

# From Eaglets to Eagles

## Ghana Rugby Player Development Framework Including Pathways



"From Eaglets to Eagles" STAGES						
FUNDAMENTAL	LEARN TO PLAY AND PRACTICE		TRAIN TO TRAIN	TRAIN TO COMPETE	TRAIN TO WIN	RETIREMENT/RETENTION
CHRONOLOGICAL AGE (approx)						
5-7	7-10	10-12	12-14	15-17 & ADULT TO JUNIOR 2	18-21 & ADULT JUNIOR 1	21 & SENIOR REPRESENTATIVE
DEVELOPMENT STAGE						
EARLY CHILDHOOD - LATE CHILDHOOD	LATE CHILDHOOD - EARLY PUBERTY		EARLY PUBERTY - LATE PUBERTY	LATE PUBERTY - EARLY ADULTHOOD	EARLY ADULTHOOD - ADULTHOOD	ENTER AT ANY STAGE
1	2		3	4	5	6
ESSENCE & CHARACTERISTICS OF						
THE PLAYER						SUPPORT
PLAYS	EXPLORES	FOCUSES	SPECIALISES	INNOVATES		
THE COACH						PROMOTE
GUIDES	TEACHES	CHALLENGES	FACILITATES	EMPOWERS		
THE GAME						ENJOY
FUN	STRUCTURED	PERFORMANCE	OUTCOME	RESULT		



# From Eaglets to Eagles

The Ghana Rugby Football Union (GRFU) at this stage of its development and given resource constraints uses the following two programmes as basis for its long term Player Development Plan & Framework.

- World Rugby “Get Into Rugby Programme”
- Irish Rugby Football Union Long Term Player Development Model

The two frameworks are being implemented in practice and where necessary adjustments will be made.



# From Eaglets to Eagles

## CONTENT

### Development Frameworks

- **Introduction to Rugby - “Get Into Rugby” (GIR) Framework**
- **Ghana Rugby Player Development Framework (GRPDPF) based on IRFU LTDP**

## PRIORITIES

- **A - GROUP 1 - 3 (AGE GRADE)**
  - **BROADEN THE BASE IN EXISTING ZONES 1 & 2**
  - **EXTEND THE GAME TO NEW ZONES 3 & 4**
  - **ACQUISITION OF RESOURCE**
- **B - GROUP 4 DEVELOPMENT PRIORITIES**
  - **NATIONAL TEAMS**
    - **> Both 15s & 7s**
    - **> Both male & female**
- **C - GROUP 5 (SENIORS) DEVELOPMENT PRIORITIES**
  - **INTERNATIONAL**
    - **WARS Development**
  - **NATIONAL TEAMS**
    - **> Female 15s**
  - **CLUBS**
    - **> Broaden base # Age grade # Female**
- **D - GROUP 6 (RETIREMENT / RETENTION) DEVELOPMENT PRIORITIES**
  - **Supporter Club**

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# From Eaglets to Eagles - Get Into Rugby

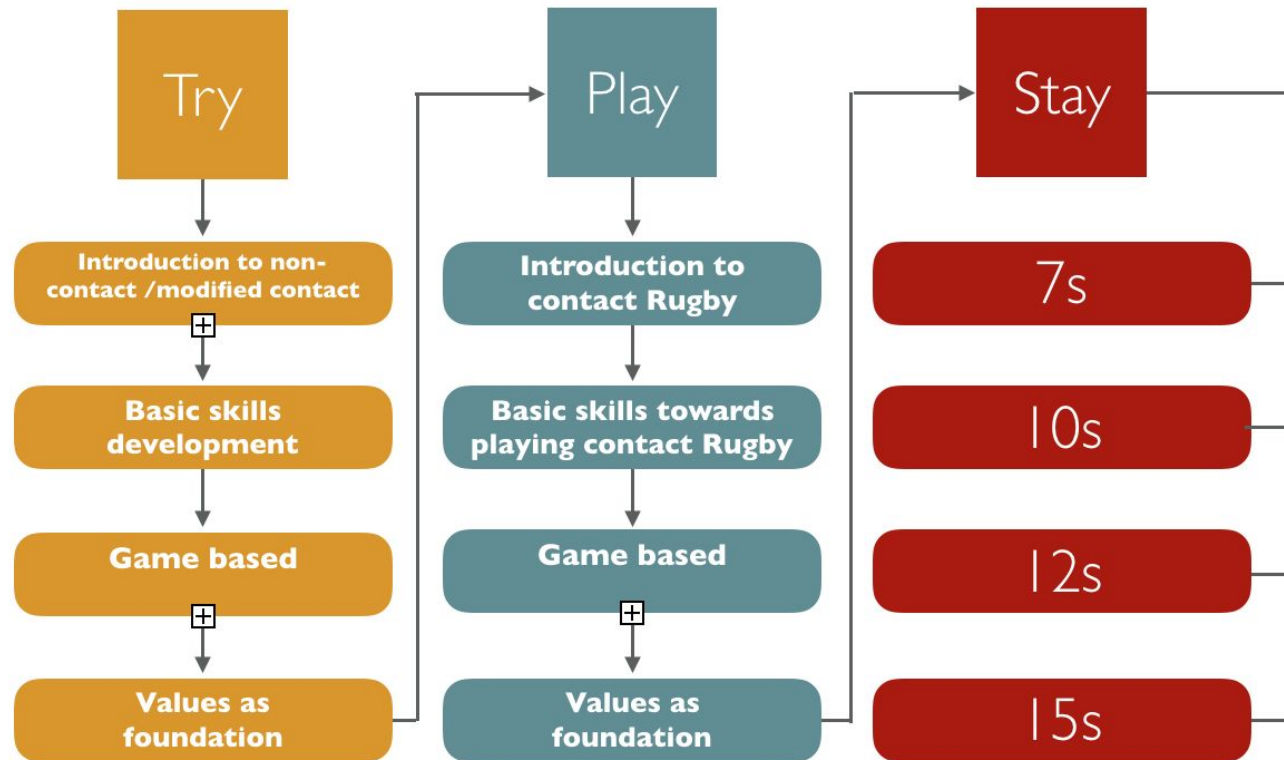
The Get Into Rugby programme is part of the World Rugby strategy to grow the Game globally in partnership with our member Regions and Unions. The programme is a central part of the World Rugby initiative to grow Rugby as we rejoin the Olympic Games in Rio de Janeiro in 2016 and move towards the Rugby World Cup 2019 in Japan.

The aim of the programme is to encourage players of all ages to Try, Play and Stay in Rugby. Get Into Rugby will promote the values of the Game and ensure children are encouraged to try Rugby in a safe and progressive environment.



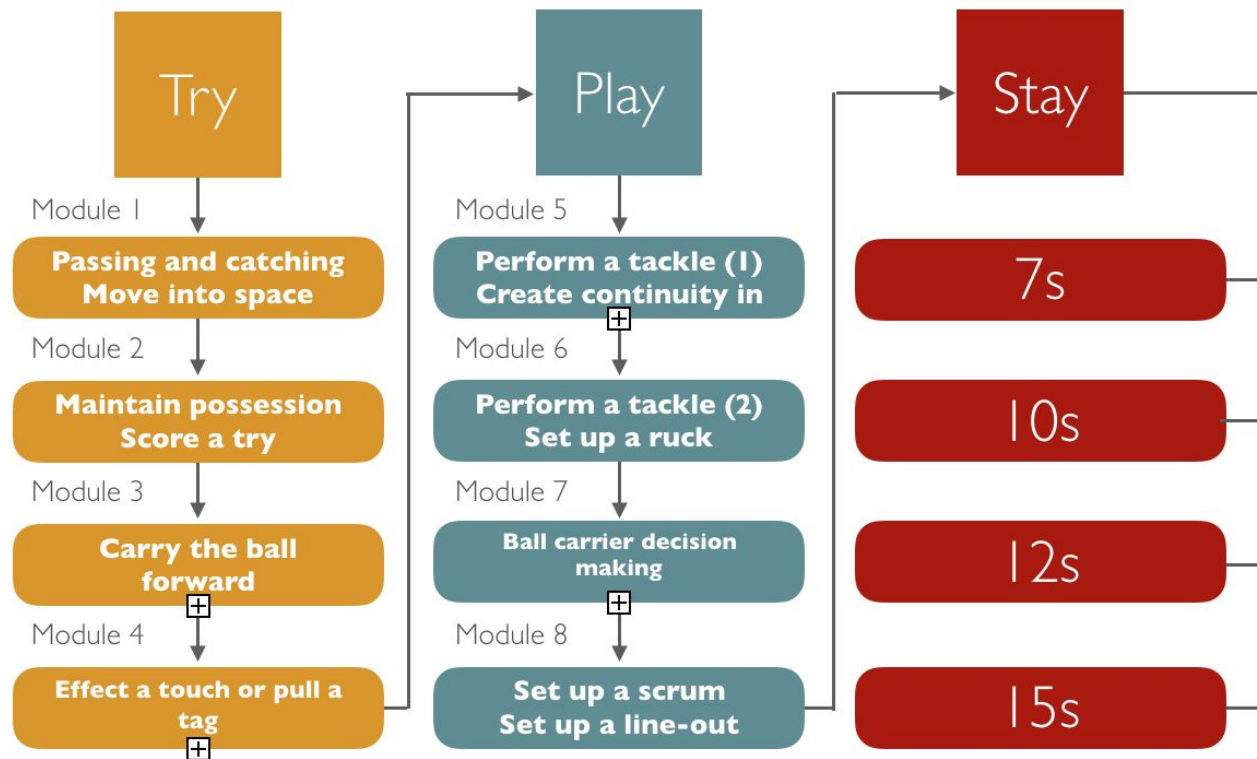
# Get Into Rugby System - Try vs Play

## “GET INTO RUGBY” SYSTEM ESSENCE OF TRY V PLAY



# Get Into Rugby System - Skills or Outcomes

## “GET INTO RUGBY” SYSTEM THE SKILLS OR OUTCOMES



# Get Into Rugby System - Game Based

## “GET INTO RUGBY” SYSTEM GAME BASED APPROACH

**Before the session (1) Decide the key focus(es) (no more than two) (2) Decide which general game and drill(s) will be played (3) Prepare equipment + general game and drill(s) areas.**



### 30% General Game

Explain outcomes. Warm-up game + regular dynamic stretches every 2-3 mins.

### 30% Skills Drills

Keep the players active.

### 30% General Game

Wrap-up general game + progress or repeat the game, adding or removing rules.

### 10% Cool Down

Cool-down + stretches. Session review: what was/were the focus(es)?

What went well? Stay positive. Preview of next session.

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# From Eaglets to Eagles - Ghana Rugby Player Development Framework

The Ghana Rugby Player Development Framework (GRPDPF) is based on the IRFU Long Term Player Development model and is intended to provide a common reference point for all participants in Ghana Rugby with the aim of ensuring a more enjoyable and productive experience for all (players, coaches, parents, spectators, referees & officials).

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THE PLAYER						SUPPORT	
PLAYS		EXPLORES	FOCUSES	SPECIALISES	INNOVATES		
THE COACH						PROMOTE	
GUIDES		TEACHES	CHALLENGES	FACILITATES	EMPOWERS		
THE GAME						ENJOY	
FUN		STRUCTURED	PERFORMANCE	OUTCOME	RESULT		

# From Eaglets to Eagles - Ghana Rugby Player Development Framework

The three key principles underlying the IRFU LTPD are:

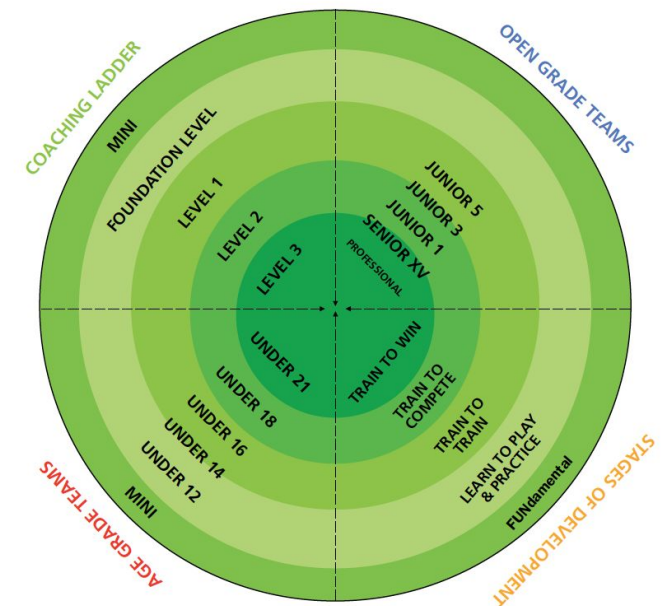
1. The model is **Player-centred** - all aspects of the model are appropriate to the capacities of participants at each stage.

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 of proper coaching to produce a world-class athlete or player.

3. **Collective alignment** between relevant people & structures throughout a player's rugby playing experience is the final principle behind the LTPD. This requires all participants who contribute to the development and experience of players to co-operate ensuring that all aspects of the LTPD are aligned.



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THE GAME							
FUN	STRUCTURED	PERFORMANCE	OUTCOME	RESULT			
						ENJOY	

# From Eaglets to Eagles - Definitions

## DEFINITIONS

PLAYER CAPACITIES	TECHNICAL	Knowledge and understanding of rugby specific skills necessary to play the game efficiently.
	TACTICAL	Knowledge and understanding of the game and application of its principles to achieve goals.
	PHYSICAL	Knowledge and understanding of the physical components specifically related to maturation and development.
	MENTAL	Knowledge and understanding of the psychological skills and strategies related to effective performance.
	LIFESTYLE / PERSONAL	Knowledge and understanding of issues related to self-awareness, self-development and establishing a balanced perspective.

# “From Eaglets to Eagles” STAGES

## FUNDAMENTAL

Players in this category are age-grade players (5 - 12 approx)

## LEARN TO PLAY AND PRACTICE

Players in this category are age-grade players (12-14 approx).

## ESSENCE & CHARACTERISTICS OF

### THE PLAYER

#### PLAYS

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.

#### EXPLORES

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

#### 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.

#### 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

#### FUN

The end product 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.

#### 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 & three-quarters). The game is still fun, safe and enjoyable with ample running, passing and tackling.

STAGE		FUNdamental	LEARN TO PLAY AND PRACTICE
CHRONOLOGICAL AGE		5-7   7-10   10-12	12 - 14
DEVELOPMENTAL STAGE		Early Childhood - Late Childhood	Late Childhood Early Puberty
SUMMARY		“Fun. Safety, Basic Skills and Understanding”	“Safe and Enjoyable experience of the 15-a-side game”
Windows of Optimal Trainability		FUNdamental Movement Skills First Speed Window F ; 6-8; M: 7-9	FUNdamental Sports Skill Major Motor Learning Window
PLAYER CAPACITIES	TECHNICAL	• Individual Skills • Intro. to Unit Skills • Intro. to Tackling at Phase 2 • Intro. to Continuity Skills	• Further development of Individual and Unit Skills • Intro. to Position Specific Skills
	TACTICAL	• Pass backwards • Offside • Go Forward • Support • Continuity	• Identify with Positional role • Basic Attack and Defence principles • Basic Tactical preparation – awareness of Opposition
	PHYSICAL	• ABCs of movement • Co-ordination and Manipulation • Flexibility • Speed and Locomotion • Warm-up / Cool Down	• Agility • Flexibility • Co-ordination and Manipulation • Balance – static and dynamic
	MENTAL	• Self-confidence • Self-esteem • Positive attitude to sport • Tolerance	• Goal setting- short term • Patience • Control • Concentration
	LIFESTYLE / PERSONAL	• Social skills • Fairness • Self-control • Creative thinking	• Personal responsibility • Interpersonal skills • Ambition to improve

# “From Eaglets to Eagles” STAGES

## TRAIN TO TRAIN

## TRAIN TO COMPETE

### ESSENCE & CHARACTERISTICS OF

### THE PLAYER

#### FOCUSES

Players in this category are two-fold; age-grade players (15-17 approx) & adult ‘junior’ players. Age-grade players have the capacity to focus and therefore can increase their competencies radically with the correct attention & 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.

Adult players (junior) have similar technical and tactical competencies due to limited development, but have greater physical, mental and lifestyle capacities due to greater maturation and experience/achievement.

#### SPECIALISES

Players in this category are two-fold; players (18-21 approx) & ‘junior 1 & above’ players. Players have now committed themselves to rugby as their chief sport and are 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 strong opinions and of taking greater responsibility while also contributing more towards problem solving.

### THE COACH

#### CHALLENGES

Given the greater capacities of players, 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.

#### FACILITATES

Since the characteristics of players are such that they have the capacity for greater input, the role of the coach shifts towards facilitation. 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’.

# “From Eaglets to Eagles” STAGES

## TRAIN TO TRAIN

## TRAIN TO COMPETE

### ESSENCE & CHARACTERISTICS OF THE GAME

#### PERFORMANCE

Even though players are now highly competitive and play in league & cup competitions the essence at this stage is precise performance of the individual, units and team in the pursuit of achieving goals. The game is clearly structured and cohesive, with a greater emphasis on the role of the units. However, to maximise development, the focus should be on performance in the pursuit of desired outcomes and results.

#### OUTCOME

The game is fiercely competitive with positional specialists clearly influencing events, mini units & units well synchronised and team play concentrated on reducing error and maximising success. The focus is on achieving desired outcomes in respect to attack & defence goals (team, unit, 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’.

STAGE		TRAIN TO TRAIN	TRAIN TO COMPETE
CHRONOLOGICAL AGE		15 – 17 +/- & ADULT to JUNIOR 2	ADULT JUNIOR 1 AND ABOVE
DEVELOPMENTAL STAGE		Early Puberty Late Puberty	Late Puberty Early Adulthood
SUMMARY		“The performance of Rugby Skills to achieve the Principles of Play in a match”	“The performance of Multi Functional Roles under
Windows of Optimal Trainability		Build the Engine Endurance with the on-set of PHV Strength with the on-set of menarchie for females And 12-18 month after PHV for males Second Speed Window F: 11-13; M: 13-16	Individualise and optimise fitness
PLAYER CAPACITIES	TECHNICAL	• Unit and Ind. Skills used to achieve Team Play • Development of Position Specific Skills	• Development of Functional Roles and problem-solving abilities within Individual, Unit and Team skills
	TACTICAL	• Understanding “Game Plan” • Implement Patterns of Play • Selection of Tactical options • Pressure – achieving the Principles of Play	• Implement problem-solving strategies • Identities of Rugby • Develop Mini-unit strategies • Game Appreciation
	PHYSICAL	• Strength • Power • Speed and Acceleration • Pre-habilitation • Sports specific multi-activity endurance • Individual specific flexibility due to PHV	• Multi-sprint Endurance • Strength and Power • Speed, Agility & Quickness • Position specific conditioning • Periodised training • Recovery routines
	MENTAL	• Motivation • Goal setting – medium term • Determination	• Pre-match preparation • Controlled breathing • Coping with Arousal and Anxiety • Goal setting – long term
	LIFESTYLE / PERSONAL	• Independent thinking • Ambition – career options • Self-identity • Role model role	• Principle-centred values • Life management • Self-reliance • Coping with failure

# “From Eaglets to Eagles” STAGES

## TRAIN TO WIN

## RETIREMENT/ RETENTION

### ESSENCE & CHARACTERISTICS OF

#### THE PLAYER

##### INNOVATES

Players in this category are adult 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 & functional roles as well as have the capacity to fulfil 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.

##### SUPPORT

Potential roles open to ex-players include:

- **Official/administrator** - 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, tutor or mentor.
- **Referee** - become involved in refereeing/officiating and or referee development by undertaking education as a referee, coach or assessor.

##### PROMOTE

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

# “From Eaglets to Eagles” STAGES

## TRAIN TO WIN

## RETIREMENT/ RETENTION

### ESSENCE & CHARACTERISTICS OF

#### THE GAME

##### RESULT

This is the ‘business end’ of rugby, elite/professional sport is about winning and there’s not much consolation in losing. Analysing & exploiting opponents 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.

##### ENJOY

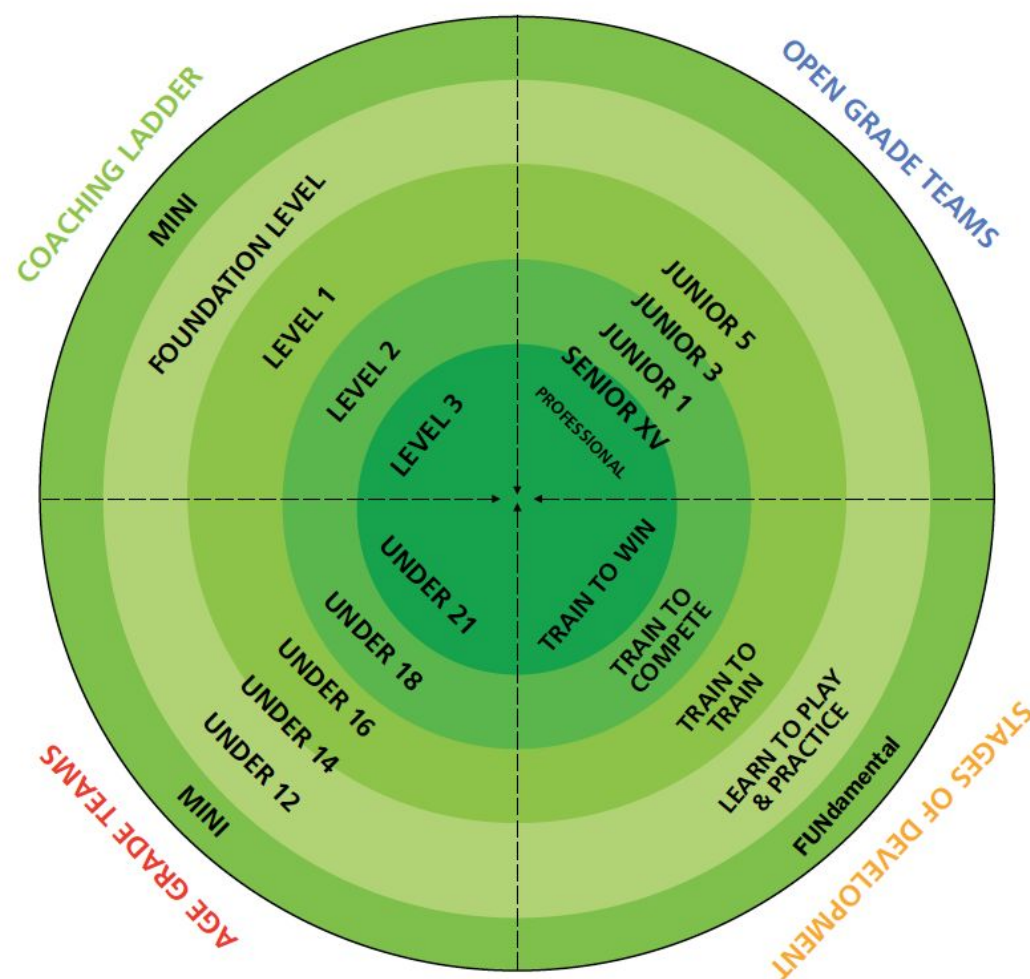
- Enjoy rugby as a supporter, contributing to the identity and social aspects of rugby at all levels.

STAGE		TRAIN TO WIN	RETIREMENT/ RETENTION
CHRONOLOGICAL AGE		21 +/- & SENIOR REPRESENTATIVE	Enter at any stage
DEVELOPMENTAL STAGE		Early Adulthood Adulthood	
SUMMARY		“Improvisation and Problem-solving under match conditions”	‘To enjoy a healthy lifestyle & retain participants for administrative, coaching, officiating, mentoring or supporting roles’
Windows of Optimal Trainability		Individualise and maximize fitness	
PLAYER CAPACITIES	TECHNICAL	• Mastery of Individual and Position Specific skills at a High-Performance level.	• Retain appropriate recreational interest • Apply knowledge in coaching / mentoring / tutoring capacity.
	TACTICAL	• Implement Performance Analysis • Ability to Adapt Tactical strategies during a match • Prioritise Pressure – Possession / Position / Points • Identify Opposition tactical strengths and weaknesses	• Retain appropriate recreational interest • Apply knowledge in coaching / mentoring
	PHYSICAL	• Multi-sprint Endurance • Strength and Power • Speed, Agility & Quickness • Position specific conditioning • Periodised training • Recovery routines • Individualised programs	• Keep active through recreational and other sporting activities • Flexibility, endurance, strength training
	MENTAL	• Mental relaxation • Imagery • Coping strategies • Self-Awareness • Profiling	• Adjustment to non-participation environment
	LIFESTYLE / PERSONAL	• 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

# From Eaglets to Eagles - Integrated Pathway

The Integrated Pathway Model illustrates the placement of players and/or teams in relation to the Player Development Model, the Coaching Pathway and the various grades of club/school teams.

Considering the capacities of the players at each stage of the GRPDF, coupled with the content and processes of each coaching course provides an essentially accurate overview of the relationship between these components.



# FUNDAMENTAL - Technical I

Phase 1 “Fun and Enjoyment” (age 6-8) Development through structured Play		Phase 2 “Fun, Safety and Basic Skills” (age 8-10) Consolidate and Develop Phase 1 Skills	
1	<b>EVASION SKILLS</b> • Change of Pace	1	<b>Evasion Skills</b> • Side Step
2	<b>HANDLING SKILLS</b> • Throwing • Catching • Lateral Pass • Picking Ball off the Ground • Placing the Ball on the Ground	2	<b>Handling Skills</b> • Lateral Pass/Decision Making (2v1 and 3v2) • Pick and Pass • Sweep Pass
3	<b>CONTACT SKILLS</b> • Confidence in contact • Modified tackling	3	<b>Contact Skills</b> • Side Tackle • Front Tackle • Falling and Placing the Ball • Getting Back on your feet – rejoin the game
4	<b>SCRUM SKILLS</b> • Individual Body Positions - Safety • Feeding the Scrum • Striking the Ball	4	<b>Maul Skills</b> • Ball Carrier – Stability and Ball Presentation • Link Player – Body Position, Secure and Deliver Ball • Support Players – Bind and Protect
5	<b>LINEOUT SKILLS</b> • Throwing • Jumping and Catching • Delivery of the Ball	5	<b>Ruck Skills</b> • Ball Carrier – Ball Presentation • Link Player – Body Position & Ball Protection • Support Players – Bind and Drive
6	<b>BACKLINE ATTACK</b> • Alignment • Running and Passing	6	<b>Scrum Skills (up to 5-man)</b> • Formation • Engagement • Striking and Channelling • Delivery
		7	<b>Lineout Skills</b> • Formation – Supports and Catcher • Support and Protect the Catcher
		8	<b>Backline Attack</b> • Re-Alignment • Support Running

# FUNDAMENTAL - Technical II

## Phase 3 “Basic Skills and Understanding” (age 10-12) Consolidate and Develop Phase 2 Skills

1	<b>Evasion Skills</b> <ul style="list-style-type: none"> <li>• Swerve • Hand-Off</li> </ul>	6	<b>Scrum Skills( 5-man)</b> <ul style="list-style-type: none"> <li>• Individual Body Positions – Stability • Develop Co-ordination of the Unit • Safety – Managing a collapsed Scrum</li> </ul>
2	<b>Handling Skills</b> <ul style="list-style-type: none"> <li>• Switch • Loop • Decision Making-Creating Space</li> </ul>	7	<b>Lineout Skills</b> <ul style="list-style-type: none"> <li>• Catcher and Supports – Lineout to Maul</li> </ul>
3	<b>Contact Skills</b> <ul style="list-style-type: none"> <li>• Tackle from Behind • Passing out of the Tackle • Gaining Possession in the Tackle</li> </ul>	8	<b>Backline Attack</b> <ul style="list-style-type: none"> <li>• Identify and Attack Space • Using Patterns of Attack</li> </ul>
4	<b>Maul Skills</b> <ul style="list-style-type: none"> <li>• Support Players-Bend, Bind and Drive</li> </ul>	9	<b>Kicking and Catching</b> <ul style="list-style-type: none"> <li>• Grubber • Chip • Punt • Fielding of the Ball in the air</li> </ul>
5	<b>Ruck Skills</b> <ul style="list-style-type: none"> <li>• Ball Carrier – Drive and Place • Link/Support Players –Bend, Bind and Drive</li> </ul>		

# FUNDAMENTAL - Tactical

## Phase 1 “Fun and Enjoyment” (age 6-8) *Development through structured Play*

1	<b>Laws/Ethics</b> <ul style="list-style-type: none"> <li>• Knowledge of Touch Rugby/Tag Laws - Pass backwards - Offside - “Tackle” • Concepts of Fair Play and Friendly ‘competition’</li> </ul>
2	<b>The Game</b> <ul style="list-style-type: none"> <li>• Play Modified Contact Rugby (up to 8-a-side)</li> </ul>
3	<b>Principles</b> <ul style="list-style-type: none"> <li>• Go Forward – Running and Evasion (attack) &amp; modified tackling (defence) • Support – Pass Backwards to Support (attack) &amp; assist to regain possession (defence)</li> </ul>

## Phase 2 “Fun, Safety and Basic Skills” (age 8-10) *Consolidate and Develop Phase 1 Skills*

1	<b>Laws/Ethics</b> <ul style="list-style-type: none"> <li>• Knowledge of Touch / Tag Laws - Lineout - Scrum - Ruck and Maul - Advantage • Concepts of Honesty and Responsibility</li> </ul>
2	<b>The Game</b> <ul style="list-style-type: none"> <li>• Play Full tackle – small sided games (up to 10-a-side)</li> </ul>
3	<b>Principles</b> <ul style="list-style-type: none"> <li>• Possession – Units as sources of possession • Continuity – maintain Possession</li> </ul>

## Phase 3 “Basic Skills and Understanding” (age 10-12) *Consolidate and Develop Phase 2 Skills*

1	<b>Laws/ Ethics</b> <ul style="list-style-type: none"> <li>• The Tackle situation • Concepts of Sporting Conduct &amp; Perspective on Sport</li> </ul>
2	<b>TheGame</b> <ul style="list-style-type: none"> <li>• Play up to 12-a-side • Awareness of Basic Positional roles at set-piece</li> </ul>
3	<b>Principles</b> <ul style="list-style-type: none"> <li>• Defence-regaining Possession • Introduction to Team Play (collective action in Attack &amp; Defence)</li> </ul>

# FUNDAMENTAL - Physical

## Phase 1 “Fun and Enjoyment” (age 6-8) *Development through structured Play*

1	Agility
2	Awareness of Body in Space
3	Balance– Static and Dynamic
4	Co-ordination and Manipulation
5	Speed and Locomotion

## Phase 2 “Fun, Safety and Basic Skills” (age 8-10) *Consolidate and Develop Phase 1 Skills*

6	Agility
7	Awareness of Body in Space
8	Balance– Static and Dynamic
9	Co-ordination and Manipulation
10	Speed and Locomotion

## Phase 3 “Basic Skills and Understanding” (age 10-12) *Consolidate and Develop Phase 2 Skills*

11	Agility
12	Awareness of Body in Space
13	Balance– Static and Dynamic
14	Co-ordination and Manipulation
15	Speed and Locomotion
16	Warm-up and Cool-down
17	Triple Extension (Introduction)

# FUNDAMENTAL

## Mental

### Phase 1 “Fun and Enjoyment” (age 6-8) *Development through Structured Play*

1 Self Confidence

2 Positive Attitude to Sport

3 Self Esteem

### Phase 2 “Fun, Safety and Basic Skills” (age 8-10) *Consolidate and Develop Phase 1 Skills*

4 Tolerance

5 Focus and Concentration

### Phase 3 “Basic Skills and Understanding” (age 10-12) *Consolidate and Develop Phase 2 Skills*

6 Development of Self-Image

7 Social Confidence– response to positive reinforcement

8 Enthusiasm and Commitment

## Personal & Lifestyle Capacities

### Phase 1 “Fun and Enjoyment” (age 6-8) *Development through structured Play*

1 Co-operation

2 Basic Socialisation Skills

3 Sharing

4 Fairness

### Phase 2 “Fun, Safety and Basic Skills” (age 8-10) *Consolidate and Develop Phase 1 Skills*

5 Positive response to Discipline and Structure

6 Self-Control – balance personal needs/wants with others

7 Self Expression

### Phase 3 “Basic Skills and Understanding” (age 10-12) *Consolidate and Develop Phase 2 Skills*

8 Identification with Positive Role Models

9 Creative thinking

10 Communication Skills

11 Work as part of a “Team”

12 Awareness of Health and Safety issues

# LEARN TO PLAY AND PRACTICE - Technical

1	<b>Evasion Skills - 1v1</b> <ul style="list-style-type: none"> <li>• Change of Pace • Side Step • Swerve • Hand Off</li> </ul>
2	<b>Handling Skills - Maintaining Continuity of Attack</b> <ul style="list-style-type: none"> <li>• Throwing and Catching • Lateral Passing and Receiving • Decision Making – Preserving Space • Decision Making – Creating Space • Spin Pass • Pick and Place</li> </ul>
3	<b>Contact Skills– Defence</b> <ul style="list-style-type: none"> <li>• Gaining Possession in the Tackle • Front, Side and Rear Tackles • Contact Skills – Attack • Placing the Ball in the Tackle • Passing Around the Tackle • Passing Out of the Tackle</li> </ul>
4	<b>Maul Skills - maintain Continuity in a “Standing“ Tackle</b> <ul style="list-style-type: none"> <li>• Ball Carrier – establish strong base and protect Ball • Link Player –Secure Possession and deliver Ball • Support Players – Bend, Bind and Drive</li> </ul>
5	<b>Ruck Skills – Recycle quick Possession in the Tackle</b> <ul style="list-style-type: none"> <li>• Ball Carrier – Ball Presentation • Link/Support Players – Protect Ball Carrier and Secure Ball Ruck Skills – Creating a Ruck to maintain Continuity • Ball Carrier – goes to ground/places ball while driving • Link/Support Players – Protect Ball Carrier &amp; Secure Ball.</li> </ul>
6	<b>Scrum Skills – Attack (8 man) – Introduction of Back-Row</b> <ul style="list-style-type: none"> <li>• Formation • Engagement • Put-in and Strike • Channelling – Channel 1 and 2 • Delivery and Use of the Ball</li> <li>Scrum Skills – Defence (8 man) • Formation • Engagement • Contesting Possession</li> </ul>

7	<b>Lineout Skills–Attack– (8 man)</b> <ul style="list-style-type: none"> <li>• Formation • Calls, Communication &amp; Variations • Movement &amp; reaction • Throw, Jump, Catch and Bind • Delivery and Use of the Ball</li> <li>Lineout Skills – Defence – (8 man) • Formation • Movement/Reaction • Contest Possession • Prevent Territory Being Gained</li> </ul>
8	<b>Backline Attack – From Scrum, Lineouts and Phase play</b> <ul style="list-style-type: none"> <li>• Positioning and Alignment – (to allow range of options) • Identification of Space – (selection of pattern) • Angles of run – (to preserve/create Space) • Timing of Pass – (to hold defenders) • Penetrating defence –(with an unmarked player) • Support Ball Carrier (to continue Attack)</li> </ul>
9	<b>Kicking and Catching – to Go Forward and Exploit Space</b> <ul style="list-style-type: none"> <li>• Grubber and Chip (1v1) • Punt (to gain ground) • Fielding the Ball-gain/regain Possession</li> </ul>
10	<b>Defence-prevent penetration through initial Defence line</b> <ul style="list-style-type: none"> <li>• Alignment (to one another) • Move Forward (maintain alignment) • React to emerging threat (flexibility) • Tackle (to prevent territory being gained)</li> </ul>
11	<b>Restarts– to gain/regain Possession of the Ball</b> <ul style="list-style-type: none"> <li>Receiving team -</li> <li>• Formation • Catch/Deflect the Ball • Protect and Deliver the Ball</li> <li>Kicking Team -</li> <li>• Drop-Kick • Move Forward in a Pattern (to apply Pressure) • Contest Possession</li> </ul>

# LEARN TO PLAY AND PRACTICE

## Tactical Capacities

1	<b>Laws/Ethics</b> <ul style="list-style-type: none"> <li>• Personal Responsibility for Behaviour and Actions</li> <li>• Understand basic Laws of 15-a-side game</li> </ul>
2	<b>The Game</b> <ul style="list-style-type: none"> <li>• Play 15-a-side game</li> <li>• Basic Tactical preparation – awareness of Opposition</li> <li>• Introduction to structured Competition</li> <li>• Identify with Positional Role</li> </ul>
3	<b>Principles</b> <ul style="list-style-type: none"> <li>• Go Forward – include basic Kicking strategies</li> <li>• Support – to maintain Continuity in Attack</li> <li>• Team Play –Attack and Defence (collective action in Attack &amp; Defence)</li> </ul>

## Physical Capacities

1	<b>Balance</b>
2	<b>Co-Ordination and Manipulation</b>
3	<b>Speed and Locomotion</b>
4	<b>Agility</b>
5	<b>Awareness of Body in Space</b>
6	<b>Flexibility and Mobility</b>
7	<b>Strength– (including Triple Extension)</b>

## Mental Capacities

1	<b>Goal Setting– Short Term</b>
2	<b>Patience</b>
3	<b>Self-Control</b>
4	<b>Concentration – focus on Key Factors</b>

## Personal & Lifestyle Capacities

1	<b>Personal Responsibility</b>
2	<b>Ambition– commitment to improve</b>
3	<b>Interpersonal Skills</b>
4	<b>Awareness and acceptance of Pubescent developments</b>
5	<b>Social Responsibility</b>
6	<b>Good Health and Hygiene practice</b>

# TRAIN TO TRAIN - Technical

1	<b>Evasion Skills– modified games / match conditions</b> <ul style="list-style-type: none"> <li>• Change of Pace • Side Step • Swerve • Hand off</li> </ul>	7	<b>Lineout Skills – Attack - Develop platform for Attack</b> <ul style="list-style-type: none"> <li>• Formation • Calls, Communication &amp; Variations • Movement &amp; reaction</li> <li>• Throw, Jump, Catch and Support • Delivery and Use of the Ball-best option</li> </ul> <b>Lineout Skills - Defence-Disruption of quality Possession</b> <ul style="list-style-type: none"> <li>• Formation • Movement/Reaction • Contest Possession • Prevent Territory being gained</li> </ul>
2	<b>Handling Skills- to beat Defenders</b> <ul style="list-style-type: none"> <li>• Throwing and Catching • Lateral passing and Receiving • Decision making – Preserving Space • Decision making – Creating Space • Spin Pass</li> </ul>	8	<b>Backline Attack - multiple phases in match conditions</b> <ul style="list-style-type: none"> <li>• Positioning and Alignment – (to allow range of options) • Identification of Space – (selection of pattern) • Angles of run-(to preserve/create Space) • Timing of Pass – (to hold defenders) • Penetrating defence-(with an unmarked player) • Support Ball Carrier-(to continue Attack) • Awareness of formal Role in a pattern</li> </ul>
3	<b>Contact Skills – Defence– (match conditions)</b> <ul style="list-style-type: none"> <li>• Gaining Possession in the Tackle • Front, Side and Rear Tackles</li> </ul> <b>Contact Skills – Attack –(select best option in match)</b> <ul style="list-style-type: none"> <li>• Placing the Ball in the Tackle • Passing Around the Tackle • Passing Out of the Tackle • Pick and Play</li> </ul>	9	<b>Kicking and Catching – to Go Forward and exploit Space</b> <ul style="list-style-type: none"> <li>• Grubber and Chip (in game context) • Punt (to gain ground) • Fielding the Ball – Gain/regain Possession</li> </ul>
4	<b>Maul Skills– develop platform for Attack</b> <ul style="list-style-type: none"> <li>• Ball Carrier – establish strong base and protect Ball • Link Player – secure Possession, perform best option • Support Players – Support Link Player</li> </ul>	10	<b>Defence - prevent penetration through initial Defence line and attempt to regain Possession</b> <ul style="list-style-type: none"> <li>• Alignment (to one another) • Move Forward (maintain alignment) • React to emerging threat (flexibility) • Tackle (to prevent territory being gained) • Support (to regain Possession)</li> </ul>
5	<b>Ruck Skills– Recycle quick Possession in the Tackle</b> <ul style="list-style-type: none"> <li>• Ball Carrier – Ball presentation • Link/Support Players-Protect Ball Carrier &amp; secure Ball • Ruck Skills - Creating a Ruck to facilitate Attack • Ball Carrier - goes to ground/places ball while driving</li> <li>• Link/Support Players-Protect Ball Carrier &amp; secure Ball/perform best option</li> </ul>	11	<b>Restarts - to gain / regain Possession of the Ball</b> <b>Receiving team -</b> • Formation • Catch/Deflect the Ball • Protect and Deliver the Ball • Use platform to Attack <b>Kicking Team-</b> • Drop-Kick • Move Forward in a Pattern –(to apply Pressure) • Contest Possession/Prevent territory being gained
6	<b>Scrum Skills - Attack - Develop platform for Attack</b> <ul style="list-style-type: none"> <li>• Formation • Engagement • Application of Pressure • Put in and Strike • Channelling – Channel 1 and 2v• Delivery and Use of the Ball • <b>Scrum Skills - Defence-Disruption of quality Possession</b> • Formation • Engagement • Application of Pressure • Contesting Possession</li> </ul>	12	<b>Support- to facilitate Attack and Defence patterns</b> <ul style="list-style-type: none"> <li>• Anticipate how play will develop • Appropriate lines of running • Appropriate Positioning-Depth and Width • Perform best option of Support</li> </ul>

# TRAIN TO TRAIN

## Tactical Capacities

1	<b>Laws/Ethics</b> • Appreciation of the consequences of Actions • Knowledge of Law 'penalties'/sanctions
2	<b>The Game</b> • Effective set-piece play • Understand Game Plan • Choice/Selection of Tactical Options - exploit Space • Develop Position Specific requirements
3	<b>Principle</b> • Pressure-achieving Principles of Play

## Mental Capacities

1	<b>Motivation</b>
2	<b>Goal Setting - Medium Term</b>
3	<b>Determination</b>
4	<b>Concentration on Key Tasks and Key Factors</b>

## Physical Capacities

1	<b>Fundamental Skills</b>
2	<b>Strength</b>
3	<b>Power (including Triple Extension)</b>
4	<b>Mobility</b>
5	<b>Speed, Acceleration</b>
6	<b>Multi-activity endurance - sports specific</b>
7	<b>Pre-Habilitation</b>

## Personal & Lifestyle Capacities

1	<b>Independent thinking</b>
2	<b>Ambition- plan career options</b>
3	<b>Acceptance of Structure and Discipline</b>
4	<b>Role Model for younger children</b>
5	<b>Established self-identity</b>
6	<b>Life-Balance-coping with pressures</b>

# TRAIN TO COMPETE - Technical

1	<b>Evasion Skills</b> <ul style="list-style-type: none"> <li>• Change of Pace • Side Step • Swerve • Hand off</li> </ul>
2	<b>Handling Skills – to beat Defenders</b> <ul style="list-style-type: none"> <li>• Throwing and Catching • Lateral Passing and Receiving • Decision Making-Preserving Space • Decision Making-Creating Space • Spin Pass</li> </ul>
3	<b>Contact Skills - Defence</b> <ul style="list-style-type: none"> <li>• Gaining Possession in the Tackle • Front, Side and Rear Tackles • Contact Skills-Attack –(perform Multi-Functional Roles) • Ball Carrier-choose best option • 1st Support Player-react to Ball Carrier • Other Supporting Players-react appropriately to the situation</li> </ul>
4	<b>Maul skills - (perform Multi-functional Roles)</b> <ul style="list-style-type: none"> <li>• Ball Carrier-establish strong base and protect Ball • Link Player-secure Possession, perform best option • Support Players-Support Link Player</li> </ul>
5	<b>Ruck Skills - (perform Multi-Functional Roles)</b> <ul style="list-style-type: none"> <li>• Ball Carrier-Choose best option • Link/Support Players-react to Ball carrier/situation</li> </ul>
6	<b>Scrum Skills - Attack - React to Opposition pressure</b> <ul style="list-style-type: none"> <li>• Formation • Engagement • Application of Pressure • Put in and Strike • Channelling-Channel 1, 2 and 3 • Delivery and Use of the Ball</li> <li>• Scrum Skills - Defence-Attacking Opposition weakness • Formation</li> <li>• Engagement • Application of Pressure • Contesting Possession</li> </ul>

7	<b>Lineout Skills- Attack – Perform Multi-Functional Roles</b> <ul style="list-style-type: none"> <li>• Thrower-specialist role • Jumpers/Catchers • Decoys/Options • Supports • Distributors Lineout Skills - Defence-Perform Multi-Functional Roles • Jumpers/Catchers • Supports</li> </ul>
8	<b>Backline Attack – Perform Multi-Functional Roles</b> <ul style="list-style-type: none"> <li>• Distributor • Decoy • Playmaker • Support • Striker</li> </ul>
9	<b>Kicking and Catching – to Go Forward and exploit Space</b> <ul style="list-style-type: none"> <li>• Grubber and Chip (in game context) • Punt (to gain ground) • Fielding the Ball-gain/regain Possession</li> </ul>
10	<b>Defence- Perform Multi-Functional Roles</b> <ul style="list-style-type: none"> <li>• Tackler-prevent territory being gained/regain Possession • 1st Support Player-react to Tackler • Other Supporting Players-react to situation</li> </ul>
11	<b>Restarts- Perform Multi-Functional Roles</b> <ul style="list-style-type: none"> <li>• Receiving Team • Catcher • Supports <b>Kicking Team</b> • Kicker-specialist role • Jumper/Catcher • Supports</li> </ul>
12	<b>Support-Perform Multi-Functional Roles</b> <ul style="list-style-type: none"> <li>• 1st Support Player - choose best option • Other Supporting Players - react appropriately to the situation</li> </ul>
13	<b>CounterAttack-Perform Multi-Functional Roles</b> <ul style="list-style-type: none"> <li>• Catcher/Ball Carrier • Initiator • Supporting Player</li> </ul>

# TRAIN TO COMPETE

## Tactical Capacities

1	<b>Laws/Ethics</b> <ul style="list-style-type: none"> <li>• Appreciation of Laws, Rulings and interpretations. •</li> <li>Appreciation of 'Role Model' responsibilities</li> </ul>
2	<b>The Game</b> <ul style="list-style-type: none"> <li>• Implement problem-solving strategies-Identities of Rugby</li> <li>• Implement Tactical Options to achieve Game Plan •</li> <li>Develop and Implement mini-unit/partnership strategies •</li> <li>Awareness of Opposition tactical strengths/weaknesses •</li> <li>Evolve Position Specific requirements</li> </ul>
3	<b>Principles</b> <ul style="list-style-type: none"> <li>• Game Appreciation – Choosing best options</li> </ul>

## Physical Capacities

1	<b>Multi-Sprint Endurance</b>
2	<b>Strength and Power</b>
3	<b>Speed, Agility &amp; Quickness</b>
4	<b>Sports and Position Specific conditioning</b>
5	<b>Periodised Training Programme</b>
6	<b>Individualised Training Programme</b>
7	<b>Establish Recovery routes</b>

# TRAIN TO COMPETE

## Mental Capacities

1	Pre-match preparation
2	Individualised 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

## Personal & Lifestyle Capacities

1	Principle-centred 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 setbacks / failure
<i>(Adult / Non-age-grade rugby)</i>	
1	Self-Reliance
2	Patience to achieve Long Term goals
3	Professional– Personal life management
4	Openness to further development opportunities

# TRAIN TO WIN - Technical

1	<b>Evasion Skills</b> • Change of Pace • Side Step • Swerve • Hand Off
2	<b>Handling Skills– to beat Defenders</b> • Throwing and Catching • Lateral Passing and Receiving • Decision Making – Preserving Space • Decision Making – Creating Space • Spin Pass
3	<b>Kicking and Catching– to Go Forward and exploit Space</b> • Grubber and Chip (in game context) • Punt (to gain ground) • Catching/Fielding the Ball – gain/regain Possession
4	<b>Contact Skills– Defence</b> • Gaining Possession in the Tackle • Front, Side and Rear Tackles • Ability to Problem-solve through the application of Multi-functional roles
5	<b>Contact Skills- Attack–(perform Multi-Functional roles)</b> • Ball Carrier-Choose best option • 1st Support Player-react to Ball Carrier • Other Supporting players – react to situation.
6	<b>Maul Skills – (perform Multi-Functional Roles)</b> • Ball Carrier – establish strong base and protect Ball • Link Player – secure Possession, perform best option • Support Players – Support Link Player
7	<b>Ruck Skills– (perform Multi-Functional Roles)</b> • Ball Carrier – Choose best option • Link/Support Players – react to Ball carrier/situation
8	<b>Scrum Skills– Attack– React to Opposition pressure</b> • Formation • Engagement • Application of Pressure • Put in and Strike • Channelling – Channel 1, 2 and 3

	• Delivery and Use of the Ball <b>Scrum Skills – Defence – Attacking Opposition weakness</b> • Formation • Engagement • Application of Pressure • Contesting Possession
9	<b>Lineout Skills– Attack– Perform Multi-Functional Roles</b> • Thrower –specialist role • Jumpers/Catchers • Decoys / Options • Supports • Distributors
	<b>Lineout Skills - Defence-Perform Multi-Functional Roles •</b> Jumpers/Catchers • Supporters
10	<b>Backline Attack – Perform Multi-Functional Roles</b> • Distributor • Decoy • Playmaker • Support • Striker
11	<b>Defence- Perform Multi-Functional Roles</b> • Tackler-prevent territory being gained/regain Possession • 1st Support Player - react to Tackler • Other Supporting Players – react to situation
12	<b>Restarts-Perform Multi-Functional Roles</b> <b>Receiving team</b> • Catcher • Supports <b>Kicking Team</b> • Kicker – specialist role • Jumper/Catcher • Supports
13	<b>Support- Perform Multi-Functional Roles</b> • 1st Support Player-choose best option • Other Supporting Players-react to situation
14	<b>Counter Attack- Perform Multi-Functional Roles</b> • Catcher/Ball Carrier • Initiator • Supporting Player

# TRAIN TO WIN

## Tactical Capacities

1	<b>Laws / Ethics</b> <ul style="list-style-type: none"> <li>• Utilisation of Laws/rulings to develop match strategies</li> <li>• Fulfil “Role Model” responsibilities</li> </ul>
2	<b>The Game</b> <ul style="list-style-type: none"> <li>• Implement Performance Analysis – Individual/Team</li> <li>• Identification of Opposition tactical strengths / weaknesses</li> <li>• Implement specific Game Plan(s) – based on Opposition</li> <li>• Ability to Adapt Tactical strategies during a match</li> <li>• Consideration of tactical developments in world rugby</li> <li>• Mastery of Position Specific requirements</li> </ul>
3	<b>Principles</b> <ul style="list-style-type: none"> <li>• Prioritise ‘Pressure’ – Possession/Position/Points</li> </ul>

## Physical Capacities

1	<b>Multi-Sprint Endurance</b>
2	<b>Strength and Power</b>
3	<b>Speed, Agility &amp; Quickness</b>
4	<b>Sports and Position Specific conditioning</b>
5	<b>Periodised Training Programme</b>
6	<b>Individualised Training Programme</b>
7	<b>Well-established Recovery routines</b>

## Mental Capacities

1	<b>Mental Relaxation</b>
2	<b>Mental Imagery</b>
3	<b>Coping Strategies – match &amp; pre-match strategies</b>
4	<b>Self Awareness- through profiling</b>
5	<b>Concentration-Strategies and Tactics</b>

## Personal & Lifestyle Capacities

1	<b>Self Reliance</b>
2	<b>Patience to achieve Long Term goals</b>
3	<b>Professional and Personal Life management</b>
4	<b>Openness to further development opportunities</b>
5	<b>Positive use of Influence / Power</b>
6	<b>The pursuit of Excellence</b>

# From Eaglets to Eagles

## CONTENT

### Development Frameworks

- Introduction to Ruby - “Get Into Rugby” (GIR) Framework
- Ghana Rugby Player Development Framework (GRPDPF) based on IRFU LTDP

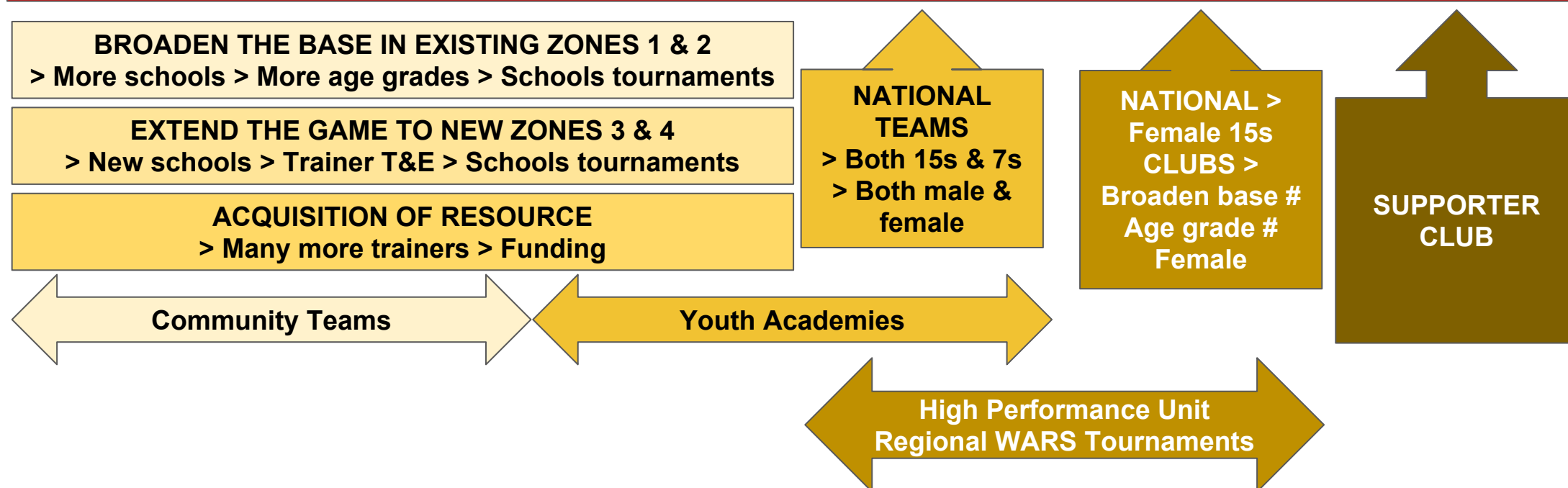
## PRIORITIES

- A - GROUP 1 - 3 (AGE GRADE)
  - BROADEN THE BASE IN EXISTING ZONES 1 & 2
  - EXTEND THE GAME TO NEW ZONES 3 & 4
  - ACQUISITION OF RESOURCE
- B - GROUP 4 DEVELOPMENT PRIORITIES
  - NATIONAL TEAMS
    - > Both 15s & 7s
    - > Both male & female
- C - GROUP 5 (SENIORS) DEVELOPMENT PRIORITIES
  - INTERNATIONAL
    - WARS Development
  - NATIONAL TEAMS
    - > Female 15s
  - CLUBS
    - > Broaden base # Age grade # Female
- D - GROUP 6 (RETIREMENT / RETENTION) DEVELOPMENT PRIORITIES
  - Supporter Club

# “From Eaglets to Eagles” - Development Priorities

FUNDAMENTAL			LEARN TO PLAY AND PRACTICE	TRAIN TO TRAIN	TRAIN TO COMPETE	TRAIN TO WIN	RETIREMENT/ RETENTION
DEVELOPMENT STAGE - CHRONOLOGICAL AGE (approx)							
5-7	7-10	10-12	12-14	15-17 & ADULT TO JUNIOR 2	18-21 & ADULT JUNIOR 1	21 & SENIOR REPRESENTATIVE	ENTER AT ANY STAGE
1 EARLY CHILDHOOD - LATE CHILDHOOD			2 LATE CHILDHOOD - EARLY PUBERTY	3 EARLY PUBERTY - LATE PUBERTY	4 LATE PUBERTY - EARLY ADULthood	5 EARLY ADULthood - ADULthood	6 ENTER AT ANY STAGE

## RESOURCE (Money, Men & Machines) ACQUISITION & DEVELOPMENT



# Ghana Rugby Development Variables

## Try & Play

# Introduction to Rugby Irrespective of Age Grade

# Stay

## Join GRPDF After Completion of GIR



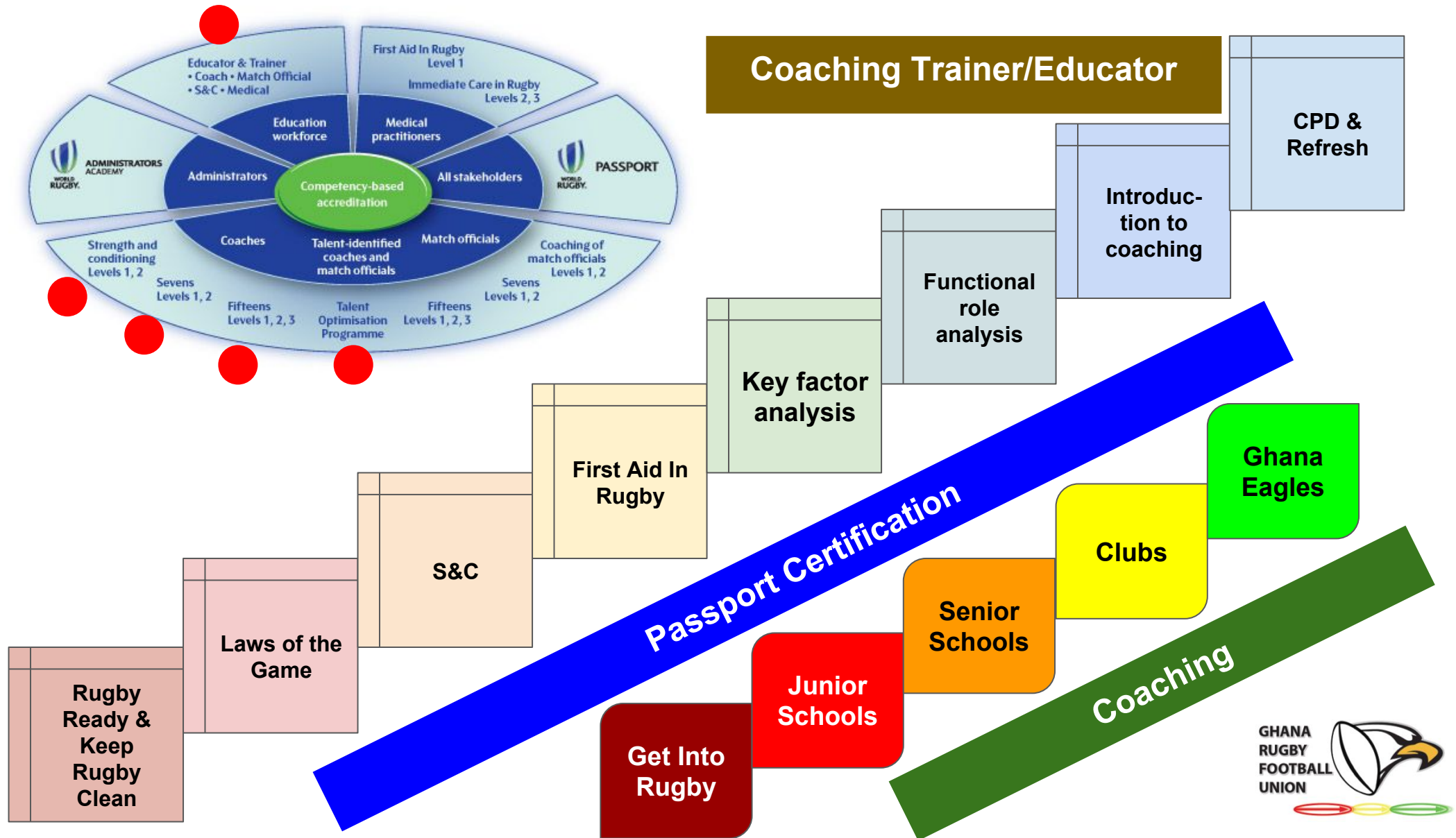
"From Eaglets to Eagles" STAGES						
PROBATION	LEARN TO PLAY AND PRACTISE	TRAIN TO TRAIN	TRAIN TO COMPETE	TRAIN TO WIN	RETIREMENT	
CHRONOLOGICAL AGE (approx)						
5-7	7-10	10-12	12-17 & ADULT JUNIOR 1	17-18 & ADULT JUNIOR 2	21 & SENIOR REPRESENTATIVE	ENTER AT ANY STAGE
DEVELOPMENT STAGE						
EARLY CHILDHOOD -LATE CHILDHOOD	LATE CHILDHOOD- EARLY PUBERTY	EARLY PUBERTY - LATE PUBERTY	LATE PUBERTY - ADULTHOOD	ADULTHOOD	ADULTHOOD	ENTER AT ANY STAGE
1	2	3	4	5	6	
ESSENCE OF CHARACTERISTICS OF						
THE PLAYER						
PLAYS	EXPLORES	FOCUSSES	SPECIALISES	INNOVATES		SUPPORT
THE COACH						
GUIDES	TEACHES	CHALLENGES	FACILITATES	EMPOWERS		PROMOTE
THE GAME						
FIN	STRUCTURED	PERFORMANCE	OUTCOME	RESULT		ENJOY

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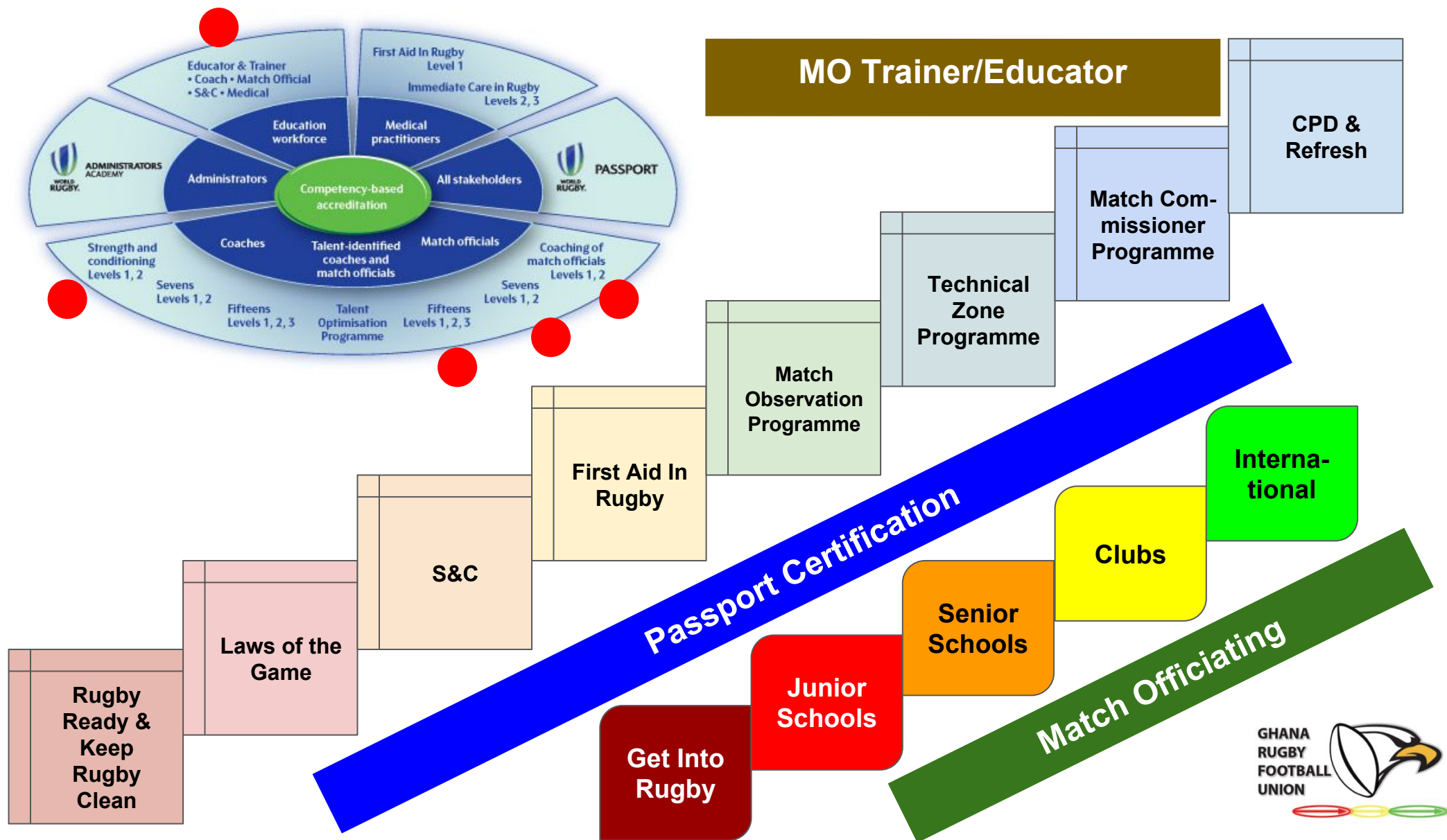
# Ghana Rugby Development Targets

KPI	Comments	Now	Next Year	5 Years
<b>Schools</b>	Adding a school will involve both the primary and secondary school.	29	40	120
<b>School Teams</b>	Six per primary, 14 per secondary	0	200	600
<b>Community Teams</b>		1	4	16
<b>Age Grade M</b>		1,029	1,800	16,000
<b>Age Grade F</b>		1,720	1,200	11,000
<b>Youth Academies</b>		2	4	8
<b>Senior M</b>		302	600	1,200
<b>Senior F</b>		33	150	600
<b>Clubs</b>		11	16	20
<b>High Performance Unit</b>		0	1	1
<b>Qualified Coaches</b>		40	50	120
<b>Development Officers</b>		18	100	600
<b>Qualified Refs</b>		1	40	140

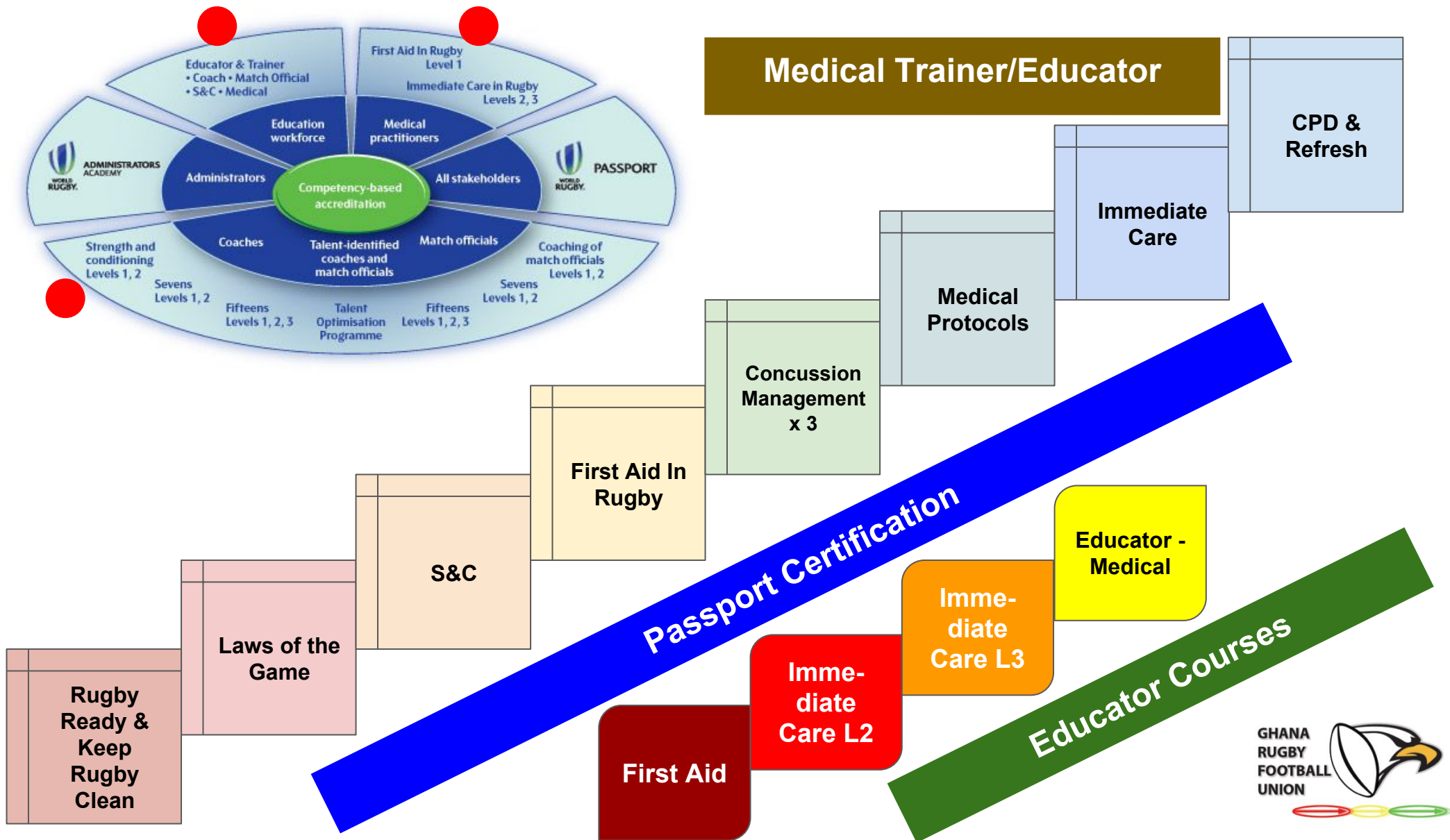
# From Eaglets to Eagles - Coaching Pathway



# From Eaglets to Eagles - MO Pathway



# From Eaglets to Eagles - Medical Pathway







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### **Acknowledgements**

***World Rugby*** - “Get Into Rugby” Programme

***Irish Rugby Football Union*** - Long Term Player Development Model

June 2017