



COACHING MANUAL

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Important Coaching and Contact Details

Accreditation Details

NRLID: _____ Expiry Date: _____

Accreditation Type: _____

Club Details

Club
Name: _____

Club Address: _____

Suburb: _____ State: _____ Postcode: _____

Important Club Contacts

Name: _____ Phone: _____
(Club President)

Name: _____ Phone: _____
(Club Secretary)

Name: _____ Phone: _____
(Club Coaching Coordinator)

Name: _____ Phone: _____

Local Game Development Officer/Coaching Course Provider

Name: _____ Phone: _____

Name: _____ Phone: _____

League/Division/Group/Association Contacts

Name: _____ Phone: _____

Name: _____ Phone: _____

Name: _____ Phone: _____

Legal Responsibilities

Under the NRL Coach Accreditation Scheme, coaches are required by law to undertake the following responsibilities:

1. PROVIDE A SAFE ENVIRONMENT

Facilities and equipment must be safe for both users and others involved in the competition. Adverse weather conditions must also be taken into consideration during competition and practice.

2. ACTIVITIES MUST BE ADEQUATELY PLANNED

Poor learning and even injury may be the result of unplanned practice sessions. Using appropriate teaching for new skills, especially potentially dangerous skills, is essential.

3. PLAYERS MUST BE EVALUATED FOR INJURY AND INCAPACITY

Players with an injury or incapacity should not be expected to perform any harmful activity. No players should ever be forced to take part in an activity.

4. YOUNG PLAYERS SHOULD NOT BE MISMATCHED

Young players should be matched not only according to age, but also height, weight and maturity. Skill levels and experience should be considered.

5. SAFE AND PROPER EQUIPMENT SHOULD BE PROVIDED

Existing codes and standards for equipment should be met and all equipment should be kept in good order so that it is safe to use at all times.

6. PLAYERS MUST BE WARNED OF THE INHERENT RISK OF THE SPORT

The inherent risks of any sport can only be legally accepted by the participants if they know, understand and appreciate those risks.

7. ACTIVITIES MUST BE CLOSELY SUPERVISED

Adequate supervision is necessary to ensure the practice environment is safe.

8. COACHES SHOULD KNOW FIRST AID

Coaches should have a knowledge of current basic emergency procedures. Coaches should know STOP (Stop, Talk, Observe, Prevent further injury) and RICER (Rest, Ice, Compression, Elevation, and Referral) procedures for managing injuries. Coaches should have a written emergency plan and ensure that medical assistance is available. At the very least, coaches should ensure that nothing is done which could aggravate any injury. Coaches must also be aware of the NRL Concussion policy.

9. DEVELOP CLEAR, WRITTEN RULES FOR TRAINING AND GENERAL CONDUCT

Injuries are sometimes the result of fooling around in the change rooms and training venues. Clear written rules should be developed for general conduct and behavior.

10. COACHES SHOULD KEEP ACCURATE RECORDS

Adequate records are useful to planning and are essential in all cases of injury. Record cards should be kept on all players including relevant general and medical information and progress report. Accident reports should be made as soon as possible after any injury occurs.

Negligence, should it occur, is defined as the failure by a coach to perform a legally-owed duty that is considered reasonable and prudent in the circumstance. A breach of the coach's required standard of care can occur through an error or an omission.

Code of Ethics

As a Rugby League coach you are required to abide by the **NRL's Code of Ethics**:

- > Operate within the rules and spirit of your sport, promoting fair play over winning at any cost.
- > Encourage and support opportunities for people to learn appropriate behaviours and skills.
- > Support opportunities for participation in all aspects of the sport.
- > Treat each person as an individual.
- > Display control and courtesy to all involved with the sport.
- > Respect the rights and worth of every person regardless of their gender, ability, cultural background or religion.
- > Respect the decisions of officials, coaches and administrators in the conduct of the sport.
- > Wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance will exist) with people under the age of 18 years.
- > Adopt appropriate and responsible behaviour in all interactions.
- > Adopt responsible behaviour in relation to alcohol and other drugs.
- > Act with integrity and objectivity, and accept responsibility for your decisions and actions.
- > Ensure your decisions and actions contribute to a safe environment.
- > Ensure your decisions and actions contribute to a harassment free environment.
- > Do not tolerate harmful or abusive behaviours.
- > Place the safety and welfare of the athletes above all else.
- > Help each person (athlete, official etc) reach their potential - respect the talent, developmental stage and goals of each person and compliment and encourage with positive and supportive feedback.
- > Any physical contact with a person should be appropriate to the situation and necessary for the person's skill development.
- > Be honest and do not allow your qualifications to be misrepresented.

ROLE OF THE COACH



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My Coaching Philosophy

WHY DO KIDS PLAY SPORT?

WHAT DOES A GOOD COACHING ENVIRONMENT LOOK LIKE?

HOW DO I CREATE THIS ENVIRONMENT?



My Coaching Philosophy

MY ROLE AS A COACH

KNOWLEDGE OF...

MANAGEMENT OF...

PLANNING...

COMMUNICATION WITH...



Why do kids leave?



Findings from a recent National retention survey highlighted a list of negative experiences, that resulted in junior league players not returning for the 2017 season.

These negative experiences were directly related to the coaching environment created by their coaches and/or clubs.

Can you rank these reasons in ascending order?

1.	
2.	
3.	
4.	
5.	
6.	
7.	

Limited rewards/incentives

Lack of Fun & Enjoyment

No sense of belonging

Competition was too high

Limited player support

Contribution not valued

Unfair Player Selection
Process



SCENARIO 1

One of your players has continually asked to play in a key position, however you do not believe they are capable of doing so. You begin to hear that the players parents are unhappy with your coaching and have spoken to other parents about 'unfair treatment'. How do you deal with this situation?

- ---

- ---

- ---



SCENARIO 2

In an important match, you have a young referee who is struggling to keep up with the play. Your teams parents are beginning to become vocal in the crowd. What is your duty as the teams coach, and how do you handle the situation?

- ---

- ---

- ---



SCENARIO 3

A new player arrives to training with no experience in rugby league. Your team is very strong. What is your obligation to the new player, and how do you include them into the team?

- ---

- ---

- ---



SAFEPLAY CODE



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SAFEPLAY CODE

What are the definitions?

DANGEROUS TACKLES

• 1. _____

• 2. _____

• 3. _____

• 4. _____

• 5. _____

• 6. _____

TACKLE ZONE

• _____

AGGRESSIVE PALM

• _____



SLINGING

- _____

SURRENDER (IN THE TACKLE)

- _____

SANDBAGGING (FLOPPING)

- _____

VERBAL ABUSE/FOUL LANGUAGE

- _____



The Training Session



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MGC TRAINING SESSION STRUCTURE



D	_____	(____ %)
E	_____	(____ %)
P	_____	(____ %)
E	_____	(____ %)



Junior League Laws (6's-12's)



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Select the correct answer and write into the space on the rule cards

Under 6's & 7's

 FIELD SIZE	 players TEAM	 8 mins X4 GAME TIME	 # OF PASSES	 per set # OF TACKLES	 DEFENDERS STAND BACK M
 NO SCRUMS	 TAP RE-START AT 5M LINE	 NO CONVERSIONS	 NO KICKING IN GENERAL PLAY	 6's only forward pass run into touch knock on CHANCE RULE	

Field Size

- » 40m x 20m
- » 50m x 70m
- » 68m x 30m

No. Players

- » 6 per team
- » 7 per team
- » 8 per team

No. Passes

- » 1 pass
- » 2 passes













No. Tackles per Set

- » 4
- » 5
- » 6

Defenders Stand Back

- » 5m
- » 10m

Under 8's & 9's

 FIELD SIZE	 players TEAM	 8 mins X4 GAME TIME	 yrs FR DH 2 Pass # OF PASSES	 yrs FR 2 Pass # OF PASSES	 DEFENDERS STAND BACK M
 6 per Set # OF TACKLES	 NO SCRUMS	 TAP RE-START AT HALF WAY	 CONVERSIONS ALLOWED	 U8s NO KICKING IN GENERAL PLAY	 U9s KICKING ALLOWED (NO BOMBS)

Field Size

- » 40m x 20m
- » 50m x 70m
- » 68m x 30m

No. Players

- » 6 per team
- » 7 per team
- » 8 per team

DH & FR Bibs

- » 8 yrs
- » 9 yrs











FR Bib Only

- » 8 yrs
- » 9 yrs

Defenders Stand Back

- » 5m
- » 10m

Under 10's & 11's

 FIELD SIZE	 players TEAM	 20 mins X2 GAME TIME	 FR DH 2 Pass # OF PASSES	 per set # OF TACKLES	
 NO SCRUMS	 TAP RE-START AT HALF WAY	 CONVERSIONS ALLOWED	 KICKING ALLOWED IN GENERAL PLAY (NO BOMBS)	 DEFENDERS STAND BACK M	

Field Size

- » 68m x 30mm
- » 80m x 48m
- » 100m x 68m

No. Players

- » 8 per team
- » 11 per team
- » 13 per team

No. Tackles per Set

- » 4
- » 5
- » 6











Defenders Stand Back

- » 5m
- » 10m



Select the correct answer and write into the space on the rule cards

Under 12's

 FIELD SIZE	 players	 GAME TIME	 # OF PASSES	 # OF TACKLES
 NO SCRUMS	 TAP RE-START AT HALF WAY	 CONVERSIONS ALLOWED	 KICKING ALLOWED IN GENERAL PLAY (NO BOMBS)	 DEFENDERS STAND BACK

Field Size

- » 68m x 30mm
- » 80m x 48m
- » 100m x 68m

No. Players

- » 8 per team
- » 11 per team
- » 13 per team











No. Tackles per Set

- » 4
- » 5
- » 6

Defenders Stand Back

- » 5m
- » 10m

International 13's & Above

 100X68M FIELD SIZE	 players	 GAME TIME	 # OF PASSES	 # OF TACKLES
 SCRUMS	 KICK OFF RE-START AT HALF WAY	 CONVERSIONS ALLOWED	 KICKING ALLOWED IN GENERAL PLAY	 U13s & U14s DEFENDERS STAND BACK U15s DEFENDERS STAND BACK

Field Size

- » 68m x 30mm
- » 80m x 48m
- » 100m x 68m

No. Players

- » 8 per team
- » 11 per team
- » 13 per team

No. Tackles per Set

- » 4
- » 5
- » 6

Defenders Stand Back

- » 5m
- » 10m



RUGBY LEAGUE SKILLS

TECHNICAL SKILLS

1. **G**_____ & **C**_____
2. **C**_____ & **P**_____
3. **T**_____
4. **K**_____
5. **P**_____
6. **E**_____

TACTICAL SKILLS

1. **A**_____ Principles
2. **D**_____ Principles
3. **L**_____ of the _____



CREATING A SKILL BIASED GAME

ASSESSMENT TASK

WHAT SKILL/TACTIC DO I WANT TO EMPHASISE?:

WHAT UNIQUE RULES WILL YOU IMPLEMENT:

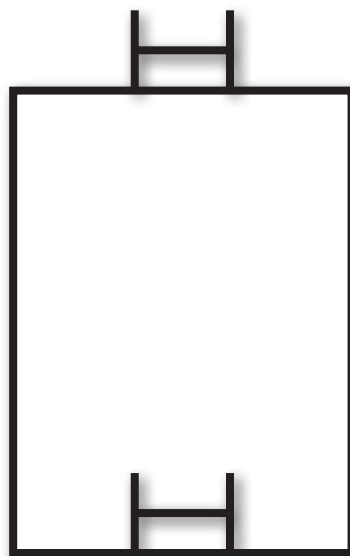
- ---
- ---
- ---
- ---

HOW MANY PLAYERS PER TEAM:

HOW DO YOU RESTART PLAY AFTER A TRY/ERROR:

NAME YOUR GAME:

FIELD SIZE
(DRAW ON THE
DIAGRAM):



INTERNATIONAL GAMES TRAINING SESSION PLAN

Age Group: _____

Session Number: _____

Date: _____

Venue: _____

Session Aims/Objectives/Outcomes

Training Session Outline (Warm Up, Skills, Drills, Games, Conditioning, Cool Down)

Equipment Required: _____

Session Evaluation

Improvements: _____

Ideas for next session:

MODIFIED GAMES TRAINING SESSION PLAN



SKILL FOCUS:

Date: _____
Time: _____
Venue: _____

Diagram:



Diagram:

Name of Closed Drill: _____
Equipment Needed: _____
Comments: _____

Name of Open Drill: _____
Equipment Needed: _____
Comments: _____

Name of Skill Biased RL Game: _____
Equipment Needed: _____
Comments: _____

Diagram:

COACHING NOTES

This image shows a full page of blank handwriting practice paper. It features approximately 20 evenly spaced horizontal green lines across the entire page, providing a guide for letter height and placement. The background is plain white, and there are no margins, text, or other markings present.

COACHING NOTES

[illegible]

Let Them Play



Negative sideline noise takes the fun and enjoyment out of our kids wanting to play our great game, so please

RESPECT

Fellow players, coaches and team officials

Referees and all Match Officials

The history, traditions and spirit of Rugby League



PLAYNRL.COM

Coaches Recorder

This simple checklist will help you to get off to a good start this season. Coaches are encouraged to ensure that they have completed all of the activities below, prior to the commencement of every season.

Coaches Checklist

Please tick the box if you have completed the following activities:

- ☐ I have confirmed that my coaching accreditation is valid & current (do this via playnrl.com).
- ☐ I have recorded the contact details for all of the players in my team into the section provided.
- ☐ All parents/guardians have signed off on the "Authority to administer medical treatment".
- ☐ I have conducted a meeting with the parents/guardians of the players to inform them of:
 - Training times and venues.
 - Laws of the Game and Safe Play Code as relevant to the age of the team.
 - Selection policies/Coaches expectations of players and parents.
 - Pick up and drop off arrangements.
 - Codes of Conduct for parents and players as representatives of the club.
 - Other important information regarding my expectations of parents.
 - Identification of parents who may be able to offer some expertise to the team.
- ☐ I have recorded all of the important contact details onto the forms provided.
- ☐ I have fulfilled the coach registration requirements for the competition.
- ☐ I have ensured that I have enough good quality equipment available for my sessions.
- ☐ I have instructed my assistants/support staff of their roles and my expectations of them.
- ☐ I have approached the club coaching coordinator regarding the identification of a mentor.
- ☐ You have registered to the team your coaching via playnrl.com.

Player Details and Medical Information

Surname:			Name:			
Address:						
Suburb:			State:			
Postcode:						
Phone:	(H)			(M)		
Names of Family Members:						
Medical Conditions:						
Management:						
<i>I authorise the coach and appointed team staff of my son/daughter to administer the management outlined if required, in liaison with the accredited NRL FAO/Trainer.</i>						
Signed:			Name:			
Date:			Relationship to player:			

Surname:			Name:			
Address:						
Suburb:			State:			
Postcode:						
Phone:	(H)			(M)		
Names of Family Members:						
Medical Conditions:						
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Date:			Relationship to player:			

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<i>I authorise the coach and appointed team staff of my son/daughter to administer the management outlined if required, in liaison with the accredited NRL FAO/Trainer.</i>						
Signed:			Name:			
Date:			Relationship to player:			

SEASON DRAW

[illegible]

PARENT ROSTER

[illegible]

PARENT ROSTER

[illegible]

PLAYER ATTENDANCE RECORD

[illegible]

PLAYER ATTENDANCE RECORD

[illegible]

MATCH DAY PLANNING AND POST MATCH ANALYSIS

Date: _____ Vs. _____

	TEAM	Time Played	Team Objectives and Tactics:
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Match Evaluation:

Injury Reporting:

Considerations for next session:

MATCH DAY PLANNING AND POST MATCH ANALYSIS

Date: _____ Vs. _____

	TEAM	Time Played	Team Objectives and Tactics:
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Match Evaluation: _____

Injury Reporting: _____

Considerations for next session: _____

MATCH DAY PLANNING AND POST MATCH ANALYSIS

Date: _____ Vs. _____

	TEAM	Time Played	Team Objectives and Tactics:
1.			
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8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Match Evaluation: _____

Injury Reporting: _____

Considerations for next session: _____

MATCH DAY PLANNING AND POST MATCH ANALYSIS

Date: _____ Vs. _____

	TEAM	Time Played	Team Objectives and Tactics:
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Match Evaluation: _____

Injury Reporting: _____

Considerations for next session: _____

MATCH DAY PLANNING AND POST MATCH ANALYSIS

Date: _____ Vs. _____

	TEAM	Time Played	Team Objectives and Tactics:
1.			
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Considerations for next session:

COACHING NOTES

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COACHING NOTES

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COACHING NOTES

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ENGAGING PARENTS

A guide to engaging parents in junior Rugby League

NRL Coach Education



Series Number 2

Why is it important to engage parents in Rugby League

With junior participation numbers increasing there is an active need for more and more volunteers in the sport. This, coupled with an ever-growing problem of spectator behaviour, makes your coaching job a lot harder.

Parent engagement is the key to alleviating many problems you will have as a coach. By engaging and communicating effectively with the parents of your team you will be able to reduce the conflict between you and parents as well as improve spectator behaviour on the sidelines. This will also provide you with opportunity to recruit some parents as volunteers within your team and make your job a lot easier.

There are 3 steps to effective parent engagement

1. Have a preseason orientation meeting for parents
2. Provide volunteering opportunities for parents
3. Communication

Recruiting volunteers is one of the biggest challenges for any junior Rugby League club. You, as a coach have potential volunteers from every child in your team.

Not only will volunteers give you some extra coaching or administration help, they will also gain an understanding of the time and effort you are putting in and thus less likely to criticise you, the club, or game officials.



The key to effective engagement of parents primarily begins with an orientation meeting that can be done in the form of the first training session or a team BBQ for everyone to get to know each other.



8 Steps to an Effective Parent Orientation Meeting

Step 1

Introduce yourself and your coaching staff

Introduce yourself to the parents by providing a little background about yourself within the sport and outside the sport (so they see you as a coach and a real person). Touch on your experience in the sport, whether you have coached before, and why you are coaching. Have each of your coaching staff do the same.

Step 2

Explain your coaching philosophy

This is a perfect time to explain to your parents what you want to achieve from coaching their children and how you expect everyone involved to approach the sport. You should explain your own philosophy but really emphasise that kids sport is about skill development and fun, it's not about winning.

Step 3

Explain your season plan

You can use this section to explain your season goals and how you will go about reaching them as well as the specifics of your program. When talking about specifics you can touch on:

- » When the season starts and finishes
- » The times and places for training and games
- » The equipment, if any, needed at training and games

When discussing season goals give an overview of what you will be doing at training and what you want the players to learn. You should ensure that you explain that the focus

8 Steps to an Effective Parent Orientation Meeting

- 1 Introduce yourself and your coaching staff
- 2 Explain your coaching philosophy
- 3 Explain your season plan
- 4 Explain safety and any modified rules
- 5 Discuss the coach, player, and parent code of conducts
- 6 Explain your team rules
- 7 Volunteer opportunities
- 8 Question & Answer

of your training is not about winning games. Explain that your training will focus on skill development and fun enjoyable activities.

Explain your plan for equal involvement. Explain to the parents what system you have for ensuring all players get the same amount of game time, involvement etc. This can help alleviate conflict later.



Step 4

Explain safety and any modified rules

Use this time to explain to parents any modified rules of the game at that age group (if you don't know, check yourself). Many parents won't know the modified rules of the game and this can create conflict towards match officials.

Also use this time to explain the safety aspects of the game for their children in junior rugby league like the NRL Safeplay Code. If possible provide parents with documentation on the rule differences and the NRL Safeplay Code. Also explain the first aid system at the club and what care is available to their kids.

Step 5

Discuss the player, coach, & parent codes of conduct

Discuss with the parents the NRL codes of conduct for each group of people. Explain to them that your not signalling them out but these codes outline what is acceptable behaviour in the sport and what is not.

This is a good opportunity to talk about sideline behaviour on the weekends. You can explain that the kids are there to have fun and enjoy the game. Explain that there are no problems with parents encouraging from the sideline but there should be no yelling or abuse towards the team, the opposition, or the officials. Explain that these people are vital to the game continuing to run and even though they may feel frustrated, they should only encourage the team..

Step 6

Explain your team rules

You can explain any team rules here that you specifically use. Such as discipline

techniques you use at training. If you have open communication about these rules with the parents it will help avoid conflict later on. If the parents know about and agree with you on these rules then they are much easier to enforce. You can also retouch on how you plan to actively involve all players in the team. You may explain how you will rotate players on the bench or how you plan on having players in different positions. Conflict can arise later on if parents don't think their child is getting a fair go. If you have explained your system of fairness, stick to it, you can avoid this conflict altogether.

Step 7

Volunteering Opportunities

In this part of the initial meeting you can also explain the opportunities for parents to volunteer within the team and within the club. Even if you already have a coaching staff, you can explain to parents that you always need extra hands at training if anyone wishes to help out. You can also explain to parents the volunteering opportunities within the club itself as well and that anyone is interested you can help facilitate this. Volunteering opportunities could be anything from scoring, fundraising, BBQ & canteen, trainers, or equipment managers. If you can get a parent to volunteer to do a small job then you are more likely to encourage them to take bigger roles in the future.:

Step 8

Question & Answer

Allow parents the opportunity to ask any questions and try to give the best answers you can.



Communication with Parents

Communication with your parents is one key to avoiding conflict and successfully engaging parents. Some quick tips for communicating with parents are:

- Invite parents to the end of training or end of game talk to the players. This way you can pass on information directly to them.
- Take the time to communicate with each parent individually. Don't always talk to them in a group. If you get to know them away from football, there is less likelihood for conflict later.
 - » Communication Ideas:
 - » SMS & Email lists
 - » Season calendar
 - » Match reports by email and website
 - » Monthly newsletter
 - » Individual feedback
 - » Meetings
 - » Social Events

Volunteering opportunities

Having parents involved as volunteers in your team can help them better understand your job and its difficulties and provide you with extra hands throughout the season. Some volunteer positions you can have could include:

- » Team manager
- » Trainers
- » First Aid Officers
- » Assistant Coaches
- » Social Committee
- » Additional helpers at training

Having parents involved in this capacity will make your job easier and will provide the parents with a better understanding of what goes on. This understanding together with good communication will help keep parents informed and happy.

Summarise this information in an introduction letter to reinforce the messages

Tips for Parent & Officials

- » Sport should be fun
- » Your own agenda is not your child's
- » Emphasis the process of execution of skills instead of results and trophies
- » You are a role model to your children. You should show composure on the sideline so your children learn positive behaviours
- » Refrain from game time coaching. Just let them play
- » Ask the right questions. Your first question after a game should be "did you have fun" not "did you win"
- » Cheers all team members positively
- » Don't criticise your team, the opposition, or match officials.
- » Keep everything in perspective; remember that the focus of children's sport is to create an opportunity for fun and growth.

GROUP MANAGEMENT

Group Management Skills for Junior Coaches

NRL Coach Education



Series Number 3

Coaching Kids Sport

Coaching kids sporting teams is a wonderful way to impart your knowledge back on younger generations. However, we find that it is becoming increasingly difficult to control kids behaviours, which ultimately impacts on a junior coaches ability to pass on this knowledge. This document will hopefully provide you with some practical group management skills that may help you as a junior coach to foster fun, enjoyment, development, and total involvement philosophies into your training sessions.

Planning to Coach Kids

As a junior coach you should look for your training sessions to involve a number of the following characteristics.

- » Promotion of fun, teamwork and cooperation
- » Acknowledge individual differences and cater for all abilities
- » Introduce one thing at a time to avoid confusion
- » Use a variety of activities with maximum participation
- » Allow time for skills to develop
- » Listen to what children have to say
- » Be positive and provide good feedback

Coaches Checklist

All junior coaches should have the following to manage their group more effectively.

- » Whistle
- » Footballs
- » Training Equipment
- » Variety of Activities
- » Planned Sessions
- » Volunteer Helpers – trainers, managers, & parent helpers
- » “Penalties” or “time out” systems to control behaviour



Kids are more likely to misbehave if they are bored or are not involved. Training sessions that promote the constant involvement will help control behavior of your group



What do you need in a Training Session

Whistle Skills

A whistle is the best way to control behaviour in your team as it can grab every one's attention instantly with one loud blow. This can be achieved by establishing what the whistle means through a game of "freeze" with the group. Have everyone run around inside a grid and when the whistle is blown loud, they have to stop and look at you quietly with their hands on their head. This will establish a "stop, look, and listen" tool for you. Only blow the whistle once, multiple whistles will lose its value.

A whistle is one of the important group management tools for coaches

Training Equipment

Training equipment is essential to helping you manage your group. All coaches need to realise that if you only have two footballs per team and a few cones you are limited in what you can do. Some important equipment could include:

- » **Footballs** – As many as possible so that you are able to do activities that include everyone at once.
- » **Markers** – about 20 – 30 should be enough and preferably in 4 – 5 different colours.
- » **Agility poles** – apart from agility, these can help kids to look up when doing an activity. If they are running around a marker, they are looking at the ground. If it's around a pole or tackle bag, they are looking up.
- » **Coloured Bibs** – when doing activities in teams, you can use a set of coloured bibs to clearly define the two teams.

Colour Co-ordinate Marker's

Some times kids may be confused by the layout of an activity or drill. This can be easily averted by colour coordinating cones in your activities and using them in combination with agility poles etc. A simple example of this would be a relay with 4 lines using two markers per team. Each teams.

Maximum Participation Activities

Kids are very active and always looking to have fun. When they are not involved or having fun, it's usually when they start to misbehave to entertain themselves. Using maximum participation activities will reduce your risk of misbehaviour because there is no time for the kids to create trouble. This can be achieved by:

- » Increase the number of repetitions in the drill. This means that instead of having one line doing the activity with 12 kids, have 4 lines of 3 kids. This will reduce the downtime, while increasing the amount of repetitions they do and help improve their skill levels.
- » Using Skill Biased Game to teach skills and practice rather than refined drills or ball work. An example of this could be playing a Skill Biased Game of 6 v 6 rather than one team of 12 doing ball work unopposed.
- » Involving parents or helpers to assist with activities so you can better manage the group.

For Rugby League Training Equipment
www.playnrl.com



Behaviour Management

Behaviour management is one of the hardest aspects of being a junior coach. If you can achieve this it will ensure your job is a lot easier and less stressful. Being a positive role model will help your players develop rugby league and life skills

Causes of Misbehaviour

Misbehaviour is a very common theme in junior training sessions. It's important to understand why this happens and how we can fix it:

- » Not enough equipment for the amount of kids in the group
- » The coach showing a lack of interest and supervision
- » Too much talking from the coach
- » Activities that run too long
- » Kids waiting in long lines for a turn
- » Boring, non challenging activities
- » Unclear rules and expectations



Well Structured Sessions

A well organized and structured session will assist in controlling a group's behavior. These include:

- » Planning your sessions
- » Arrive early and set up equipment
- » Bring the group in and sit down to explain the session. This is also good to help regroup after pre session socializing
- » Make the warm up an active fun game
- » Minimize down time and waiting
- » Have a strategy to move between activities. E.g. having the group form a straight line and follow you to the next activity is great.

Strategies to Manage Behaviour

PARENT INVOLVEMENT

You can involve parents a number of ways to manage behavior. These include:

- » Asking parents to attend and watch sessions
- » Asking parents to help manage activities
- » If you have ongoing problems with the child, talk to the parents, as they may not know

TIME OUTS

A "time out" involves withdrawing a misbehaving child from the activity and sitting them out in a place that you can still supervise them. If parents attend training, tell them about the "time out" system and area. If they see their child in that area, they are welcome to come over and talk to the child

POSITIVE REINFORCEMENT

Praise and encouragement can be some of the best motivational tools for a junior coach. This can help a child develop self confidence as well as encourage the child to try harder in hope of receiving recognition from a role model or someone they look up to, like you the coach.



Communication

D.E.P.E Method

The D.E.P.E method of coaching is important because it will help reduce the amount of time spent talking before an activity and prevent boredom in the group. The D.E.P.E method is:

- » Demonstrate: demonstrate yourself or have a group of kids demonstrate the skill or activity, this should be done hand in hand with step two
- » Explain: during the demonstration, verbally explain the activity & what the outcome will be
- » Participation: allow the group attempt the activity without stopping the group to often to talk.
- » Evaluate: identify skill faults and give feedback individually without stopping the whole activity, unless its for the group.

Communication Tips

- » Be positive and don't be afraid to have a laugh
- » Make eye contact when talking to someone
- » Ask questions & listen intently to player's responses rather than tell them what to do.
- » Be clear and concise when giving feedback
- » Non verbal communication such as frowning, laughing, smiling, and body position is important
- » Praise positive behaviour as well as disapprove of negative behaviour.

Discipline doesn't mean being negative or nasty, it just means that you enforce the rules of the group

Discipline with Junior Teams

It's important to have some form of discipline within your group. This doesn't mean that you need to be a nasty or negative coach, it just mean you need to have boundaries set for the group. If they or any individual break the rules that have been set then you need to enforce the pre-determined penalties. E.g. if a player breaks a rule you need to enforce the penalty otherwise the other players will see there has been no penalty and will push the boundaries as well. Avoid empty threats, as kids will see right through you.

Penalties & Reward's

All coaches need to create a penalty and reward system to encourage good behaviour and discourage bad behaviour. The penalties and rewards need to be immediate to have the desired effect.

Penalties

- » Sitting in a time out
- » Your team loses possession in a game situation
- » Play a fun game and sit out the misbehaving player/s.

Rewards

All coaches need to create a penalty and reward system to encourage good behaviour and discourage bad behaviour. The penalties and rewards need to be immediate to have the desired effect.



SKILL BIASED GAMES

Teaching Rugby League through Skill Biased training games



NRL Coach Education

Series Number 1

What is a Skill Biased Game?

A skill biased game is a training aid designed to teach players an aspect of rugby league while practicing it in a game based situation. It can also provide a team with the same benefit of development.

The reasoning behind a skill biased game is to modify the rules and situations of normal rugby league to suit what you are trying to teach or practice. The games can be used for a variety of training, which could include fun skill based games for mini league players to more situational opposed games for junior international players.

In the following pages we will set out everything you need to know to create your own skill biased game and start using them in your training sessions. These Skill Biased Games can be:

- » Skill games
- » Fun games
- » Conditioning games
- » Teamwork games
- » Situational games
- » Problem solving games

What Are the Benefits of Skill Biased Games?

Skill Biased Game can benefit you as a coach through:

- » Increased player participation
- » Increased core skill repetition within a game situation
- » More core skills such as passing and tackling can be attempted providing repetition for your players
- » Improved problem solving skills
- » Improved communication skills
- » Variety in your training



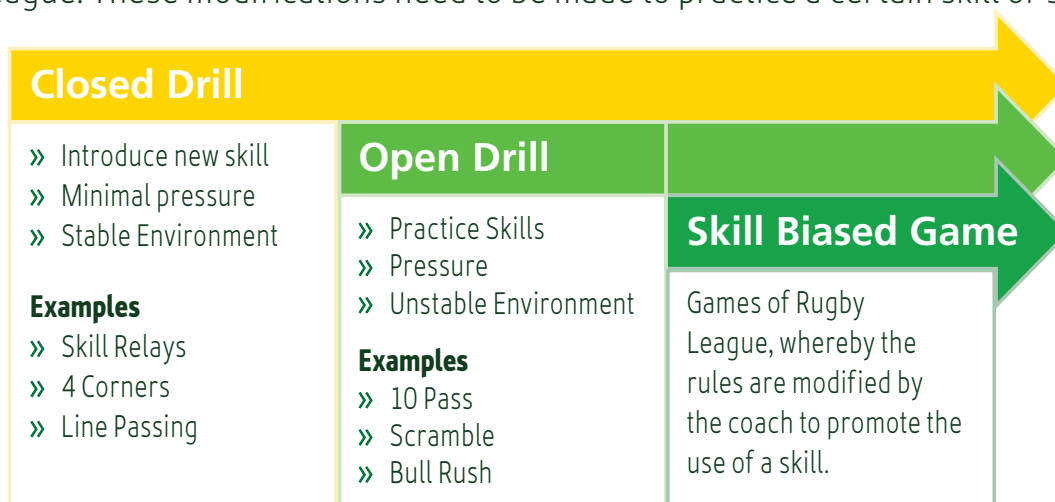
NRL Coach Education

Series Number 1

How is a Skill Biased Game Different from a Training Drill?

The main difference between drills and Skill Biased Game is that a skill biased game encourages players to practice skills in an environment that mimics segments of the whole game on the weekend. There are 3 different ways you can teach skills in the core of your training session. They are:

- » Closed Drill: This would be simple drills that allow players to practice the skill without much distraction. This could include passing in pairs or stationary tackling
- » Open Drill: These are activities that allow players to practice skills and situations but are not in a game setting. This could include a simple 2 v 1 drill or passing in lines
- » Skill Biased Game: As we found out earlier, Skill Biased Game are modified games of rugby league. These modifications need to be made to practice a certain skill or situation



How to use Skill Biased Games in a Training Session

You can use Skill Biased Game 2 ways. The first way would involve building towards a skill biased game by progressing through Closed Drill and Open Drill and using the Skill Biased Game as a way to practice the skill. The other way is to start with the Skill Biased Game, take them into a refining drill, and then back into a Skill Biased Game to practice those skills.

PROGRESSION

- » Warm Up
- » Closed Drill
- » Open Drill
- » Skill Biased Game
- » Cool Down

GAME - PRACTICE - GAME

- » Warm Up
- » Skill Biased Game
- » Open Drill
- » Skill Biased Game
- » Cool Down

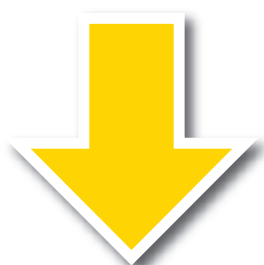


Building Session: This way of training is a building block. It starts with a breakdown and practice of a skill or team play then progresses to a basic open drill. Once players have practiced the skill and completed the skill in a controlled activity you then move to Skill Biased Game.

Game - Practice - Game: This way of structuring your session is a step forward from the last. It involves starting with a skill biased game, identifying a skill that needs improvement, conducting a refined drill on that skill, and then coming back to the game. The outcome should see players concentrate on completing the skill better the second time around.



Types of Skill Biased Games



SKILL GAMES

These are games based around trying to improve individual skills like ball handling, passing, tackling etc.

FUN GAMES

These are games that are purely designed for fun and enjoyment. They involve skills of rugby league in a fun way.

CONDITIONING GAMES

Rather than use traditional conditioning, try and incorporate a game. These types of games usually involve making fields bigger, reducing player numbers, or making games continuous.

OPPOSED TEAMWORK GAMES

These are games that are designed to improve team play. They are usually situational based and are opposed. The aim is to break down team play and practice individual sections of attack or defence.

MINI / MOD GAMES

Games for mini mod ages need to be more skill related and fun. The more kids can practice in a game environment the better.

INTERNATIONAL GAMES

Games for international ages can be fun but they also need to have games that are teamwork based and situational based.



Skill Biased Games Matrix

GAME OUTCOMES

What do you want your team or players to learn?
Is it skill, teamwork, fun, or conditioning based?
Is it attack or defence based?

FIELD SIZE

What is the length and width of your field?

PLAYERS PER TEAM

How many players on each team in the game?

STOPPING PLAY

Highlight how a player is stopped in the game

Touch
Tackle
Grab
Other

RESTARTING PLAY

Highlight how a player restarts the game after a stop

Play the Ball
Tap Restart
Elbows & Knees
Roll over & PTB

RULE CHANGES

What are the rule changes in your game that differ from normal Rugby League? Be creative here to

WHERE AND HOW IS THE GAME STARTED?

How is the game started? Is it a grid based game that starts from cones or line? An opposed game? Or a game that starts in a situation on the field?

Skill Biased Games Matrix Explained



What is your game outcome?

In this stage you must state what it is you want to achieve from your game. An example of this could be that you identified your team was deficient in marker defence during weekend games. The outcome of your session could be that you want to teach a new marker defence system or practice an existing one with the goal of improving communication. Your outcome also needs to be:

- » Skill, teamwork, conditioning, or fun based
- » Attack or defence based
- » Individual skill or team skill based

What is the size of your field?

All you have to do here is explain your field size. What is the length and width? This will depend on your game outcome e.g. if you are designing a conditioning game your field will be large. If you are designing a skill game around the ruck area, it will be narrow.

How many players per team?

Simply how many players per team. Most games will have 2 teams. Teams can be even numbers or can be uneven to help the attack or defence. Having fewer defenders will promote attacking games and vice versa

How is play stopped?

How to you stop a player? In normal rugby league you are tackled, in a Skill Biased Game you can modify this to variations of tackle and touch. This could include

- » Tackle
- » Touch Variations
- » Grab

How is play restarted?

Play is normally restarted with a play the ball. You can restart with:

- » Play the ball
- » Roll over on back before playing the ball
- » Tap
- » Hit elbows and knees before playing the ball

Rule Changes

This section gives you the scope to modify the rules of normal rugby league to help teach what you want to teach. This could include rules like if you carry the ball in one hand it's a turnover or you may not have any markers in defence. Think creatively to come up with rules that help you to teach your outcomes.

Where and how is the game started?

If your game is based around opposed work and not individual skills then you need to identify what situation they are in. What area of the field are they in? Are they attacking or defending? Is it tackle 1 or tackle 4 that they start at? The game can also start from lines, behind cones or a play the ball

Strategies to Increase Learning in Skill Biased Games

Game Sense

Game sense is a relatively new approach to teaching and coaching which uses games as the focus of the session. By focusing on the game players will better communicate and become tactically aware to make better decisions during the game. This is all done whilst developing the skills of the game in a realistic context. The way that players learn in a game sense approach is for a coach to use questioning skills to assist players to solve problems rather than tell players what is right or wrong. If the phrasing of the questions is effective it will help “guide” the players to the right answer. The right type of questions to use are open questions, which are questions that promote discussion and interaction rather than yes or no answers. Examples of grate open questions could be:

- » Where is the best place to run the ball and why?
- » Which is the best person to pass to & why?
- » How can you make it more difficult for your opponent to score?
- » When is the best time in a game to attack?
- » Is it better to pass or run in that situation?
- » How can you assist your teammate?

If you can get the players to answer these questions with your guidance then they are much more likely to retain the information. It will also help your players learn exactly what you are trying to teach them.

Penalty / Reward System

When you are teaching a team or individual to perform an aspect of the game, you must have a penalty or reward system so that players learn what is good and bad. A penalty system means that if you don't do what is required in the game then you penalized. Just like in rugby league. The penalty must be immediate rather than built up at the end of a session so that players understand exactly why they are penalized. A reward system is the same concept, you are just rewarding them when they display behaviour that you want them to. Examples of both penalties and rewards are displayed below.

PENALTIES

- » Changeover of possession
- » Loose a tackle from the tackle count
- » Loose points for your team
- » Loose a player for a determined amount of time.

REWARDS

- » Gain possession of the ball
- » Gain extra tackle's in the tackle count
- » Gain points for your team
- » Gain extra players.

SBG1

Two Hand Carry



Any Age

10 mins

Min. 6 Players

Game Objectives / Outcomes:

for all players to learn to run with the ball in two hands when

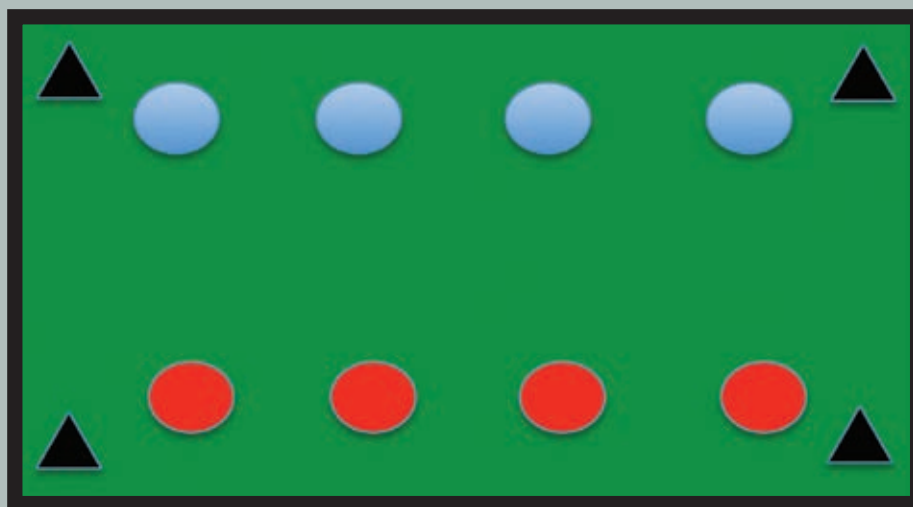
Skill Area(s):

Catch & Pass, Carry, Attacking Play

Drill Description:

Normal of game of touch Rugby League applies. The rule change is if a player runs the ball and doesn't have the ball in two hands there is a penalty against them. You can choose the severity of this. Penalties can be:

- » Loosing points
- » Loosing possession
- » Player being called held and having to play the ball



Just fill in the blank boxes below to complete your game.

Field Width		Stopping Play	Normal	Team A Size	
Field Length		Restarting Play	Normal	Team B Size	
Rule Changes	If the ball carrier doesn't hold the ball in two hands, there is a penalty against them			Number of Plays Per Team	

Progression

Increase or reduce the size of the field, and players per team

SBG2

Continuous Attack



10+

10 mins

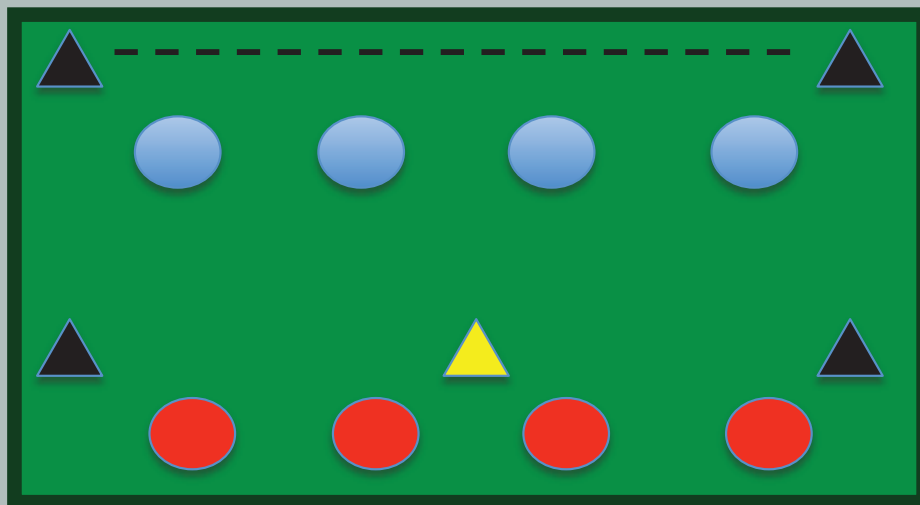
Min. 8 Players

Game Objectives / Outcomes: for players to practice different attacking options and develop awareness and communication

Skill Area(s): Attacking team play

Drill Description:

- » Red team starts with the ball on the yellow cone and has 4 plays to score a try against the blue team.
- » If the red team makes a mistake that would end possession of the ball or their 4 plays expire, they return to the yellow cone and start again.
- » One team has possession for a defined period of time e.g. 4 mins. Then possession is changed over and the blue team will have the same time with the ball.



Just fill in the blank boxes below to complete your game.

Field Width		Stopping Play	Two Hand Touch	Team A Size	
Field Length		Restarting Play	Roll on back before playing the ball	Team B Size	
Rule Changes	If the ball carrier doesn't hold the ball in two hands, there is a penalty against them			Number of Plays Per Team	

Progression

Increase or reduce the size of the field, and players per team

Training Session Plans

Depending on the age group you are coaching, your training session plan will vary in terms of the type of activities you implement and the overall structure of the session. We have provided a basic template for you to plan your training sessions in the following pages.

You can find a sample 5 week program for the age group you are coaching at:

playnrl.com

There are session plans for the following age groups:

- 6/7 Years
- 7-9 Years
- 9-10 Years
- 10-12 Years

Each of the session plans contain training activities that are suitable for each of the specified age groups.

In this section of the website you will also find a blank training session template for you to download once you have used all the templates in this manual.



Training Session # 1

Age Group

Under 6/7's

Session Length

45 mins

Skill Focus

Grip / Carry

Session Outcome

This session aims to improve players grip and carry skills whilst learning fundamental attack and defence principles.

Training Session Activities

To learn more about session structures and types of activities, visit the website.

Activity 1

Start with a game of Rugby League

Game

15 mins

Activity 2

Skill Relays

Closed Activity

15 mins

Activity 3

2 Hand Carry Game

Skill Biased Game

15 mins

Always remember to make sure your sessions are safe, fun, and promote maximum participation. To find more training sessions, visit:

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Skill Relays

Skill – Grip & Carry

TYPE

Closed

AGE

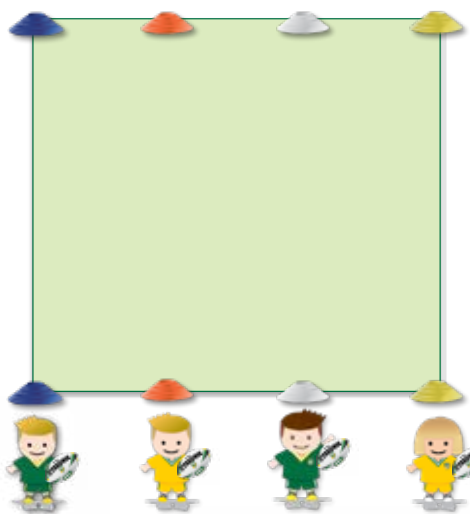
6+

Description

- » Players line up behind a colored marker.
- » Coaches to ensure there is no more than 3 players per line. This will ensure players are continually involved.
- » When the coach says go, the first player runs to the far marker, scores a try, then returns to the start.
- » They hand off the ball to the next player.

Progression

- » There are multiple varieties that can be used here.
 - » Score a try
 - » Wrap the ball around yourself when you run
 - » Throw dummies as you run
 - » Combine lines and pass the ball
 - » Side step as you run
 - » There are many more, just think of a skill & implement it in a relay



Field Size (20m)



(10m)

Players



Can have as many players as you like. Keep each line to a maximum of 3 players

Equipment



x (8) Markers



Whistle



x (4) Footballs



Click to watch the video



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2 Hand Carry Game

Skill - Attacking Fundamentals

TYPE
Game

AGE
6+

Aim

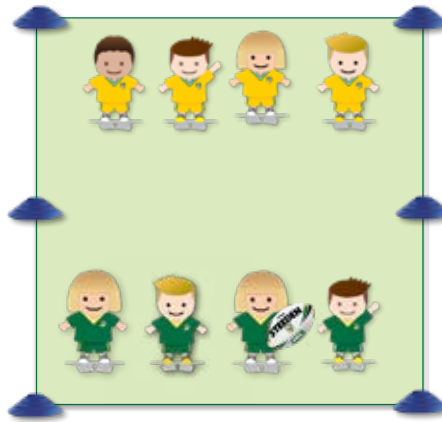
- » The aim of the game is to encourage players to run with the ball in two hands.

Description

- » The ball carrier **MUST** always carry the ball in two hands whilst running

Consequence

- » If the ball carrier runs with a one hand carry, it can be counted as a tackle, or a changeover.



Equipment

- x (6) Markers
- Whistle
- x (1) Football

Players



The coach can determine the amount of players per team. Usually you will just split the players into two even teams.

How to Stop Play

You can choose between touch, tag, 2 hand touch, tackle or any other.

How to Restart Play

You can choose between play the ball, hit the ground and then play the ball, tap, or any other.

Amount of Plays

Coach to choose how many plays each team receives per set.



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Training Session # 14

Session Outcome

This session aims to improve players grip and carry skills whilst learning fundamental attack and defence principles.

Training Session Activities

To learn more about session structures and types of activities, visit the website.



Age Group

Under 8/9's

Session Length

60 mins

Skill Focus

Tackle

Always remember to make sure your sessions are safe, fun, and promote maximum participation. To find more training sessions, visit:

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One on One Tackle

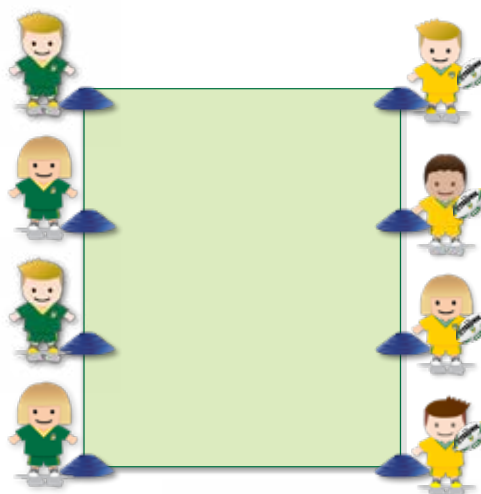
Skill – Tackle

TYPE
Closed

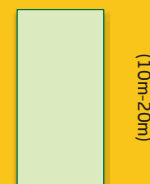
AGE
6+

Description

- » Attackers (yellow) start on their front, with the ball on the ground in front of them.
- » Defenders (green) start 5m away.
- » When the coach blows his whistle, yellow players jump up, grab the football, and run towards the opposite marker.
- » Green players attempt a one on one tackle
- » Swap partners and sides so everyone has a go.



Field Size (5m)



Players



You need 2 players for each group

Equipment



x (8) Markers



Whistle



x (1) Football per group



Click to watch the video



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Tackle Reaction

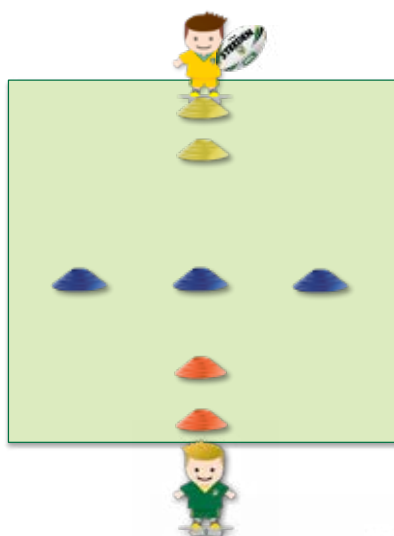
Skill – Tackle

TYPE
Open

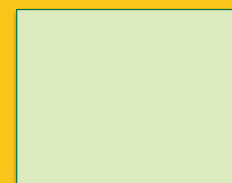
AGE
6+

Description

- » Maximum of 6 players per grid ensures everyone remains active.
- » Attacker starts on the yellow marker, then runs toward the second yellow marker.
- » The attacker then makes a decision to run at one of the outside blue marker.
- » Defender comes forward to the second orange marker and reacts to which way the attacker chose.
- » The defender then makes a tackle.



Field Size (10m)



Players



Maximum 6 players per grid

Equipment



x (6) Markers



Whistle



x (3) Footballs



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One Play Game

Skill - Catching, Passing & Tackle

TYPE
Game

AGE
8+

Aim

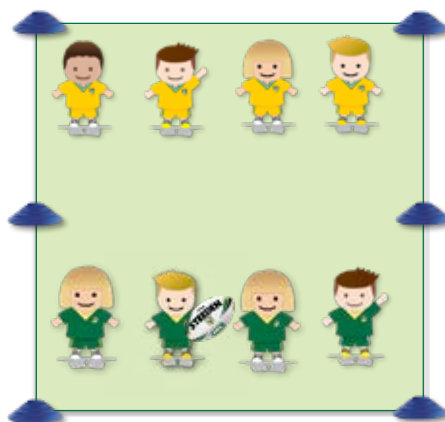
- » Improve your teams attacking vision, and ability to pass the ball effectively, and under pressure.

Description

- » The attacking team has one play to score.

Consequence

- » If the attacking team doesn't score. The defending team gains possession and has one play to score.



Equipment

- x (6) Markers
- Whistle
- x (1) Football

Players

The coach can determine the amount of players per team. Usually you will just split the players into two even teams.

How to Stop Play

You can choose between touch, tag, 2 hand touch, tackle or any other.

How to Restart Play

You can choose between play the ball, hit the ground and then play the ball, tap, or any other.

Amount of Plays

Coach to choose how many plays each team receives per set.



Click to watch the video



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Training Session # 25

Session Outcome

This session aims to improve players grip and carry skills whilst learning fundamental attack and defence principles.

Training Session Activities

To learn more about session structures and types of activities, visit the website.



Age Group

Under 10/11/12's

Session Length

60 mins

Skill Focus

Defensive Fundamentals

Always remember to make sure your sessions are safe, fun, and promote maximum participation. To find more training sessions, visit:

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Tackle and Line Speed Drill

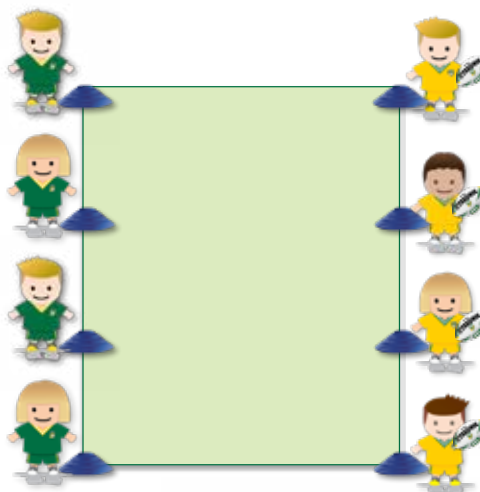
Skill – Tackle

TYPE
Closed

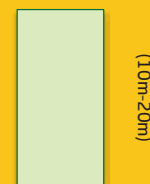
AGE
8+

Description

- » Attackers (yellow) start on their front, with the ball on the ground in front of them.
- » Defenders (green) start 5m away.
- » When the coach blows his whistle, yellow players jump up, grab the football, and run towards the opposite marker.
- » Green players must run forward as quickly as possible to attempt a one on one tackle.
- » The aim for the defender should be to take away the time the attacker has.
- » Swap partners and sides so everyone has a go.



Field Size (5m)



Players



You need 2 players for each group

Equipment



x (8) Markers



Whistle



x (1) Football per group



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Plus one Defender

Skill – Passing & Attacking Fundamentals

TYPE
Open

AGE
11+

Description

- » The yellow players are attackers.
- » They attempt a 4 v 1 and score at the other end.
- » After that attempt, the defensive side adds a defender to make a 4 v 2.
- » After that play, the attackers turn around and an extra defender comes in for a 4 v 3
- » After that play, the attackers turn around and an extra defender comes in for a 4 v 4

Progression

- » You can increase or decrease the field size.
- » If the attacking team fails to score, they become defenders.



Field Size (10m)



Players



x (4) attackers



x (4) defenders

Equipment



x (6) Markers



Whistle



x (1) Football



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Defensive Line Game

Skill - Defensive Fundamentals

TYPE
Game

AGE
8+

Aim

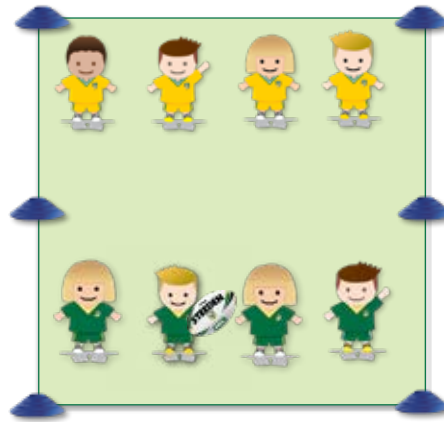
- » Improve teams defense by encouraging them to maintain a good defensive line.

Description

- » The defensive team must maintain a straight defensive line and move up together.

Consequence

- » If they do maintain the defensive line, they are only required to make two tackles before receiving the ball. If a player shoots out of the line, or gets left behind, the team must continue to defend.



Equipment

- x (6) Markers
- Whistle
- x (1) Football

Players

The coach can determine the amount of players per team. Usually you will just split the players into two even teams.

How to Stop Play

You can choose between touch, tag, 2 hand touch, tackle or any other.

How to Restart Play

You can choose between play the ball, hit the ground and then play the ball, tap, or any other.

Amount of Plays

Coach to choose how many plays each team receives per set.



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Training Session # 44

Session Outcome

This session aims to improve players grip and carry skills whilst learning fundamental attack and defence principles.

Training Session Activities

To learn more about session structures and types of activities, visit the website.



Age Group

Under 13+

Session Length

65 mins

Skill Focus

Attacking Fundamentals

Always remember to make sure your sessions are safe, fun, and promote maximum participation. To find more training sessions, visit:

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Scramble (13+)

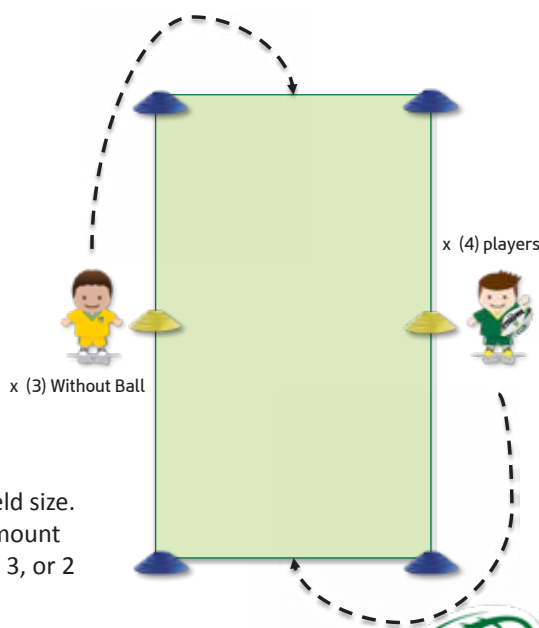
Skill – Passing & Evasion

TYPE
Open

AGE
13+

Description

- » Attackers (green), start with the ball on one side. Defenders (yellow), start on the other side.
- » On go, 4 attackers and 3 defenders run around their corner and into the grid with one football between them.
- » Attackers attempt to score a try and the defenders attempt to stop them.



Field Size (10m)



Players



x (4) attackers



x (3) defenders

Equipment



x (6) Markers



Whistle



x (1) Football



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Line Running – Under's

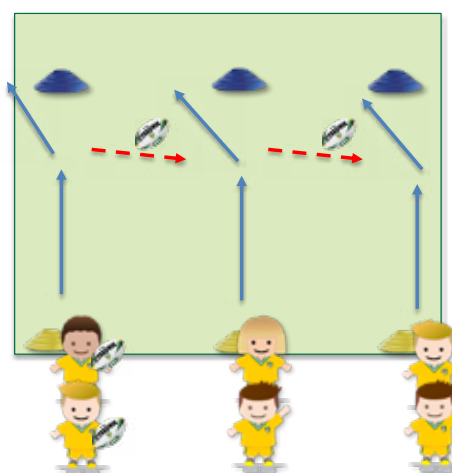
Skill – Attacking Fundamentals & Line Running

TYPE
Closed

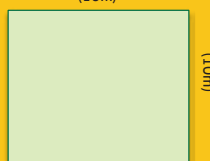
AGE
13+

Description

- » 3 attackers (yellow) start with a football at one end.
- » Each attacker leaves their marker heading straight toward the blue marker before changing direction to an 'Unders' line (towards where the ball has come from)
- » Support runners must not start their 'Unders' line until the person passing them the ball has started their 'Unders' line run.



Field Size (10m)



Players



x (3) Attackers

Equipment



x (7) Markers



Whistle



x (3) Football

Progression

- » You can put defenders on the markers as well.
- » Add in a play the ball to the side and include a dummy half pass to 1st receiver.



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4 v 4 Ruck Defense

Attacking & Defensive Fundamentals

TYPE
Open

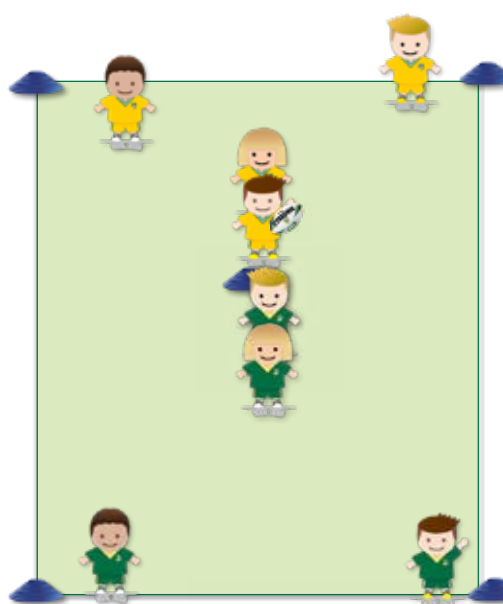
AGE
13+

Description

- » Set up for 1 play from a marker in the centre of the grid.
- » 4 attackers (yellow) play the ball and have 1 attacking play around the ruck
- » 4 defenders (green) set up with 1st marker, 2nd marker & an 'A' defender each side of the ruck.
- » Markers talking and 'A' defenders up quickly.

Progression

- » You can make the grid larger.
- » You can add in more players to have 'A', 'B' & 'C' defenders.
- » You can roll the drill down the field making it continuous instead of re-setting for 1 play each time.



Logistics

(10m)



(10m)

Players



x (4) Attackers



x (4) Defenders

Equipment



x (5) Markers



Whistle



x (1) Football



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6 v 6 Ruck Game

Skill - Attacking and Defensive Fundamentals

TYPE
Game

AGE
13+

Aim

- » Improve your teams ruck attack and defense in a game situation.

Description

- » You have 6 defenders and 6 attackers.
- » Set up a long narrow field to encourage them to play straight down the middle and work on ruck attack and defense.



Equipment



x (6) Markers



Whistle



x (1) Football

Players



The coach can determine the amount of players per team. Usually you will just split the players into two even teams.

How to Stop Play

You can choose between touch, tag, 2 hand touch, tackle or any other.

How to Restart Play

You can choose between play the ball, hit the ground and then play the ball, tap, or any other.

Amount of Plays

Coach to choose how many plays each team receives per set.



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COACHING NOTES

[illegible]












JUNIOR LEAGUE











WHAT STAGE?

A SUMMARY OF MAJOR ASPECTS OF PLAY FOR 6 YEARS TO ADULT









Under 6's & 7's

 40X20M FIELD SIZE	06 players TEAM	 8 mins X4 GAME TIME	 1 Pass # OF PASSES	 6 per Set # OF TACKLES	DEFENDERS STAND BACK 5M
 NO SCRUMS	 TAP RE-START AT 5M LINE	 NO CONVERSIONS	 NO KICKING IN GENERAL PLAY	6's only forward pass run into touch knock on CHANCE RULE	 NO MARKER









Under 8's & 9's

 68X30M FIELD SIZE	08 players TEAM	 8 mins X4 GAME TIME	9 yrs  2 Pass # OF PASSES	8 yrs  2 Pass # OF PASSES	DEFENDERS STAND BACK 5 M
 6 per Set # OF TACKLES	 NO SCRUMS	 TAP RE-START AT HALF WAY	 CONVERSIONS ALLOWED	 U8s NO KICKING IN GENERAL PLAY	 U9s KICKING ALLOWED (NO BOMBS)

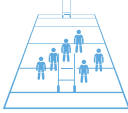




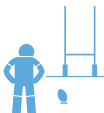

Under 10's & 11's

 80X48M FIELD SIZE	11 players TEAM	 20 mins X2 GAME TIME	 2 Pass # OF PASSES	 6 per Set # OF TACKLES
 NO SCRUMS	 TAP RE-START AT HALF WAY	 CONVERSIONS ALLOWED	 KICKING ALLOWED IN GENERAL PLAY (NO BOMBS)	DEFENDERS STAND BACK 5M

Under 12's

 100X68M FIELD SIZE	13 players TEAM	 20 mins X2 GAME TIME	 FR DH 2 Pass # OF PASSES	 6 per Set # OF TACKLES
 NO SCRUMS	 TAP RE-START AT HALF WAY	 CONVERSIONS ALLOWED	 KICKING ALLOWED IN GENERAL PLAY (NO BOMBS)	DEFENDERS STAND BACK 5M

International 13's & Above

 100X68M FIELD SIZE	13 players TEAM	 25- 40 mins X2 GAME TIME	0 MINIMUM # OF PASSES	 6 per Set # OF TACKLES
 SCRUMS	 KICK OFF RE-START AT HALF WAY	 CONVERSIONS ALLOWED	 KICKING ALLOWED IN GENERAL PLAY	U13s & U14s DEFENDERS STAND BACK 5M U15s DEFENDERS STAND BACK 10M

National Safeplay Code 6-15 yrs

A SUMMARY OF KEY ASPECTS OF THE CODE:

- ✗ Tackles above the armpits are not permitted
- ✗ Dangerous tackles are not permitted (trips, lifting, pushing, ankle taps)
- ✗ Shoulder charges are not permitted
- ✗ Aggressive palms are not permitted
- ✗ Slings / swinging is not permitted
- ✗ Dangerous flops are not permitted
- ✗ Verbal abuse / foul language is not permitted
- ✗ No pushing in scrums (13-15 years)

A PENALTY WILL BE AWARDED FOLLOWING A BREACH OF THIS CODE.

PLAY JUNIOR LEAGUE

NRL.COM/PLAY

Skills of Rugby League

Holding the Ball



- Fingers spread around the ball
- Thumbs on top
- Fingers underneath



- As a possible guide for beginners, putting the index finger on the seams helps put the hands in the correct position.
- This can be progressed later with the thumbs on top and fingers underneath to create a stronger grip.



- The grip should be around the middle of the ball, with the fingers spread for best control.
- When not passing – ball at chest height with fingers pointing up.



- When about to pass – ball down to waist with fingers down.
- Arms and body relaxed.



Key Coaching Points

- Thumbs on top
- Fingers underneath
- Fingers spread
- Ball held more in the fingers than the palm of the hand



Common Faults / Errors

- Ball held with fingers on top
- Ball held too far up the ball towards the end/point

Standing Pass



- Hold the ball as for basic grip.



- Stand side on to the target.
- Step towards the target.



- Swing the arms across the body and extend the hands towards the target



- Hands behind, guiding the ball to the target area and finishing extended towards the target.



- The passer's upper body should finish facing the target.



Key Coaching Points

- Start in a 'side on' position.
- Rotate torso and swing arms
- Extend arms towards the receiver.



Common Faults / Errors

- Stepping with the wrong foot.
- Incorrect grip.
- Not side on, resulting in the ball going too high.
- Not enough arm extension

Running Pass



- Run with the ball in two hands.



- As the outside foot is about to land, prepare to pass.



- As the outside foot lands, turn the upper body, focus on the target and drop the ball to hip height.
- Note that the inside leg has swung out slightly to help keep the body balanced.



- Swing the arms through and maintain the running line throughout the pass.



- Don't move in the direction of the pass until after the pass is made.



Key Coaching Points

- Pass off outside foot.
- Allow upper body to turn as the pass is made.
- Extend arms in the pass.



Common Faults / Errors

- Passing off incorrect foot.
- Not turning upper body.
- Turning the outside foot inwards too much
- Raising outside elbow too high

Receiving the Pass



- Hands up in early preparation and providing a target for the passer.



- Thumb and forefingers forming a 'W', other fingers spread.



- Hands up to a position at least height of the armpit.



- Reach for the ball and catch away from the body.



Key Coaching Points

- Form 'W' with the thumb and forefingers, with the other fingers spread out.
- Elbows away from body.
- Look above hands towards ball.



Common Faults / Errors

- Hands not prepared to make an early catch away from the body.
- Bringing the ball to the body to finish the catch.

Catching a 'High Ball'



- Keep the eyes on the ball at all times.



- Focus on moving the legs so as to quickly get the body in the correct position to make the catch.



- Reach up and out with the arms with the fingers spread and elbows tucked in.



- Keep the elbows into the body and allow the ball to land and be trapped in the 'cradle' formed by the arms and the upper body.



- Bend the knees slightly as the catch is being made to soften the impact so there is less chance of the ball bouncing out of the 'cradle'.



Key Coaching Points

- Quickly to the ball.
- Eyes on the ball.
- Hands up and elbows in.
- Knees bend as catch is made.



Common Faults / Errors

- Slow movement into position.
- Eyes taken off the ball.
- Elbows spread too wide.

Front-on Blocking tackle



- > Don't let the ball-carrier come to you.
- > Move forward to deny the ball-carrier space and time.
- > On approach to tackle, try to remain as upright as possible.



- > Drop by bending the knees, keeping shoulders higher than hips.
- > Make contact with the shoulder. Head to the side.
- > Keep chin up and neck in line with the spine.
- > Feet in close.



- > Wrap arms tightly around the ball-carrier.



- > Use the ball-carrier's momentum and a strong leg drive to force the ball-carrier to the ground.



- > The tackler should finish on top of the ball-carrier.



Key Coaching Points

- > Stay upright on approach.
- > Drop and target.
- > Chin up, head 'straight'.
- > Shoulder contact.
- > Tight grip and drive.
- > Head to the side.



Common Faults / Errors

- > Head not close to the body of the ball-carrier.
- > Chin down and/or neck not kept in line with spine – dangerous!
- > Bending the back rather than the knees.
- > Loose grip.

Tackle from the Side



- On approach to the tackle, try to remain as upright as possible and set up so that the tackle is to be made with the head in behind the ball-carrier.



- Drop by bending the knees.
- Shoulders higher than hips.
- Contact with the shoulder.
- Chin up and neck in line with the spine.
- Eyes on the target.



- Wrap arms and hands tightly around the ball-carrier.
- The tackler's hips should be lower to maintain straighter back, allowing for more powerful contact.



- The ball-carrier's momentum and the tackler's strong leg drive forces the ball-carrier to the ground.



- The tackler should finish on top of the ball-carrier.



Key Coaching Points

- Stay up and determine best line of approach.



Common Faults / Errors

- Committing to the tackle too early.

Play-the-Ball



SNAP

- Bring (Snap) your knees to your chest.
- Use a fast dynamic movement as fast as you can.



SWEEP

- Bring (Sweep) your non play-the-ball foot next to the ball.
- Place the point of the ball next to your toes.



- Use the same foot to play the ball as the hand carrying the ball.



TOUCH

- Gently roll the ball using the sole of your foot.



Key Coaching Points

- Bring knees to chest
- Stand in lunge position
- Place ball on ground next to balancing foot
- Role the ball backwards with sole of foot



Common Faults / Errors

- Poor ball control when rising to feet and placing the ball on the ground
- Using the heel/kicking the ball instead of rolling the ball backward
- Knocking the ball loose with the knee when rising

Tackle from Behind



- On approach keep eyes on target area
- Strongly push off appropriate leg to allow solid shoulder contact on the ball carrier.



- Make contact with the shoulder on or just below the buttocks.
- Ensure that the head is to the side and tucked in tightly.



- Squeeze hard with the arms and hands to decrease ball carriers base of support
- The tacklers weight drags the opponent to the ground.



Key Coaching Points

- Strong push off appropriate leg to allow solid shoulder contact on the ball-carrier.
- Contact on or just below the buttocks.
- Eyes on the target.
- Head to the side.
- Squeeze hard with the arms and hands as the tackler's weight drags opponent to the ground



Common Faults / Errors

- Tentative execution will lead to ineffective tackles.
- Mis-timing the contact

Drop Punt



- The ball is held as shown.
- Arms relaxed, fingers spread evenly along each side of the ball.



- The ball is guided down with the hand on the kicking side.



- The ball is struck with the lower laces of the boot.
- The ball is upright and the foot should have a straight instep on contact.



- Leg should follow through in the direction of the kick.
- If kicked correctly, the ball will spin in a backwards, end over end fashion.



Key Coaching Points

- Extend arms.
- Kick through the ball.
- Time the kick.
- Maintain balance.



Common Faults / Errors

- Throwing the ball up before kicking.
- Foot not hitting the ball correctly.
- Leg not coming straight through.
- Trying to kick the ball too hard.
- Uncontrolled ball drop.

Grubber Kick



- While running, hold the ball as for passing.



- The ball drop is controlled so that it does not wobble through the air onto the foot.



- The kicking foot makes contact with the ball comfortably close to the body and just slightly above the ground.
- The knee is bent at impact with the ball.



- The toes are pointed and the ball should fit into the shape of the kicking foot.



- When on the run, the body should be upright with the head over the ball in order to enable the kicker to chase and re-gather.



Key Coaching Points

- Control the ball release.
- Toes extended.
- Knee bent for 'soft', low trajectory kick.

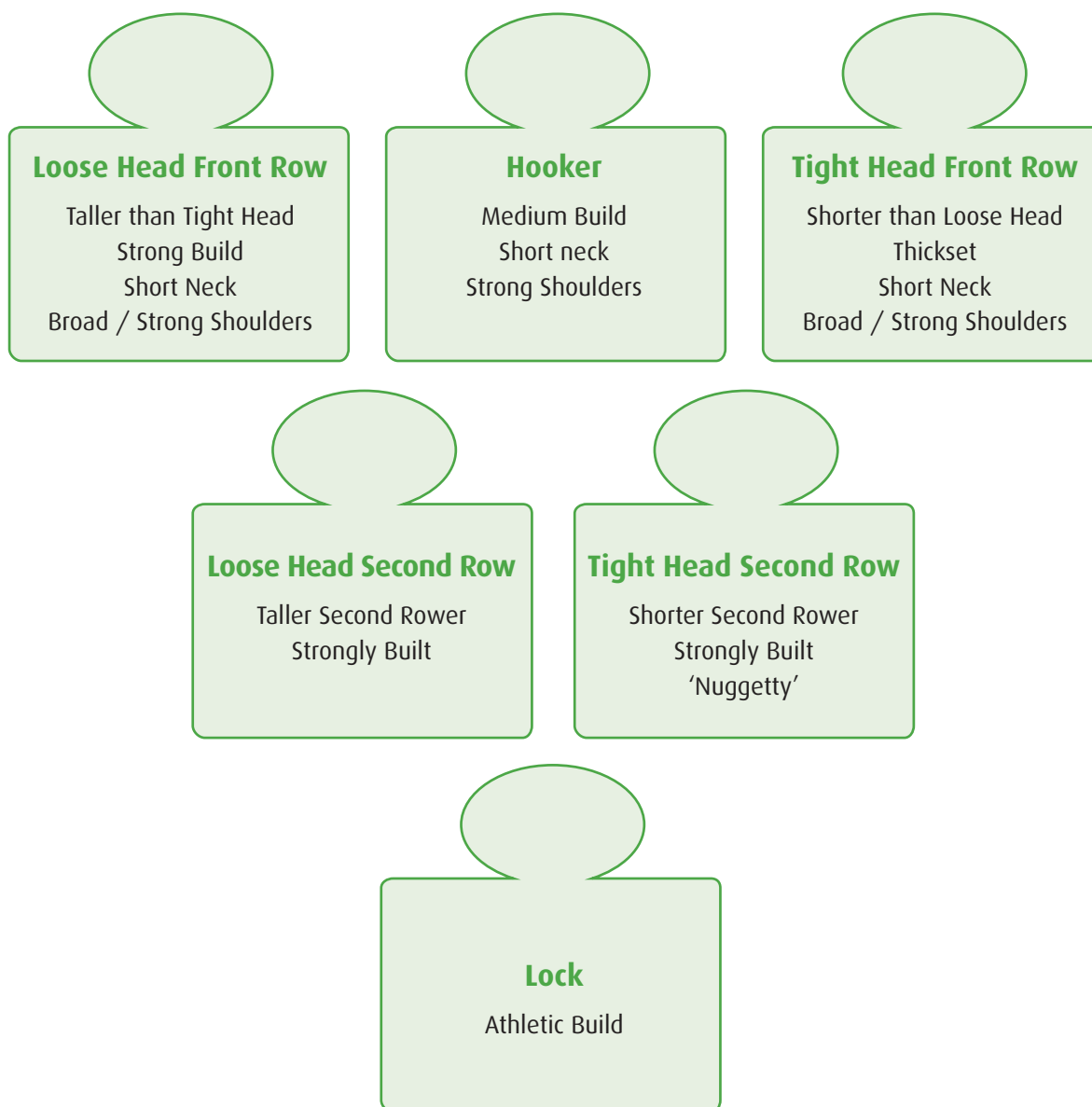


Common Faults / Errors

- Poor ball drop resulting in bad alignment of the ball when kicked.
- Dropping the ball too far in front of the body.
- Leg too straight at impact.

Packing a Scrum

Selection of Players for the Scrum



Binding and Feet Placement

Please note that in all images below, the ball is being fed from the 'Right Hand Side' of the scrum, therefore the 'Loose Head' players are situated on the Right Hand Side of the scrum.



Front Row Binding in Scrums with a Strong Hooker

- > Note that the arm of the Tight Head (Left Side) front Rower is over the top of the Loose Head (Right Side) Front Rower.



Front Row Binding in Scrums with a Lightly Built Hooker

- > Note that the arm of the Loose Head (Right Side) Front Rower is around the waist of the Hooker.
- > This is to ensure the safety of the hooker.



Second Row Binding and Feet Placement

- > Note that the arm of the Loose Head (Right Side) Second Rower is over the top of the Tight Head (Left Side) Second Rower.
- > Note that all players in the front and second row have the foot forward which is closest to the side where the ball is being fed.
- > This is to ensure the scrums stays stable.



Lock Binding and Feet Placement

- > Note that the Lock has both feet together while the players in the Front Row and Second Row have their foot forward which is closest to the side of the scrum where the ball is being fed.

Reference: Corcoran, P.D. (1999), *Coaching Rugby League, Australian Rugby League*. Pp. 148-149

Coaching Methods

Teaching Points:

The main points of a skill which, through explanation and practice will allow a participant to perform the skill.

Key Words:

Words or phrases that can be used to describe a set of teaching points for a skill or movement. By setting up and using the key words during feedback, coaches can quickly correct a movement/skill performance with the use of one word or phrase which acts as the summary of the teaching point.

Concurrent Feedback:

Concurrent feedback occurs when the coach provides the feedback to the players while the players are actually performing the skill. This might occur during a game or drill at training.

D.E.P.E. Teaching Method

DEMONSTRATION

- Tell the players exactly what you are going to teach them.
- Show the players what you are going to teach them through the use of a demonstration.
- The demonstration must be of high quality, so a skilled performer must be used.
- The coach does not have to always be the demonstrator, and coaches are encouraged to seek the assistance of skilled performers if they are unable to perform the skill competently.

EXPLANATION

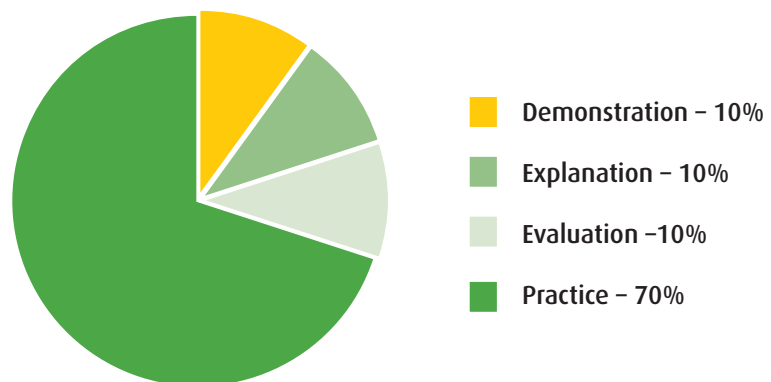
- This stage involves explaining the main teaching points of the skill to the participants.
- Only the main points need to be explained, too much information can be confusing.
- The use of **key words** is important at this stage.

PRACTICE

- Players perform the skill.
- Ensure that the activity/drill being used to perform the skill is allowing the players to perform it correctly.
- Allow the players time to practice and develop confidence before providing large amounts of feedback.
- **Concurrent feedback** can be used while the players are actually participating in the activity.

EVALUATION

- Should be linked back to the **key words** used in the demonstration.
- Most effective when supplied immediately after participation.
- Can be done concurrently with participation, or following participation.
- Can be followed by further participation to practice the feedback supplied by the coach.



Example Game Sense Activity/Progression:

1. *Players play a one-on-one try scoring game, with the aim of scoring a try past a single defender.*
2. *Introduce a second attacker to the game (two-on-one).*
3. *Introduce a second defender (two-on-two).*
4. *Increase the number of chances that a team has to score.*
5. *Introduce a third attacker into the game.*
6. *Introduce a third defender into the game.*
7. *Make the players 'play-the-ball' following each of their chances in the game.*
8. *Continue to introduce players and chances to score.*

Game Sense

What is Game Sense?

Game Sense is an approach to coaching which involves the use of games to develop an understanding of tactics and game concepts, while enabling the performance of skills in a realistic environment.

Game Sense makes a game the focus of a practice session rather than technique. It challenges the players to think about what they are actually doing and why. The coach/teacher becomes a facilitator, setting tasks to be solved and creating situations where players take on the responsibility of finding solutions for themselves.

Why use Game Sense?

Traditionally, we have taught skills to young players in isolation, and have not always considered the tactical components of the skill (knowing when and where to actually use the skill or what changes need to be made to the skill during the game to make it effective).

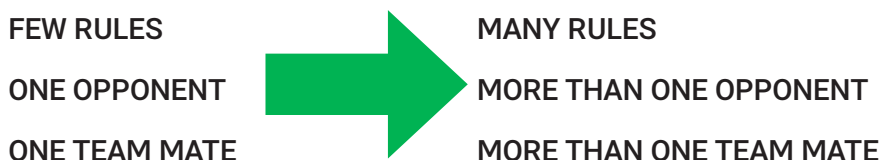
Game Sense coaching focuses on the performance of skills in game situations and allows players to develop tactical and strategic thinking, decision making, problem solving through tactical awareness and understanding.

While there is an important place for technical coaching and skill development, the Game Sense method encourages players to use their basic skills as well as develop strategies or tactics themselves.

How to use Game Sense?

Game sense involves the principle of moving from simple challenges in games to progressively more complex ones. This progression can involve the movement from a relatively structured environment to a more open one.

For example:



(Reference: Australian Sport Commission, 1999, 'Game Sense Cards: 30 games to develop thinking players'.)

Proper Planning:

Proper planning is the key to ensuring that your players have a positive and effective learning experience at every training session. Planning will enable coaches to consider the use of each of the 'Principles for Better Practice' in each session

Player Involvement:

Coaches should aim to have all players involved throughout the session. Maximum player involvement enhances player interest and enjoyment and ensures that ALL players are enjoying the experience.

How You Coach

Make the practice game-specific and use the Game Sense approach frequently

- Games are enjoyable for the participants and the learning transfers well to the player's performance in matches.

Keep practices short and frequent

- Variety in activity will assist in maintaining the player's interest level and will improve their learning as well as the sessions more fun.

Make maximum use of equipment, facilities and assistants

- The less time that players spend waiting around, the more time they get to participate and learn. This will make your sessions more fun and allow the players to get the maximum benefits of both learning and physical activity.
- Coaches should aim to have maximum player involvement in all activities.

Provide proper feedback and correction

- Coaches must not forget their role of providing proper corrective feedback during all skill practice. This will ensure that players continue to improve their skills at every session.
- Feedback must be considered and planned. Coaches should not rush into providing feedback until they have thought about the message and how they plan to deliver it.

Make sure that the players achieve reasonable success at every session

- It is important that all players leave each session having felt that they have achieved and improved. Coaches can ensure that this occurs through providing appropriate positive feedback and planning sessions so that players complete each session on a successful note.

Reflective Questioning:

By asking questions to players about their performance, coaches can achieve better results from feedback than would have been achieved by simply telling the players what they need to do to improve.

Timing of Feedback:

Coaches need to allow players to make mistakes and to learn from their own mistakes. To allow this process to happen, coaches should not be too willing to 'rescue' their players by providing feedback immediately following every mistake. If there is no immediate danger to the players (for instance: if a tackling technique is incorrect) coaches are encouraged to allow players to identify and correct some of their own errors. Feedback can then be used if the errors become consistent.

Providing Proper Feedback

Feedback to your players must be:

1. Specific and concise

Make sure that your feedback is specific and accurate and does not include too much general information. Feedback is best when it only concentrates on a few small points of a skill performance rather than the skill performance as a whole.

2. Positive and immediate

It is beneficial if your feedback occurs immediately after a skill performance. This will allow players to consider your feedback while the performance is fresh in their memory. Positive feedback is important to build and maintain the confidence of your players.

3. Constructive (performance-based)

Feedback must be concentrated on areas of performance that players can physically improve in their next performance. Constructive feedback needs to concentrate on areas like movement and positioning during skill performances.

4. Individual and/or group

Feedback can be provided to both individuals and groups and can be based on both individual and group performances. It is often beneficial to provide positive feedback to the group and individual corrective feedback directly to individual players.

5. Offering remedial solutions

Feedback must offer corrections rather than criticisms. Feedback should be used to encourage and correct performance and therefore the players must be able to physically act upon your feedback to improve their performance.

6. Encouraging self-assessment/reflection

Coaches are encouraged to use questioning as a method of enabling players to improve their performance. Rather than telling the players what to do, coaches are encouraged to ask the players about their performances and work together to develop corrective actions.

Maintaining a Safe Environment

Duty of Care:

An obligation that a sensible person would have in the circumstances when acting toward others and the public. The actions of a coach should be made with care, attention, caution, and prudence.

Keep Adequate Records:

As part of a coach's duty of care, all coaches must keep adequate records of any injuries/incidents that occur at both training sessions and matches. This resource will assist coaches to fulfill this obligation.

Duty of Care

Coaches have a duty of care to the health and safety of their players. By ensuring that the following statements are implemented, coaches will be able to maintain the safety of their players at both training and in matches.

1. **Provide a safe environment**
2. **Plan activities adequately**
3. **Evaluate any injury or incapacity**
4. **Do not mismatch players**
5. **Provide safe and proper equipment**
6. **Warn of inherent risk**
7. **Supervise well**
8. **Know first aid**
9. **Develop clear rules for training and general behavior**
10. **Keep adequate records**

This resource is an important tool in maintaining a safe training and playing environment. Coaches are encouraged to use this resource to:

- Record player details and medical information.
- Seek permission from parents to administer injury/illness management in consultation with qualified First Aid Officer.
- Plan training sessions and match days.
- Review training sessions and match day activities.

Using this resource to consistently plan and review coaching activities throughout the season enables coaches to regularly evaluate their coaching activities against the statements above.

NRL On-Field Policy:

The National Rugby League On-Field Policy States that:

- 1. All official personnel over the age of fourteen (14) years who enter the Field of Play to attend a player, must possess a 'LeagueSafe Certificate of Attendance' or an accredited NRL Sports Trainers certificate of attainment*
- 2. No person other than an accredited NRL Sports Trainer, or those with appropriate and acceptable qualifications, shall administer first aid or offer advice to an injured/ill player. Personnel with other qualifications must be ratified by the National Education, Training & Research Manager and equate with NRL Sports Trainer Certification.*
- 3. All injuries/illnesses must be recorded in an Injury Report Booklet*

Basic First Aid Procedures

The notes below are to provide a reference point for coaches and in no way replace the knowledge gained through the completion of National Rugby League's accredited LeagueSafe and Sports Trainer Courses. It is encouraged that all coaches have a Leaguesafe or Sports Trainer accreditation.

When you attend the scene of an incident/injury, follow the

DRSABCD action plan:

DANGER

Check for Danger:

- > To yourself
- > To others/bystanders
- > To the casualty

RESPONSE

Check for a Response:

- > Is the casualty conscious or unconscious?

SEND FOR HELP

Call triple zero (000) for an ambulance

- > Or ask another person to make the call

AIRWAY

Check the Airway

- > Is the airway clear and open?

BREATHING

Check for Breathing

- > Look, listen and feel
- > Look to see if the chest is rising and falling
- > Listen for the sound of breathing
- > Feel for air from nose or mouth

CPR

If there are no signs of life (casualty unconscious, unresponsive, not moving and not breathing normally) commence CPR.

- > CPR protocol: Thirty (30) compressions, followed by two (2) breaths (rate of approximately one hundred (100) compressions per minute)

DEFIBRILLATOR Apply a defibrillator if available

NRL On-Field Policy:

(CONTINUED)

4. The accredited Sports Trainer shall at all times, whilst a game is in progress, be situated on the sideline in a position to respond quickly should an injury/illness occur.

5. The accredited Sports Trainer shall have the final say on whether a player should continue in the game and when to resume playing in that game. If a doctor is in attendance at a game venue, he/she shall make decisions in conjunction with the Sports Trainer. The doctor will make the final decision on a player's welfare. In the event of a serious injury, as defined by the Sports Trainer, a doctor's certificate must be obtained by the player and handed to the Sports Trainer prior to the player resuming playing.

After assessing the patient using the DRSABCD action plan, the next assessment that is required is the **TOTAPS assessment**

TALK

Ask the injured player:

- > How did it happen?
- > Where does it hurt?
- > How did you land? Twisted/straight?
- > Did you hear or feel clicking, locking, grating, snap, rip, tear or giving way?
- > What kind of pain? Throbbing, burning, searing pain? Pins and needles? Toothache pain?
- > Ask any other questions relevant to the players suspected condition.

OBSERVE

Look for the following:

- > Bones: alignment, deformity or unusual shape.
- > Soft tissue: contours shape, comparing both sides.
- > Note any swelling.
- > Colour: redness, inflammation, pale or bluish colour.

TOUCH

This should only occur after the above has been completed.

- > Be gentle and consider player comfort.
- > Do not drag the player to his/her feet.
- > Is it tender to touch?
- > Start away from the injured site and work towards and beyond.
- > What is the extent of the painful area?
- > Try to locate the exact site and relate it to a particular anatomical structure.

ACTIVE-MOVEMENT

- > Ask the player to move the injured limb until restricted by pain.
- > Significant restriction indicates possible serious injury.

PASSIVE-MOVEMENT

- > You, as the examiner, gently move the injured area to the point of pain or restriction.
- > Return to play should not be considered unless pain free full range of movement is evident.

SKILLS

- > Ask player to stand unaided
- > Ask him/her to walk, jog and carry out specific skills related to the injured part.
- > Return to play if pain free

NRL On-Field Policy:

(CONTINUED)

6. An accredited NRL Sports Trainer will be attached to a team. It is advisable that at least two (2) be available in case one is required to attend a player or not be available on game day.

7. It will be the responsibility of the Club and/or Ground Officials to ensure the above policy is adhered to.

8. If the above personnel are not in attendance, the game shall not commence UNDER ANY CIRCUMSTANCES until such persons are available.

9. Each player shall complete a Medical Advice Card before training or playing. This will be the responsibility of the designated Sports Trainer(s) to ensure all cards are up to date. All privacy laws must be adhered to.

For full policy refer to playnrl.com/policies

Management of Injuries (R.I.C.E.R. Management Cycle)

REST: Withdraw from the game

Continued activity increases the severity of the injury.

Rest reduces the volume and pressure of blood through the damaged vessels to the injured area.

ICE: Apply ice to the injury

Ice reduces bleeding by slowing down the blood flow to the injured area, thus reducing swelling.

Ice must be applied as soon as possible after injury.

Application: Apply regularly for 10-15 minutes, for first 24-72 hours

COMPRESSION: Apply a compression bandage

Most effective method of controlling bleeding.

Should be applied during and after icing.

Use a stretch bandage above and below the injured area.

Apply from beyond the injury upwards (towards the heart) and from inside to outside.

Must be continued after icing.

ELEVATION: Elevate the injured area above the heart where practical

Elevation assists in: Reducing the pressure through the injured limb and reducing blood pooling

REFERRAL: Refer the player to appropriate medical personnel

At all times refer the player to appropriate medical personnel.

Correct an immediate management is essential for a quick recovery.



There are certain practices that should not be undertaken in the acute stages of injury management to a soft tissue injury:

HEAT: Application of any form of heat will dramatically increase bleeding.

ALCOHOL: Consumption of alcohol dilutes the blood vessels thus increasing blood flow, swelling and pain.

RETURNING TO PLAY: Returning to play with a soft tissue injury will result in delayed healing, or an increase in the severity of the injury.

MASSAGE: Massaging an acute soft tissue injury will increase bleeding or may re-start bleeding.

An ambulance should be called if it is suspected that a player has suffered a concussion.

.....

The doctor is the only person who will determine when a player is allowed to return to training or playing following a concussion.

.....

A player should never return to a sports activity until they are cleared by a doctor.

Head Injury & Concussion

What is a concussion?

A concussion is an injury to the brain. A blow to the head usually causes it. Most of the time it doesn't involve loss of consciousness.

What are the signs of a concussion?

- > Headache
- > Dizziness
- > Confusion
- > Ringing ears
- > Nausea
- > Vision disturbance
- > Loss of balance
- > Memory loss (amnesia)
- > Difficulty concentrating

What should I watch out for?

- > Stiff neck
- > Severe headache
- > Repeated vomiting
- > Confusion
- > Difficulty walking, speaking or using arms
- > Numbness/tingling or altered sensations to extremities
- > Seizures/convulsions
- > Unusual drowsiness or hard to wake up

When can a player return to play?

A player should never return to play while they have any signs of a concussion like headache or dizziness. If the concussion was very mild, the player may be allowed to return, but only on the advice of a doctor.

If the player had a loss of consciousness or memory, they may not be able to return to play for a number of weeks. After a severe concussion, a player may not be able to return to play for a month. If this wasn't the player's first concussion, the return to play may be even longer.

What are the risks in returning to play too early?

A player returning to play too early from a head injury risks suffering from a number of complications such as 'cerebral contusion' (a bruising of the brain tissue) or a 'cerebral haemorrhage' (bleeding of the blood vessels in the brain), both of which MAY BE FATAL.

Are there any lasting effects to a concussion?

Most people recover after a concussion without any permanent damage though people can have signs of concussion for weeks or even months afterwards. Repeated concussions can cause permanent damage. After several concussions a doctor may speak to a player about alternative options to contact sports.

The Management of Concussion In Rugby League



For Trainers, First-Aid Providers, coaches and parents

These Guidelines are based on the Consensus Statement produced following the 5th International Conference on Concussion in Sport held in Berlin in October 2016. The Guidelines should be followed at all times and any decision regarding return to play after concussive injuries should only be made by a doctor, preferably with experience in dealing with such injuries.

Summary

The most important element in the management of concussion **MUST ALWAYS** be the welfare of the player - in both the short and long term.

Concussion is a disturbance in brain function resulting from trauma that is transmitted to the brain either directly or indirectly. There is no absolute need for direct head impact for a concussion to occur. There are no structural changes and the changes that do occur are temporary and should recover spontaneously if managed appropriately.

Complications can occur if the player is allowed to continue playing before they have fully recovered from the concussion. Therefore, a player who is suspected of having a concussion must be taken out of the game or training session immediately. Such a player should not be returned to play in the same game, even if they appear to have recovered. Concussion is an evolving condition over minutes to hours (and sometimes days). Some symptoms/signs may resolve only to be replaced by others later.

The management of head injuries may be difficult for non-medical personnel. It is often not clear whether you are dealing with concussion, or there is a more severe structural head injury, especially in the early phases of the injury. Concussion is considered a medical condition and therefore needs to be assessed and managed by a medical professional.

It is therefore imperative that **ALL** players with concussion, or suspected of having a concussion, need **URGENT** medical assessment.

In the period following a concussion, a player should not be allowed to return to play or train until they have had a formal medical clearance by a doctor.

Important points in the management of concussion include:

- » Suspecting the diagnosis in a player with symptoms such as confusion or headache after an apparent head injury (direct or indirect knock to the head)

- » Referral of the player for medical evaluation
- » The player must have medical clearance by a doctor before being allowed to return to a graded training program.
- » The player must have a further medical clearance by a doctor before being allowed to return to contact training and matches.

Players suspected of having a concussion must not be allowed to drive, operate machinery, drink alcohol, take anti-inflammatory medication (including aspirin and Ibuprofen), or use strong painkillers or sleeping tablets until they have been medically cleared to do so by a doctor.

Background

When considering the management of concussion, the welfare of the player - both in the short and long term - MUST always remain paramount.

Since 2001, there have been five international conferences addressing the key issues in the understanding and management of concussion. After each meeting, a summary has been published to improve the safety and health of athletes who suffer concussive injuries during participation in sport". The most recently published conference was held in Berlin in October 2016. The summary from the Berlin meeting provides guidelines for current best practice management of concussion⁽¹⁾. The NRL's current guidelines for the management of concussion are based on the Berlin conference, as well as research conducted on concussion in NRL, World Rugby and AFL over a number of years.

What is Concussion?

"Traumatic Brain Injury" (TBI) is the term used to describe injuries to the brain that are caused by trauma. The most severe injuries involve structural damage e.g. fractures of the skull, bleeding in or around the brain. These structural injuries require urgent medical attention.

Concussion falls into the milder spectrum of TBI (mTBI = mild traumatic brain injury) and involves a disturbance of brain function with no structural damage or probable permanent injury to the brain.

Concussion is caused by trauma to the brain, which can be either direct contact with the head (e.g. head clash) or indirect by a force to any part of the body transmitted to the head (e.g. shoulder charge or tackle). When the force is transmitted to the brain it can "stun" the nerve tissue and affect the way the nerves work. This can result in a number of symptoms and signs depending on the area of brain that is affected. Concussions, therefore, present in many different ways and the symptoms and signs often change or evolve over time.

Symptoms include headache, blurred vision, dizziness, nausea, poor balance, fatigue and feeling "not quite right". A concussed player may also exhibit confusion, memory loss and reduced ability to think clearly and process

information. Loss of consciousness is not common and occurs in less than 10% of cases of concussion. ***It is important to understand that a player does not have to lose consciousness to have concussion.***

The essential injury in concussion is functional disturbance rather than structural damage. The changes that occur are temporary and usually recover spontaneously if managed correctly. The recovery period and process varies from person to person and injury to injury. Most cases of concussion in Rugby League recover within 7-14 days from the time of injury, although in a small number of cases the recovery time may be weeks to months. Children and adolescents (18 years old and younger) may take longer to recover.

How common is concussion in Rugby League?

Concussion is relatively common in Rugby League. In the past 4-5 years the incidence in the NRL's elite competition has been 5-7 concussions per team per season.

What are the potential complications following concussion?

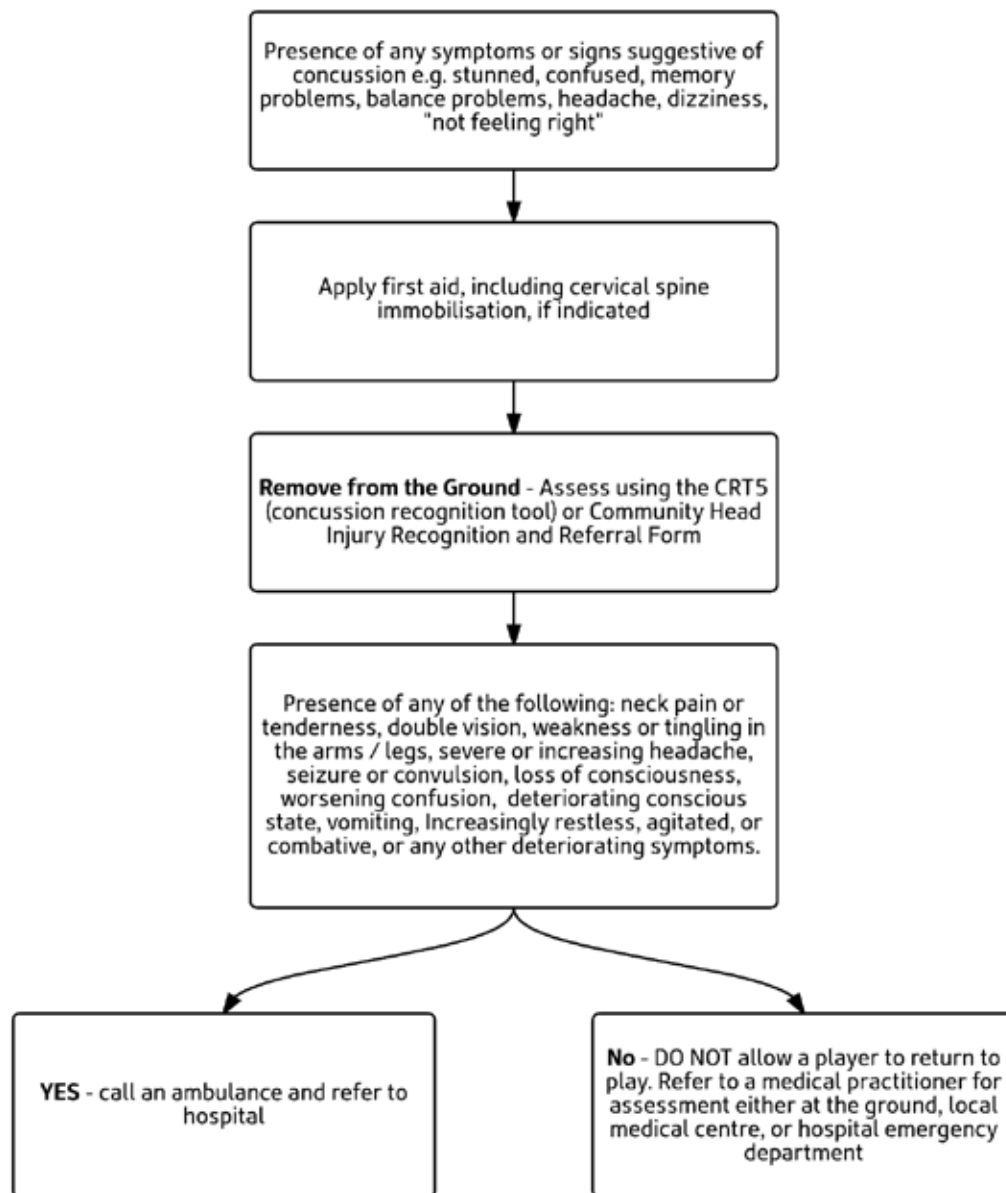
The complications which can possibly occur following a concussion include:

- » Increased risk of other musculoskeletal injury (possibly due to reduction in reaction time) or repeated concussion (with the second injury often much more severe than the first);
- » Prolonged symptoms;
- » Symptoms of depression, anxiety and other psychological problems;
- » Severe brain swelling (especially in young players); and
- » Potentially long-term brain malfunction (not currently proven).

Complications are not common, however, the risk of complications is increased by allowing the player to return to play (or training) before they have recovered completely. It is therefore essential to recognise a possible concussion, make the diagnosis, and keep the player out of training and competition until the player has recovered completely.

Concussion can cause problems with memory and processing of information, which interferes with the player's ability to learn in the classroom, therefore, a child should not return to school until cleared by a medical practitioner to do so. A successful return to school should occur before attempting a return to training/sport.

Steps in the Management of Concussion



NOTE: Any player with a loss of consciousness, basic first aid principles should be applied i.e. Danger, Response, Send for help, Airway, Breathing, Circulation and +/- CPR (DRSABC). Care must always be taken with the player's neck, as it may have also been injured in the collision. An ambulance should be called and the player(s) transported to hospital for assessment and management.

Game Day Management

The most important steps in the early management of concussion include:

1. Recognising the injury;
2. Removing the player from the game; and
3. Referring the player to a medical practitioner (doctor) for assessment.

Recognising the injury – (making the diagnosis)

1. Visible Clues - when to suspect concussion:
 - Loss of consciousness or non-responsive
 - Lying on the ground - not moving, or slow to stand
 - Unsteady on feet / balance problems / poor coordination
 - Grabbing / clutching at head
 - Dazed, blank or vacant look
 - Confused / not aware of plays or events
2. Loss of consciousness, confusion and disturbance of memory are classical features of concussion, but it is important to remember that they are not present in every case.
3. There are several non-specific symptoms that may be present and which should raise the suspicion of concussion: headache, blurred vision, balance problems, dizziness, feeling “dazed” or “light headed”, “don’t feel right”, drowsiness, fatigue and difficulty concentrating.
4. Tools such as the pocket Concussion Recognition Tool 5 (see attachment) can be used to help make the diagnosis of concussion.
 - <http://bjsm.bmj.com/content/bjsports/early/2017/04/26/bjsports-2017-097508CRT5.full.pdf>
5. It is important to understand that brief sideline evaluation tools (such as Concussion Recognition Tool 5 and SCAT5) are designed to help make the diagnosis of concussion. It is still imperative to arrange a more comprehensive medical assessment by an appropriately experienced medical practitioner. The SCAT5 is a medical practitioner (doctor) only assessment tool.

Removing the player from the game

1. Initial management must always follow first aid rules, including airway, breathing, circulation and spinal immobilisation.
2. Any player who is suspected of having a concussion must be removed from the game and be assessed by the first aider (Sports Trainer).
3. A player who has suffered a concussion (or suspected concussion) must not be allowed to return to play in the same game. The assessor should not be swayed by the opinion of the player, coaching staff or anyone else

suggesting premature return to play. Concussion is an evolving condition and symptoms and signs can vary over minutes to hours and days.

Referring the player to a medical practitioner for assessment

1. The management of a head injury is difficult for non-medical personnel. Following an injury it is often not clear if you are dealing with a concussion or with a more severe underlying structural head injury;
2. ALL players with concussion - or a suspected concussion - need an URGENT medical assessment by a medical practitioner. This can be done by a doctor present at the venue (if available) or local general practice or medical centre or hospital emergency department;
3. It is useful to have a list of local doctors, (who are willing to see injured players) and emergency departments close to the ground where the game is to be played;
4. A pre-game checklist of the appropriate services;
5. Local Doctors or medical centres;
6. Local Hospital Emergency Departments; and
7. Ambulance Services (000).

Management of an unconscious player

1. First Aid principles of DRSABC (+/- CPR) should be used. It is extremely important to treat all unconscious players as though they also have a neck injury (Spinal Immobilisation).
2. An unconscious player must only be moved (onto a stretcher) by qualified health professionals, trained in spinal immobilisation techniques. If no qualified person is present, **do not move the player** - wait for the ambulance and paramedics.
3. Urgent hospital referral is necessary if there is concern regarding the risk of a serious or structural head or neck injury --- **ring 000**.
4. Any player with ANY of the following in the context of a possible head injury should be referred to a hospital urgently, via Ambulance:
 - Loss of consciousness
 - Seizures / fits or convulsions
 - Severe or increasing headache
 - Double vision
 - Vomiting
 - Deterioration of conscious state after being injured, e.g. increased drowsiness
 - Report of neck pain / tenderness

- Burning, numbness, tingling or weakness in arms/legs. (potential spinal cord symptoms)
- Increasingly restless, agitated or combative

If, at any time, there is any doubt, the player should be referred to hospital.

Follow-up Management

- A player who has sustained a concussion **MUST NOT** be allowed to return to school or play before getting a medical clearance;
- Return to learning and school should take precedence over return to sport;
- The decision regarding the timing of return to training should always be made by a medical practitioner (doctor);
- In cases of uncertainty about the player's recovery, always adopt a more conservative approach, *"if in doubt sit them out"*.

Return to Play/Sport

- Players should not return to play until they have returned to school/ learning without worsening symptoms;
- Return to training/ play should be gradual;
- Rehabilitation after a concussion should be supervised by a medical practitioner and should follow stepwise symptom limited progression.
- Initially, **complete rest for the first 24 to 48 hours** – including mental and physical rest (recovery), should be adhered to. Children and adolescents should be treated more conservatively, so 48 hours rest is recommended;
- A 6 stage Graded Return To Sport (GRTS) Program can look like the following (it can be commenced after the initial rest period of 24 to 48 hours):
 1. Symptom-limited activity – Daily activities that do not provoke or worsen symptoms;
 2. Light Aerobic Exercise – e.g., walk, exercise bike with Heart Rate less than ~70% max (no resistance/weight training);
 3. Sport Specific Exercise – e.g. running drills without risk of head contact;
 4. Non-contact training and start resistance (weight) training;
 5. Full contact training – **ONLY** after medical clearance by a doctor – coaching staff should assess tackling technique and other skills;
 6. Return to play/games.

Each stage should be a minimum of 24 hours' duration, meaning a period of 7 to 8 days as a minimum time frame to return to full contact sport in the community level of the game is recommended. Longer time

frames are suggested in children and adolescents 18 years old and younger.

If symptoms return, then the player should drop back to the previous symptom-free stage once symptoms have resolved. **Player honesty** is important when questioning about symptoms. Remember that playing or training with symptoms of concussion can increase the risk of injury, result in concussion complications and prolonged symptoms, result in reduced performance, increase the risk of other injuries (musculoskeletal) and could potentially be catastrophic.

Children and adolescents (18 years old and younger)

The same principles regarding recognition/detection, management and return to sport apply to children and adolescents, however, it is widely accepted that children and adolescents with concussion should be managed more conservatively. This includes longer initial rest and slower return to train and play programs. Additionally, a successful symptom-free return to school/learn should be completed before a graded return to play/train is commenced.

Reference:

¹ McCrory P, Meeuwisse W, Dvorak J et al. Consensus statement on concussion in sport - the 5th International Conference on Concussion in Sport held in Berlin, October 2016. Br J Sports Medicine . 2017;51:838-847.

Date: 23rd November 2017

National Rugby League Policy



RETURN TO PLAY

At times, a variety of injuries/illness occurs while playing contact sports. It is inevitable that injuries and illness will occur during a player/s career whether it is through professional or social events.

Rugby League is a contact sport. The NRL Accredited Sports Trainer Code of Practice recognises that injuries occur on a variety of levels from minor muscular related, sprains, strains to fractures to more serious injuries such as head and spinal injuries and on some very rare occasions, death.

The cause of these injuries and conditions can range from a social nature to a physiological nature such as age and weight to a physical nature such as decreased physical condition, pre-existing conditions and injuries to name a few.

The aim of this Code of Practice is to give Sports Trainers at a club level, the tools that they need to assess an injured player/s and to recognise if it is safe to allow a player/s to return to the field of play or to instruct the player/s coach, other on field staff and parents of the player/s ability or inability to return to the field of play.

Injuries that are not managed appropriately can cause the player/s further pain and discomfort. On the other hand, if a player/s has returned to the field of play too early without proper injury management and advice, this can lead to a serious injury or worse.

As a Sports Trainer, it is expected that you operate in accordance with your qualification and if in doubt, seek further assistance from higher qualified officers such as Level 2 Sports Trainers, relevant ambulance services (call them to the field to assess the player/s) or doctors who are present at the game.

NEVER ALLOW A PLAYER/S TO RETURN TO THE FIELD OF PLAY IF YOU HAVE ANY DOUBT OF FURTHER INJURY.

Remember that all relevant injury paperwork needs to be completed for all players who are assisted from the field by a Sports Trainer and are managed by a Sports Trainer.

Once a decision has been made for a player/s not to return to the field of play, the player/s will not return to training or play any further games until medical clearance is made by a doctor and paperwork has been filed with the Club's Co-ordinator.

National Rugby League Policy

RETURN TO PLAY



Conditions where a medical clearance is required

- » Any form of cardiac (heart condition)
- » Hypertension (history of high blood pressure)
- » Broken bones of any sort (other than fingers)
- » Significant soft tissue injuries (where a player has not recovered to a playing capacity one week post insult)
- » Any form of concussion
- » Any form of unconsciousness, no matter how brief
- » Any form of potential cervical (neck) injury
- » Repeated episodes of illness of already diagnosed medical conditions such as
- » Asthma, diabetes and epilepsy
- » Any injury involving the eye itself
- » Any player recovering from a significant illness, such as:
 - Chicken Pox
 - Measles
 - Whooping cough
 - Glandular fever
 - Swine flu (H1/N1)
 - Pneumonia
 - Any form of influenza where it has caused the player to miss games and training greater than one week
 - Any immune depressed conditions as deemed necessary by accredited Sports Trainers

The above points are not completely exhaustive, however it is expected that a common sense approach is applied by Sports Trainers when requesting a medical clearance. Many of the mentioned conditions can be exacerbated (made worse) by physical activity and cause the player/s further illness or discomfort. Some medical conditions can also be contagious and pose a risk to other players and coaching staff. Player welfare is the number one priority of the Rugby League Sports Trainers' Accreditation Scheme. The reason for medical clearances is not all about liability. It is ensuring that players seek medical attention for conditions that may cause them further serious health problems in the long term.

National Rugby League Policy

RETURN TO PLAY



RETURN TO PLAY

Some injuries during a game and training resolve, such as where a player gets “tagged”, receives grazes / abrasions and some superficial lacerations, many of which can be managed quite promptly by the accredited Sports Trainer.

Some soft tissue and joint injuries can be managed quite appropriately by strapping with no further complications arising. With any injury in which ICE has been applied, it is imperative that the joint/muscle is adequately re-warmed to the players’ original pre injury conditions and that there is no impairment to the players’ range of movement and/or sensation. The accredited Sports Trainer can cause any exercise, fitness test or stretching task to be completed by any player/s before they are allowed to return to the field of play.

The return to play will be at the discretion of the accredited Sports Trainer as noted in numerous National Rugby League documentation i.e. the On Field Policy.

THE ACCREDITED NATIONAL RUGBY LEAGUE SPORTS TRAINER WILL HAVE THE LAST SAY IN PLAYER WELFARE.

It is expected that the accredited Sports Trainer will work closely with the coaching staff to ensure that player welfare is and will always remain paramount in the game of Rugby League.

National SafePlay Code

INTRODUCTION

The Safeplay Code was developed to emphasise safety and good conduct within the game of Rugby League by creating the best possible on-field environment and actively encouraging the core values of Rugby League, and a healthy respect for all participants. It applies to all players up to and including the Under 15 years age group.

(“Law Book” references – Rugby League Laws of the Game, International Level).

1. TACKLE ZONE

The Code: TACKLES ABOVE THE ARMPITS ARE NOT PERMITTED

Application:

- (a) It is an infringement if, whilst attempting to effect a tackle on a ball-carrier, a defender makes contact above the armpits intentionally, recklessly or carelessly.
- (b) A defender, in front of a ball-carrier who is diving or falling, is permitted to come in contact with the ball-carrier's shoulder provided the defender's arm(s) extends down the shoulder and trunk, i.e. underneath the ball-carrier.

Reference: Law Book: - Section 15, Law 1 (b), Page 38.

2. DANGEROUS TACKLES

The Code: (2.1) THE TACKLER'S LEGS CANNOT BE USED TO TRIP IN A THROW

Application:

The use of the legs in a tackle is not permissible. Using the legs (even if the defender has a hand/hands on the ball-carrier) to trip or throw the ball-carrier constitutes an infringement.

Reference: Law Book - Section 15, to Law 1 (a) and (d), Page 38.

The Code: (2.2) ADOPTING A CROTCH HOLD IS MISCONDUCT

Application:

Adopting a crotch hold i.e. by placing either a hand or arm in the crotch region is an infringement.

Reference: Law Book - Section 15, Law 1 (i), Page 38.

The Code: (2.3) THE BALL-CARRIER CANNOT BE LIFTED

Application:

No defender(s), during the course of a tackle, are permitted to lift the ball-carrier (this is not to be confused with a tackle that, in the same motion, “knocks” a player off their feet). If a lift occurs, the Referee must penalise the offending player(s). If a defender(s) lift one foot/leg of the ball-carrier the Referee must immediately call “held” to prevent the tackle from continuing. If the tackle continues, or the ball-carrier is placed in a dangerous position, the Referee must penalise the offending player.

Reference: Law Book- Section 15, Law 1 (d), Notes 1 (d). Page 38.

The Code: (2.4) ANKLE TAPS ARE NOT PERMITTED

Application

It is an infringement to ankle tap the ball-carrier. This is not to be confused with a defender who makes a genuine attempt to wrap his arms around the legs of the player.

Reference: Law Book- Section 15, Law 1 (d), Notes 1 (d). Page 38.

The Code: (2.5) A DEFENDER CANNOT “SHOULDER CHARGE” A BALL-CARRIER TO AFFECT A TACKLE

Application:

Shoulder Charge – is where a defender, without attempting to tackle, grab or hold the ball-carrier (or any opposing player) using the arms or hands, makes direct physical contact with the shoulder or the upper arm (tucked into the side).

Reference: Law Book – Section 15, Law 1 (k) Page 38.

The Code: (2.6) IT IS AN OFFENCE TO SLING OR SWING THE BALL-CARRIER

Application:

A defender who uses any part of the ball-carrier’s body, clothing, or equipment to sling or swing the player in a tackle, commits an infringement.

Reference: Law Book – Section 11, Notes 1 (a), Page 23.

3. AGGRESSIVE PALM

The Code: THE BALL-CARRIER CANNOT “THRUST” OUT AN ARM TO CONTACT THE DEFENDER ON THE HEAD OR NECK.

Application:

It is an infringement for the ball-carrier to thrust out an arm or use an outstretched stiff arm so as to make contact to the defending player’s head or neck. Regardless of point of contact, the palm must not be high, dangerous, or unnecessary.

Reference: Law Book – Section 15, Law 1(a) Page 38.

4. PUSHING

The Code: A PLAYER CANNOT "PUSH" AN OPPONENT

Application:

A player who pushes an opponent is guilty of an infringement.

Reference: Law Book - Section 15, Law 1 (i), Page 38.

5. DANGEROUS FLOP

The Code: A PLAYER CANNOT DROP, DIVE OR FALL ON A PRONE PLAYER

Application:

A player cannot make dangerous, aggressive or unnecessary contact on a player in a prone position on the ground (a simple hand-on can complete the tackle).

Reference: Law Book - Section 11, Note to Law 1 (d), Page 23.

6. SURRENDER (IN THE TACKLE)

The Code: THE BALL-CARRIER MAY SURRENDER IN THE TACKLE

Application:

The Referee (not the player) is to call "held" if the ball-carrier surrenders prior to, or in, the tackle, or is held or subdued so their progress is halted.

Reference: Law Book - Section 11, Law 2 (c), Page 23, Note 2 (c), Page 24.

7. SURRENDER (IN THE TACKLE)

The Code: IT IS AN INFRINGEMENT TO USE THREATENING OR OFFENSIVE LANGUAGE

Application:

Verbal abuse, obscene language and sledging, including comments or words that threaten or denigrate an opponent, Referee or supporter, is an infringement.

Reference: Law Book - Section 15, Law 1 (i), Page 38.

8. SCRUMS

The Code: PUSHING OR PULLING IN, OR ROTATING A SCRUM, IS NOT PERMITTED

Application:

All scrums are to be de-powered. A team that deliberately pushes or pulls in, or rotates a scrum, is guilty of an infringement. Once the ball has been fed into the scrum, only the hookers may strike for the ball, and the second rowers may rake the ball out of the scrum with their foot.

Reference: Law Book - Section 12, Law 4, Page 30.



IT SHOULD BE NOTED THAT EVERY PENALTY UNDER THE SAFEPLAY CODE SHOULD BE ACCOMPANIED BY A CAUTION AND INSTRUCTION TO THE PLAYER RESPONSIBLE FOR THE INFRINGEMENT.

IMPORTANT NOTE:

IT IS MANDATORY THAT A PENALTY IS AWARDED FOLLOWING ANY BREACH/ INFRINGEMENT OF THE SAFEPLAY CODE. IN ADDITION TO A PENALTY FOR A BREACH, REFEREES AT THEIR DISCRETION MAY:

- SIN BIN THE OFFENDING PLAYER (INTERNATIONAL GAME 13 – 15 YEARS ONLY)
- DISMISS THE OFFENDING PLAYER FROM THE FIELD OF PLAY (INTERNATIONAL GAME 13 – 15 YEARS ONLY)
Refer Rugby League Laws of the Game, Section 13, 1 (a) and Section 15- Player's Misconduct.
- REPLACEMENT IN 6 – 12 YEAR GAME MODELS
6 – 12 Year Junior Rugby League Laws Page 14 Law 3 (b), Page 19 Law 17, and Page 30 Law 17.

ADVANTAGE PLAY & THE SAFEPLAY CODE

A penalty kick must follow any infringement.

1. **IF NO ADVANTAGE OCCURS**, the penalty is to be awarded immediately at the mark where the infringement occurred.
2. **IF AN ADVANTAGE OCCURS**, the penalty is to be awarded either at the breakdown in play immediately after the misconduct occurred, or where the act of misconduct occurred, whichever is to the greater advantage to the non-offending team.
3. **WHEN A TRY HAS BEEN SCORED** in the same play in which the act of misconduct occurred, the penalty kick, additional to the conversion, will be awarded in front of the goal posts. A kick at goal must be taken from the penalty kick (place or drop) and play re-started from the centre of the half-way line irrespective of the outcome of the kick. (refer to Page 35 of the 6 - 12 Year Junior Rugby League Laws for application in games where conversion attempts do not exist).

National Rugby League Code of Conduct

GENERAL PRINCIPLES

Participants in the game of Rugby League include:

All registered players; accredited persons – coaches, first aid and Leaguesafe Officers; referees and touch judges; Officials - club, League or Association staff and volunteers, ground managers and duty officials; parents/carers of players, sponsor representatives and club supporters; members of the general public attending as spectators.

Participants are encouraged and expected to:

- > **show positive acts of sportsmanship**, discouraging all instances of foul or illegal play, or acts of violence, both on and off the field;
- > **demonstrate the greatest levels of respect**, protecting the rights, dignity and worth of every person regardless of their gender, ability / disability, sexual orientation, cultural background or religion;
- > **lead by positive example**, and condemn the use of recreational and performance enhancing drugs and doping practices; their use endangers the health of players and is contrary to the concept of fair play;
- > **celebrate the “good news” stories**, and understand that cyber-bullying, which includes negative or demeaning comments, status posts, personal messages or emails, is deemed as a serious form of harassment;
- > **accept that the integrity of the sport is of paramount importance**, therefore, no coach, player, Club official or match official is allowed to participate, or be directly or indirectly involved in any way, in gambling in relation to matches/ competitions in which they are involved or directly linked.

CODE OF CONDUCT - PLAYER

- > Be a good sport. Respect all good play whether from your team or the opposition and shake hands with and thank the opposition players and officials after the game – win, lose or draw.
- > Participate for your own enjoyment and benefit.
- > Always respect the referee's decision.
- > Never become involved in acts of foul play.
- > Honour both the spirit and letter of the competition rules and live up to the highest ideals of ethics and sportsmanship; avoid gamesmanship and respect the traditions of the game.
- > Never engage in disrespectful conduct of any sort including profanity, sledging, obscene gestures, offensive remarks, trash-talking, taunting or other actions that are demeaning to other players, officials or supporters.
- > Care for and respect the facilities and equipment made available to you during training and competition.
- > Safeguard your health; don't use any illegal or unhealthy substances.
- > Recognise that many officials, coaches and referees are volunteers who give up their time to provide their services. Treat them with the utmost respect.
- > Do not bet or otherwise financially speculate, directly or indirectly, on the outcome or any other aspect of a Rugby League match or competition in which you are involved.

CODE OF CONDUCT - COACH

- Actively discourage foul play and/or unsportsmanlike behaviour by players.
- Seek to maximise the participation and enjoyment for all players regardless of ability; avoid the tendency to over-use a talented player; treat all players as equals, regardless of their talent.
- Show concern and caution towards all sick and injured players. Follow the advice of a physician and/or sports trainer to the letter when determining when an injured player is ready to recommence training or playing.
- Teach players that an honest effort and competing to the best of their ability is as important as victory.
- Maintain appropriate, professional relationships with players at all times.
- Maintain a thorough knowledge of the rules of the game and keep abreast of current coaching methods; maintain or improve your current accreditation level.
- Always consider the health, safety and welfare of the players.
- Teach young players to realise that there is a big gap between their play and the professional game; do not coach them as if they are professionals.
- Ensure that your coaching reflects the level of the competition being played; do not be a “winner-at-all-costs” coach.
- As a coach, conduct yourself at all times in a manner, and in all situations, leadership, respect for the game of Rugby League and respect for all those that are involved in the game – the players, officials, the fans, the parents, the referees and the media.

CODE OF CONDUCT – MATCH OFFICIALS

- Be impartial! Also, be consistent, objective and courteous.
- Place the safety and welfare of the players above all else; be alert to minimise dangerous physical play, fair or foul, especially in junior matches.
- Accept responsibility for all actions taken.
- Avoid any form of verbal contact with coaches, team officials, parents and spectators during play.
- Avoid any situation which may lead to a conflict of interest, both on and off the field.
- Maintain an appropriate level of fitness for the standard of game at which you are officiating.
- Condemn all and every instance of unsportsmanlike, foul or unfair play.
- Set a good example by the way you dress, speak and act towards players, coaches, officials, parents and spectators.
- Show concern and caution towards sick and injured players.
- Officiate to the age and/or experience of the players.

CODE OF CONDUCT – TEAM & CLUB OFFICIALS

- Uphold the integrity of the game of Rugby League at all times;
- Always act in a sportsmanlike manner, respecting opposition players, team and club officials and spectators;
- Make decisions in the best interests of the game of Rugby League;
- Place the safety and welfare of players as the top priority;
- Accept responsibility for all decisions made..

CODE OF CONDUCT – PARENTS AND SPECTATORS

- Condemn all violent or illegal acts, whether they are by players, coaches, officials, parents or spectators.
- Respect the referee's decisions – don't complain or argue about calls or decisions during or after a game.
- Behave! Unsportsmanlike language, harassment or aggressive behaviour will not be tolerated.
- Encourage players to play by the rules and to respect opposition players and officials.
- Never ridicule or scorn a player for making a mistake – respect their efforts.
- Understand that sport is part of a total life experience, and the benefits of involvement go far beyond the final score of a game.
- Participate in positive cheering that encourages the players in the team you are supporting; do not engage in any cheering that taunts or intimidates opponents, their fans or officials.
- Remember that children participate in Rugby League for their own enjoyment, not yours!
- At all times, follow the directions of the Ground Manager and/or other match day staff.
- Never arrive at a Junior League game under the influence of alcohol, never bring alcohol to a Junior League game and only drink alcohol, if it is available, in a responsible manner in the designated licensed area.

CODE OF CONDUCT – SUMMARY OF OFFENCES



Note – Clubs are responsible for the conduct of their players, parents/carers of players, coaches, officials and spectators.

1. No person(s) attending a match, function or event shall:
 - (a) Use offensive or obscene language to any participant;
 - (b) Enter the Field of Play or the Playing Area during the course of a match without the prior approval of the Ground Manager appointed by the home club and/or League;
 - (c) Excessively dispute the decision of a referee or touch judge either during or after a match;
 - (d) Assault or act with aggression to any person/s;
 - (e) Behave in a way contrary to the Code of Conduct and/or the spirit of the game;
 - (f) Behave in a way which disturbs the enjoyment of a match, function or event by any other person/s, or brings discredit to the home club and/or League;
 - (g) Act in such a way as to exhibit racial intolerance, by language or other conduct, to any person/s;
 - (h) Refuse to accept the reasonable direction of the Ground Manager, official of the team/club which that person is supporting, or official of the home club and/or League.

Clubs are responsible for the conduct of their players, parents/carers of players, coaches, officials and club supporters.

Breaches of the Rugby League Code of Conduct may result in penalties, including but not limited to:

- Suspension of a match and/or
- Termination of a match (including potential forfeiture of competition points) and/or
- Monetary fines and/or
- Suspension of a participant on a temporary or permanent basis and/or
- Suspension of a club, League or Association on a temporary or permanent basis.

These penalties are in addition to any penalty which may be imposed by the home League's judiciary.

www.playnrl.com

COACHING NOTES

This image shows a full page of blank handwriting practice paper. It features approximately 20 evenly spaced, horizontal green lines across the entire width of the page. The background is plain white, providing a clear guide for letter height and placement. There are no margins, text, or other markings present.

COACHING NOTES

[illegible]



National Rugby League

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