training to continue while “resting” from a previous set.

7. LIFTING SPEED

The lifting speed of each rep. (together with the number of reps.) is the major determinant effecting the final results of training.

Beginners are best to utilise slow lifting speed giving opportunity to learn the exercise with low injury risk. Slower lifting speeds are also more beneficial for training muscle size as this will increase the length of stimulus on the muscles in each set.

For maximal strength and power training a fast lifting speed is beneficial.

Lifting experience, training objectives and the exercise being performed will determine the lifting speed. Certain exercises can be performed at different speeds (eg. bench press, squats) others must always be trained explosively (eg. cleans, push press) and some exercises warrant controlled lifting (eg. bicep curls, bent over rows).

Certain strength coaches specify the lifting speeds for both the lifting (concentric) and lowering (eccentric) phase of the movement. For example BENCH PRESS 4-1-2 describes a 4 second lowering of the bar to chest, followed by a 1 second pause and then a 2 second press back to the start position. A 4-1-X repetition is the same as the previous description except that on the pressing phase (X) the bar is moved explosively to the start position.

8. THE LONG TERM PLAN OF TRAINING

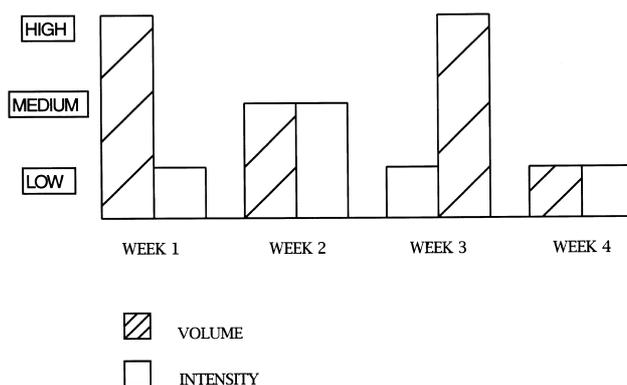
Although improvements will be noticed almost immediately players must initially build a good base in weight training to maximise the benefit of further training in later years. An advanced lifter is someone who has trained appropriately and constantly for at least 3 years. This player is now beginning to maximise the benefits of his training.

Training objectives should be planned on a weekly,

monthly and yearly basis. The weights’ program must be periodised ie. put into training phases with planned outcomes at the end of each phase, in conjunction with the other forms of training to allow maximum results. This periodisation of training can occur by one of two means: (1) a linear progression, or (2) a wave like progression where training volume and intensity are manipulated to allow adaptation to occur.

Early in the training cycle volume is relatively high and intensity low. With each progressive week the volume decreases as training intensity and loads increase. Every 3-4 weeks an “unloading” week is programmed to allow adaptation to previous training. The cycle continues after the “unloading” week. (see diagram)

Listed below is a basic training progression for a medium to advanced weight trainer. This progression does not consider the playing season.



	WEEKS 1-4	WEEKS 5-8	WEEKS 9-12	WEEKS 12-16
GOALS	Size	Basic Strength	Peak Strength	Peak Power
SPEED	Slow	Moderate	Mod/ Explosive	Explosive
REPS	8 - 15	4 - 6	3 - 5	1 - 5
SETS (per exercise)	2 - 5	3 - 5	3 - 5	3 - 4

Penetrating The Defensive Line

By Glenn Bayliss ARL Level 3 Coach

To score a try in Rugby League we have to first get past the oppositions line of defence.

Three ways to do this are:

- (a) **Going through the defence**
 - Running 'under' or 'over' plays
- (b) **Going around the defence**
 - creating an overlap
- (c) **Going over the defence**
 - kicking into space behind the defensive line with a chip kick (or through with a grubber)

The more complex 'planned' plays that involve a number of players in the movement, a high degree of deception and numerous passes under pressure, can put your players through a defensive line but the success versus risk percentage is low.

The coaching of players to win the 'battle' of one on one or two on two can produce a greater result than complex plays. This is achieved by the players learning the skill of running 'under' and 'over' plays.

The Contract

To run through a 'defensive line' a 'contract' exists between the football carrier and the support player.

The football carrier will endeavour to create or widen a space for the support carrier to run through.

The support player will change his angle of run to position himself to receive an onside pass and penetrate the area of the space created furthest from his nominating defender.

The Foundation

The foundation of any coaching of 'unders' and 'overs' commences with angle drills. Both the football carrier and support player must be able to change their angle of run once they have committed or 'held' their defender.

Players often make the mistake of simply running straight at a 'space'. All this does is allow the defence to adjust and tackle the player with an easy side on

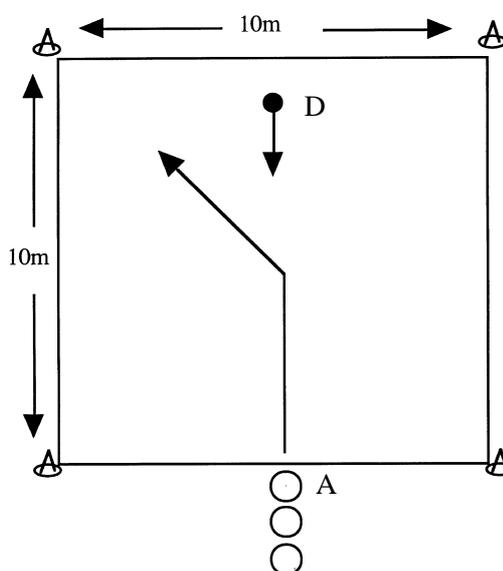
tackle. A danger also exists for the support player to be looking in one direction at the football and being 'blind sided' by defence out of his line of vision.

One on One

A simple drill to teach players the skill of changing angle is 'one on one'.

Set Up: 4 markers - 10 metre x 10 metre grid
4 players per grid. 1 to act as defender
Belts with 'flags' if available.

eg: Defender stands on base line and moves toward attacker



Drill a): Attackers A, one at a time, try to beat the defender D to the corner of grid.

Coaching: Allow the players to explore their skills, using their own game sense to devise their line of running and change of direction point.

Drill b): Same as previous drill, but this time mark a spot 2 to 3 metres from the defender as the position to change angle left or right.

Coaching: Explain the advantage of running at a defender to make him 'hold'.

Emphasise running technique with 'steps' shortened as the player nears the point to change angle.
(Shorter steps produce a more powerful change of angle and acceleration in a new direction.)

Drill c): Have the attacker run onto a pass, and decide when to change angle away from defender. Defender to move to attacker and affect two handed touch at waist level (or remove flag from belt).

Coaching: Football carried in two hands
Shortened stride
Forward body lean

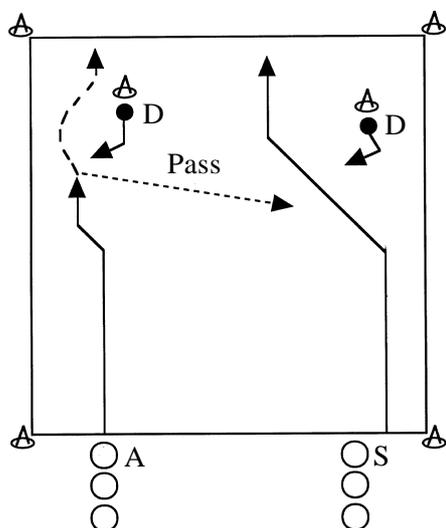
Accelerate away from defensive player with football being transferred to arm furthest from defender.

Under Play

The ability to exploit two on two is a valuable attacking asset. The 'under' play is particularly effective when:

- Defensive lines spread, man on man, with distance between defenders
- Defensive lines use a 'sliding' system
- A slower defender is 'caught out' standing outside a faster player in the line

Set Up: 6 markers - 15 metre x 15 metre grid
8 players per grid. 2 to act as defenders
2 Spin Pads (optional)



Drill: Attacker (A) and support player (S) move to defenders with attacker drawing first defender away from the support player. Support player times change angle into space receiving an on side pass 'under' his defender.

Coaching: Attacking player to run to defender's inside shoulder (side furthest from support player).

Attacker should swerve or step to this position but ensure that he straightens before passing the ball. Players that try to pass back across their body when they are facing away from support player tend to be unbalanced and often throw a 'forward' pass.

Ensure that the attacker give himself enough room to STEP, STRAIGHTEN, PASS then continue his run in a support role.

A common fault is that the attacker passes when he is too close to the defender. Not only does he need to ensure that his pass is not 'knocked down' but he is not tackled out of play.

Look for 'cues' to pass. ie When the defender's head, shoulders, feet turn away from the support player and towards the football carrier or attacker, the defender is likely to be DRAWN (committed).

Support player to run line on his defenders outside shoulder (side furthest from football carrier).

Support player to change angle into that part of the space closest to the defender 'drawn' by the football carrier and furthest away from his nominating defender.

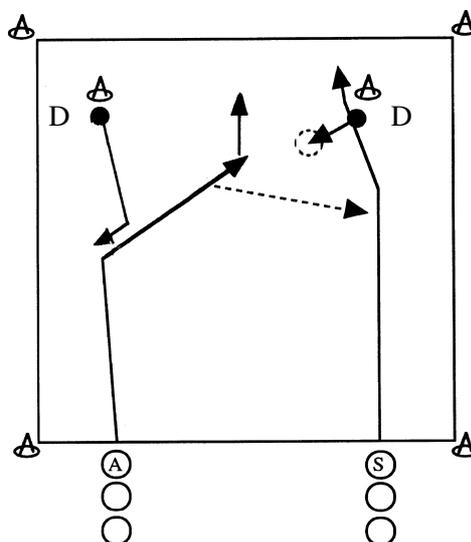
Once the support player is through he must straighten his run (in game situations the cover defence will come from the direction of the pass).

Over Play

A second attacking option is the 'over' play. This is effective when:

- Defence play an 'up and in' umbrella system
- The attacker aims to create an overlap
- Faster football carrier up against slower defender

Set Up: 6 markers - 15 metre x 15 metre grid
8 players per grid. 2 to act as defenders
2 Spin Pads (optional)



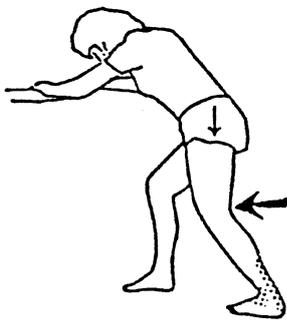
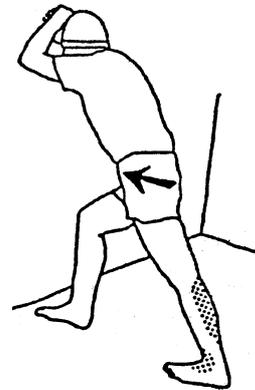
Sample Stretch Routine

By John Anderson

The following section is a sample routine of the types of stretches that can be used to prepare the major muscle groups and joint areas for more vigorous activity.

(1) Calf Stretch

To stretch the calf, stand four paces from the wall, giving yourself solid support; lean against the wall with your forearms, resting your head on your arms. Bend one leg and keep the other leg straight behind as support. Slowly move your hips forward until you feel a stretch in your calf on the straight leg. Be sure to keep the heel on the floor.

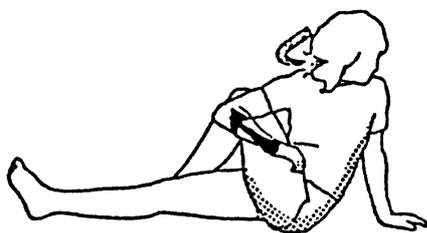
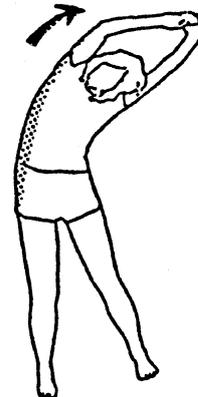


(2) Achilles Stretch

To stretch the soleus and achilles tendon, slightly bend the back knee from the position in Diagram 1, keeping the back foot flat. Do both the stretch in Diagram 1 and this one for 15 seconds on each leg. Do not bounce.

(3) Lateral Stretch

Extend the arms overhead, joining the hands in a loose, relaxed manner as though forming a steeple. Bend slowly sideways at the waist. Do not attempt to bend too far or too fast. This is an excellent stretch for the shoulders, sides and back of the upper arm. Hold the stretch for 10 - 15 seconds always remaining in control.



(4) Trunk Stretch

With the right leg straight, place left foot flat on ground on outside of right knee. Reach over left leg with right arm, elbow on outside of left leg. Turn head to look over left shoulder, turning upper body (but not hips) towards the left hand and arm. Bend right elbow to gently push against bent leg to stabilise. Hold for 10 seconds on each side.

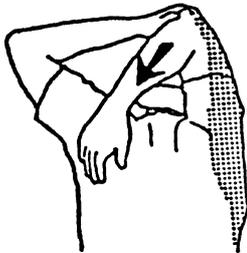
(5) Groin Stretch

Sit on floor or ground. Put soles of feet together with hands wrapped around feet, pull yourself forward to stretch groin and back. Keep elbows on outside of legs to give stability. Do not bounce, hold the stretch for 30 seconds. Keep the feet a comfortable distance from the crotch so you can bend forward, which stretches the back muscles.



(6) Hamstring Stretch

For stretching the right hamstring and the left side of the back, slowly bend forward from the hips toward the foot of the right leg from a sitting position. Keep the head forward and the back straight. Hold the stretch for 20 seconds. With repetitions, the stretch will become easier. Repeat the stretch with the opposite leg.

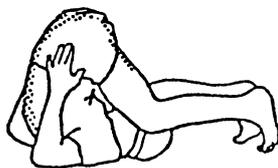
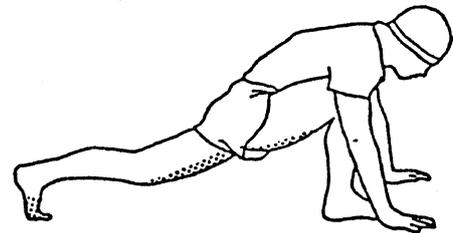


(7) Shoulder Stretch

Stand up straight. Bring the left arm over head and push down towards the right shoulder blade as far as possible. Use the right hand to push down on the left elbow to fully stretch. Hold the position for 20 seconds. Repeat the stretch using the opposite arm.

(8) Ski Stretch

Move leg forward until the knee of forward leg is directly over the ankle. The other knee should be resting on the floor. Lean forward without changing the position of the knee on the floor, should be felt in the hip and possibly the hamstrings and groin. Hold for 20 seconds. Increase the hip area stretch by leaning back to drive the hip with the shoulders.



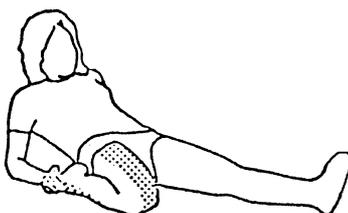
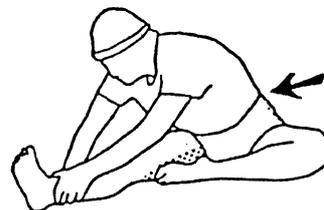
(9) Back Stretch

Lie flat on your back. Bring your legs up over your head, with the knees bent and the hands on the back of the hips for balance. Settle into a comfortable position; stay relaxed. Hold the position for 20 seconds. As the body becomes more flexible, learn to do this one with straight legs (as shown). Maintain a regular, natural breathing pattern

(10) Hurdle Stretch

Sit on the ground in the hurdler's position. That is one leg extended forward and the other curled at right angles.

(a) Place the hands as close as possible to the ankle. Slowly pull the chin to the knee. Hold for 20 seconds in fully extended position.



(b) Slowly return to starting position, place the hands behind body and lean back as far as possible. Hold for 20 seconds.

Repeat with opposite leg extended.

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