

Half Back Development

Square rotation activity.

Initial activity: Figure 1

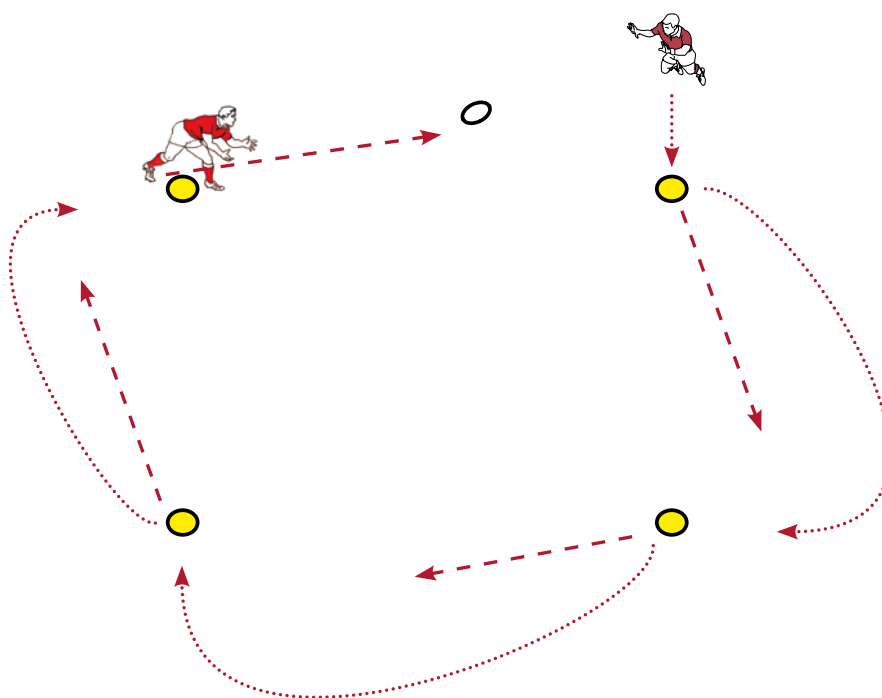
The focus of the coach is the approach and passing action of the scrum half. The ball should be passed without being picked up. If the scrum half tends to pick the ball up, the coach restricts the player to use only the rear hand on the ball thereby preventing the pick up. Rotations should be in both direction to work both left and right hand.

Key factor examples: Scrum Half - Body height low over the ball; outside foot close to the ball; inside foot points toward the target; back hand cups the ball and front hand is slightly closer to the front point of the ball; back hand generates power and front hand direction, transfer the body weight through the pass from back foot to front foot; rotate at the waist to allow the shoulders to open up to the target; follow through with the hands to end up pointing at the target not sweeping away; follow the pass as the back foot drives the weight transfer.

The scrum half passes from the cone to the fly half who places the ball on the cone in front.

Both players move to the next side of the square and repeat with the ball being placed on the next corner cone.

Figure 1

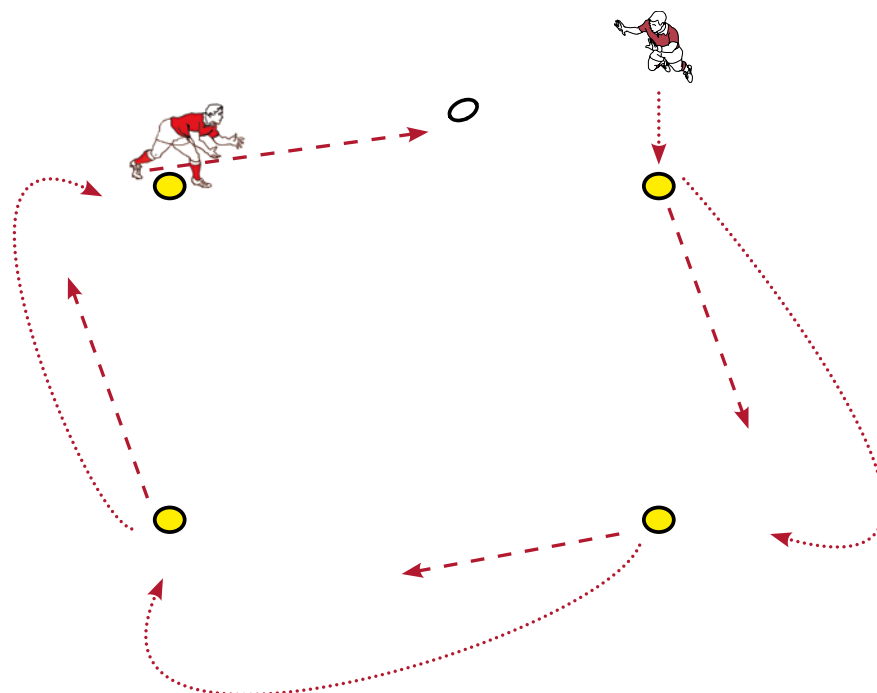


Progression 1 Figure 2

Now the focus for the coach is the alignment of the flyhalf as the player runs around the corner. The player must not drift across the line and should move into position run straight to receive the pass. Turn the shoulders toward the pass.

Key factor examples: Fly Half - Weight over the inside foot coming round the angle; communicate to the source; rotate the torso to bring the chest round toward the passer and straighten the angle; hands chest height ready to take the pass; peripheral vision to receive the pass and be aware of the position of the cone (target); speed control in order to take the pass and place the ball accurately on the cone.

Figure 2



Progression 2 Figure 3

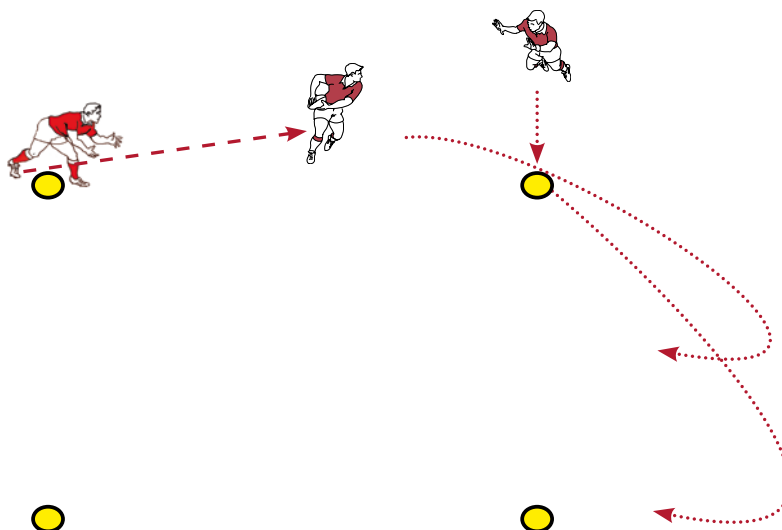
The focus for the coach is now the transfer from the flyhalf. The ball should be passed to the far shoulder of the receiver to allow the player to run onto the ball without a check in stride. The running lines need to straighten to receive the pass.

Key factors: Scrum half key factors as previous.

Fly half to:

Rotate chest to the source; take the pass into the hands and not the chest; bring the next receiver into the scope of peripheral vision, rotate torso as the hands transfer the ball across the body, pass to the far shoulder; follow through with hands and wrist; follow the pass during the pass, not before.

Figure 3



Progression 3 Figure 4

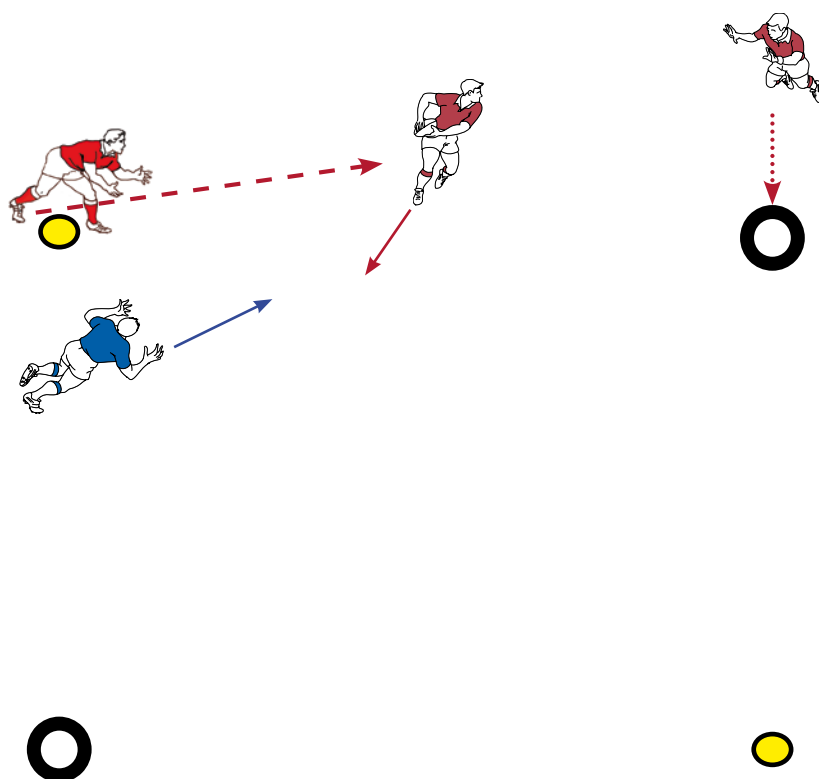
Progression 3 introduces a defender who starts on the perpendicular edge as a loose forward. The defender is conditioned to attack the fly half in order to develop the fly half understanding of their angles, objectives and options. If the fly half does not address the defender, the outside player may be compromised.

The progression is to remove the condition on the defender so pressure can be applied to either the fly half or the centre. The objective is to encourage the fly half to take the ball early and flat with the objective to fully commit the defender.

The defender is challenged by the speed of the ball transfer from scrum half and not the length of the pass, as this again draws the defender toward the outside players. The fly half may fix the defender by attacking them direct before delivering the pass or with little forward movement but a very flat alignment, thereby drawing the defender onto them self before transferring the pass. If the fly half cuts inside, the coach may challenge the players as to whether the defender was effectively committed by the fly half or the defender's objective was effectively read.

Note two cones have been replaced by tyres. This will mean the scrum half must pass the ball from the tyre centre but minimise the lift and pass action; no steps!

Figure 4

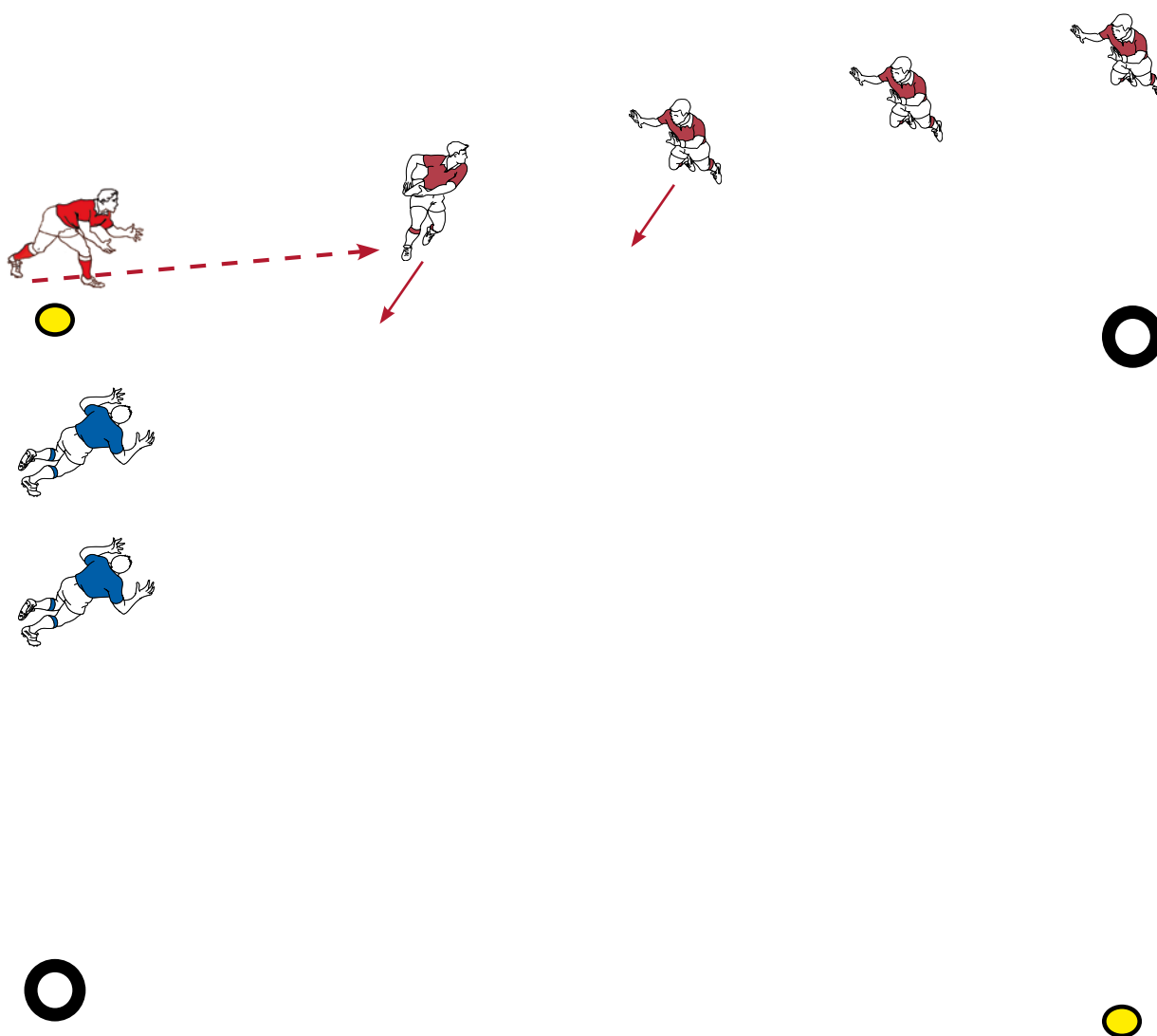


Progression 4 Figure 5

Progression 4 widen the cones and make into a rectangle. Add centres and a wing. Also add another back row defender from the perpendicular.

The outside players must remain within the cones so the challenge is to utilise the space available i.e. wider or tighter. This represents stretching the defence or working in a tight area and beating the defence.

Figure 5



The coach may progress this further by adding a full back in attack and defence. The defence start in the middle of the rectangle and the attack score by beating the defence within the rectangle and scoring on the far edge.