



FOOTBALL
FEDERATION
AUSTRALIA

YOUTH FOOTBALL CERTIFICATE I

PARTICIPANT MANUAL
COMMUNITY COACHING PATHWAY

**YOUTH
FOOTBALL
CERTIFICATE I**



Contents

Introduction	2
Overview of Coach Education	3 - 5
What is T.I.C?	6
Levels of the Community Coach Education Pathway	7
How do the Certificate and Licence Differ?	8
Furthering your Coach Education	8
Method of Re-accreditation	8
How do I become a Presenter and/or an Assessor?	9
What qualification do I need to be able to present a course?	9
How will the course be presented?	10
Youth Football Certificate I Program	11 - 12
How will I be assessed?	13
Assessment Criteria Definitions	14
Community Coach Education Program Session Plan	15
Community Coach Education – Assessment Checklist	16
Coach Self-Reflection Checklist	17
Peer Observation Checklist	18
Code of Ethics	19 - 20
Youth Football Certificate I Practices	21
Striking	22 - 24
First Touch	25 - 27
1 v 1	28 - 30
Running with the Ball	31 - 33
Appropriate Coach Behaviour	34
Warm up	35 - 36
Contacts	37
Acknowledgements	Back



Introduction

Welcome to the Community Coach Education Program. Regardless of your playing and coaching background, Football Federation Australia has developed courses to suit all coaching levels and tailored them to ensure training is appropriate for the age of the players the coach is working with.

You may have already downloaded the material which will help you through the course, and may also be used as your workbook.

If you have not here is the link: www.footballaustralia.com.au

The introductory course is the Grass Roots Certificate, which many of you would have completed already. If so you will now have a good idea of how to organise your training sessions using the three parts – Beginning, Middle and End. The terminology has been slightly changed on Junior, Youth and Senior levels to reflect the “piecing together” of age related training. They are called Warm Up, Main Part and Final Part - these will be explained in greater detail later.

The main purpose of the Community Coach Education Program is to provide you with a range of “tools” to shape your coaching future and to help you plan and conduct suitable age appropriate training sessions. The community courses have been redesigned to be totally practical with a big emphasis on giving the participant coaching opportunities as well as continuous feedback by presenters and your peers throughout.

You will also have the chance to be involved as if you were a young player by participating in the sessions (if you are physically able). The method of peer and presenter feedback is used to help you gain a greater knowledge of the strengths and weaknesses of your training methods. Your coaching knowledge and ability will improve as you gain more experience and attend further courses, read books and use the S2S online coaching tool.

Norm Boardman
National Coach Education Manager
Football Federation Australia

FREE MEMBERSHIP TO S2S

Once you have enrolled and paid for your course you will be sent a campaign code for this exciting on line coaching resource. This will allow you FREE access until June 2011 enabling you to enjoy the many features of this tool. With over 1600 hundred practices broken down into age related training sessions and backed up by videos, you can download ready made sessions, create your own or even print off whole development programs. Please enjoy using this easy to use resource and good luck with your coaching.

Overview of the FFA Coach Education Program

There are now two distinct pathways for coaches within Australia - The Advanced Pathway and the Community Pathway.

The Community Pathway



The Advanced Pathway



The Advanced Pathway, as the name implies, is for coaches who have a greater dedication to their coaching and who may eventually wish to coach at the professional level - hence the associated commitment which is necessary given the depths of content on those courses.

The Community Pathway is aimed at coaches who while still dedicated, prefer to coach (primarily) at amateur level and who are much less ambitious about coaching at higher levels. These coaches, however, are still seeking assistance with the preparation, organisation and conduct of safe, age related training sessions.

The exciting part about having two pathways is that there is now a course for all coaches at whatever level they choose. Furthermore, at the Community level, coaches can now choose where they wish to “enter” the pathway. For example, instead of the old method of having to attend the Junior Course followed by a Youth Course (gain an advanced pass), before enrolling on the Senior Course (vertical approach). Coaches can now enter at the level appropriate to the age group that they will be coaching (horizontal approach).

The courses are tailored to suit the needs of “age related” training, matched up with the size of the field the players will be playing on and the technique/skills required at that age.

For example at **Grass Roots** level age 6-7 (4 v 4) the National Curriculum focus is on “learning to master the ball” so the emphasis is on **FUN**, lots of ball touches, 1 v 1s and shooting.

The next age is **Junior** (8-11 years old) playing lots of football related games (7 v 7/ 9 v 9) at training is vital in terms of learning. At this level the development goals of the National Curriculum are “learning to act with the ball purposefully” and “ learning to play together (with team mates) purposefully”.

Helping the players to make decisions based on football problems becomes more important as well as the ongoing development of their individual and collective technical ability through “game like” activities similar to those they may face in matches (i.e. combining with one another to beat an opponent). Another focus is for the coach to provide opportunities for the players to try different positions. Once again, a critical component at this age is the need for the players to have a “fun” experience and for the coach to nurture the young players’ love for the game through the provision of a positive learning environment.

At **Youth level** (12 – 15 years old) studies have shown that players are starting to think about specializing in positions and here the development goals of the National Curriculum are “learning the positions” and “learning how the basic tasks link together”. It is important to note that increasing the development of technique linked into game awareness (decision making) and position specific coaching makes up the focus for this level.

At the **Senior level** (16 years and above) the National Curriculum moves to reflect more “team” coaching through the development goals ‘Learning to play as a team’ and ‘Performing / Winning as a team’ – at the same time emphasizing individual creativity, creative thinking and decision making, which are necessary ingredients to bring the “whole picture” together. Notwithstanding the above, at every level, it is the coach’s responsibility to ensure that all players have an equal opportunity to develop and that the emphasis should always be on enjoyment and participation.



What is T.I.C.?

***T.I.C.** is an acronym for –*

Technique –

This is the foundation of all football ability and is best developed at a young age. Known as the “golden” years in Japan it is a critical time for the development of fundamental motor skills in youngsters. Development in primary school aged players is rapid in contrast to that in later years so emphasis on the development of technique in this period of growth is seen as essential. However, this does not mean that the coach disregards the need to address Technique throughout.

Insight –

Cognitive development in primary school aged players is varied and becomes more sophisticated with age and experience (exposure to thinking games). Ability to understand concepts will vary from player to player. Therefore Insight starts to become developed through the Junior Licence level as the player starts to understand more concepts through the coach continually putting the players in “match like” situations and getting the players to solve problems practically, therefore gaining valuable game-based experiences.

Communication –

The need to communicate becomes more important as the player grows older and develops an understanding of the needs within the game on a team basis – communication can be directly attributed to confidence and experience. Hence the greater emphasis on the C in the Senior level.

T.I.C.s are the training and coaching objectives of the National Curriculum identifiable within each level according to the age group that is being coached. Getting a T.I.C. for football will help you focus on the most important part of the players’ development. In other words, if you look at the Development Goals together with the training and coaching objectives at each level and aim your training outcomes at those, you will not go far wrong. However, the three are not used in isolation and should always be considered together.

Development Goals	Age Group	TIC
Learning to master the ball	U/6 – U/7	Getting a ‘TIC’ for football
Learning to act with the ball purposefully	U/8 – U/9	T_{ic}
Learning to play together purposefully	U/10 – U/11	T_{ic}
Learning the positions and basic tasks in 11 v 11	U/12 – U/13	T_{ic}
Learning how the basic tasks link together	U/14 – U/15	T_{ic}
Learning how to play as a team	U/16 – U/17	T_{ic}
Performing/winning as a team	U/18 – U/19	TIC

Levels of the Community Coach Education Pathway

FFA Grassroots Certificate Course

This course provides the “novice” coach with the necessary “tools” to create a fun environment for the players, one in which they can learn to play with the ball, practise their basic movement patterns and develop a love for the game through good training and playing experiences. The course is held over three (3) hours and is usually carried out at club level with no cost to the participant.

.....

FFA Junior Licence Course

This fourteen (14) hour course is designed to help those coaches who are training 8 – 11 year old players and will provide ideas on how to create a positive learning environment for the players. As the field sizes/number of players increase slightly so do the challenges for our youngsters, for example; passing, controlling the ball, movement and decision making. The coach at this level is encouraged to conduct meaningful training sessions that will help develop the players’ decision making processes so they can start to solve problems on the field without having to rely entirely on the coach. On this course the coaches are provided with helpful hints on using the questioning / challenging technique to assist their young players in decision making as well as some basic information regarding positional play so their players have an opportunity to play in different positions as they develop an understanding of the game’s requirements.

.....

FFA Youth and Senior Certificate 1 Courses

Certificate One Courses are conducted over 7 hours. These courses provide opportunities for coaches to see model sessions by the Presenter and to get involved in the planning and presentation of safe, appropriate and age related practices. These courses are “non assessed” meaning that participants will not be required to do an assessment to be awarded the Certificate but rather will have ongoing opportunities throughout the course via a series of “group coaching” practise sessions. They will complete a “self assessment” checklist following their session and receive feedback from peers as well as the presenter.

.....

FFA Youth and Senior Certificate 2 Courses

Certificate 2 courses are conducted over a 14 hour duration. They have a similar format to Certificate 1 courses and seek to reinforce the methodology of teaching through seeing and experiencing more “model” sessions as well as more opportunities to conduct practices as part of a group and as an individual in preparation for the Licence Assessment

.....

FFA Licence Assessments

After attending Certificate 1 and 2 where you will be involved in planning , organising and conducting practices as well as seeing model sessions by the presenter, to gain a Licence you will be required to conduct a 15 minute practical session during which your competency to coach at the appropriate level will be assessed by a qualified assessor. This can be done at your local club or on an assessment day/night organised by your member federation, or as part of the course.

How do the Certificate and Licence Differ?

The easiest way to define the distinction that is now being made is as follows:

Certificate: Coaching competencies will be highlighted and experienced but not formally assessed at this stage.

Licence: Coaches are formally assessed and deemed competent or not yet competent based on the criteria from the coaching checklist

Naturally, a higher order of planning, thinking, observing and organisation would be expected should you wish to qualify for the licence accreditation. In either course you will have a number of opportunities on the course to develop your coaching.

Furthering your Coach Education

To build on your knowledge base and further your coach education your Member Federation and/or Region/Association will conduct regular updates. There will also be FFA seminars and workshops at regular intervals for you to attend should you wish. For more information go to www.footballaustralia.com.au or your Member Federation (contacts at rear of manual).

Method of Re-accreditation

Licence Level

In order to be re-accredited, every four (4) years a coach will simply need to show that they can display the same competencies as they did when they first received their accreditation i.e. Can they plan a (safe) session, organise, use appropriate questioning, modify etc. . . This will be done as a practical demonstration (possibly with your own team) at a local club/association level to make it much easier and less time consuming for all concerned.

Certificate 1 or 2 level

Every Four (4) years a coach will need to attend and complete another community (certificate) course to remain accredited.

How do I become a Presenter and / or an Assessor

Should you wish to become a Presenter and / or an Assessor you must attend the State workshop conducted by your Member Federation annually, however should circumstances prevent your attendance you can be “mentored” in the process by attending and assisting on at least one course (M.F.’s discretion) at the level at which you would like to present and/or assess. An application form is also available on the FFA website which should be processed through your Member Federation.

What qualification do I need to be able to present a course?

You need to have at least a licence for the level that you will be presenting. i.e. youth licence = present youth level

Presenter / Assessor Level	Type	Accreditation Required to become a Presenter or Assessor
Grassroots Football Certificate	Presenter	Grassroots Football Certificate
Junior Football Licence	Presenter/Assessor	Junior Football Licence
Youth Football Certificate I	Presenter	Youth Football Licence
Youth Football Certificate II	Presenter	Youth Football Licence
Youth Football Licence	Assessor	Youth Football Licence
Senior Football Certificate I	Presenter	Senior Football Licence
Senior Football Certificate II	Presenter	Senior Football Licence
Senior Football Licence	Assessor	Senior Football Licence

How will the course be presented?

Model Sessions

At the start of each module the presenter will conduct “model” sessions featuring three components – Warm Up, Main Part and Final Part.

Warm Up

As the name indicates, the warm-up is the methodology aimed at increasing the blood flow, gradually raising the body temperature and preparing the muscles for work. This is done using a combination of ball work combined with dynamic stretching, sometimes it may be done without the ball but it is always “dynamic”.

Main Part

Once the “theme” for the session has been established i.e. Passing / Striking etc... the main part is used to practise the technique using a small sided game or a functional practice to provide the players with repeated opportunities to develop the particular technique / skill. During this part the presenter will show how to coach at the community level using demonstrations of good “models” or demonstrating themselves and showing examples of how to encourage and praise the players.

Final Part

In the final part of the session the presenter will sometimes show how it is all put together usually based on the practise, and dealing with the players in a “match like” scenario featuring their actual positions and formations relevant to the curriculum.



Youth Football Certificate I Program

DAY 1: Morning / Night 1 (210 minutes)

Presenter conducts two (2) model sessions (120 minutes):

1. Passing/Striking (Safety group management)
2. First Touch (Communication)

Model sessions to feature:

- Warm-Up
- Main Part
- Final Part

Break (10 minutes)

Group Work (60 minutes)

Candidates are split into four (4) groups of four (4).

Each group will be given the following tasks:

- Group 1/Group 3 = Passing/Striking
- Group 2/Group 4 = First Touch
- All members A,B,C,D of each group will plan their session.
- A,B will set up and organise the practice.
- C will start the session and make one modification (Making it easier.)
- D will make a further modification (Making it more challenging.)
- Each practice will be approximately 15 minutes (Incl. feedback)
- At the conclusion of each group practice all candidates will be invited to provide feedback in a “controlled” discussion facilitated by the presenter – NO MORE THAN TWO (2) MINUTES – while the next group is setting up.

FIFA 11+ (20 minutes)

The FIFA 11 should be downloaded by you (the participant) from the FFA website, reviewed and discussed on course.

Day 1: Afternoon / Night 2 (210 minutes)

Presenter Conducts two (2) model sessions (120 minutes)

1. 1 v 1 (Inclusion)
2. Running with the Ball (Appropriate Coach Behaviour)

To feature:

- Warm-Up
- Main Part
- Final Part

Presenter to conduct Appropriate Coach Behaviour (15 min)

Group Work (60 minutes) Hand Out Topics

Candidates are split into four (4) groups of four (4).

Each group will be given the following tasks:

- Group 1/Group 3 = Dribbling (1 v 1)
- Group 2/Group 4 = Running with the Ball
- All members A,B,C,D of each group will plan their session.
- C,D will set up and organise the practice.
- A will start the session and make one modification (Making it easier.)
- B will make a further modification (Making it more challenging.)
- Each practice will be approximately 15 minutes (Incl. feedback.)
- At the conclusion of each group practice all candidates will be invited to provide feedback in a “controlled” discussion facilitated by the presenter – NO MORE THAN TWO (2) MINUTES – while the next group is setting up.

At the conclusion of this course you will qualify for a Certificate One and can either finish here or elect to attend Certificate Two

Wrap up / Discussion review

How will I be Assessed?

Checklists

In this manual you will find five (5) forms :

- The first shows you definitions of the Assessment Criteria used by the assessor.
- The second is a Session Planning form which is to be completed and given to the presenter prior to your practices sessions.
- The third is the Assessment Checklist. This shows the criteria against which you will be assessed, this is used by the assessor.
- The next is a Self Reflection Checklist which you will be asked to fill out following one or more of your sessions. This will help you to better understand which areas need more attention and which are already well developed in your practices.
- The final one is a Peer observation form which you may be asked to complete to provide some feedback for others in the group.
- You will need to print off three (3) copies of each of the above documents and bring them with you to the course.
- You will also need to print, read, and bring the code of ethics agreement to the course and hand it in to the presenter.

**This paperwork will help you in your development as a coach.
In the future you could have someone watch your sessions and
provide feedback via any of these methods.**



Assessment Criteria Definitions

1. Does it look like football?	Game based decisions are being made and the activity has: • Area • Rules • Objective (target/goal) • Opposition
2. Players are engaged in an activity/game within two minutes?	Coach organises equipment • Balls/Markers/Bibs etc. in correct places • Communicates for group management purposes • Gives clear instructions to ensure players understand what to do
3. Games/activities are conducted in a safe coaching environment	Area was inspected • Games/activities are conducted away from fences • Games/activities reduce possible collisions etc.
4. The coach used demonstrations to reinforce topic in a positive manner.	Comments are provided in positive language Key points are identified and reinforced with players
5. The Coach modified the session when necessary to challenge the players or to help them achieve a desired outcome?	Games/activities are modified using “CHANGE IT” methodology based on: • Players are not successful in achieving objective and motivation is waning • Players are too successful and are becoming uninterested • Games/activities are one sided
6. The players respond to the coach in a positive manner	Activity levels are high Players are trying to achieve session objective

Community Coach Education Program

Session plan

Topic (Session focus) _____

Name _____

Organisation details: _____

Balls: _____

Bibs: _____

Markers: _____

Players: _____

Game instructions/demonstration: _____

Diagrams:

Community Coach Education – Assessment Checklist

Name of candidate: _____ Date: _____

Competence / Performance Criteria	Y	N	Comments
1. Was it an activity that looked like football? i.e. Game based decisions were being made and the activity had: Area Rules / Objective (target/ goal) Opposition			
2. Were the players engaged in an activity/game within two (2) minutes? Transitions were made from one activity to the next (or modifications) within two (2) minutes.			
3. Were the games/activities conducted in a safe coaching environment.			
4. Communication skills ? Were the demonstrations clear, communicated positively and appropriately? i.e. Good “models.” Good use of Q and A.			
5. The coach modified the session when necessary to challenge the players or help them achieve a desired outcome			
6. The players responded in a positive manner i.e. actively involved.			

Coach Self-Reflection Checklist

Name of candidate: _____ Date: _____

Did you successfully deliver the following?

Session criteria	What did you notice when conducting the activity/game?	What would you do differently next time?
An activity that looked like football. Game based decisions were being made and the activity had: Area Rules Objective (target/goal) Opposition		
Players were engaged in an activity/ game within two minutes. Transitions were made from one activity to the next (or modifications) within two (2) minutes.		
Games/activities were conducted in a safe coaching environment.		
Demonstrations were used to reinforce topic in a positive manner.		
The session was modified when necessary to challenge the players or to help them achieve a desired outcome.		
Players responded in a positive manner.		

Peer Observation Checklist

Observe the nominated coach and provide feedback as to the level of criteria observed. Some discussion or suggestions may be made as to how you may change the session.

Did the coach deliver the following?

Session criteria	Yes /No	Comments
An activity that looked like football. Game based decisions were being made and the activity had: Area Rules Objective (target/goal) Opposition		
Players were engaged in an activity/game within two (2) minutes. Transitions were made from one activity to the next (or modifications) within two (2) minutes.		
Games/activities were conducted in a safe coaching environment.		
Demonstrations were used to reinforce topic in a positive manner.		
The session was modified when necessary to challenge the players or to help them achieve a desired outcome.		
Players responded in a positive manner.		

Coach's Code of Ethics Agreement Form

PLEASE COMPLETE ALL FIELDS - PRINT CLEARLY

Title First Name Surname

FFA Accreditation Level

Mailing Address

..... State P/C

Phone Number: H W M

Email Fax

Country of Birth Date of Birth

I agree to the following terms:

1. I agree to abide by Football Federation Australia's Code of Ethics overleaf.
2. I acknowledge that Football Federation Australia may take disciplinary action against me, if I breach the code of ethics.
3. I understand that Football Federation Australia is required to implement a complaint handling procedure in accordance with the principles of natural justice, in the event of an allegation against me.
4. I acknowledge that disciplinary action against me may include de-registration from Football Federation Australia's Coach Licence Registration and the National Coaching Accreditation Scheme.

Please refer to the Harassment free Sport Guidelines available from the Australian Sports Commission Website (<http://www.ausport.gov.au/ethics/memprot.asp>).

I have read the Football Federation Australia Coaches' Code of Ethics and agree to comply with its directives.

Signature Date

Signature of Parent/Guardian (if under 18)

Coach's Code of Ethics

- ✓ I will respect the rights, dignity and worth of all players and ensure that everyone is treated equally.
- ✓ I will ensure that the players are involved in a positive environment, and that the game and training is a positive and enjoyable experience.
- ✓ I will respect all players' individuality and help them reach their own full potential.
- ✓ I will be fair, considerate and honest with all players.
- ✓ I will be professional and accept responsibility for my actions and encourage players to demonstrate the same qualities.
- ✓ I will make a commitment to my team, and myself, that I will continue to improve my own knowledge of the game through coach education and various training programs. I will coach my players to play within the rules and in the spirit of the game of Soccer (Football).
- ✓ I will avoid any physical contact with the players and should it be required it would be appropriate to the situation and necessary for the player's skill development.
- ✓ I will refrain from any form of personal abuse towards my players. Also I will be aware of any forms of abuse directed towards my players from other sources while they are in my care.
- ✓ I will refrain from any form of harassment towards my players.
- ✓ I will provide a safe environment for training and competition, by ensuring the equipment and facilities meet safety standards.
- ✓ I will show concern and caution towards sick and injured players and allow for further participation in training and competition only when appropriate.
- ✓ I will not engage in the use of crude, foul or abusive language that may be determined offensive or engage in any conduct detrimental to the image of the game when on or off the field.
- ✓ I will refrain from arguing with the referee and / or assistant referees regarding decisions they make.
- ✓ I will treat participants, officials and spectators with courtesy and respect.

This code is designed:

- To emphasise the elements of enjoyment and satisfaction to junior players and coaches involved in Soccer (Football).
- To make adults including parents and coaches aware that young players play Soccer (Football) to satisfy themselves and not necessarily to satisfy adults or members of their own peer group.
- To improve the overall health and fitness of Australia's youth by encouraging participation in Soccer (Football) and making it attractive, safe and enjoyable for all to play.
- To remind administrators, coaches, referees and parents that Soccer (Football) must be administered, taught and provided, for the good of those young people who wish to play Soccer (Football), as ultimately it is "their game".

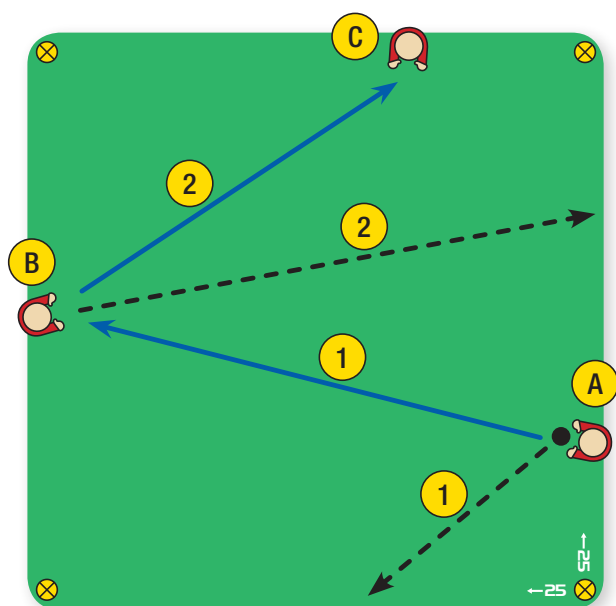
Youth Football Certificate I Practices

Key

- Unbroken Line = Balls path
- Broken Line = Players' run without the ball
- Unbroken line together with Broken line = player dribbling the ball



Warm Up: Striking/Passing



Organisation

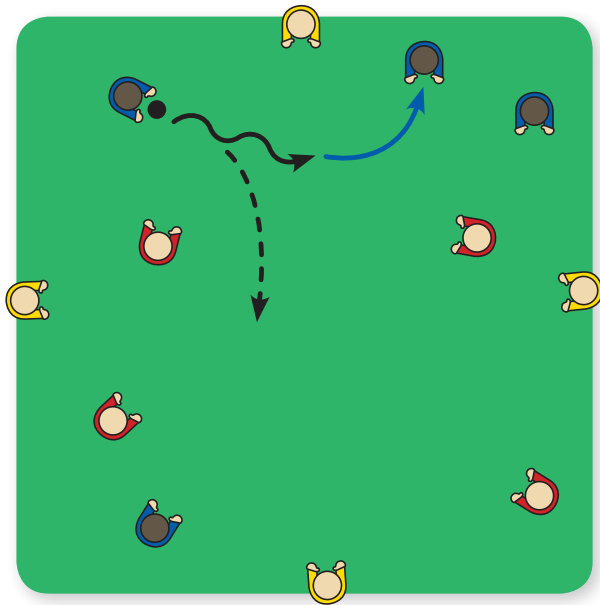
- 25m x 25m
- Three players per grid

Rules / Instructions

- Encourage all players to use both feet
- Each player standing on a sideline of the grid – this will leave one sideline free.
- Player A starts with the ball, this player passes a 'straight' pass to player B.
- Player A makes a diagonal run to the side of the grid which is free.
- Player B passes a 'diagonal' pass to player C and then makes a straight run to the free side.
- Players must do dynamic stretching while they are making their runs to the free side. Dynamic stretches including heels up at the back, knees up at the front, carioca, side to side, etc.

Notes

Main Part: Striking/Passing



Organisation

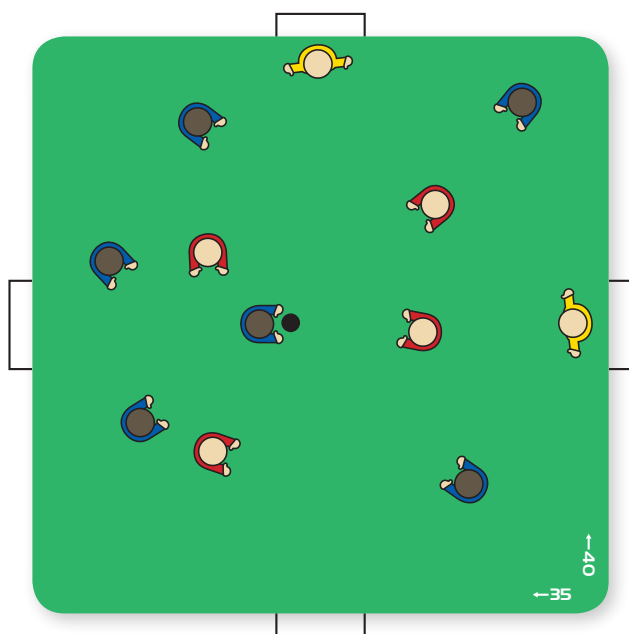
- 30m x 30m
- Select 3 teams of 4 (4 v 4 in the middle and 4 “neutral players” on the outside)

Rules / Instructions

- The teams in the middle combine to make as many passes as possible using their team mates in the middle and / or the neutral players on the outside.
- The coach will set the number of passes to equal a goal
- Rotate the “neutral” players regularly

Notes

Final Part: Striking/Shooting



Organisation

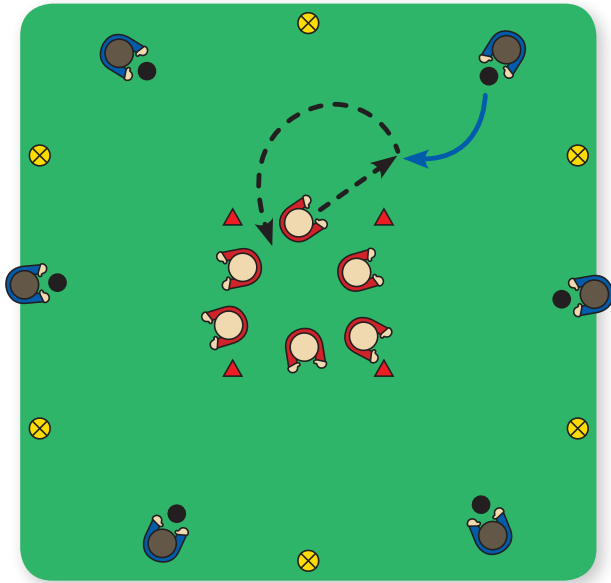
- 40m x 35m
 - Two teams (6 defenders v 4 attackers)
 - The two Goalkeepers can attend any goal they wish
-

Rules / Instructions

- The 6 “defenders try to stop the 4 attackers from scoring, if they win possession they must perform a number (??? coach to decide) of consecutive passes to score a point
 - Should the 4 “attackers” win the ball they try to score in any of the four goals as quickly as possible
-

Notes

Warm Up: First Touch



Organisation

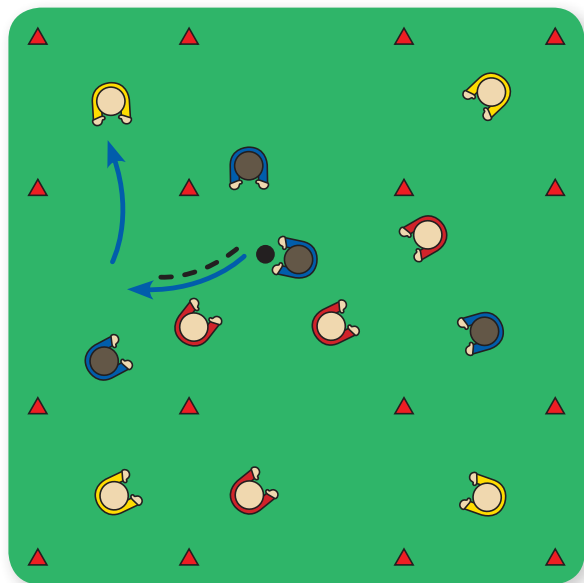
- Encourage the players to use both feet
- Mark out a circle (30m diameter) with a 7 x 7m square in the middle as shown
- Split your squad into two even groups

Rules / Instructions

- Place half of the players on the outside with a ball each and half on the inside (without).
- Players on the outside pass/throw the ball to the players in the middle who turn and dribble through the centre square and do any sort of move they like i.e. scissors etc... before passing the ball back to any player on the outside who will then play the ball back in again.
- The players must perform dynamic stretches at various intervals as they go.

Notes

Main Part: First Touch



Organisation

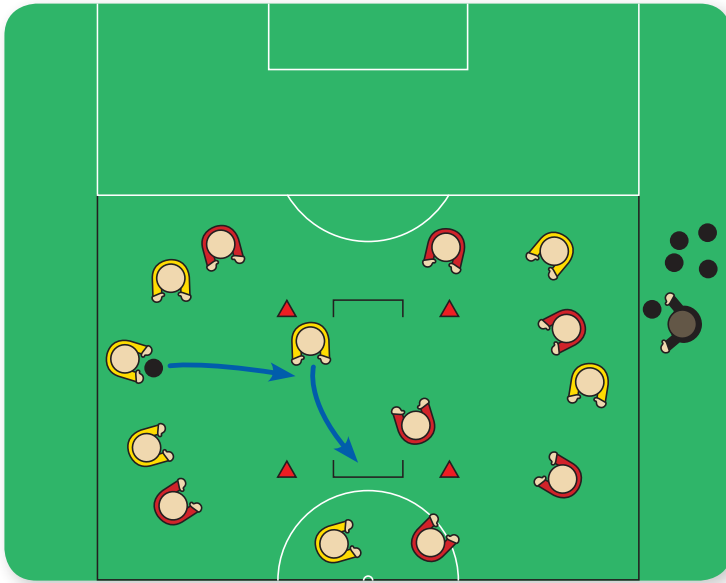
- 35m x 35m area
- Mark out a 5m x 5m square in each corner
- Select Three teams of Four (A,B,C.)
- Place a player from team “ C” in all corners as shown, these are neutral players (to start with) who play on the team with the ball

Rules / Instructions

- Both teams try to keep possession until they can pass the ball in to a player in one of the squares for a point (if they control the ball within the square.)
- This MUST be demonstrated.
- Rotate Teams regularly
- The player in the corner receiving the ball the gives it to the team WHICH DID NOT score and the game starts again but that team cannot attack the same corner.

Notes

Final Part: First Touch



Organisation

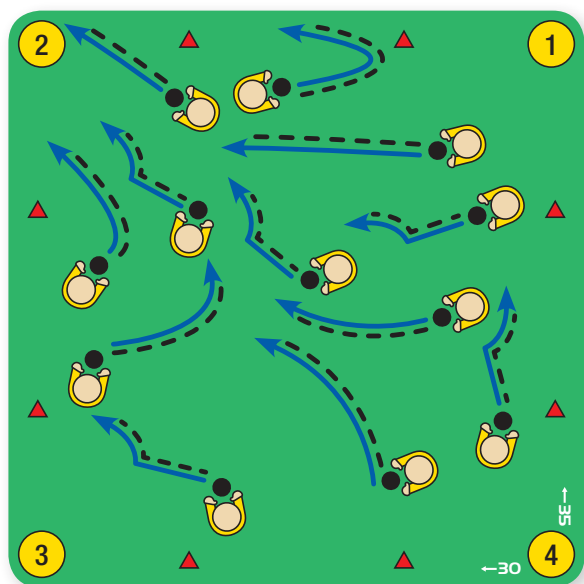
- Mark out an area 35m x 40m
- Inside that, mark out another smaller one : 10 x 10
- At each end of the small square place a small goal 5m wide
- Play 7 v 7 including 1 player of each team inside the small square

Rules / Instructions

- Teams score by passing the ball into their team mate inside the square who can score in their designated goals.
- The ball can be played across the square to a team mate on the other side if needed
- Change the middle players after each goal

Notes

Warm Up: 1 v 1



Organisation

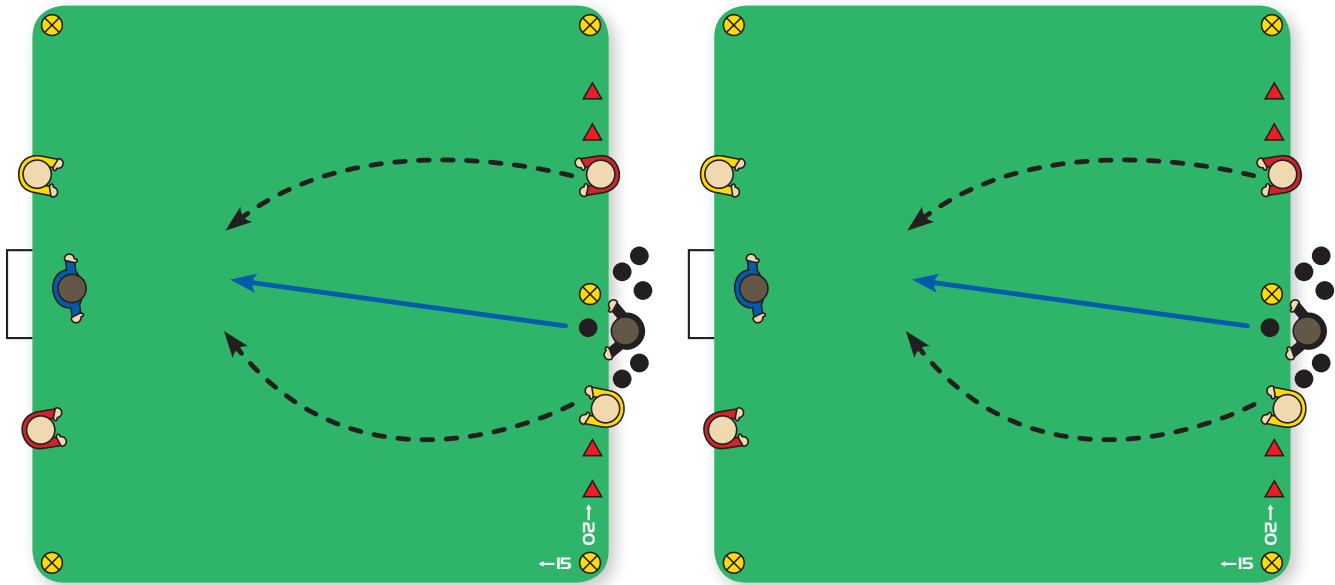
- Encourage players to use both feet
- In an area 35m x 30m. All players have a ball.
- Place a marker 10m from each corner as shown

Rules / Instructions

- Players dribble the ball inside grid.
- On the coach's command, players perform different ball mastery exercises, for eg. touching ball with sole of the foot, rolling ball with sole of the foot, feints, etc.
- Occasionally stop leave the ball and do dynamic stretches

Notes

Main Part: 1 v 1



Organisation

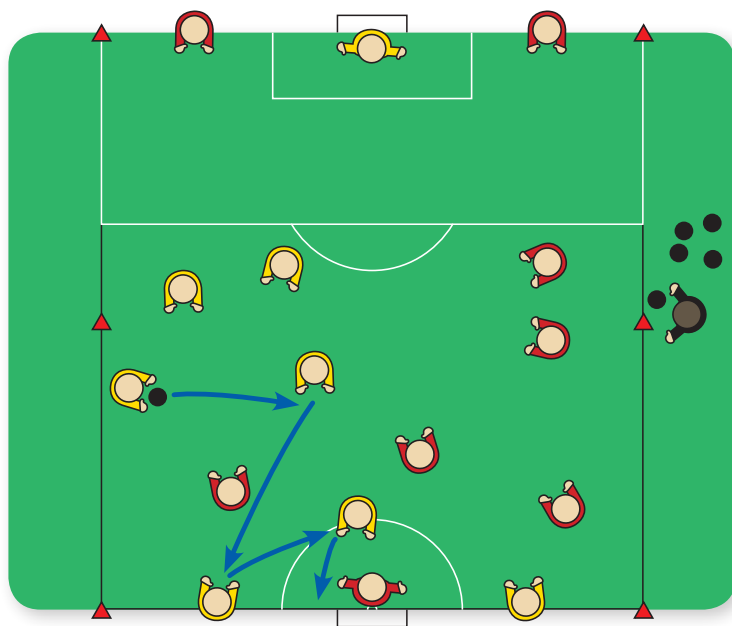
- To involve all players...set up two practices side by side 20m x 15m
- There are two 4m goals on the end that the coach serves the balls from and one big goal opposite. This is a 1 v 1 with both players starting as shown.

Rules / Instructions

- The coach serves the ball in and the first player to touch the ball becomes the attacker and tries to dribble the ball through any of the two "small" goals to score a point.
- The player who is defending the two small goals tries to score in the big goals and can use the "resting" players to bounce the ball off before scoring against the goalkeeper.
- The two who just played switch with the two behind the large goal.

Notes

Final Part: 1 v 1



Organisation

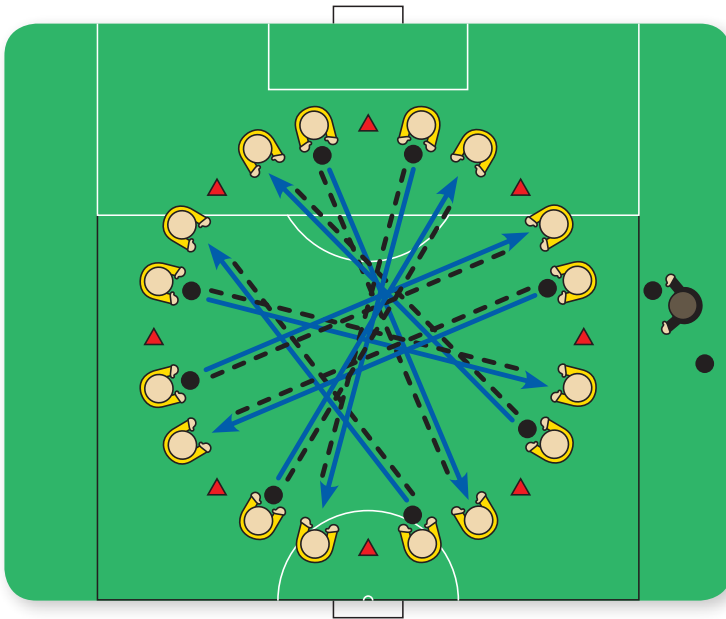
- 40m x 50m
- Play 8 v 8 (inc Gk)

Rules / Instructions

- If a goal is scored following a successful “dribble” it is worth three points if it scored after a one - two with and end player it is only worth one point.
- Swap “end” players after each pass to and from them.

Notes

Warm Up: Running with the Ball



Organisation

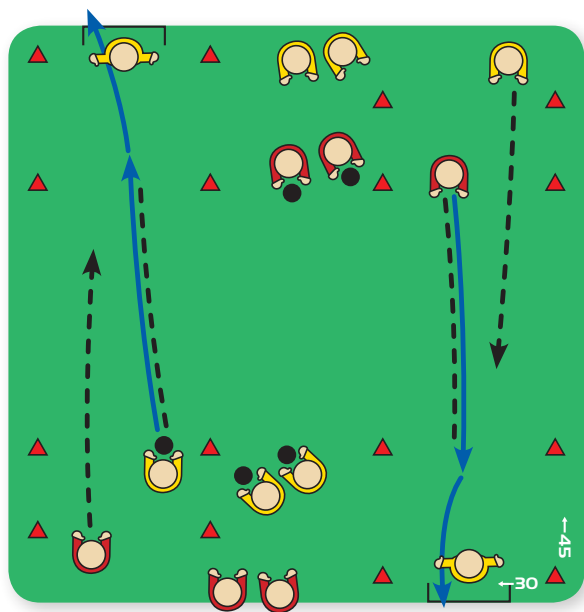
- Size of the area as shown
- Encourage the players to use both feet
- Split the squad into pairs, mark out a large circle (approx 35m diameter) one player will have a ball and one will be placed on the opposite side of the circle without a ball.
- On the coaches call, those with a ball run with the ball across the circle and leave it for their partner who runs it back across before resting and returning again.
- Do this slowly at first and build up gradually

Rules / Instructions

- Set a time limit or a minimum number of touches to get to the other side
- Can they do a "move" on their way across?

Notes

Main Part: Running with the Ball



Organisation

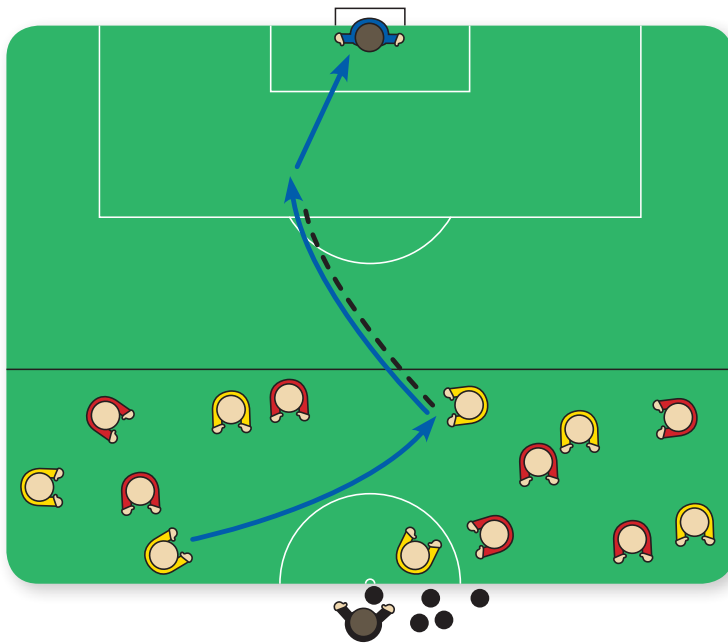
- Four groups of players, half with a ball and half without, line up as shown.

Rules / Instructions

- The player with the ball starts moving, on their first touch the "chasing" player has to run square (5m) and then through the markers before "chasing" the person with the ball.
- The player running with the ball cannot shoot until they enter the penalty area.
- Swap roles after each turn
- Count the number of goals scored, make it competitive!!

Notes

Final Part: Running with the Ball



Organisation

- 50m x 45m
- Create a 20m long area by the entire width of the field
- Two teams play possession football within the small area

Rules / Instructions

- On the coaches signal/whistle/call the player with the ball accelerates as quickly as possible toward the goals and must shoot within ??? seconds
- The team in possession can keep the ball until they can "release" one of their team mates into the "running zone"

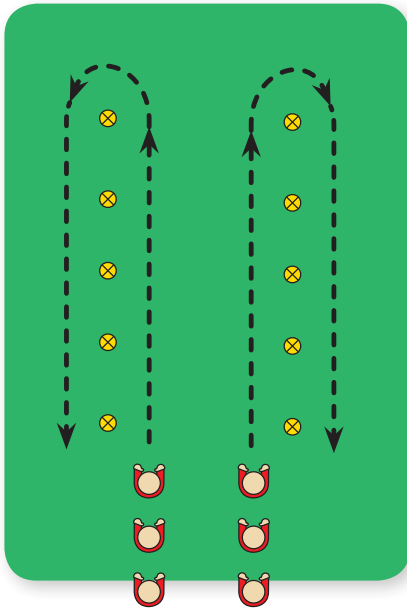
Notes

Appropriate Coach Behaviour

Notes



Dynamic Warm Up: Without the ball



Organisation

- Set up two sets of markers at 5m intervals e.g. One at the starting point, the next a 5m 10m etc...
- Split your team into two groups and line up as shown at the "starting point"

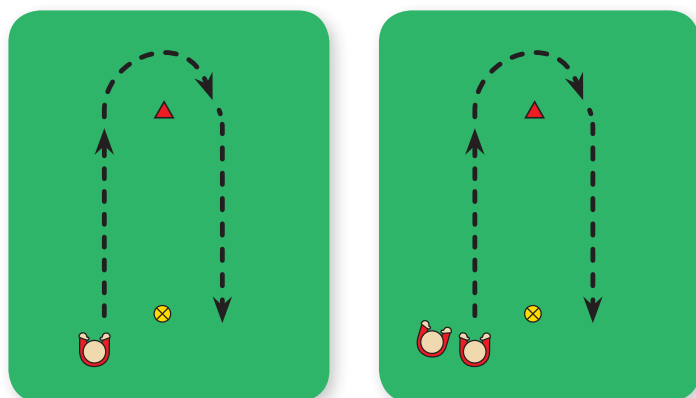
Rules / Instructions

On the coaches call after each "lap" (up to the last cone and back down the other side) the players perform the following:

- Jog two laps
- Kick heels up at back (not too high to start with)
- Lift knees up at the front (not too high to start with)
- "Open the gate" bring your knee up and move it out to the side in a motion away from your body
- "Close the gate" bring your knee up (from outside toward your body) and move it out to the side in a motion toward your body
- Side shuffle, moving sideways
- Carioca
- Pretending to strike the ball (use the same motion as you would when you strike the ball... slowly)

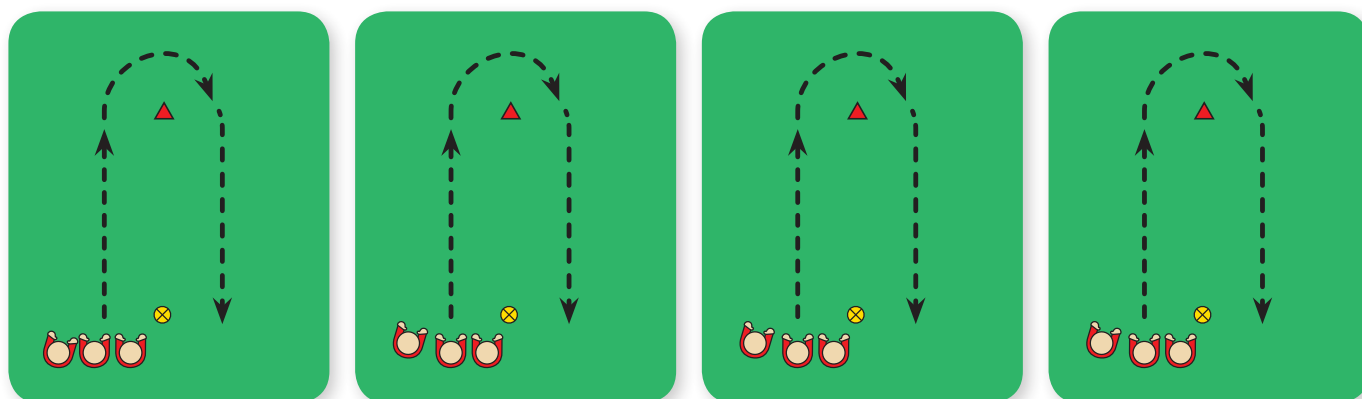
Warm Up 2: Increase the pace gradually

- Individual runs x 3 at around 50%
- Allows for plenty of rest in between (adjust to suit)
- Then build up as shown so that the intensity increases along with the frequency according to your group.

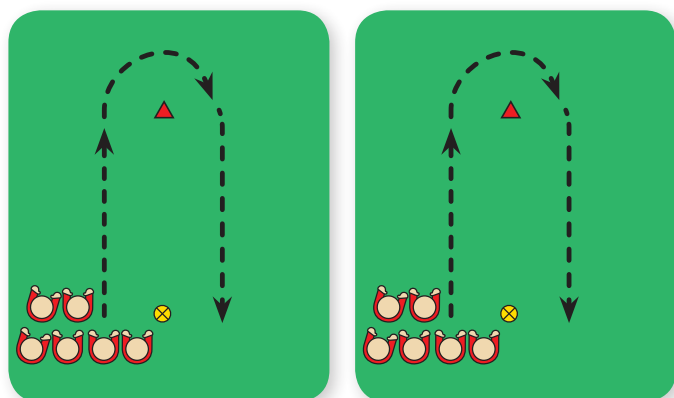


4 x groups of 3

- Get the players to hold hands and work as a "team" make it competitive!!!



2 x groups of 6



Member Federation Contacts

Organisation		Telephone	Email Address	Website
Football Federation Australia		02 8020 4000	info@footballaustralia.com.au	www.footballaustralia.com.au
Capital Football		02 6260 4000	info@capitalfootball.com.au	www.capitalfootball.com.au
Football Federation Northern Territory		08 8941 2444	info@footballnt.com.au	www.footballnt.com.au
Football Federation South Australia		08 8340 3088	info@ffsa.com.au	www.ffsa.com.au
Football Federation Tasmania		03 6273 3299	admin@footballfedtas.com.au	www.footballfedtas.com.au
Football Federation Victoria		03 9474 1800	info@footballfedvic.com.au	www.footballfedvic.com.au
Football Queensland		07 6420 5866	admin@footballqueensland.com.au	www.footballqueensland.com.au
Football West		08 9422 6900	info@footballwest.com.au	www.footballwest.com.au
Northern New South Wales Football		02 4964 8922	admin@northernnswfootball.com.au	www.northernnswfootball.com.au
Football New South Wales		02 8814 4400	info@footballnsw.com.au	www.footballnsw.com.au

Acknowledgements

- Norm Boardman
- Les Bee
- Han Berger
- Tony Franken
- Dean May
- Kelly Cross
- Australian Sports Commission
- Member Federations



Coach Education
Football Federation Australia
Level 22, 1 Oxford St, Darlinghurst NSW 2010

phone: (02) 8020 4000

email: coaching@footballaustralia.com.au

web: www.footballaustralia.com.au/coaching

Better Coaches, Better Football