



**RUGBY CANADA LTRD 2011  
IMPLEMENTATION  
CURRICULUM GUIDE**



## Foreword

Rugby Canada is proud to present its Long Term Rugby Development (LTRD) curriculum which, for the first time, provides an integrated framework to facilitate the development of rugby players at all levels of participation and experience. It outlines a philosophy of sound practice and long-term participation, performance and enjoyment of Rugby.

This curriculum is the implementation process for the Rugby Canada LTRD that was published in 2006 after an extensive process of discussion and consultation between world-renowned developmental expert Dr. Istvan Balyi and the Rugby Canada LTRD Planning Committee. The collective intention is to provide the best possible rugby experience for all participants involved in Rugby across Canada. The LTRD framework will help to ensure that the experience of training and playing the game is always appropriate for the developmental stage of the player involved.

The model is an **Athlete-Centered** one, in that the specific characteristics pertaining to each stage are based on the particular capacities of players at each stage of development.

The nature of Rugby requires a close examination of the demands of the game itself at each stage, as well as the capacities of players. This analysis, coupled with extensive validation from coaches “on the ground” at all levels, resulted in the establishment of Player Capacities across 5 specific areas:

- **Technical**
- **Tactical**
- **Physical**
- **Mental**
- **Lifestyle**

These player capacities provide the compass by which Rugby Canada’s Development Department designs and promotes rugby coaching at all levels, believing that all coaches should be appropriately trained and qualified to work with players at each stage in the Model. This incorporates the Rugby Canada Coaching Pathway and National Coaching Certification Program (NCCP) from the Coaching Association of Canada (CAC).

An integral aspect of the Rugby Canada (LTRD) model is the “essence” of Player, Game and Coach at each stage - this single word summation of the characteristics of these three components throughout the stages acts as a guideline to all participants.

It is important to remember that the Rugby Canada’s (LTRD) model is not intended to be a production line of world-class players but rather an integrated series of stages (based on scientific principles and participant experience) to maximize the potential of players according to their own ability and ambition. Ultimately of course, the successful establishment and maintenance of a long-term program of development will be essential to that small number of players with the talent and aspiration to become elite performers.

The true effectiveness of the Rugby Canada (LTRD) will be evidenced by its integration into all structures and systems and by the rewarding experiences of players, coaches, parents, referees, supporters and administrators of the game.

Rugby Canada’s goal is to grow rugby across the nation and see more participants at all levels.

**It is important to not that this (LTRD) is not a direct representation of the current state of the development of rugby but a guide of how an overall development structure should be!**



*LTRD presents a unique window of opportunity for positive change and impact.*

## Rugby Canada LTRD (Model Outline)


The Rugby Canada (LTRD) is intended to provide a common reference point for all participants in Canadian Rugby, with the aim of ensuring a more enjoyable and productive experience for all (players, coaches, parents, spectators, referees and officials).

**The three key principles underlying the Rugby Canada (LTRD) are:**

1. The model is **Athlete-Centered** - all aspects of the model are appropriate to the capacities of participants at each stage.  
These capacities are: **Lifestyle, Physical, Tactical, Mental and Technical**
2. The model is **Long-Term** - the reality is there are no short-cuts in developing competencies to levels of excellence. A widely accepted belief is that it takes ten years or 10,000 hours of proper coaching to produce a world-class athlete or player.
3. **Collective Alignment** between relevant people and structures throughout a player`s rugby playing experience is the final principle behind the Rugby Canada (LTRD). This requires all participants who contribute to the development and experience of players to cooperate ensuring that all aspects of the Rugby Canada`s (LTRD) are aligned.

The Rugby Canada (LTRD) is an eight (8) staged model, servicing participants from Community to Country. These stages are outlined below.

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	STAGE 6	STAGE 7	STAGE 8
<b>ACTIVE START</b>	<b>FUNDamentals</b> KICK OFF to Rugby!	<b>LEARNING TO TRAIN</b> DEVELOP the Basics	<b>TRAINING TO TRAIN</b> BUILD the Rugby Hard Drive	<b>TRAINING TO COMPETE</b> OPTIMIZE Rugby Potential	<b>TRAINING TO PERFORM</b> MAXIMIZE Rugby Performance	<b>ULTIMATE PERFORMANCE</b> OPTIMAL Rugby Performance	<b>ACTIVE FOR LIFE</b>
<b>GOAL</b> Promote fun and participation, development of movement skills	<b>GOAL</b> Focus on sport skills development	<b>GOAL</b> Enhance overall sport skills including core rugby skills	<b>GOAL</b> Promote rugby specific skill development	<b>GOAL</b> Develop rugby specialization and position-specific skills	<b>GOAL</b> Develop core skills and position-specific skills	<b>GOAL</b> Achieve optimal performance	<b>GOAL</b> Support active involvement in rugby and/or healthy lifestyle
<b>AGES</b> Males 0-6 Females 0-6	<b>AGES</b> Males 6-9 Females 6-8	<b>AGES</b> Males 9-12 Females 8-11	<b>AGES</b> Males 12-16 Females 11-15	<b>AGES</b> Males 16-19+/- Females 15-18+/-	<b>AGES</b> Males 19-23+/- Females 18-21+/-	<b>AGES</b> Males 23+/- Females 21+/-	<b>AGES</b> All

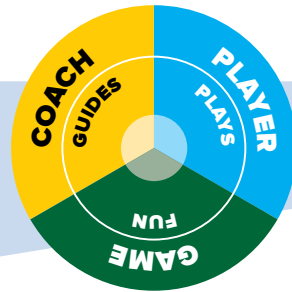


In each stage the essence and characteristics of the player, game and coach are outlined to act as a reference point for all who participate in the playing, officiating and administration of the game. These are outlined on the following pages:



# 1

## STAGE 1 ACTIVE START MOVEMENT SKILLS



### The Player - **PLAYS**

The players in this stage are 0 - 6 Male and 0 - 6 Female

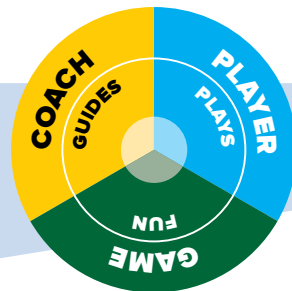
Players at this age need to learn fundamental movements through fun and games. Physical activity that is fun becomes a part of daily routines within their family and community.

### The Coach - **GUIDES**

To ensure that the athlete's needs at this stage are met the coach should act as a guide, providing an environment for players to explore in a safe and exciting way. Corrections and guidance should be very simple, positive and enthusiastic.

### The Game - **FUN**

The end result should be a fun and safe experience. The emphasis is placed on open play (general movement) with all athletes participating as much as possible. Ensure that players are learning the absolute basics of passing, running and scoring.



### The Player - **PLAYS**

The players in this stage are 6 - 9 Male and 6 - 8 Female

The capacities of young players dictate that most learning activities are best promoted through the medium of play. This theme does not just apply to modified games but also to reduced exercises and drill activities. Specific techniques and corrections can be integrated throughout the activity while still maintaining maximum participation and enjoyment. This will also ensure that players receive a positive and motivating experience.

### The Coach - **GUIDES**

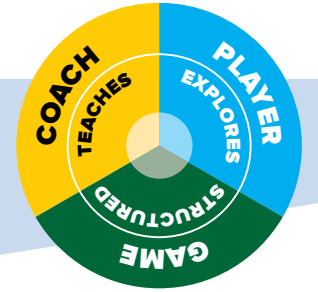
To facilitate the needs and capacities of younger players the coach should act as a Guide, providing the environment for players to explore in a safe and exciting way. Corrections and guidance should be subtle and simple, dealing with issues in a broad rather than detailed perspective.

### The Game - **FUN**

Participating should be a fun and safe experience. The emphasis is placed on open play (general movement) with all players running, passing and tackling. Younger players will continue to participate in activities that are enjoyable and rewarding. As players mature and develop greater capacities their needs and the demands of the game will also change.

# 3

## STAGE 3 LEARN TO TRAIN DEVELOP THE BASICS



### The Player - **EXPLORES**

The players in this stage are 9 - 12 Male and 8 - 11 Female

At this stage the players' capacities allow them to learn through exploring. Trying out new approaches, pursuing solutions and new experiences in a controlled environment will facilitate the development of the player. Individuals are capable of problem-solving and should be encouraged to express their opinions.

### The Coach - **TEACHES**

Due to maturation, the players are now capable of longer periods of concentration and attention; therefore teaching rather than guiding is more appropriate for accelerating learning. Knowledge of how to facilitate learning through understanding is critical together with skill development and progressions.

### The Game - **STRUCTURED**

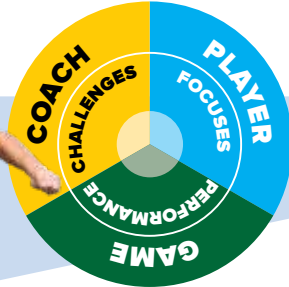
With the capacity for greater understanding and technical competence the game develops from open play to a more structured format to include the development of basic unit play (restarts - forwards and backs). The game is still fun, safe and enjoyable with ample running, passing and beginning to tackle.



Fundamental movement skills should be introduced through fun and games.

# 4

## STAGE 4 TRAINING TO TRAIN BUILD THE RUGBY HARD DRIVE



### The Player - **FOCUSES**

The players in this stage are 12 - 16 Male and 11 - 15 Female

At this stage players have the capacity to focus and therefore can increase their competencies radically with the correct attention and application. Greater self-awareness and responsibility are characteristics of players at this stage, which if nurtured will form the foundations for future realization and success. Players are highly competitive and foster a greater awareness of team spirit and common goals and values. This stage is a key **DEVELOPMENT** stage and the focus should be on process rather than outcome goals/targets.

### The Coach - **TEACHES and CHALLENGES**

This can be a hard age group for coaches because of two differing pools of players.

The Entry Player - this can often be an entry point for players in rugby and coaches need to teach the skills from stages 1 - 4 often in a limited time period. It is therefore important that the coach has a strong understanding of all the stages and skill development up to this point. Coaches often have to then prioritize how they do that.

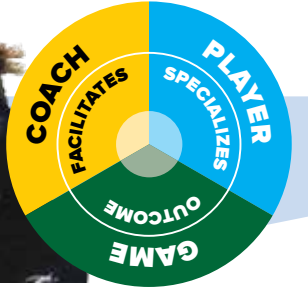
The Developing Player - At this age could have played since stage 1 - 4 therefore they have higher **DEVELOPING** capacities as a player; the requirement for the coach is to go beyond teaching and challenge players to become more proficient and achieve higher standards of performance. Therefore the coach extracts a higher level of performance through appropriate challenges and application of pressure. The key is to be able to find all participants challenge zone.

### The Game - **PERFORMANCE**

Even though players are now highly competitive and play in league and cup competitions the essence at this stage is precise performance of the individual, units and team in the pursuit of achieving goals. The game can be more structured and cohesive, with a greater emphasis on the role of the units. However, to maximize **DEVELOPMENT**, the focus should be on performance in the pursuit of desired processes (individual, unit or team) rather than outcome goals/targets.

# 5

## STAGE 5 TRAINING TO COMPETE BUILD THE ENGINE



### The Player - **SPECIALIZES**

The players in this stage are 16 - 19 +/- Male and 15 - 18 +/- Female

Players are more likely to have committed themselves to rugby as their main sport or one of two sport options. They are more willing to invest a significant amount of time and energy to become successful.

They are driven and are fiercely competitive with a greater capacity for all game related competencies. Players pay more attention to developing themselves as positional specialists in order to undertake their functional roles.

With their increase in knowledge and maturity, players are capable of dependent thinking and of taking greater responsibility while also contributing more towards problem solving.

### The Coach - **FACILITATES**

Since the characteristics of players are such that they have the capacity for greater input, the role of the coach shifts towards facilitation with players who have developed through the model. Allowing opportunity for opinions and problem-solving is critical if players are to develop confidence and relative autonomy.

The coach will still need to employ teaching, challenging and guiding skills where appropriate, the emphasis should be on developing players' ability to 'navigate' rather than 'replicate'.

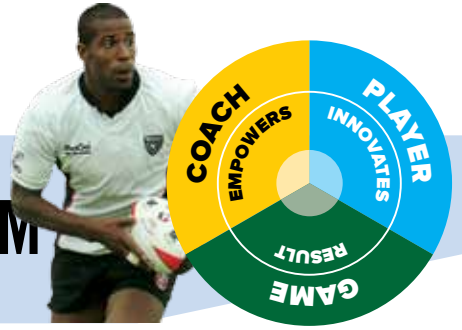
### The Game - **OUTCOMES**

The game becomes fiercely competitive with positional specialists influencing games, mini units and units are synchronized and team play concentrated on reducing errors and maximizing success. The focus is on achieving desired outcomes in respect to attacking and defensive goals (team, unit, and mini-unit).

For example, winning the lineout is more important now than thinking about the performance; however the essences of the previous stages (performance, structured, fun) are all brought to bear in the pursuit of achieving the 'outcomes'.

# 6

## STAGE 6 TRAINING TO PERFORM MAXIMIZE RUGBY PERFORMANCE



### The Player - **INNOVATES**

The players in this stage are 19- 23 +/- Male and 18 - 21 +/- Female - Adult Provincial Representative players.

These players have the capacity to go beyond the rehearsed repertoires, strategies and tactical solutions and innovate when the situation demands. Highly competitive and driven they should be excellent in their positional and functional roles as well as have the capacity to fulfill multiple roles in general movement play.

They must have the ability to deal with the pressure of public expectation, interest and intrusion together with self-management and self-development.

### The Coach - **EMPOWERS**

The principles of adult learning together with the characteristics of champion athletes imply that coaches must release rather than restrict the potential off the players and other coaching staff, otherwise the potential for creativity and responsibility will be stifled. With player accountability comes player responsibility and relevant player control. For this to occur the coach must create an environment where trust and respect between all squad members is established while still maintaining ultimate responsibility for team performance and results.

### The Game - **RESULT**

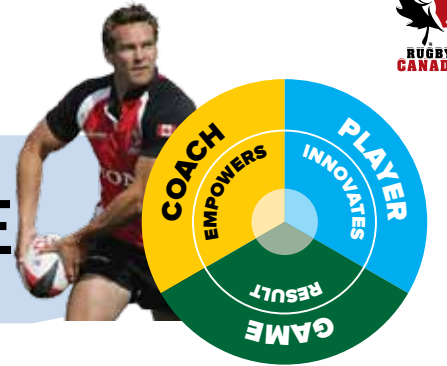
Provincial pride and pressure are heightened at this level. Players are vying for national hours and international positions. This all requires the focus to shift to winning. More player analysis of both individual and opposition is developed. Dealing with travel and pressures of playing away from home are evident.

However, by consistently improving performance and achieving desired outcomes the incidents of winning will ultimately increase.



# 7

## STAGE 7 ULTIMATE PERFORMANCE OPTIMAL RUGBY PERFORMANCE



### The Player - **INNOVATES**

The players in this stage are 23 +/- Male and 21 +/- Female - Adult International Representatives for Canada.

These players have the capacity to go beyond the rehearsed repertoires, strategies and tactical solutions and innovate when the situation demands. Highly competitive and driven they should be excellent in their positional and functional roles as well as have the capacity to fulfill multiple roles in general movement play.

They must have the ability to deal with the pressure of public expectation, interest and intrusion together with self-management and self-development.

### The Coach - **EMPOWERS**

The principles of adult learning together with the characteristics of champion athletes imply that coaches must release rather than restrict the potential of the players and other coaching staff; otherwise the potential for creativity and responsibility will be stifled. With player accountability comes player responsibility and relevant player control. For this to occur the coach must create an environment where trust and respect between all squad members is established while still maintaining ultimate responsibility for team performance and results.

### The Game - **RESULT**

This is the 'business end' of rugby, elite/professional sport is about winning and there's not much consolation in losing. Analyzing and exploiting opponent's weaknesses while hiding and protecting your own weaknesses is a main characteristic of this stage.

However, by consistently improving performance and achieving desired outcomes the incidents of winning will ultimately increase.



8

STAGE 8  
ACTIVE FOR LIFE  
COMMUNITY, RETIREMENT AND RETENTION



The Player - **ACTIVE PARTICIPANT**

The players in this stage are 19- 23 +/- Male and 18 - 21 +/- Female - Adult Provincial Representative players.

Not all participants will completely follow each of the steps of the Rugby Canada (LTRD) but will transition into Active for Life after stage 5 - Training to Compete. Stage 8 is the foundation of rugby and is the key component of Sport Canada development of the Canadian Sports for Life Model that the Rugby Canada LTRD is based off. Keeping more people involved in sports is good for the health of the nation and the development / growth of rugby.

Players finish playing for many reasons: age, injury, family commitments, business and vocational goals, etc... For the game to develop and for the next generation to benefit from the knowledge and support of those who have gone before, there are many areas where ex-players can give something back:

**SUPPORT RUGBY**

Potential roles open to ex-players include:

**Administrator/Volunteer** - become an active member of a club, region, branch, union or group either as a volunteer or paid position.

**Development** - become involved in player and/or coach development by undertaking education as a coach, learning facilitator or mentor.

**Referee** - become involved in refereeing / officiating and or referee development by undertaking education as a referee, coach educator, and trainer or performance reviewer.

**PROMOTE RUGBY**

Promote rugby by relaying positive personal experiences and highlighting the ‘spirit of rugby’ as a parent, friend, relative, teacher, sponsor etc.,.

**ENJOY RUGBY**

Enjoy rugby as a supporter, contributing to the identity and social aspects of rugby at all levels.



RUGBY CANADA LONG TERM RUGBY DEVELOPMENT MATRIX

Stage	2- FUNDAMENTAL		3 - Learn to Train	4 - Train to Train	5 - Train to Compete	6 - Train to Perform	7- Ultimate Performance	8 - Active for Life
Chronological Age	M	F	9-12	12-16	16-19	19-23	23+	Enter at any age
Development Age	6-9	6-8	8-11	11-15	15-18	18-21	21+	
Summary	Fun, Safety, Basic Skills and Understanding	Early Childhood	Late Childhood - Early Puberty	Early Puberty	Early Puberty - Late Puberty	Late Puberty - Early Adulthood	Adulthood	To enjoy a healthy lifestyle & retain participants for administrative, coaching, officiating, mentoring or supporting roles
			Fun, Safety, Basic Skills and Understanding	Safe and Enjoyable experience of the 15-a-side game	The performance of Rugby Skills to achieve the Principles of Play in a match	The performance of Multi-Functional Roles under match conditions	Improvisational and Problem-solving under match-conditions	
Competitions	U8 Flag	U10 Flag	U12 Modified Contact	U14 Boys	U16 Boys	U18 Girls	CRC, RC National competitions	Individualise and maximise fitness
			U12 modified contact	U15 Girls	U18	U20 Junior A University		
Windows of Optimal Trainability	FUNDAMENTAL Movement Skills	Major Motor Learning Window	FUNDAMENTAL Sports Skill	Second Speed Window - F: 11-13, M: 13-14	Build the Engine	Individualise and optimise fitness		
			First Speed Window F: 6-8, M: 7-9		Endurance with the onset of PHV			
					Strength: with the on-set of menarche for females and 12-18 months after PHV for males			

RUGBY CANADA LONG TERM RUGBY DEVELOPMENT MATRIX

Stage	FUNDamental	Learn to Train	Train to Train	Train to Compete	Train to Perform	Ultimate Performance	Active for Life
Capacities	Individual Skills	Intro to Unit Skills	Development of individual and Unit skills	Unit and Ind. Skills to achieve Team Play	Development of Functional Roles and problem-solving abilities within Individual, Unit and Team Skills	Mastery of Individual and Position Specific skills at a High-Performance level	Retain appropriate recreational interest
	Intro to Continuity Skills	Intro to Tackling	Development of Tackling	Development of Position Specific Skills			Apply knowledge in coaching / mentoring / tutoring capacity
		Intro to Position Specific Skills	Development of Position Specific Skills				
	Pass Backwards	Pass Backwards	Identify with Positional role	Understanding "Game Plan"	Implement problem-solving strategies	Implement Performance Analysis	Retain appropriate recreational interest
	Offside	Offside	Basic Attack and Defence principles	Implement Patterns of Play	Identities of Rugby	Ability to Adapt Tactical strategies during a match	Apply knowledge in coaching / mentoring / tutoring capacity
	Go Forward	Go Forward	Basic Tactical preparation - awareness of Opposition	Selection of Tactical options	Develop Mini-unit strategies	Prioritize Possession / Position / Points	
	Support	Support	Pressure - achieving the Principles of Play	Game Appreciation	Identify Opposition tactical strengths and		
	Continuity	Continuity					

RUGBY CANADA LONG TERM RUGBY DEVELOPMENT MATRIX

Stage	FUNDamental	Learn to Train	Train to Train	Train to Compete	Train to Perform	Ultimate Performance	Active for Life
Capacities	ABCs of movement	ABCs of movement	Agility	Strength	Multi-sprint Endurance	Multi-sprint Endurance	Keep active through recreational and other sporting activities
	Co-ordination and Manipulation	Co-ordination and Manipulation	Co-ordination and Manipulation	Power	Strength and Power	Strength and Power	Flexibility, endurance, strength training
	Flexibility	Flexibility	Flexibility	Speed and Acceleration	Speed, Agility & Quickness	Speed, Agility & Quickness	
	Speed and Locomotion	Speed and Locomotion	Balance - static and dynamic	Pre-habilitation	Position specific conditioning	Position specific conditioning	
	Warm-up / Cool Down	Warm-up / Cool Down		Sport specific multi-activity endurance	Periodised training	Periodised training	
				Individual specific flexibility due to PHV	Recovery routines	Recovery routines	
						Individualised programs	
		Self-confidence	Self-confidence	Goal setting - short term	Motivation	Pre-match preparation	Mental Relaxation
	Self-esteem	Self-esteem	Patience	Goal setting - medium term	Controlled breathing	Imagery	
	Positive attitude to sport	Positive attitude to sport	Control	Determination	Coping with Arousal and Anxiety	Coping strategies	
	Tolerance	Tolerance	Concentration		Goal setting - long term	Self-Awareness	
						Profiling	

## RUGBY CANADA LONG TERM RUGBY DEVELOPMENT MATRIX

Stage	FUNDamental	Learn to Train		Train to Train	Train to Compete	Train to Perform	Ultimate Performance	Active for Life
		Social skills Fairness Self-Control Creative thinking	Social skills Fairness Self-Control Creative thinking	Personal responsibility Interpersonal skills Ambition to improve	Independent thinking Ambition - career options Self-identity Role modeling	Principle-centred values Life management Self-reliance Coping with failure	Self-reliance Patience to achieve long-term goals Positive use of Power / Influence Life Management	Pursue personal & family goals Pursue further self-development Possible engagement in rugby development initiatives Appropriate nutrition
Capacities								
Lifestyle								

## DEFINITIONS OF THE RUGBY CANADA (LTRD)

### Technical Capacities

Knowledge and understanding of rugby specific skills necessary to play the game efficiently

### Tactical Capacities

Knowledge and understanding of the game and application of its principles to achieve goals

### Physical Capacities

Knowledge and understanding of the physical components specifically related to maturation and development

### Mental Capacities

Knowledge and understanding of the psychological skills and strategies related to effective performance

### Personal & Lifestyle Capacities

Knowledge and understanding of issues related to self-awareness, self-development and establishing a balanced perspective



# Rugby Canada Age Grade Variations for Practice and Competition.

All provincial unions and clubs should endeavour to run programs at each stage of the LTRD to promote a strong competition pathway for vital athlete development.

AGE CATEGORY	0 to 5 YEARS	6 to 8 YEARS	9 to 10 YEARS	11 to 12 YEARS	13 to 14 YEARS	15 to 16 YEARS	17 to 18 YEARS	19 YEARS
LTRD STAGE	STAGE 1	STAGE 2	STAGE 2 / 3	STAGE 3	STAGE 3 / 4	STAGE 4 / 5	STAGE 5 / 6	STAGE 5 / 6 / 7
Recommended Coach Qualification	NCCP Community Non-Contact	NCCP Community Non-Contact	NCCP Community Contact	NCCP Community Contact	NCCP Community (Contact) or NCCP Competition Introduction	NCCP Community (Contact) NCCP Competition	NCCP Competition Introduction / NCCP	NCCP Competition Introduction / NCCP Competition Introduction Preferred
Recommended Practice Duration (Inc Games) in a day	40 - 60 min.	40-60 min.	60 min.	70-90 min	90 min.	90 min	90 min.	90 min.
Non-Contact / Contact	Non-Contact	Non-Contact	Non-Contact/Contact	Contact	Contact	Contact	Contact	Contact
Max. Game Time	15-20 min.	20 min.	20 min	30 min	60 min.	60 min.	70	70
Team Size	5 or 7	7	9	Up to 12	13	15	15	15
Ball Size	3	3	4	4	5	5	5	5
Line out:	Free Pass only	Free Pass only	Uncontested	Uncontested	Contested	Contested	Contested	Contested
Line out: Lifting	No	No	No	No	No	Yes	Yes	Yes
* Pre-grip & lift on the shorts allowed at U15 onwards								
Scrum	NO	NO	YES (3v3)	YES (5v5)	YES (6v6)	YES	YES	YES
Scrum Push	NO	NO	NO	NO	NO	1.5M only	1.5M only	1.5M only
Scrum Wheel	NO	NO	NO	NO	NO	45 Degrees & Reset	45 Degrees & Reset	45 Degrees & Reset
If a forward is carded - opposition must reduce numbers - if a back line player is carded no reduction in forwards. Forward must have the following format: Full scrum: 3-4-1 then 3-4 then 3-2-1 then 3-2								
Ruck & Maul		NO		NO	YES	YES	YES	YES
Squeeze ball is not allowed in age grade rugby								
Yellow Card				Yes - 5 min.	Yes - 5 min.	Yes	Yes	Yes
Red Card			Yes - Replace player in Club / School	Yes - Replace player in Club / School	Yes - Replace player in Club / School	Yes	Yes	Yes
"Substitutes: Front row cover"					See Law U19 IRB 3.5	See Law U19 IRB 3.5	See Law U19 IRB 3.5	See Law U19 IRB 3.5

## Long Term Rugby Development Player Capacities

# 1

## STAGE 1 ACTIVE START PHASE

Appropriate Coaching Accreditation

NCCP Community Initiation - Non Contact Coaching Course

Recommended Referee Accreditation

No accreditation needed at this stage of the LTRD as age grade coaches referee small sided games



### TECHNICAL CAPACITIES

#### 1 EVASION SKILLS

- Get Away From People

#### 2 HANDLING SKILLS

##### Throwing

- Across the Body

##### Catching

- Two Hands

##### Passing

- Backwards & Lateral

##### Basic Ball Control

- Picking the ball up and placing the ball on the ground
- Ball in two hands

##### Coordination

- Hand-eye coordination
- Grabbing flags

#### 3 ATTACKING AND DEFENSIVE SKILLS

- Running and Passing

### TACTICAL CAPACITIES

#### 1 Laws/Ethics

- Fair play

#### 2 The Game

##### Non-Contact Rugby

- Flag Rugby / Touch Rugby
- 7v7

### 3 PRINCIPLES

#### Go Forward

- Running
- Evasion

### PHYSICAL CAPACITIES

#### 1 AGILITY

- Evasion Skills

#### 2 AWARENESS OF BODY

- Hopping
- Leaping
- Jumping

#### 3 BALANCE - STATIC AND DYNAMIC

- On each foot

#### 4 COORDINATION AND MANIPULATION

#### 5 SPEED AND LOCOMOTION

### MENTAL CAPACITIES

#### 1 SELF CONFIDENCE

#### 2 POSITIVE ATTITUDE TO SPORT

#### 3 SELF ESTEEM

#### 4 TOLERANCE

### LIFESTYLE CAPACITIES

#### 1 COOPERATION

#### 2 BASIC SOCIALIZATION SKILLS

#### 3 SHARING

#### 4 FAIRNESS

#### 5 POSITIVE RESPONSE TO DISCIPLINE AND STRUCTURE

# 2

## STAGE 2 FUNDAMENTAL PHASE

Appropriate Coaching Accreditation

NCCP Community Initiation - Non Contact Coaching Course

Recommended Referee Accreditation

No accreditation needed at this stage of the LTRD as age grade coaches referee small sided games



### TECHNICAL CAPACITIES

#### 1 EVASION SKILLS

- Swerve
- Sidestep
- Speed
- Change of pace

#### 2 HANDLING SKILLS

##### Throwing

- Variety of styles
- One handed, two handed, overarm and underarm
- Varying length of pass

##### Catching

- High, low and one handed with different shaped balls and a variety of passes

##### Passing

- Lateral

##### Basic Ball Control

- Individual ball skills
- Picking the ball up and placing the ball on the ground
- Basketball type ball skills

##### Coordination

- Hand-eye coordination
- Grabbing flags

#### 3 ATTACKING AND DEFENSIVE SKILLS

##### Alignment

- Player on player
- Running and Passing
- Identifying Space

### TACTICAL CAPACITIES

#### 1 LAWS/ETHICS

##### Knowledge of U8 Flag Rugby Laws

- Pass Backwards
- Offside
- Free Pass

Fair play and friendly 'competition'

### 2 THE GAME

#### Non-Contact Rugby

- Flag Rugby / Touch Rugby
- 7v7

### 3 PRINCIPLES

#### Go Forward

- Running
- Evasion

### PHYSICAL CAPACITIES

#### 1 AGILITY

- Evasion Skills

#### 2 AWARENESS OF BODY IN SPACE

- Hopping
- Leaping
- Jumping

#### 3 BALANCE - STATIC AND DYNAMIC

- On each foot

#### 4 COORDINATION AND MANIPULATION

#### 5 SPEED AND LOCOMOTION

### MENTAL CAPACITIES

#### 1 SELF CONFIDENCE

#### 2 POSITIVE ATTITUDE TO SPORT

#### 3 SELF ESTEEM

#### 4 TOLERANCE

### LIFESTYLE CAPACITIES

#### 1 COOPERATION

#### 2 BASIC SOCIALIZATION SKILLS

#### 3 SHARING

#### 4 FAIRNESS

#### 5 POSITIVE RESPONSE TO DISCIPLINE AND STRUCTURE

# 3 STAGE 3 FUNDAMENTAL PHASE

## Appropriate Coaching Accreditation

NCCP Community Initiation - Non Contact Course (U10)

NCCP Community Initiation - Contact Course (U12)

## Recommended Referee Accreditation

U10 – No accreditation needed at this stage of the LTRD as age grade coaches referee small sided games

U12 – IRB Level 1 Officiating (Introducing Officiating)

### TECHNICAL CAPACITIES

#### 1 EVASION SKILLS

- Side Step - off both feet - weight transfer, ability to get past a defender
- Swerve - both directions - ability to get past a defender
- Speed - change of speed

#### 2 HANDLING SKILLS

- Throwing - a variety of styles (one handed, two handed, overarm, underarm) and varying length of pass in different directions
- Catching - High, low and one handed with different shaped balls and a variety of passes. Two handed catching away from the body
- Game passes -Lateral, pass off the ground, pop, switch, miss, loop
- Basic ball control - Individual ball skills - Picking the ball up and passing, controlling the ball in contact
- Co-ordination - Hand-eye co-ordination - grabbing flags

#### 3 CONTACT SKILLS

##### Confidence in contact / Body Management

- Rolling
- Falling - contact with the ground
- Bumping - contact with other players

##### Safe Tackling Technique

- Side tackle
- Front tackle
- Tackle from behind
- Getting back to your feet - rejoining the game

##### Managing the ball in the tackle

- Bump and pass
- Offload, passing off the ground
- Placing

#### 4 SCRUM SKILLS

##### Basic Body Position

- Safety & Stability

##### Formation

- Foot Position and Correct Binding

##### Pass from the scrum

#### 5 LINEOUT SKILLS

##### Simple Throwing

- Overhead throw

##### Jumping and catching

##### Pass from the lineout

#### 6 BACKLINE ATTACK

##### Re-Alignment

- Depth and width

##### Support running

##### Identify and attack space

#### 7 KICKING AND CATCHING

##### Basic Ball control

- Individual skills with the feet
- Keep ups
- Dribbling, etc.

##### Game skills

- Drop kick
- Tracking and catching the ball in the air

### TACTICAL CAPACITIES

#### 1 LAWS/ETHICS

##### Knowledge of Flag Rugby Laws

- Pass Lateral or Backwards
- Offside
- "Free Pass"

##### Knowledge of Modified Contact Rugby Laws

- Tackle
- Lineout

- Scrum
- Advantage
- Concepts of Honesty and Responsibility
- Concepts of Sporting conduct & Perspective on sport

#### 2 THE GAME

##### Flag Rugby

U12 Modified Contact Rugby (Up to 12 a side)

#### 3 PRINCIPLES

##### Go Forward

- Running & Evasion

##### Support

- Pass backwards to team mates

##### Continuity

- Maintaining possession

##### Introduction to team play

- Collective action in attack and defence

### PHYSICAL CAPACITIES

#### 1 AGILITY

#### 2 AWARENESS OF BODY IN SPACE

#### 3 BALANCE - STATIC AND DYNAMIC

#### 4 CO-ORDINATION AND MANIPULATION

#### 5 SPEED AND LOCOMOTION

### MENTAL CAPACITIES

#### 1 DEVELOPMENT OF SELF-IMAGE

#### 2 SOCIAL CONFIDENCE - RESPONSE TO POSITIVE REINFORCEMENT

#### 3 ENTHUSIASM AND COMMITMENT

#### 4 FOCUS AND CONCENTRATION

### LIFESTYLE CAPACITIES

#### 1 IDENTIFICATION WITH POSITIVE ROLE MODELS

#### 2 SELF- EXPRESSION

#### 3 CREATIVE THINKING

#### 4 COMMUNICATION SKILLS

#### 5 WORK AS PART OF A "TEAM"

#### 6 SELF-CONTROL - BALANCE PERSONAL WANTS/NEEDS WITH OTHERS

#### 7 AWARENESS OF HEALTH AND SAFETY ISSUES



# 4

## STAGE 4 TRAINING TO TRAIN PHASE

### Appropriate Coaching Accreditation

NCCP Community Initiation - Non Contact Course (U10)

NCCP Community Initiation - Contact Course (U12 - U15 Boys & Girls)

Or

NCCP Introduction to Competition if working with more advanced players in the contact game.

### Recommended Referee Accreditation

U10 - No accreditation needed at this stage of the LTRD as age grade coaches referee small sided games

U12 – U16 IRB Level 1 Officiating (Introducing Officiating)

#### TECHNICAL CAPACITIES

##### 1 EVASION SKILLS

- Use of sidestep
- Swerve
- Change of pace in decision making games

##### 2 HANDLING SKILLS

###### Passing

- Develop all passing skills by adding pressure in 2v1 and 3v2 situations
- Develop game related passes
- Develop unusual passes – overhead, over the shoulder, flick
- Scrum-half pass - dive, pivot, reverse
- Catching
- High, low and one handed with different shaped balls and a variety of passes.
- Two handed catching away from the body

##### 3 CONTACT SKILLS

- Gaining possession in the tackle
- Tackler getting to their feet and rejoining play
- Front, Side and rear tackles
- Controlling the ball in the tackle
- Passing during/after the tackle - offloading

##### 4 MAUL SKILLS

- Basic Body Position - safety
- Ball carrier - establish a strong base and protect the ball
- Link player - secure possession and deliver ball
- Support players - bind, protect and drive

##### 5 RUCK SKILLS

- Basic Body Position - safety
- Ball carrier - drive forward in contact and strong ball presentation
- Support players - protect ball carrier and secure ball

##### 6 SCRUM SKILLS

- Basic Body Position - Safety & Stability
- Develop understanding of body and feet positions and binding
- Bind and body position of second row and back row
- Put-in and strike
- Introduce concept of channel to hooker
- Pick or Pass to move the ball from the scrum

##### 7 LINEOUT SKILLS

- Jumping - build from basic body position, develop explosive movement
- Supporting - build from basic body position and focus of safe supporting techniques
- Throwing - develop different throws (height, speed, distance)

##### 8 BACKLINE ATTACK

- Positioning and alignment to allow range of attack options
- Identification of space
- Angles of run to preserve and create space
- Timing of pass
- Penetrating defence with player into space
- Support ball carrier to promote continuity.

##### 9 KICKING AND CATCHING

- Game related kicking
- Grubber / Chip Kick and recovery
- Punt
- Kick off - Drop-kick
- Organized kick chase
- Fielding the ball and organized counter attack
- Kick at goal

##### 10 DEFENCE

- Organization relative to one another
- Move forward maintaining organization

- React to offensive tactics
- One on one tackling

#### TACTICAL CAPACITIES

##### 1 LAWS/ETHICS

- Basic understanding of the 15-a-side U19 Law Variations
- Personal responsibility for behavior and actions

##### 2 THE GAME

- 13 or 15-a-side Rugby
- Basic tactical preparation - awareness of opposition
- Introduction to structured competition
- Identify with positional role

##### 3 PRINCIPLES

###### Develop team play to:

- Go Forward - Running & Evasion
- Support - Pass backwards to teammates
- Continuity - maintaining possession
- Pressure - put stress on the opposition

#### PHYSICAL CAPACITIES

##### 1 BALANCE

##### 2 SPEED TRAINING

##### 3 SPECIFIC STRENGTH TRAINING

##### 4 AWARENESS OF BODY IN SPACE

##### 5 FLEXIBILITY AND MOBILITY

#### MENTAL CAPACITIES

##### 1 GOAL SETTING - SHORT TERM

##### 2 PATIENCE

##### 3 SELF-CONTROL

##### 4 CONCENTRATION - FOCUS ON KEY FACTORS

#### LIFESTYLE CAPACITIES

##### 1 PERSONAL RESPONSIBILITY

##### 2 AMBITION - COMMITMENT TO IMPROVE

##### 3 INTERPERSONAL SKILLS

##### 4 AWARENESS AND ACCEPTANCE OF PUBESCENT DEVELOPMENTS

##### 5 SOCIAL RESPONSIBILITY

##### 6 GOOD HEALTH AND HYGIENE PRACTICE



# 5 STAGE 5 TRAINING TO COMPETE PHASE

## Appropriate Coaching Accreditation

NCCP Introduction to Competition

NCCP Introduction to Competition - Personal Development Workshops

NCCP Advanced Competition Introduction

## Recommended Referee Accreditation

IRB Level 1 Officiating - Introducing Officiating

IRB Level 2 Officiating - Developing Officiating Skills

### TECHNICAL CAPACITIES

#### 1 EVASION SKILLS

- Refine sidestep
- Refine swerve
- Change of pace to succeed in decision making games

#### 2 HANDLING SKILLS

##### Passing

- Continue to develop skills by adding pressure through decision making games
- Refine catching skills - develop to take pass in front, behind, below and above
- Refine passing skills - improve length, accuracy of pass and pace at which skill is performed
- Refine scrum-half passing skills - improve speed, accuracy, length of pass

#### 3A CONTACT SKILLS - DEFENCE

- Improve tackle technique - introduce concepts of offensive and defensive tackles
- Use momentum, control and body-awareness to create turnover opportunities
- Use of Judo/Wrestling techniques to enhance tackling skills

#### 3B CONTACT SKILLS - ATTACK

- Reinforce correct ball control in the tackle
- Develop decision making at the tackle - pass before, offload, place
- Emphasize footwork to win the tackle situation

#### 4 MAUL SKILLS

- Basic Body Position - safety
- Ball carrier - establish a strong base and protect the ball
- Link player - secure possession and deliver ball
- Support players - support link players

#### 5 RUCK SKILLS

- Basic Body Position - safety
- Ball carrier - ball presentation
- Ball carrier - places ball while driving forward
- Link/Support players - protect ball carrier and secure ball
- Link/Support players - make a decision at the ruck (pick, pass)

#### 6 SCRUM SKILLS

- Basic Body Position - Safety & Stability
- Reinforce body position, foot position and timing at the scrum
- Develop individual scrum skills in application and resistance of pressure
- Techniques for different opposition (taller, shorter, stronger, weaker)
- Positional roles and interaction between positions
- Develop channeling from hooker (Channel 1 and 2)

#### 7 LINEOUT SKILLS

- Refine skills - Throwing, Jumping, Supporting - focus on accuracy and consistency of skills
- Calls, communication and variation
- Movement and reaction
- Develop the tracking skills of the jumpers/supporters
- Delivery and use of ball - best option

#### 8 BACKLINE ATTACK

- Positioning and alignment to allow range of attack options
- Identification of space
- Angles of run to preserve and create space
- Timing of pass
- Penetrating defence with player into space
- Support ball carrier to promote continuity
- Awareness of formal role in a pattern

#### 9 KICKING AND CATCHING

- Game related kicking
- Grubber and Chip
- Punt
- Kick off - Specialist - Drop kick
- Organized kick chase
- Fielding the ball and organized counter-attack
- Specialist - Kick at goal - drop kick and place kick

#### 10 DEFENCE

- Organization relative to one another
- Move forward maintaining organization
- React to offensive tactics
- One on one tackling
- Support at the tackle to regain possession

#### 11A RESTARTS - RECEIVING TEAM

- Formation
- Tracking the ball in the air
- Catch/deflect the ball
- Protect and deliver the ball
- Use platform to attack

#### 11B RESTARTS - KICKING TEAM

- Drop-Kick
- Move forward maintaining organization to apply pressure
- Contest possession/territory from being gained

#### 12 SUPPORT - ATTACK AND DEFENCE

- Anticipate how play will develop
- Appropriate lines of running
- Appropriate positioning - width and depth

### TACTICAL CAPACITIES

#### 1 LAWS/ETHICS

- Appreciation for consequences of actions
- Knowledge of Laws, penalties and sanctions

#### 2 THE GAME

- Effective set piece
- Understand game plan
- Choice/Selection of tactical options - exploit space
- Develop position specific requirements

#### 3 PRINCIPLES

##### Refine team play to:

- Go Forward - Running & Evasion, Organized defence
- Support - give teammates decision making options
- Continuity - maintaining/disrupt possession
- Pressure - put stress on the opposition

### PHYSICAL CAPACITIES

#### 1 SPECIFIC STRENGTH & POWER TRAINING

#### 2 SPEED TRAINING

#### 3 FLEXIBILITY AND MOBILITY

#### 4 RUGBY SPECIFIC CONDITIONING

#### 5 PERIODIZED TRAINING PROGRAM

#### 6 PRE-HABILITATION

### MENTAL CAPACITIES

#### 1 MOTIVATION

#### 2 GOAL SETTING - MEDIUM TERM

#### 3 DETERMINATION

#### 4 CONCENTRATING ON KEY TASKS AND KEY FACTORS

### LIFESTYLE CAPACITIES

#### 1 INDEPENDENT THINKING

#### 2 AMBITION - PLAN CAREER OPTIONS

#### 3 ACCEPTANCE OF STRUCTURE AND DISCIPLINE

#### 4 ROLE MODEL FOR YOUNGER CHILDREN

#### 5 ESTABLISHED SELF-IDENTITY

#### 6 LIFE-BALANCE-COPING WITH PRESSURES



# 6 STAGE 6 TRAINING TO PERFORM PHASE

Appropriate Coaching Accreditation  
NCCP Competition Development

Recommended Referee Accreditation  
IRB Level 2 Officiating - Developing Officiating Skills  
Or  
IRB Level 3 Officiating - Analysis and Preparation  
(By invitation only)

## TECHNICAL CAPACITIES

### 1 EVASION SKILLS

- Use running/evasive skills to put pressure on the opposition in all games

### 2 HANDLING SKILLS

- Develop all catching and passing skills to be performed under pressure and at top speed
- Catch the ball cleanly from any height, width, depth
- Pass the ball with confidence and accuracy for a variety of passes off of both hands

### 3A CONTACT SKILLS - DEFENCE

- Make appropriate tackle - Offensive, defensive, front, side or rear
- Goal is to stop forward momentum of attacker
- Disrupt/gain possession by getting to feet as quickly as possible and making decision at the break down

### 3B CONTACT SKILLS - ATTACK

- Reinforce correct ball control in the tackle
- Refine decision making at the tackle - pass before, offload, place
- Emphasize footwork and body position to win the tackle situation

### 4 MAUL SKILLS

- Basic Body Position - safety
- Ball carrier - establish a strong base and protect the ball
- Link player - secure possession and deliver ball
- Support players - support link players

### 5 RUCK SKILLS

- Basic Body Position - safety
- Ball carrier - choose best option (place, pass)
- 1st support player - react to the ball carrier
- Link/supporting players - react to the ball carrier and make a decision about the situation (pick, pass, drive)

## 6 SCRUM SKILLS

- Basic Body Position - Safety & Stability
- Refine body position, foot position and timing at the scrum to transmit maximum power
- Refine individual and unit scrum skills in application and resistance of pressure
- Refine techniques for different opposition (taller, shorter, stronger, weaker)
- Control channeling from hooker (Channel 1, 2 and 3)

## 7 LINEOUT SKILLS

- Refine skills - Throwing, Jumping, Supporting - focus on accuracy and consistency of skills
- Calls, communication and variation
- Use of decoys and multiple options
- Refine the tracking skills of the jumpers/supporters
- Decision making - Delivery and use of ball - best option

## 8 BACKLINE ATTACK

- Positioning and alignment to allow range of attack options
- Identification of space
- Angles of run to preserve and create space
- Awareness of player roles - Distributor, decoy, strike runner

## 9 KICKING AND CATCHING

- Refine game related kicking and kick chase to maximize net gains
- Grubber and Chip - Retain Possession
- Punt - maximize distance/ accurate placement in to space
- Kick off - Specialist - Drop kick - accuracy and consistency as well as many options
- Fielding the ball and decision making in counter attack
- Specialist - Kick at goal - drop kick and place kick

## 10 DEFENCE

- Organization relative to one another (lateral spacing)
- Move forward maintaining organization
- Tackler - prevent territory being gained and regain possession
- Support at the tackle to regain possession

## 11 A RESTARTS - RECEIVING TEAM

- Formation
- Tracking the ball in the air
- Catch/deflect the ball
- Protect and deliver the ball
- Use platform to attack

## 11B RESTARTS - KICKING TEAM

- Specialist roles - kicker
- Move forward maintaining organization to apply pressure
- Contest possession/territory from being gained

## 12 SUPPORT - ATTACK AND DEFENCE

- Anticipate how play will develop
- Understand running lines and how they will affect space

## TACTICAL CAPACITIES

### 1 LAWS/ETHICS

- Appreciation of Laws, rulings and interpretations
- Appreciation of 'role model' responsibilities

### 2 THE GAME

- Implement problem-solving strategies
- Understanding of options to achieve game plan
- develop and implement mini-unit/partnership strategies
- Awareness of opposition's strengths and weaknesses
- Evolving position specific requirements

## 3 PRINCIPLES

Game appreciation - choosing best options from the Principles of the Game

## PHYSICAL CAPACITIES

### 1 SPECIFIC STRENGTH, POWER AND ENDURANCE TRAINING

### 2 SPEED & AGILITY TRAINING

### 3 POSITION SPECIFIC CONDITIONING

### 4 PERIODIZED TRAINING PROGRAM

### 5 INDIVIDUALIZED TRAINING PROGRAM

### 6 PRE-HABILITATION

### 7 ESTABLISHED RECOVERY ROUTES

## MENTAL CAPACITIES

### 1 PRE-MATCH PREPARATION

### 2 INDIVIDUALIZED WARM-UP ROUTINES

### 3 CONTROLLED BREATHING

### 4 PHYSICAL RELAXATION - P.M.R.

### 5 UNDERSTANDING/COPING WITH AROUSAL AND ANXIETY

### 6 GOAL SETTING - LONG TERM

### 7 CONCENTRATION - FUNCTIONAL ROLES

## LIFESTYLE CAPACITIES

### 1 PRINCIPLE-CENTERED VALUES

### 2 PURSUE FURTHER EDUCATION/DEVELOPMENT

### 3 INTEGRATION OF SPORT, CAREER AND LIFE GOALS

### 4 ECONOMIC AND INDEPENDENCE MANAGEMENT

### 5 AWARENESS OF LEADERSHIP DEMANDS AND RESPONSIBILITIES

### 6 COPING WITH SET-BACK/FAILURE



# 7 STAGE 7 ULTIMATE PERFORMANCE PHASE

**Appropriate Coaching Accreditation**  
NCCP Competition Development  
NCCP Level 4 / 5 (NCI)

**Recommended Referee Accreditation**  
IRB Level 3 Officiating - Analysis and Preparation

## TECHNICAL CAPACITIES

### 1 Evasion Skills

- Use running/evasive skills to put pressure on the opposition in all games

### 2 Handling Skills

- Develop all catching and passing skills to be performed under pressure and at top speed
- Catch the ball cleanly from any height, width, depth
- Pass the ball with confidence and accuracy for a variety of passes off of both hands

### 3A Contact Skills - Defence

- Make appropriate tackle - Offensive, defensive, front, side or rear
- Goal is to stop forward momentum of attacker
- Disrupt/gain possession by getting to feet as quickly as possible and making decision at the break down

### 3B Contact Skills - Attack

- Reinforce correct ball control in the tackle
- Refine decision making at the tackle - pass before, offload, place
- Emphasize footwork and body position to win the tackle situation

### 4 Maul Skills

- Basic Body Position - safety
- Ball carrier - establish a strong base and protect the ball
- Link player - secure possession and deliver ball
- Support players - support link players

### 5 Ruck Skills

- Basic Body Position - safety
- Ball carrier - choose best option (place, pass)
- 1st support player - react to the ball carrier
- Link/supporting players - react to the ball carrier and make a decision about the situation (pick, pass, drive)

### 6 Scrum Skills

- Basic Body Position - Safety & Stability
- Refine body position, foot position and timing at the scrum to transmit maximum power
- Refine individual and unit scrum skills in application and resistance of pressure
- Refine techniques for different opposition (taller, shorter, stronger, weaker)
- Control channeling from hooker (Channel 1, 2 and 3)

### 7 Lineout Skills

- Refine skills - Throwing, Jumping, Supporting - focus on accuracy and consistency of skills
- Calls, communication and variation
- Use of decoys and multiple options
- Refine the tracking skills of the jumpers/supporters
- Decision making - Delivery and use of ball - best option

### 8 Backline Attack

- Positioning and alignment to allow range of attack options
- Identification of space
- Angles of run to preserve and create space
- Awareness of player roles - Distributor, decoy, strike runner

### 9 Kicking and Catching

- Refine game related kicking and kick chase to maximize net gains
- Grubber and Chip - Retain Possession
- Punt - maximize distance/ accurate placement in to space
- Kick off - Specialist - Drop kick - accuracy and consistency as well as many options
- Fielding the ball and decision making in counter attack
- Specialist - Kick at goal - drop kick and place kick

### 10 Defence

- Organization relative to one another (lateral spacing)
- Move forward maintaining organization
- Tackler - prevent territory being gained and regain possession
- Support at the tackle to regain possession

### 11 A Restarts - Receiving team

- Formation
- Tracking the ball in the air
- Catch/deflect the ball
- Protect and deliver the ball
- Use platform to attack

### 11B Restarts - Kicking team

- Specialist roles - kicker
- Move forward maintaining organization to apply pressure
- Contest possession/territory from being gained

### 12 Support - Attack and Defence

- Anticipate how play will develop
- Understand running lines and how they will affect space

## TACTICAL CAPACITIES

### 1 Laws/Ethics

- Utilization of Laws/rulings to develop match strategies
- Fulfill 'role model' responsibilities

### 2 The Game

- Implement performance Analysis - Individual & team
- Identification of opposition tactical strengths & weaknesses
- Implement specific Game Plans based on opposition

- Ability to Adapt strategies during a match
- Consideration of tactical developments in world rugby
- Mastery of position specific requirements

### 3 Principles

- Prioritize Pressure - Possession/Position/Points

## PHYSICAL CAPACITIES

### 1 Specific Strength, Power and Endurance Training

### 2 Speed & Agility Training

### 3 Position specific conditioning

### 4 Periodized training program

### 5 Individualized training program

### 6 Pre-habilitation

### 7 Well-Established recovery routes

## MENTAL CAPACITIES

### 1 Mental relaxation

### 2 Mental imagery

### 3 Coping strategies - match & pre-match strategies

### 4 Self-awareness - through profiling

### 5 Concentration - strategies and tactics

## LIFESTYLE CAPACITIES

### 1 Self-reliance

### 2 Patience to achieve long term goals

### 3 Professional and personal life management

### 4 Openness to further development opportunities

### 5 Positive use of influence/power

### 6 The pursuit of excellence



The following shows the coaching pathway under the National Coaching Certification Program (NCCP) and also identifies the key stages of LTRD.

## NCCP Coach Development Pathway

### COMMUNITY CONTEXT

#### Entry Point

Community Initiation  
Parent, Teacher, Student Coaches

Active Start, FUNDamentals,  
Learn to Train

### COMPETITIVE CONTEXT

#### Entry Point

Competition Introduction  
High school, Club Coaches

Training to Train

#### Entry Point

Competition-Development  
High school, Club Coaches

Training to Perform

Advanced Competition-  
Introduction  
Club Head Coaches

Training to Compete

High Performance (NCI)  
National Team Coaches

Ultimate Performance



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