



BLUEPRINT

Change Our Game



SELFLESS
help the team

SCOTS



SELF-ORGANISE
use information to effectively
coordinate as a team



CREATIVE
problem solve in
different ways



OPTIMISTIC
hopeful and confident
about the future



TENACIOUS
persistent in pursuit
of excellence

#blueprintrugby
#changeourgame

November 2022

Leadership • Engagement • Achievement • Enjoyment • Respect

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INTRODUCTION

The Blueprint is the playing and coaching philosophy for Scottish Rugby, aiming to improve the standard of rugby at all levels of the game. The Blueprint has evolved from the original (launched in 2016), to expand beyond the technical / tactical focus of the game.

Developed by Scottish Rugby in conjunction with coaches from the club and school game, the Blueprint's overriding message is 'Change Our Game'. In order for Scottish Rugby to compete and win on the international stage, the game in Scotland needs to further develop and think differently. Our intention is to create amazing learning environments with the appropriate level of stretch and support to enable players to be more tactically adaptable.

The SCOTS principles (Selfless, Creative, Optimistic, Tenacious, Self-Organised) underpin the Blueprint, and are key behaviours, enabling players to thrive in their playing pathway.

The aim of this Blueprint resource is to help coaches at all levels develop their coaching practice with practical help to bring the Blueprint principles to life.

For updates please visit the Game Development twitter account @scotrugbycoach

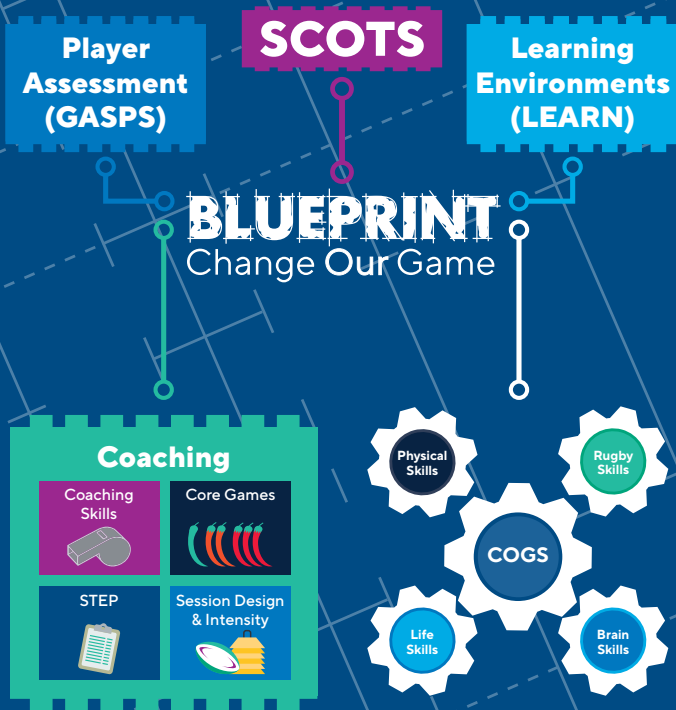
Please click this link (<https://bit.ly/blueprinrugby>) to view more Blueprint resources or use the QR code below.





BLUEPRINT OVERVIEW

The Blueprint includes several interconnected parts, each having a unique role to play in helping to 'Change Our Game'.



BLUEPRINT

SCOTS Priority Skills and Behaviours

The SCOTS priority skills and behaviours are what underpin everything within the Blueprint both on and off the field.

The SCOTS principles will be integrated throughout this resource with practical hints and tips on how to apply them into your environment.

S SELFLESS help the team		A SCOTS player will put the team first before individual success.
C CREATIVE problem solve in different ways		A SCOTS player will have a positive mindset on mistakes and the role they play in learning.
O OPTIMISTIC hopeful and confident about the future		A SCOTS player will actively seek a positive outcome to all situations and use them as learning experiences.
T TENACIOUS persistent in pursuit of excellence		A SCOTS player will have a high work ethic and push themselves to improve.
S SELF-ORGANISE use information to effectively coordinate as a team		A SCOTS player will work as a team to find solutions to tactical challenges without coach intervention.

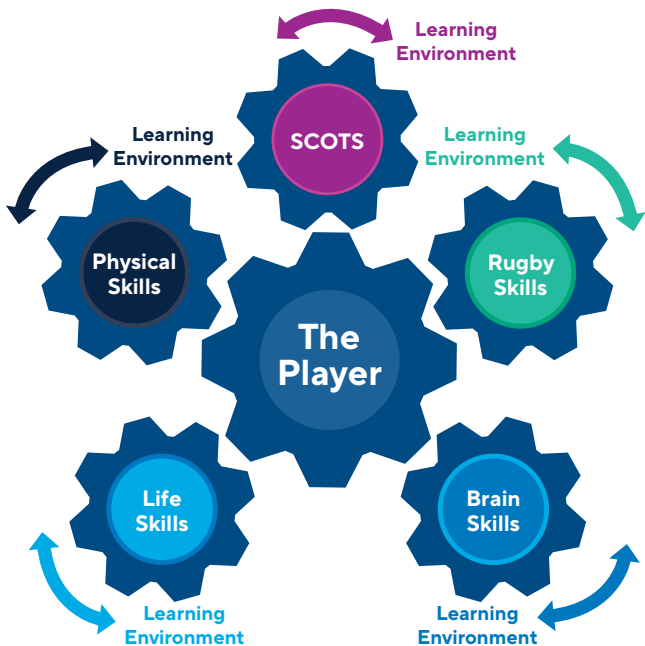


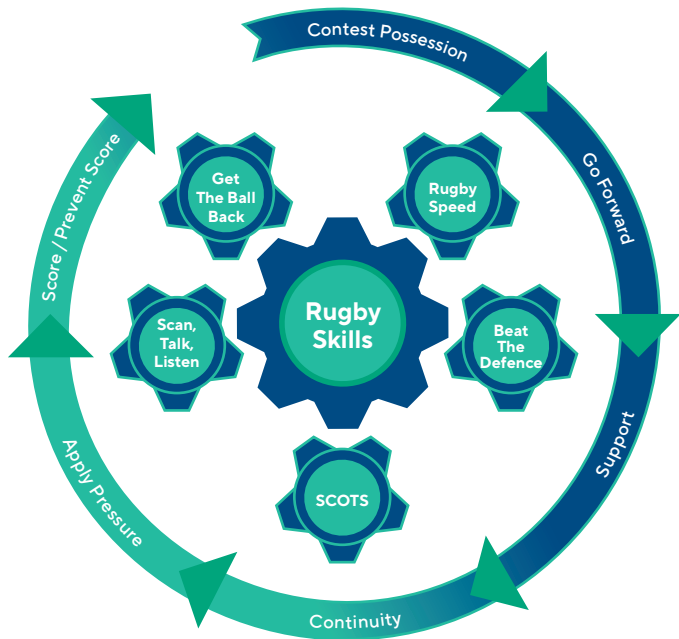
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Change Our Game (COGs)

The interconnected Blueprint cogs represent all aspects of the game and need to be considered as one when developing players. The cogs impact each other and should be coached collectively.

Within this document the Rugby Skills cog is emphasised, with further resources to follow on the Physical, Brain and Life cogs.





RUGBY SKILLS

Attacking Principles



Stay Connected

Be ready to Play

Get to the ball carrier quickly

Positive support line



Find the best space

Find and attack space/opportunities either through around or behind a defence



Rugby Speed

Get into position early

Create quick ball opportunities

Ball away quickly

Attack Beat The Defence



Stress Defenders

Use evasive footwork, sweve, pace and/or fend to stress defenders

Continuity

Passing, attacking kicks, offloads, quick rucks and ball presentation



RUGBY SKILLS

Defensive Principles



Further information on specifics within other key aspects of the game, such as set piece and transition, will be available soon.



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Learning Environment

“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower” - Alexander Den Heijer

Players and coaches will thrive when the environment and culture around them promotes learning, relationships and competition.

The LEARN principles can be adapted for both on and off field situations, and can be used to help create an environment that is suitable for the age and stage of player.

L	LEARNING TO LEARN		Set problems and challenges for players and coaches. Create a learning culture.
E	EXPLORATION		Give players time to find their own different solutions.
A	ADAPTIVE		Use activities which stimulate choice.
R	REFLECTION		Allow players and coaches time to think and learn from their experiences.
N	NO ONE IS THE SAME		Differentiation between players is critical. Players learn at different speeds.



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Coaching Skills

The Blueprint Coaching Skills can support you to positively engage and develop your players.

Coaching is a skill and therefore can be developed and improved. Give these skills a go with your players and share your experiences with your fellow coaches and players.

Remember the APES principles (Active, Purposeful, Enjoyment, Safety) underpin all coaching sessions. These should remain a priority.



Questioning

- Support players' understanding to aid their decision making
- Use open questions to prompt reflection at the right time



Peer-to-Peer

- Players share thoughts, experiences and reflections (can be in game)
- Buddy up players in key positions (e.g. 8 and 9)



Freeze

- Stop the activity to build awareness for players
- Give players the opportunity to freeze



Replay

- Give the players another go to challenge and develop
- Rewind to previous phase of play and restart



Second Ball

- Introduce a second ball to provide opportunities for decision making
- Give a player a second ball to introduce when they wish



Scoring System

- Exaggerate the purpose of the session through point rewards
- Reward effort as well as outcome



Delegation

- Involve players in the session design, delivery and review
- Players to coach each other



Challenges

- Set players and/or coaches challenges linked to aims or themes
- Individual and/or team challenges to raise competition

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Session Design & Flow

Designing engaging and inclusive sessions is a huge part of coaching. The options below support you to create sessions which help promote the SCOTS principles and give a good backdrop to deliver the blueprint games.

Can you challenge yourself to coach within game related activities for up to 80% of the session?



Muckabout

Free play / No coaching
Players express themselves
Integrate Activate physical preparation activities



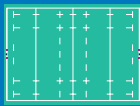
Clan Battle

Lots of problem solving
Games or activities which challenge tactical decision



Wee Games

Small sided (e.g. 5v5)
Lots of touches on the ball
Use STEP to change the game



Big Game

Looks like the full game
Lots of transition
All coaches active



Beyond The Gates

Set challenge or home work

Use technology

Player to review and preview



Skills Zone

Isolated practice to hone in on a skill development

Short and sweet

Clear coaching points



Thistle Time

Individual/sub team development

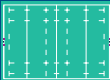



Ran by the player(s) and supported by the coach

Focussing on strengths and work ons

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Change the Challenge (STEP)

The STEP Model encourages coaches to change the space, task, equipment, or people for a chosen activity, to make it easier or more challenging. These four simple steps can also be used to make your sessions more inclusive.

S 	SPACE Pitch Dimensions or Starting Position Scoring Areas / Skill Zones Number of Pitches Wide channels
T 	TASK Add conditions on certain players (e.g. can pass) Introduce special roles for groups/individuals Introduce a new Scoring System or change timings Set scenarios (e.g. team A are 15 points down) Introduce challenges with rewards
E 	EQUIPMENT Change the type and/or number of balls Distraction (e.g. contain/constrain defenders) Alignment (e.g. stay square)
P 	PEOPLE One team with more or less players Special roles to certain players (e.g. 5m channel) Give super powers (e.g. double points if they score)

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Core Games

The Blueprint Core Games have been designed to help coaches of all age groups deliver sessions which develop and challenge their players (when used alongside the appropriate Age Grade Law Variations).

Each game has three modifications, categorised by Mild, Hot and Spicy

- Mild – an entry level version of the game
- Hot – adapts the game to become more challenging for the attack or defence
- Spicy – increases the complexity of the game to challenge players' decision making under pressure



To view a playlist of the Blueprint core games use this QR code or visit <https://bit.ly/Blueprintplaylist>

SET-UP	GAME OBJECTIVES
HAWICK BALL	
Multi-direction run, pass or kick Score in a zone or box	Attack - Challenge players to find space, time & options through scanning and identification Defence – Challenge players to identify interception opportunities
BARBARIANS	
1st touch = pass/offload 2nd touch = condition (e.g. turnover or go to floor)	Attack - Develop players' ability to offload and have close support Defence - to stay connected
BANNOCKBURN	
1 x defensive player drops back to their try line after each phase or touch	Attack - Challenge players to find the best space Defence – Challenge players to find solutions to get the ball back with less numbers
HIGHLANDERS	
Ball carrier offloads within 1 second, if not then pop or hold	Attack - Control body through contact and off the floor Defence - time your tackle to slow the opposition
SKYE BALL	
2 x attacking players allowed in offside positions as kicking options	Attack – Challenge players to find the best space or opportunity to score Defence – Challenge the defence to cover the off-side player threat
CALEY BALL	
Attack has 3 touches to get out of their half, then 6 touches to score	Attack – Challenge the attack to attack the best space for maximum go forward. Defence – How can you stop go forward and win back possession?
WALLACE BALL	
On a turnover the attacking team have 1 phase to score	Attack – challenge players to explore creative attacking solutions Defence – Stay connected
THISTLE BALL	
Defence wins the ball back by wrapping the attack up for 3 seconds	Attack – Challenge players to attack space, use evasion, fends and offloads Defence – Challenge the defence to identify opportunities or players to target for turnovers

HAWICK BALL

Game Objectives

Attack

To develop the ability to identify space through around and over defending players and to score by passing the ball into the scoring zone.

Defence

To pressure the attack by denying time and space. Players can mark attacking players, forcing movement off the ball.

How to Play

Two teams, maximum of 10v10 on ½ a pitch (70m x 45m).

Attack can pass the ball in any direction using a variety of different passes.

Kicking can be used in progressions.

There are no offside lines, attack and defence can position anywhere on the pitch.

Attack can score by passing the ball into the scoring zone(s) and touching the ball down.

Possession is maintained until a knock-on/interception or ball is ripped.

Attacking team keep possession when they score and continue to attack.

Change the Challenge (STEP)



Attack have two scoring zones on each end of the pitch

Attack have four scoring zones on each side of the pitch

Attack have four scoring zones on each side of the pitch

Attack have two balls in play

BARBARIANS

Game Objectives

Attack

To identify opportunities to go forward with support reacting and connecting with ball carrier to keep attack alive.

Defence

To organise to limit attack's opportunity to go forward by working on alignment and tracking to stop attacks early.

How to Play

Two teams, maximum of 10v10 on ½ a pitch (70m x 40m).

Two handed touch on ball carrier starts tackle count ('or shoulders on').

Ball carrier can carry on going forward after 1st touch and can look for pass or offload to keep ball alive.

Defence can pressure for a 2nd touch or simultaneous touch on ball carrier.

Attack must go to ground and present ball on second touch.

If the ball carrier passes before 2nd touch then the tackle count goes back to 0.

Change the Challenge (STEP)



Unlimited phases

Can pass any distance after 1st touch

Attack can kick or grubber after initial line break for a double points score

Defence can turnover ball if stop team scoring in 5 phases

Front on touches/ tackles from defence that stop momentum rewards a turnover.

Short pop passes only by attack after 1st touch

BANNOCKBURN

Game Objectives

Attack

To develop the attacking players' ability to identify space in the defence and exploit through passing, evasion and kicking.

Defence

To remain connected when players drop off and minimise the attacks ability to find space.

How to Play

Two teams, maximum of 10v10 on ½ a pitch (70m x 45m).

Two teams - attack try to score in defensive team's try line.

Defending team must make two handed contact on ball carrier's hips.

Defender drops out of line and runs to own try line prior to re-entering the game.

Ball carrier presents ball when touched.

Attack look to get the ball into the space created by the defender dropping out.

Defence works together to fill the field and limit the attacks ability to score.

Kicking allowed.

Change the Challenge (STEP)



Defence drop tackling player only back to their try line

Defence drop tackling player to the nearest line (try line., side line, opposition try line)

Have the defence split into 2-3 different groups in different bibs
Have the coach/attack call a colour of who needs to then drop off

HIGHLANDERS

Game Objectives

Attack

To encourage players to 'keep the ball alive' through offloads and popping from the floor. To develop support lines around the ball carrier.

Defence

Develop connection to stop offloads, working on footwork into the 'contact area' to get a solid touch/shoulders on contact (U14 and below must be touch only).

How to Play

Two teams, maximum of 10v10 on ½ a pitch (70m x 45m).

If a ball carrier is touched (2 hands – 1 hand doesn't count) they must look to offload immediately.

If the defence make a 'square on' touch that slows the ball carrier or shuts off the offload options, ball carrier goes to the floor where they can either pop/lift the ball to a supporting player or present the ball for a teammate to pass away.

Attack keep the ball until a mistake is made.

Change the Challenge (STEP)



Mild

Attack has unlimited possession until a mistake is made

Hot

Ball must keep moving at all times. E.g. the ball carrier ends up 'presenting the ball' – possession is turned over

Defence get the ball back by getting a '4 hand touch' on ball carrier (two players simultaneously)

Spicy

Defenders can look to steal the ball by ripping the ball from the ball carrier

SKYE BALL

Game Objectives

Attack

To develop the ability to identify space and to test skills to playthrough, around and over a defence.

Defence

To pressure the attack by denying time and space. Learning how to cover the back field in defence. To develop work rate to chase back once the ball is kicked.

How to Play

Two teams, maximum of 10v10 on ½ a pitch (70m x 45m).

Attack are allowed 2 players in an offside position.

Defence allowed 1 player in the backfield.

Two handed touch to stop ball carrier (or 'shoulders on').

Ball carrier to go down and present/ lift to a scrum half when touched.

Possession is maintained until a knock-on/interception or ball is ripped.

Ball can be kicked forward to an offside attacker.

Change the Challenge (STEP)



Defence only allowed 1 player in the backfield

Offside player can't score. Defence allowed to players in backfield

Defence get the ball back by getting a 'double' touch on ball carrier

Offside player must pass before being touched – turnover if not

Defence get the ball back by getting a touch on the first receiver

CALEY BALL

Game Objectives

Attack

To develop the ability to manage field position and attack the best space available to go forward.

Defence

To limit the attacks ability to find space and field position by filling space and applying pressure to the defence.

How to Play

Two teams, maximum of 15v15 on full pitch.

Defence must have a back three in the backfield.

Two handed touch to stop ball carrier ('or shoulders on'). Can also be played full contact.

When touched, ball carrier goes down and presents ball.

Two defenders must go to ground and two attack over the ball.

Possession is maintained until a knock-on/ interception or ball is ripped.

But ball can be kicked forward to gain ground

Attack has 3 touches/tackles when they are inside their own half, another 6 are awarded when they cross the half way line.

When out of touches the attack must kick the ball.

Change the Challenge (STEP)



Turnover once max touches are reached

Defender drops off once they've made a touch / tackle

Increase the number of zone (e.g. 3-5-7 touches)

WALLACE BALL

Game Objectives

Attack

A game that focuses on 'transition' (what happens after the defence win the ball back). Getting the attack to realise that the moments just after the turnover are some of the best to attack and try to score.

Defence

To develop the ability to organise quickly after the ball has been lost.

How to Play

Two teams, maximum of 8v8 with an additional 3 players who are always attacking on ½ a pitch (70m x 45m).

Attack has 6 phases to score.

1 phase = when a two handed touch is made.

Ball is turned over if the attack doesn't score within 6 phases or makes a mistake.

On a turnover, the team in possession has only 2 phases to score.

If successful, the try is worth 5 points (1 point for a normal try). If unsuccessful, the ball goes back to original attacking team.

Change team roles after 4/5 minutes.

Change the Challenge (STEP)



Turnover once max touches are reached

Both attack and defence have equal numbers
After a turnover, the new attacking team has 1 phase to score

Turnover attack must contain a kick (there should be loads of space in the backfield after a turnover)

Defenders can look to steal the ball by ripping the ball from the ball carrier

THISTLE BALL

Game Objectives (this game is for U15 boys/U16 girls and older)

Attack

To develop close contact evasion skills – footwork, ball transfer and fending.

Defence

To develop the ability to get the ball back in the tackle by developing ‘ripping’ skills and to develop the ability to get two players to the contact area to make the tackle last longer (creating time for the defence to reorganise).

How to Play

Two teams, maximum of 10v10 on ½ a pitch (70m x 45m).

Defence can win the back ball back by ripping the ball from the ball carrier or by holding up the ball carrier for 3 seconds and preventing them from offloading the ball.

Attack keep going until either of the above takes place or there is a handling error.

Change the Challenge (STEP)



Attack keep the ball for unlimited phases

Have two floating players that are always defending

Only allow 1v1 in the tackle








BLUEPRINT

GASPS - Player Identification and Development

The GASPS principles will be used to guide selection decisions within Scottish Rugby male and female pathway programmes (e.g. player development hub, FOSROC Academy and national age grade). Players will also be developed in alignment with these principles through on and off field coaching.

Further information on the GASPS principles will be made available in due course.

G GAME SENSE 	game awareness, spatial awareness, problem solving, beat the game
A ATTITUDE 	competitiveness, curious, self-motivation, resilience
S SKILL SET 	ball movement, tackle, evade, positional skills - all under pressure
P PHYSICAL POTENTIAL 	speed/agility, power, endurance, stature
S SCOTS SKILLS 	selfless, creative, optimistic, tenacious, self-organised



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BT MURRAYFIELD EDINBURGH EH12 5PJ

0131 346 5000 | scottishrugby.org