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# ***RUGBY***

## **Games & Drills**

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# ***RUGBY***

# **Games & Drills**



**Simon Worsnop**



**Human Kinetics**

**Library of Congress Cataloging-in-Publication Data**

Rugby games & drills / RFU ; Simon Worsnop [contributor].

p. cm.

Includes bibliographical references.

ISBN-13: 978-1-4504-0213-2 (soft cover)

ISBN-10: 1-4504-0213-5 (soft cover)

1. Rugby football--Coaching. 2. Rugby football--Training. I. Worsnop, Simon. II. Rugby Football Union. III. Title: Rugby games and drills.

GV945.75.R84 2012

796.333--dc23

2011021474

ISBN-10: 1-4504-0213-5 (print)

ISBN-13: 978-1-4504-0213-2 (print)

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Printed in the United States of America      10 9 8 7 6 5 4 3 2 1

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E5303



**To my mother and father for giving me a good start  
and to Carys and Josie for making me such a proud dad—S.W.**



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# ***Contents***

Game and Drill Finder **ix** • Preface **xiii**  
Acknowledgments **xix** • Key to Diagrams **xxi**

<b>1</b>	<b>Using Drills and Games . . . . .</b>	<b>1</b>
<b>2</b>	<b>Small-Sided Handling Games . . . . .</b>	<b>15</b>
<b>3</b>	<b>Small-Sided Kicking Games . . . . .</b>	<b>35</b>
<b>4</b>	<b>Attacking and Defensive Drills . . . . .</b>	<b>47</b>
<b>5</b>	<b>Bag and Shield Drills . . . . .</b>	<b>67</b>
<b>6</b>	<b>Non-Specific Rugby Games . . . . .</b>	<b>91</b>
<b>7</b>	<b>Small-Sided Rugby Games . . . . .</b>	<b>103</b>
<b>8</b>	<b>Large-Sided Rugby Games . . . . .</b>	<b>127</b>
<b>9</b>	<b>Fitness Requirements for Rugby . . . . .</b>	<b>157</b>
<b>10</b>	<b>Planning for the Season . . . . .</b>	<b>167</b>

References **183** • About the Authors **189**

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# Game and Drill Finder

Game or Drill title	Page #	Number of players		Handling: Catching and passing	Handling: Decision making	Kicking	Defensive organization	Team attack	Team defense
		Small group	Team						
<b>Chapter 2 Small-Sided Handling Games</b>									
Running Tag	18	■		■					
Rob the Nest	19	■		■					
Rob the Den	20	■		■					
Circle Dodge Ball	21	■		■					
Air Catch	22	■		■					
Lift and Catch	23	■		■					
Keep Ball	24	■		■	■				
Keep Ball Variation	25	■		■	■				
Keep Ball Contact Variation	26	■		■	■				
Ball Tag	27	■		■	■				
Fifth Columnist	28	■		■	■				
Hit the Cone	29	■		■	■				
End Corner Ball	30	■		■	■				
Mixed Corner Ball	31	■		■	■				
Mat Ball	32	■		■	■				
Rugby Netball	33	■		■	■				
Channel Ball	34	■		■	■				
<b>Chapter 3 Small-Sided Kicking Games</b>									
Kick Out	37	■				■			
Target Defence	38	■				■			
Beat the Guards	39	■				■			
Hit the Cone	40	■		■		■			
Team Skittles	41	■		■		■			
Rugby Soccer	42	■		■	■	■			
Rugby Softball	43	■		■		■			
Simple Cricket	44	■		■		■			
Continuous Cricket	46	■		■		■			
<b>Chapter 4 Attacking and Defensive Drills</b>									
Hit and Spin Relay	49	■		■					
Hit and Spin	50	■		■					
2v1v1 Drill	51	■		■	■				
2v1+1 Drill	52	■		■	■				
Continual 3v2+2	53	■		■	■				
Breakout	54	■		■	■				
3v2 Two-Minute Drill	55	■		■	■				

(CONTINUED)

Game or Drill title	Page #	Number of players		Handling: Catching and passing	Handling: Decision making	Kicking	Defensive organization	Team attack	Team defense
		Small group	Team						
<b>Chapter 4 Attacking and Defensive Drills</b> <i>(continued)</i>									
4v2v2 Drill	56	■		■	■				
4v2+2 Drill	57	■		■	■				
3v5 One-Tackle Defence	58	■		■	■		■		
South-West-North-East	59	■		■	■		■		
3v4 Defence Grid	60	■		■	■		■		
2v3 Gate Defence	61	■		■	■		■		
Cover Adjustment Drill	62	■		■			■		
Cover and Chase	63	■		■	■		■		
Kick Chase Drill	64	■		■	■	■	■		
Kicking-Specific 6v6v6	65	■		■	■		■		
<b>Chapter 5 Bag and Shield Drills</b>									
Zigzag Runs	69	■							
Left or Right One-on-One	70	■							
Line Unity	71	■					■		
Y Drill	72	■					■		
Arc to Contact	73	■					■		
Basic Slide Drill	74	■					■		
Back and Maintain Shape	75	■					■		
Slide and Realign	76	■					■		
Bag to Shield	77	■					■		
Hit and Adjust	78	■					■		
Defensive Choice	79	■					■		
Numbered Bags	80	■	■						■
Two-Player Number Tackle	81	■	■				■		
Simultaneous Hits	82	■					■		
Up the Field	83	■	■				■		
Up, Readjust, and Cover	84	■	■				■		
Inward Adjust	85	■	■				■		
ABC Bag Drill	86	■	■				■		
Break Drill	87	■	■				■		
Realign and Defend	88	■	■	■	■		■	■	■
Live Break Drill	89		■	■	■		■	■	■
<b>Chapter 6 Non-Specific Rugby Games</b>									
Offside Touch	93	■		■	■				
Big Cone Touch	94	■	■	■	■				
Two-Tackle Offside Touch	95	■	■	■	■				
American Touch	96	■	■	■	■				
Kickback	98	■	■			■			
Onside Soccby	100	■	■	■	■	■	■		
Aussie Rules	101	■	■	■	■	■			
Aussie Tackle-Touch	102	■	■	■	■	■	■		

Game or Drill title	Page #	Number of players		Handling: Catching and passing	Handling: Decision making	Kicking	Defensive organization	Team attack	Team defense
		Small group	Team						
<b>Chapter 7 Small-Sided Rugby Games</b>									
Colour Cone Touch	105	■		■	■		■		
Parramatta Touch	106	■		■	■		■		
Quick Ball Touch	107	■		■	■		■		
Scattered Defence	108	■		■	■		■		
Small-Side Offside Touch	110	■		■	■		■		
6v3+3	111	■	■	■	■		■		
One-Tackle Touch	112	■		■	■				
Killer Touch	113	■		■	■				
Grid 4v3	114	■		■	■				
Continuous 4v3	115	■		■	■		■		
Interval Balls	116	■		■	■		■	■	■
Small-Sided Three-Zone Defence	117	■		■	■		■		
6v4 Rotation	118	■		■	■		■		
Small-Sided Ruck Defence	119	■		■	■		■		
Inside-Outside Defence	120	■		■	■		■	■	■
Touch Overload	121	■		■	■		■		
Defenders Down	122	■		■	■		■		
8v8 Transition Game	123	■		■	■		■		
Three-Team Rotational Touch	124	■		■	■		■		
Player-on-Player Touch	125	■		■	■				
Defensive Drift	126	■		■	■		■		
<b>Chapter 8 Large-Sided Rugby Games</b>									
Three-Colour Team Touch	129		■	■	■		■	■	■
Kick Chase Touch	130		■	■	■	■	■	■	■
Out of the 22	131		■	■	■	■	■	■	■
Goal Line D	132	■	■	■	■		■		
Line Defence	133	■	■	■	■		■	■	■
Playmaker Attack	134	■	■	■	■		■	■	■
Turnover Game	135	■	■	■	■		■	■	■
Option Game	136	■	■	■	■		■	■	■
Shape Game	137	■	■	■	■		■	■	■
Triple Overload Touch	138	■	■	■	■		■		
Base Cone Touch	139	■	■	■	■		■		
Fast Ball	140		■	■	■		■	■	
Three Sweepers	141		■	■	■		■	■	
Zone Touch	142		■	■	■		■	■	
Two-Ball Touch	143		■	■	■		■	■	■
Offload Touch	144		■	■	■		■	■	
Shield Offload Option	146		■	■	■		■	■	■
Spot Game	147		■	■	■		■	■	■
Defensive Ruck Game	148		■	■	■		■	■	■

(CONTINUED)

Game or Drill title	Page #	Number of players		Handling: Catching and passing	Handling: Decision making	Kicking	Defensive organization	Team attack	Team defense
		Small group	Team						
<b>Chapter 8 Large-Sided Rugby Games</b> <i>(continued)</i>									
Dominant Tackle	<b>149</b>		■	■			■		■
Out to In, In to Out	<b>150</b>		■	■	■		■	■	■
Pre-Exhaust the Defence	<b>151</b>		■	■	■		■	■	
One-Team Kick	<b>152</b>		■	■	■	■	■	■	■
Kick Return	<b>153</b>		■	■	■	■	■	■	■
Lineout	<b>154</b>		■			■			
Lock and Turn	<b>155</b>		■					■	■

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# Preface

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**W**elcome to *Rugby Games & Drills*, a resource for rugby coaches, conditioning coaches, and teachers involved in rugby union and rugby league at all levels. This comprehensive book is packed full of ready-to-use games and drills and will help you design your own games and drills by outlining key pointers in the process. The activities in this book can be used by players of all ages and abilities; some of the simpler games that can be used with small children as major parts of a session are also suitable as part of a warm-up with adults. Many of the more complex games can and have been used to good effect with international professional players. With greater involvement, participants enjoy themselves more and are more receptive to learning, whatever their age and ability.

As a player, how many training sessions have you attended that were boring? How many hours have you spent doing mindless, repetitive drills? How much time has your field conditioning consisted of endless sprints between cones for no particular reason? How many sessions lacked any intensity during the technical and tactical part only to be followed by 10 minutes of gut-wrenching interval sprints completely unrelated to the previous hour's work?

If the preceding scenarios are familiar to you, then your coaches had little awareness of a games approach to coaching or an understanding of integrated field conditioning. This book will help you avoid falling into those traps; instead, you will create interesting, effective, and enjoyable sessions. Players of every age love to play games; this is the reason they started playing and continue to play the sport. Playing games keeps players focused and on task and physically active and develops in them a positive attitude to physical activity. The approach outlined in this book is especially useful for those who have limited time to spend with their players and must make every second count. Following is a brief explanation of what you will find in each chapter.

## **Chapter 1**

Chapter 1 looks at the theory and practice of drills and games. It touches on theories of skill acquisition, the learning process, and games understanding.

## **Chapters 2 and 3**

Chapters 2 and 3 look at small-sided handling and kicking games, respectively. These games can be used with any age group; some of them could be used as general games activities with children. For older players, you can use them as general skills warm-up games or as competitive but fun activities within sessions.

## **Chapter 4**

Chapter 4, Attacking and Defensive Drills, explores ball-handling drills that aim to improve attacking play in quite closed situations. Some of these drills can also be used to develop defensive decision making. These drills were developed to improve skill in closed situations, but they can also be used as conditioning activities. The chapter explains how to adjust the number of players and conditions to get the best out of these drills.

## **Chapter 5**

Chapter 5 is a comprehensive guide to defensive conditioning drills using bags and shields. The focus of the drills differ: some are clearly technical, and others are more purely fitness based.

## **Chapter 6**

Chapter 6, Non-Specific Rugby Games, explores ball games derived from other sports such as Australian and American football. These are often used as fun fitness sessions in the pre-season.

## **Chapter 7**

Chapter 7 looks into small-sided rugby-specific games. Many of these address specific aspects within a game. These games can be used within warm-ups or to address particular needs within a session, particularly as a build-up to a larger-scale game.

## **Chapter 8**

In chapter 8, Large-Sided Rugby Games, you will learn about more demanding rugby-specific games. These games address technical and tactical requirements specific to either one or both codes of rugby. With planning, you can use these as technical and tactical development games or as a conditioning tool. In fact, with a clear, integrated approach, you can use them as both.

## **Chapter 9**

Chapter 9, Fitness Requirements for Rugby, provides a simple and clear analysis of rugby league and rugby union. Without going into too much physiological detail, the chapter outlines the physical demands of the sports by using information from previous and current match data. From this you will begin to be able to create a picture of the necessary components of field sessions. The chapter then looks at the differences between games and drills. It looks at the uses of both of these in developing the participant as a rugby player and an athlete. You will learn how to construct drills and design games to meet the specific needs of your players and team. Once you understand this, the world will be your oyster and you will not look back.

## **Chapter 10**

Chapter 10 addresses planning for the season, which is often a missing weapon in the coach's arsenal. Coaches often ignore the importance of progressing within a session and between sessions and constructing linked sessions throughout a training phase. Many coaching books are distant and theoretical

about planning. This chapter provides a simple guide to planning your sessions based on the time of year. Finally, it provides some sample sessions using activities from within the book and explains how to construct your own.

The format for the games and drills in this book is simple and uses easy-to-understand annotated diagrams to help you follow the text. Each chapter follows a simple theme, but keep in mind that an activity may appear in one chapter and be able to be modified to fit into another. These modifications often appear in the Variations sections of games and drills. This means that although the cover of the book indicates that 119 games and drills are provided, in fact, the book contains many more. The activities can often be adapted by varying the numbers of participants or the grid size or by subtly altering the rules.

Each activity includes the following sections:

- Appropriate ages and the physical and mental components developed
- Objectives
- Equipment
- Set-up
- How to play
- Coaching points
- Variations

### **Appropriate Ages and Physical and Mental Components Developed**

At the beginning of each game or drill, a relevant age or age range is provided. Keep in mind that this is merely a guide; early-maturing or more gifted players may be able to do more advanced drills. Likewise, beginners or players with poorer fitness may not be able to do drills designed for their age. This section also lists the physical and mental components of skill execution, decision making, speed, agility, endurance, and speed endurance. Each component is given a rating, ranging from 0 to 5, as follows:

- 0—A rating of zero indicates that this drill or game provides very little, if any, stimulus to this physical or technical component (e.g., Zigzag Runs may have a fitness element but involves no decision-making skills by the player).
- 1—A rating of one indicates that this drill or game provides below-average stimulation to this physical or technical component (e.g., Quick Ball Touch provides very little speed stimulus, despite its name, because the game is continuous and therefore, there is no required recovery period to enable near-maximal speed activities to take place).
- 2—A rating of two indicates that this drill or game provides somewhat below-average stimulation to this physical or technical component (e.g., in 2 v 1 v 1, agility is rated a 2 because, whilst there is a turn at the end of the grid, the fact that there is only one defender means that there is a below-average use of “footwork” by the attacking player).
- 3—A rating of three indicates that this drill or game provides average stimulation to this physical or technical component (e.g., in the Cover

Adjustment Drill, both speed and speed endurance are rated a 3 because speed is required to beat an opponent but never is maximal speed attained since it is a short distance; however, as the drill is repeated a number of times there is an average speed endurance component).

- 4—A rating of four indicates that this drill or game provides above-average stimulation to this physical or technical component (e.g., in Kick Return, speed endurance is rated a 4 because there is a series of repeat kick chases carried out over quite a large distance at moderately high speeds).
- 5—A rating of five indicates that this drill or game provides near-maximal stimulation to this physical or technical component (e.g., Pre-Exhaust the Defence provides maximal stimulation to the endurance component; however, remember to observe the correct work to rest ratios otherwise this will not occur and the score will drop).

These ratings are just a guide and alterations to an activity will affect how it stimulates the components (e.g., reducing the pitch area may increase agility and decision-making ratings; altering the number of players will alter both these components and the endurance element; changing the work-to-rest ratios will impact speed, speed endurance and endurance). And, of course, the skill and fitness levels of your players will also affect the outcome of each activity.

### **Objectives**

Each activity lists the objective(s) it addresses. This section will help you choose activities directly geared towards your own goals for your players and the skills and components you want to address in your session.

### **Equipment**

A simple list of equipment is included so you will know what is required to start the activity, such as how many cones you need to mark out the grids. We recommend that you have a minimum of 60 (we know 60 seems like a lot!) cones of four different colours in your stock. You should also have at least two full sets (15) of different-coloured bibs and tags and tag belts, a minimum of six tackle shields, and a similar number of tackle bags.

### **Set-Up**

The activity set-up explains how to set up the playing area, how many players are involved on each team, and where the players are positioned at the start of the game. This will provide you with information on how the game will start and will importantly allow you to draw a map of your training session in order to help you organise it so that players can move safely and freely between activities.

### **How to Play**

This section explains how to set up and run the activity, enabling you to easily explain it to the group. It contains the rules of the activity, which determine the particular skill and fitness component being developed.



### **Coaching Points**

This section gives two or three points you may need to emphasize to develop your attackers and defenders. These simple cues will help the players be successful within the activity either in attack or defence.

### **Variations**

This section provides alternative ways of running the activity. These alternatives are achieved through minor rule changes, which may affect the skill or physical component being developed.

## **A Note About Safety**

With any coaching activity, you must carry out an adequate risk assessment. This includes checking the venue and playing surface. All cones and other rugby equipment must be checked. The players must be competent to carry out the activity you have chosen, and if they are not, you must adjust the activity accordingly. There should be an adequately trained first-aider at the venue, and you must be familiar with emergency procedures. Make sure fluid is available at all sessions; this is particularly important for younger children, who cannot efficiently control their body temperature. Encourage all players to bring their own fluid.

Also note that many of the smaller activities in this book can be used as warm-up and cool-down activities. After these activities have been used to raise the pulse and warm the muscles, some general mobility and dynamic stretching can be carried out (this is outlined in the sample sessions in chapter 10). It is important that this protocol is followed, along with some general dynamic mobility activities.

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# ***Acknowledgments***

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**S**imon Worsnop would like to thank the following coaches he has worked with in a team environment and learnt a lot from:

Gary Hetherington, Mick Cook, Gary Greinke, Phil Larder, John Kear, Steve Deakin Paul Hazelwood, Jackie Sheldon, Peter Roe, Ian Fairhurst, Andy Kelly, Richard Agar, Malcolm Reilly, Martin Hall, Matt Calland, Kevin Plant, Ken Higgins, David Waite, Brian Noble, Graham Steadman, Paul Cullen, Ray Unsworth, Brian Ashton, Damian McGrath, Jim Mallinder, Nigel Redman, Mark Mapletoft, Martin Haag, Rob Hunter, Diccon Edwards

Simon also thanks all the other coaches whom he has talked to on and off the field during his time in rugby.

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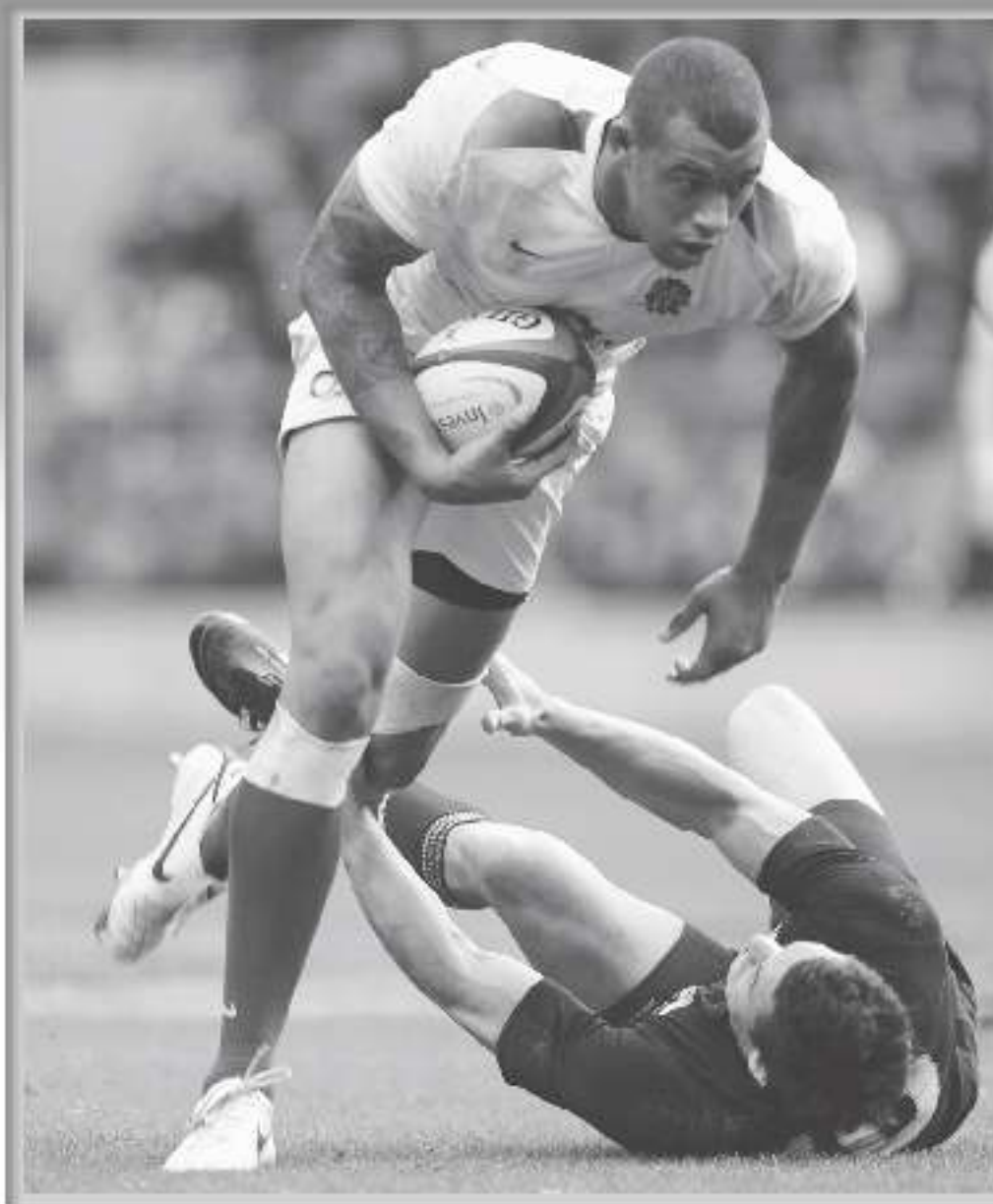
# Key to Diagrams

	Attacker
	Defender
	Player holding tackle inside
	Player holding tackle outside
	Cone
	Hall
	Player movement
	Ball movement

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# Using Drills and Games



**A** technical skill involves the specific movement of a player's body to perform a particular task (e.g., passing to the left). A technical skill may break down if the player is fatigued, particularly if the player is not proficient at executing the skill (i.e., the player will revert to a previous poor skill pattern). Players must be able to repeat technical tasks as efficiently as possible (e.g., a correct pass in the 80th as well as the first minute). To make this possible, players must practise and develop skills in situations that are as close to match situations as possible, which is where the use of drills and games comes into play.

Normally, a game has a minimum of two teams and a scoring system that results in one team winning. However, in warm-up games and games with young children, the score may not be that important. In the case of drills, scoring is often not used, and the players are not necessarily in teams. However, there is a sliding continuum from drills that are strictly drills to those that may easily be changed into games right through to pure games. In addition, you can increase the pressure on players by increasing the pressure of the opponents or by having them play in a fatigued state. In this way, drills and games can be conditioning tools.

Furthermore, by incorporating skills such as small-sided games, your athletes will develop greater game sense through increased teamwork, better communication skills, and increased awareness. Also, your athletes will perform better in pressure situations during matches and develop into tactically smarter players while increasing their fitness. Finally, and probably most important, most athletes tend to enjoy skill-based conditioning more than traditional fitness conditioning methods (Coutts 2002).

## **Advantages and Disadvantages of Drills**

Simple drills have the following advantages:

- They are easy to set up and organise in terms of numbers and equipment.
- They are easy to monitor.
- Many can be used as purely fitness activities.
- Players are unable to hide in many of them because they are quite structured and tightly-controlled.

Because of the ease of set-up and the closed nature of simple drills, they can often be combined. You can also combine them in such a way that players go from a very closed activity to progressively more open ones and finally finish with a game. For example, when concentrating on defensive decision making, you can have a group of players move progressively from a repeated static situation in which the attacking players hold shields to the same activity in which the attacking players use the ball and finally to an open modified game (see chapter 10 for more information).

You can also use drills with a fitness emphasis to exhaust players prior to a skill drill to test a particular skill under fatigue. An example of this would be to have the players do some up-and-down shuttles up a grid for one minute and then immediately go into a continuous 3v2 + 2 in which their attacking, passing, and decision-making skills are pressurised. You can combine attack



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