



FOOTBALL
FEDERATION
AUSTRALIA

JUNIOR FOOTBALL LICENCE

PARTICIPANT MANUAL
COMMUNITY COACHING PATHWAY

JUNIOR FOOTBALL LICENCE

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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	TIC
Learning how the basic tasks link together	U/14 – U/15	TIC
Learning how to play as a team	U/16 – U/17	TIC
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.

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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.

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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.

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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

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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.

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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.



Junior Licence Program

Presenter Conducts two (2) model sessions on the Functional Game Skills:

1. Passing/Striking
2. First Touch

MODEL SESSIONS TO FEATURE:

- Warm-Up
- Main Part
- Final Part

GROUP WORK

Participants are then split into groups.

Each group will be given the following topics to present, for example:

- Group 1 / Group 3 = Passing/Striking
- Group 2 / Group 4 = First Touch

GROUP WORK (con't)

- All members of each group will plan their session together.
- They will set up and organise the practice.
- One of the group will start the session and make one modification after about three (3) minutes and this will give you time to assess the session before you use the C.H.A.N.G.E.I.T. method to make it easier.
- The next nominated coach will make a further modification after another three minutes. (Making it more challenging based on the original set up.)
- Each practice will be approximately 10 - 15 minutes (incl. feedback)
- At the conclusion of each group practice all participants will be invited to provide feedback with **OPEN ENDED QUESTIONS** in a “controlled” discussion facilitated by the presenter – **NO MORE THAN TWO (2) MINUTES** – while the next group is setting up.

Presenter conducts the – **BASIC GOALKEEPING MODULE**

Presenter Conducts two (2) more model sessions

3. 1 v 1
4. Running with the ball

GROUP WORK

Each group will be given the following tasks:

- Group 1/3 1 v 1
- Group 2/4 Running with the ball

GROUP WORK

- All members of each group will plan their session together.
- They will set up and organise the practice.
- One of the group will start the session and make one modification after about three (3) minutes. This will give you time to assess the session before you use the C.H.A.N.G.E.I.T. method to make it easier.
- The next nominated coach will make a further modification after another three minutes. (Making it more challenging based on the original set up.)
- Each practice will be approximately 10 - 15 minutes (incl. feedback)
- At the conclusion of each group practice all participants will be invited to provide feedback with **OPEN ENDED QUESTIONS** in a “controlled” discussion facilitated by the presenter – **NO MORE THAN 2 MINUTES** – While the next group is setting up.

GROUP WORK

- 15 minute practices per group (modifications based on observation of the practice.)
- Self reflection + two (2) min discussion with presenter.

INDIVIDUAL WORK

15 minute practice per individual

- In these sessions modifications will be based on observation of the practice (as above)
- Self reflection + two (2) min discussion with presenter

The following will be covered either as a module or within the practices - The FIFA 11 should be downloaded and brought to the course for discussion:

- **THE FIFA 11**

You will be given one of the four “topics” on the Functional Game Skills and you will use the same process as above to present your topic as part of a group of two, then as an individual.

COURSE CONCLUSION

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

<p>1. Does it look like football?</p>	<p>Game based decisions are being made and the activity has:</p> <ul style="list-style-type: none"> • Area • Rules • Objective (target/goal) • Opposition
<p>2. Players are engaged in an activity/game within two minutes?</p>	<p>Coach organises equipment</p> <ul style="list-style-type: none"> • Balls/Markers/Bibs etc. in correct places • Communicates for group management purposes • Gives clear instructions to ensure players understand what to do
<p>3. Games/activities are conducted in a safe coaching environment</p>	<p>Area was inspected</p> <ul style="list-style-type: none"> • Games/activities are conducted away from fences • Games/activities reduce possible collisions etc.
<p>4. The coach used demonstrations to reinforce topic in a positive manner.</p>	<p>Comments are provided in positive language</p> <p>Key points are identified and reinforced with players</p>
<p>5. The Coach modified the session when necessary to challenge the players or to help them achieve a desired outcome?</p>	<p>Games/activities are modified using “CHANGE IT” methodology based on:</p> <ul style="list-style-type: none"> • Players are not successful in achieving objective and motivation is waning • Players are too successful and are becoming uninterested • Games/activities are one sided
<p>6. The players respond to the coach in a positive manner</p>	<p>Activity levels are high</p> <p>Players are trying to achieve session objective</p>

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 participant: _____ 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 participant: _____ 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".

Junior Licence Practices

Key

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

Notes

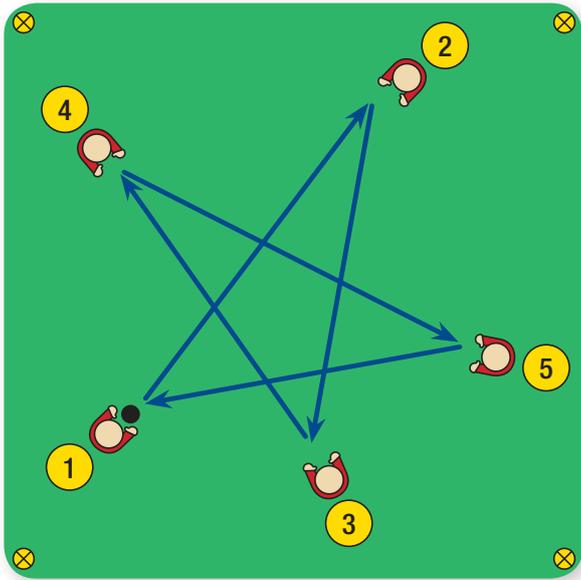
- All warm ups to be done using dynamic stretches
 - Communication and the use of both feet must be encouraged in every practice
-

General Principles Notes: Safety

- Player safety eg organise practices to avoid collisions
- Environment safety eg. check surface equipment safety. Spikes on poles etc.



Warm-Up: Passing



Organisation

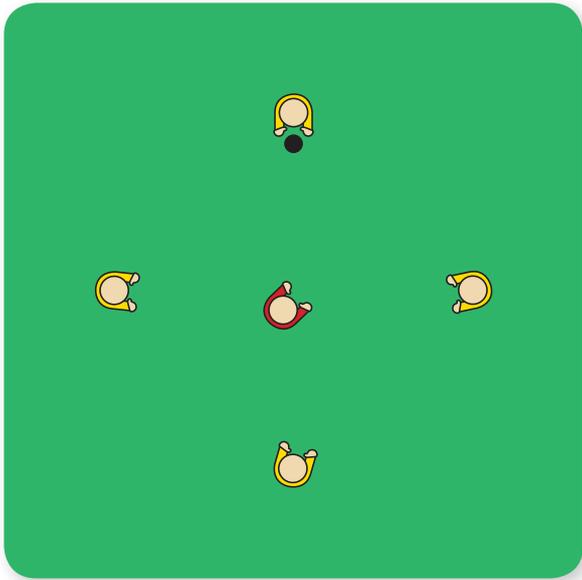
- 20m x 20m
- Players have a ball between five inside a square.
- Number the players from 1 to 5

Rules / Instructions

- Encourage the use of both feet
- Players move within the square passing the ball in number sequence, i.e. one passes to two, two passes to three, three passes to four, etc. ask only that the players keep moving after they make a pass. Demonstrate which dynamic stretches they should do

Notes

Main Part: Passing 4 v 1



Organisation

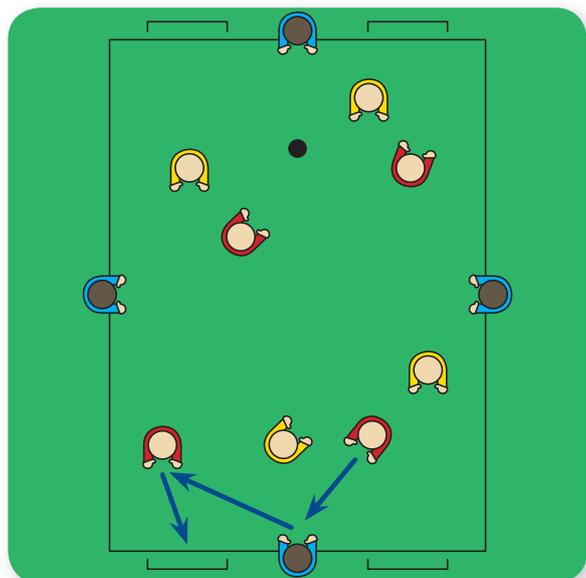
- 20m x 15m
- Number your players 1 to 5 and play 4 against 1

Rules / Instructions

- The player in the middle tries to intercept the ball
- Change the middle player regularly
- 5 consecutive passes = 1 point
- 1 interception = 5 points (first to ten)

Notes

Final Part: Passing 4 v 4 (with 4 neutral wall players and 4 goals)



Organisation

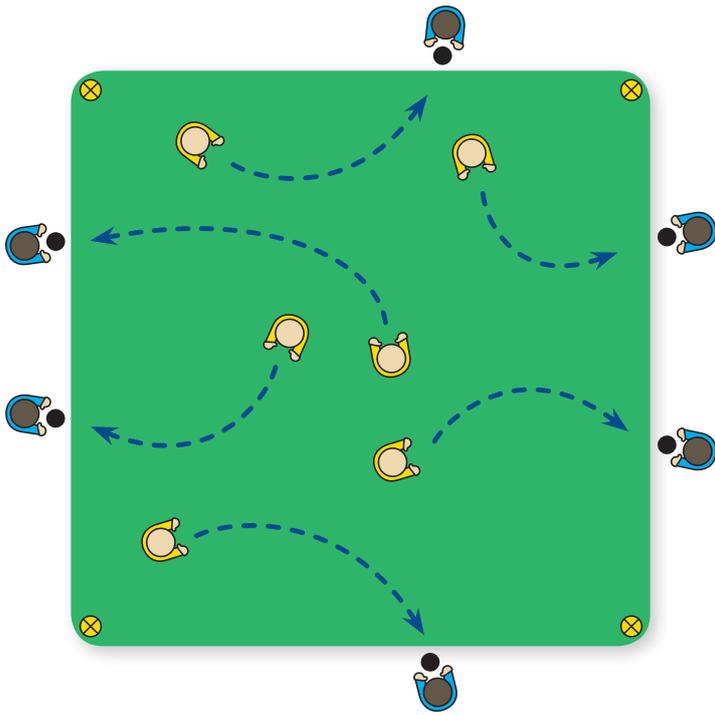
- 20 x 30 with 2 x 3m wide goals on each backline
- Split your squad into 3 teams of 4 with 1 group of 4 being the neutral or wall players who can play on the team in possession. Switch those players regularly.

Rules / Instructions

To score the ball must have first been passed to one of the wall players who is standing in between the goals at either end.

Notes

Warm-Up: First Touch



Organisation

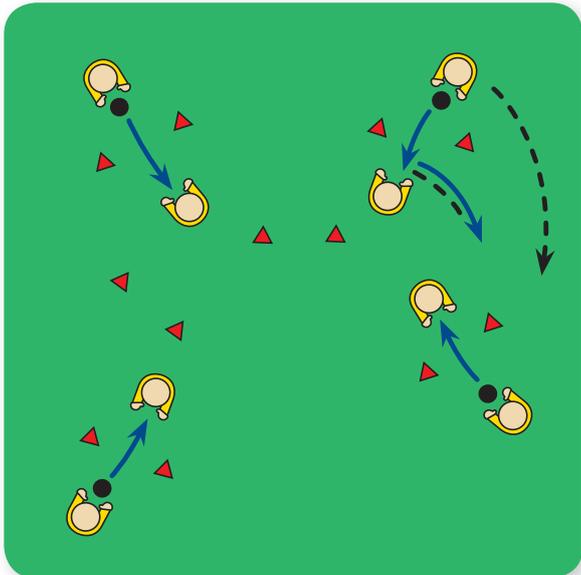
- 20m x 20m
- 6 players inside move around in square without a ball
- 6 players on the outside with a ball each

Rules / Instructions

- The outside players pass the ball in to any player who receives, makes a turn (any/or get the players to show different turns) and then passes back to a player on the outside without a ball
- Swap roles regularly

Notes

Main Part: First Touch - Goal Challenge



Organisation

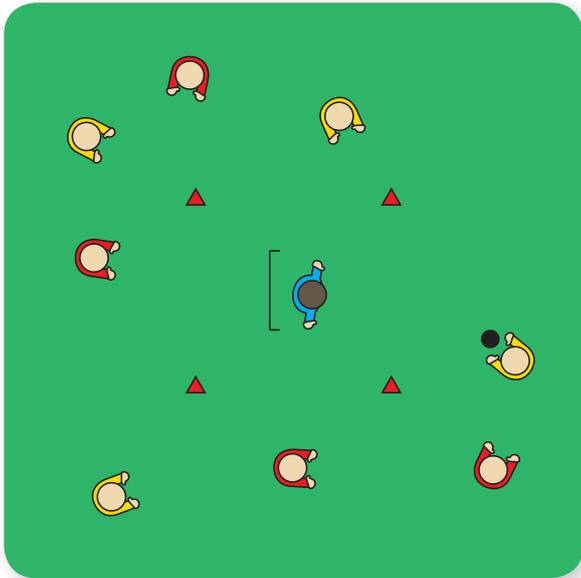
- 25m x 20m
- Place 1m goals anywhere within the area (always have at least two more than the number of pairs)
- Place your team into pairs

Rules / Instructions

- The game starts with 1 player passing the ball through the goals
- After the ball has been passed through the goals the team gets one point and they move off to another goal
- The player receiving takes their first touch in various ways (inside/outside of their foot) and in the direction of the next goal

Notes

Final Part: First Touch - 4 v 4 with 1 goal



Organisation

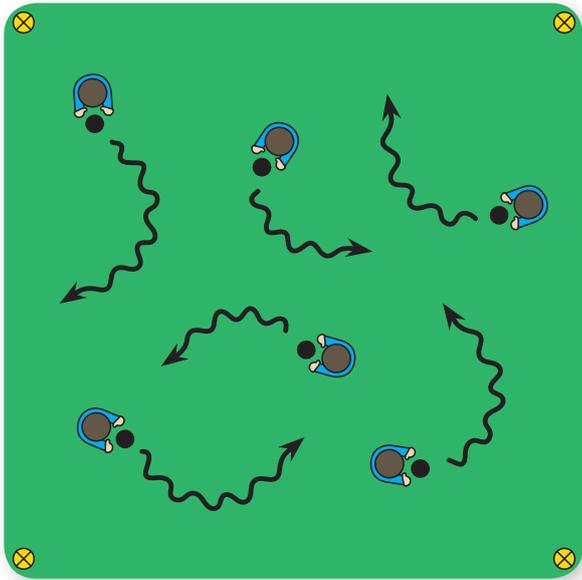
- 35 m x 35m
- Inside that area place a 10m square and a set of goals or poles
- Two teams play 4 v 4

Rules / Instructions

- A goal is scored when either team passes the ball into the goal, passed the goalkeeper
- The goalkeeper protects both sides of their goal
- Outside the small box in the middle, all players play freely trying to score
- All players can pass the ball through the little square to their teammates but cannot run through or enter the square
- This is the goalkeepers area, when the ball goes in or the keeper saves, he/she distributes the ball

Notes

Warm-Up: 1 v 1



Organisation

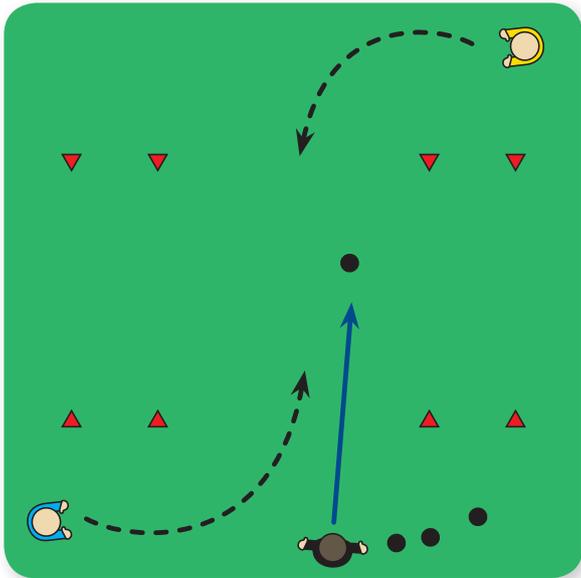
- 20m x 20m
- All players have a ball and dribble inside the area

Rules / Instructions

- Encourage the use of both feet
- On the coach's command, players perform different ball mastery exercises, i.e. touching ball with sole of the foot, rolling ball with sole of the foot, feints, etc.
- Occasionally leave your ball and perform dynamic stretches (presenter to demonstrate)

Notes

Main Part: 1 v 1 with a sprint to ball



Organisation

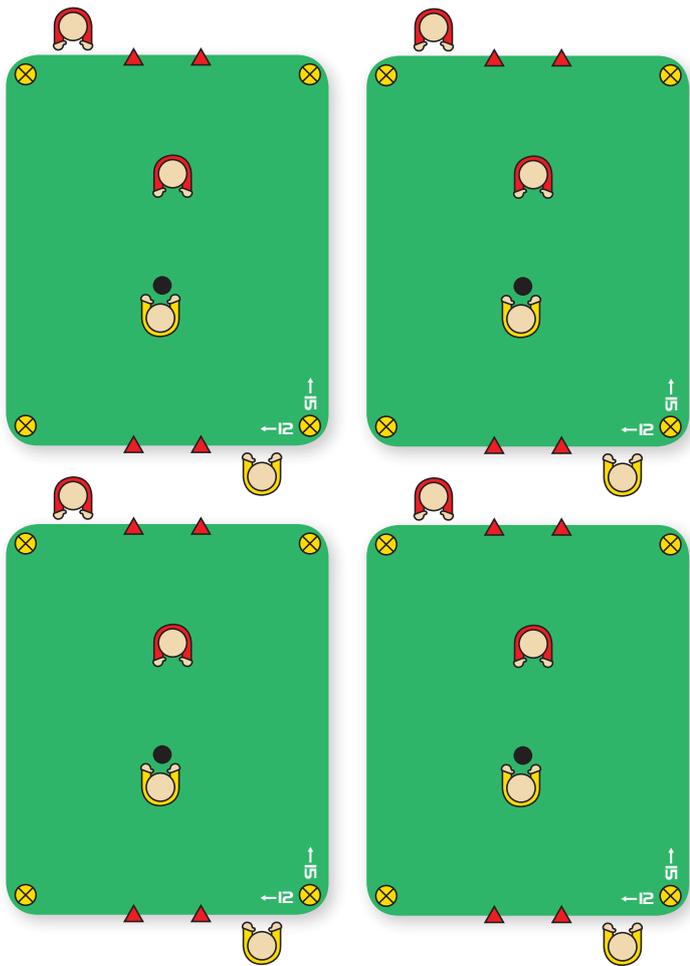
- 20m x 20m grid
- 2 teams line up as shown. The coach serves the ball in and on his/her call the players sprint out, both players defend/attack the 2 small goals until one or the other scores or the coach calls a halt to the game

Rules / Instructions

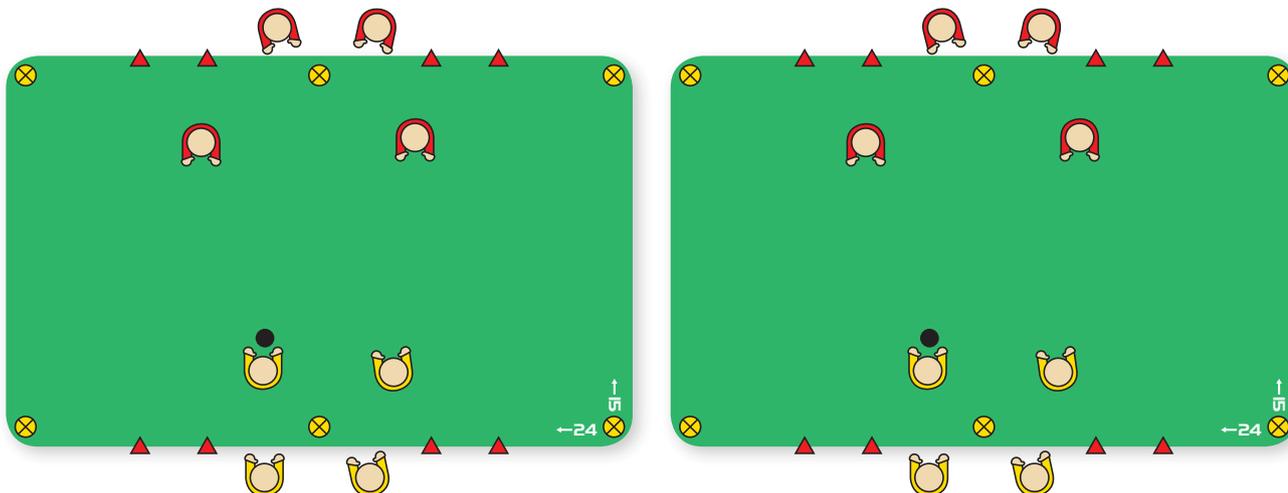
Players attempt to dribble past their opponent and can score by either passing the ball into one of their goals or dribbling it into the goals.

Notes

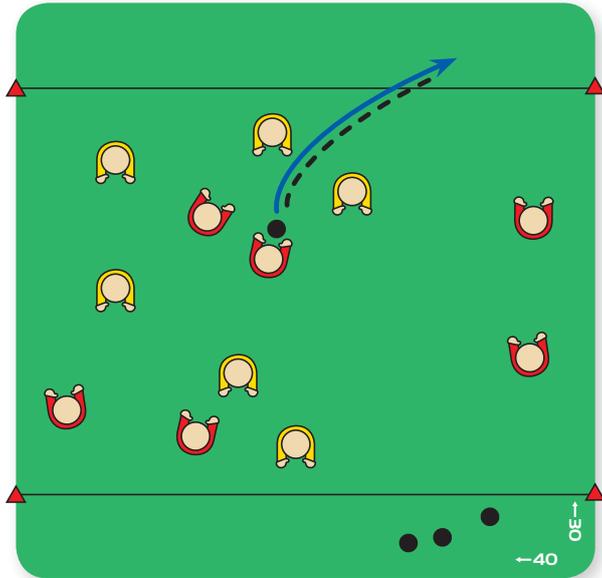
- The following smart setups show another way of giving players 1 v 1 opportunities.
- Use 3-4 m goals or end zones in a 12m x 12m area.



- Increase the area and add a second player on each team with 4 resting



Final Part: 1 v 1



Organisation

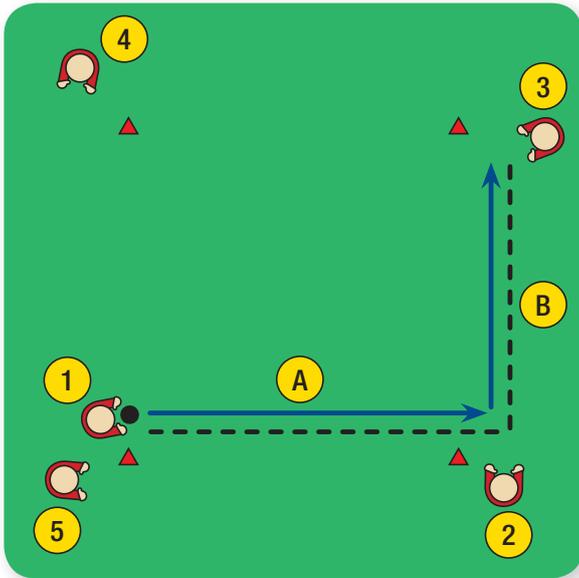
- 30m x 40m (wider field)
- Create 2 end zones 5m long x the width of the field
- 2 teams play 6 v 6 .

Rules / Instructions

Players score by dribbling the ball (under control) into the end zone.

Notes

Warm-Up: Running with the ball



Organisation

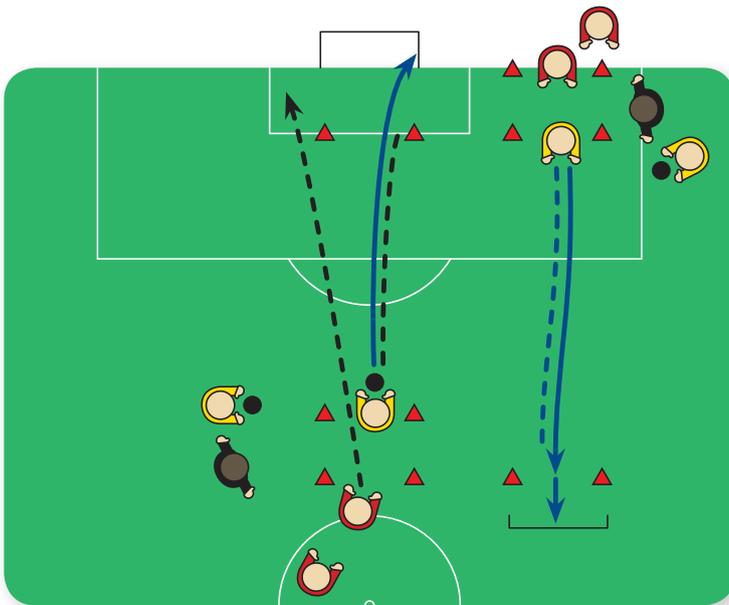
- In an area 25 m x 25 m
- 5 players per square (2 on one corner as shown with one ball and one at each of the others without)
- Occasionally, get the players to perform dynamic stretches in between running with the ball, i.e. whilst they are waiting for a turn

Rules / Instructions

- Encourage the use of both feet
- This exercise is to be done slowly and the intensity built up gradually
- Players run with the ball 20m–25m before stopping it for the player on the opposite corner. Give a maximum number of touches to get there to help with the correct technique, i.e. ball out from feet

Notes

Main Part: Running with the ball



Organisation

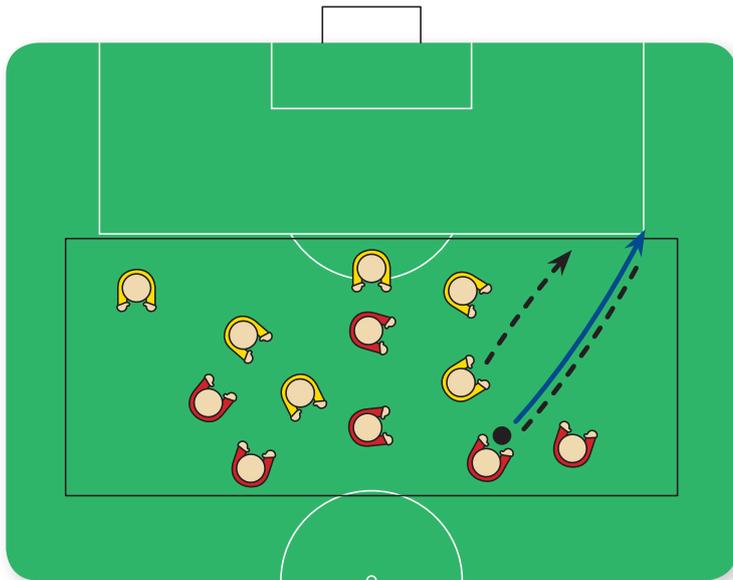
- Split the squad into 2 groups, half with a ball and half without
- Place markers on the backline and 6yd box and at the other end as shown.

Rules / Instructions

- The player with the ball lines up with a 5m 'head start' on the player without
- On the coaches call, the player with the ball runs with it to at least the shooting area, i.e. 6yd box before shooting at an empty goal
- The player without the ball tries to sprint past the player with the ball and over the end line before that player shoots (no tackling)
- Swap roles after each shot

Notes

Final Part: Running with the ball (play it back or square)



Organisation

- In an area 20m x 45m
- 2 teams

Rules / Instructions

No player is allowed to play the ball forward it can only be played backward or square, or the player who has the ball can run with it over the end line to score (just like rugby league)

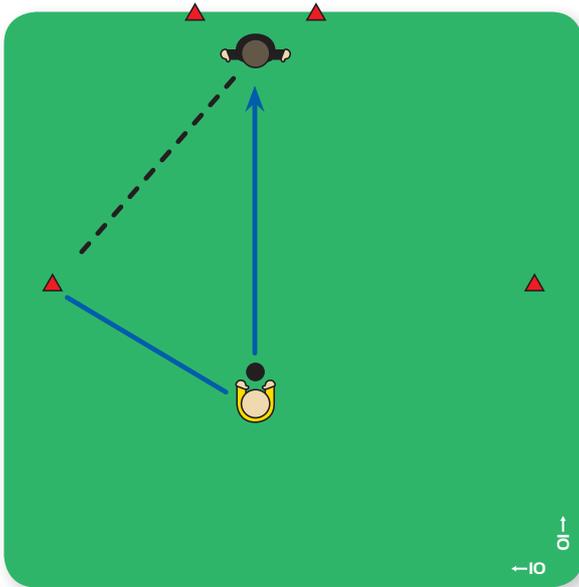
Notes

Appropriate Coach Behaviour

Notes



Goalkeeping: Set Position



Key Factors

- Feet approximately shoulder width apart
- Body weight slightly forward
- Keep head still, nose in front of toes
- The hands/arms need to be parallel and in front of the body line, and approximately ball width apart.
- Hand position - Thumbs facing upwards
- Weight on balls of feet, ensuring balanced position
- Knees slightly flexed, with hips square to ball
- Elbows need to narrow, with chest facing ball
- Remain still when ball is kicked.

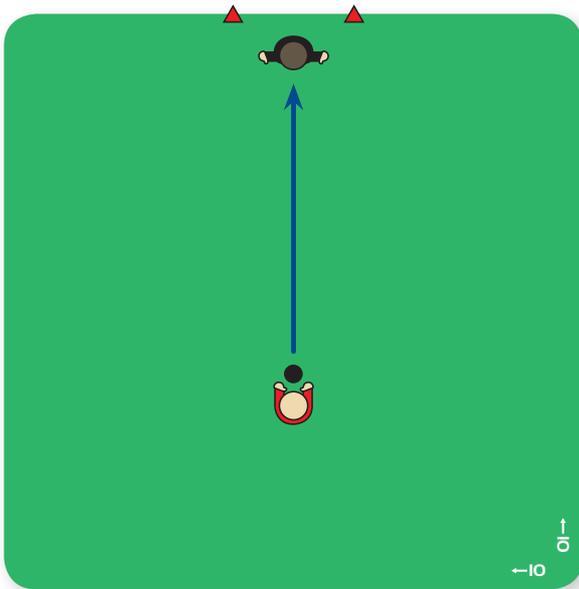
Organisation

- 1 GK
- 1 player
- 10 x 10m grid
- Goal 3m wide, 2 cones, 3 on a diagonal
- Server throws to GK and Coach observes the Set Position

Progressions

- GK moves forward diagonally to cone, gets set to receive thrown service, then retreats to start point
- GK moves laterally to goal cone, to set and receive thrown service, and return to start point
- Server throws ball to GK at varying heights
- Server volley serves the above practices

Scoop Technique



Key Factors

- Still and set when ball is shot
- Bend from knee and hip
- Lead with hands palm up
- Elbows slightly bent for cushioning
- Move early into line with ball
- Rotate on foot furthest from ball to tuck knee into GK position
- Head still, eyes on ball

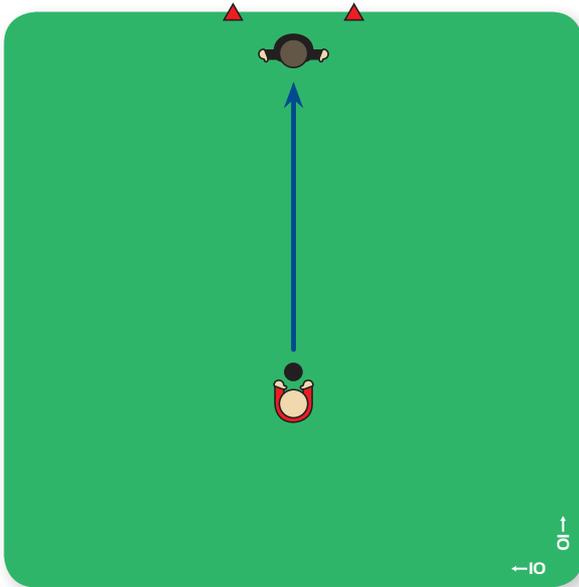
Organisation

- 10 x 10m grid coned off, goal 3m wide
- GK starts on knees
- 1 GK, 1 server
- Server rolls under arm to GK

Progressions

- GK starts on haunches – server rolls ball
- GK in standing position – server rolls ball
- GK on knees – server passes firmly with inside of foot
- GK on haunches – server passes firmly with inside of foot
- GK in standing position – server passes firmly with inside of foot.
- GK in standing position – server underarm throws bounced ball at feet of GK

Cup Technique



Key Factors

- Still and set when ball is shot
- Keep chest square of ball
- Palms facing up
- On impact relax body and hide ball
- Move early into line with ball
- Bring hands early into line of ball
- Elbows tucked in and fingers spread

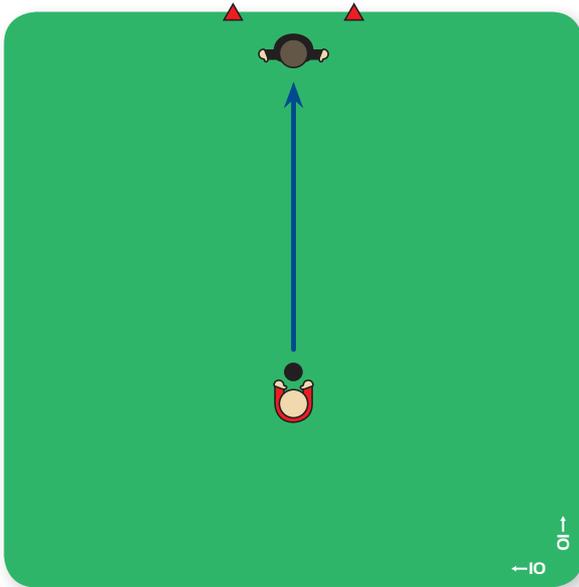
Organisation

- 10 x 10m grid, goal 3 m wide. Coaching area coned off.
- GK starts facing server
- 1 GK, 1 server
- Server throws underarm towards GK waist

Progressions

- Server throws an over head bounced ball
- GK moves laterally and server throws underarm
- GK moves laterally, server throws overhead bounced ball
- Server volleys into GK waist
- GK moves laterally as server volleys into waist

'W' Technique



Key Factors

- Still and set when ball is shot
- Keep chest square to ball
- Prepare hands, fingers spread, thumbs in W shape
- Head still, eyes on back off ball
- Hold finished position until ball is secure
- Move early into line with ball
- Bring hands forward early in line with the ball
- Elbows flexed to act as shock absorbers
- Contact approx 30cm in front of body

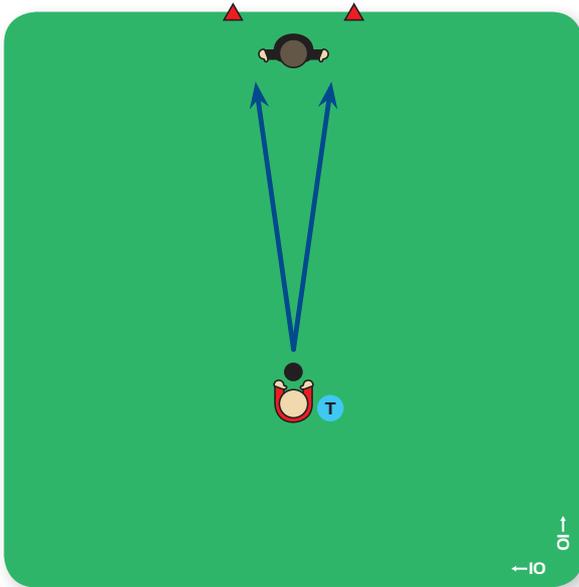
Organisation

- 10 x 10m grid, goals 3m wide
- GK starts on knees
- 1 GK, 1 server
- Server throws ball underarm toward GK head

Progressions

- GK on knees, server volleys towards GK head
- GK standing, server throws underarm towards GK head
- GK standing, server volleys towards head
- GK moves laterally, server throws underarm
- GK moves laterally, server volleys toward head

Collapsing Dive Technique



Key Factors

- Used when ball is played down the side of the body but close to the feet
- Used if the GK does not have time to move into line and use the Scoop Technique.

Left Collapse Dive

- Collapse at the knees, ensuring nearest or leading hand (left) goes behind the line of the ball
- Other (right) hand would follow, ensuring body weight comes forward in preparation for contact with the ball
- Left hand goes behind the ball, with right hand securing it on top - soft hands strong wrists
- Body weight now flows naturally in behind the ball to make a second barrier
- In ideal situation the contact with ball would be made in front of the body with elbows slightly flexed and tucked in
- Head is then placed in behind the ball, with eyes focused to ensure ball is secured

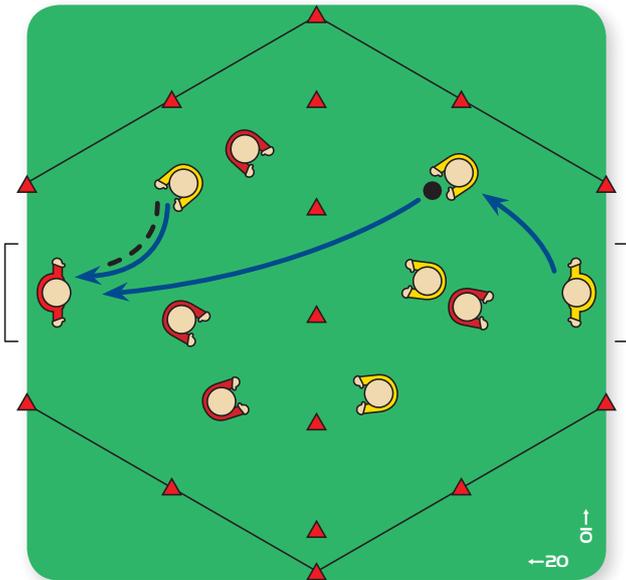
Organisation

- 1 GK
- 1 Player
- 10 x 10m Grid
- GK in a sitting down position
- Server rolls underarm left and right of GK

Variations / Progressions

- GK kneeling, server underarm rolls left and right
- GK on haunches, server underarm rolls left and right
- GK standing, server underarm rolls left and right
- GK Standing, server push passes to left and right

Small Sided Game: Dealing with all Techniques



Learning

All key factors for Set Position, Cup, W, Scoop and Collapse Dive are to be observed.

Positional Awareness Key Factors:

- Keep site of ball at all times
- Set position to deal with the shot.
- Move into position whilst ball is moving
- Use all area

Organisation

- 2 Goalkeepers
- 8 Outfield Players
- Diamond shaped coned pitch 20 x 10m. Half way line marked by cones.
- Each team plays 3 v 1 in each half
- GK plays to yellow that look to shoot using inside of foot at Red Goal. Shots not to be above waist height
- Advance yellow looks for rebounds
- If Red GK makes save, advanced yellow looks to put pressure on the 3 Reds

Variations

- Outfield players use instep for shots above GK waist height
- Outfield players can use what ever means they like

Notes

Member Federation Contacts

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