



FOOTBALL  
FEDERATION  
AUSTRALIA

# SENIOR FOOTBALL CERTIFICATE I

PARTICIPANT MANUAL  
COMMUNITY COACHING PATHWAY

**SENIOR  
FOOTBALL  
CERTIFICATE I**



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# FOOTBALL FEDERATION AUSTRALIA

## Introduction

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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](http://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.

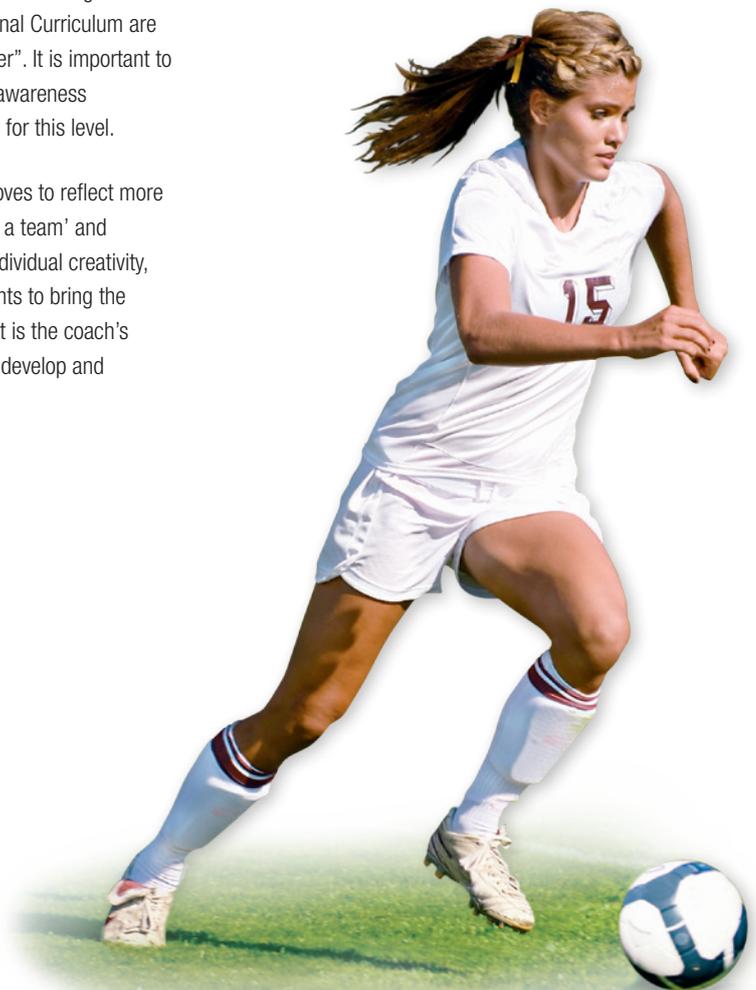
For example at **Grass Roots** level age 6-7 (4 v 4) the National Curriculum focus is on “learning to master the ball” so the emphasis is on **FUN**, lots of ball touches, 1 v 1s and shooting.

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	<b>T<sub>ic</sub></b>
Learning to play together purposefully	U/10 – U/11	<b>T<sub>ic</sub></b>
Learning the positions and basic tasks in 11 v 11	U/12 – U/13	<b>T<sub>ic</sub></b>
Learning how the basic tasks link together	U/14 – U/15	<b>T<sub>ic</sub></b>
Learning how to play as a team	U/16 – U/17	<b>T<sub>ic</sub></b>
Performing/winning as a team	U/18 – U/19	<b>T<sub>ic</sub></b>

## Levels of the Community Coach Education Pathway

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### 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?

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**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

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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](http://www.footballaustralia.com.au) or your Member Federation (contacts at rear of manual).

## Method of Re-accreditation

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### 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?

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### 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.



## Senior Football Certificate I Program

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Day 1: Morning/Night 1 (210 min)

### Presenter conducts 2 model sessions (120 min)

1. Playing out
2. Positioning Games

Model sessions to feature:

- Warm-Up
- Main Part
- Final Part

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### PRESENTER TO CONDUCT APPROPRIATE COACH BEHAVIOUR (15 mins)

- HAND OUT TOPICS

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### Break (10 min)

During the break set up groups as follows:

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### Group work (60 min)

Participants are split into four (4) groups of four (4). Each group will be given the following tasks:

- Group 1/Group 3 = Playing Out
- Group 2/Group 4 = Positioning Games
- All members A,B,C,D of each group will plan their session
- C and 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 participants will be invited to provide feedback in a “controlled” discussion facilitated by the presenter – NO MORE THAN 2 MINUTES – while the next group is setting up.

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### REVIEW (10 minutes)



Day 1: Afternoon/Night 2 (210 min)

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### **Presenter Conducts 2 model sessions (120 min)**

1. Attacking
2. Defending

To feature:

- Warm-Up
  - Main Part
  - Final Part
- 

### **BREAK (20 minutes) and Organisation of group work within break**

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#### **Group Work 60 minutes**

Participants are split into four (4) groups of four. Each group will be given the following tasks:

- Group 1/Group 3 = Attacking Play
  - Group 2/Group 4 = Defending
  - All members A,B,C,D of each group will plan their session
  - A and 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 IN TOTAL i.e. Two (2) participants (Incl. feedback)
  - At the conclusion of each group practice all participants 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.
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#### **COURSE REVIEW (10 minutes)**

## How will I be Assessed?

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

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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

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**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

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- ✓ 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".

## Senior Football Certificate I Practices

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### Key

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

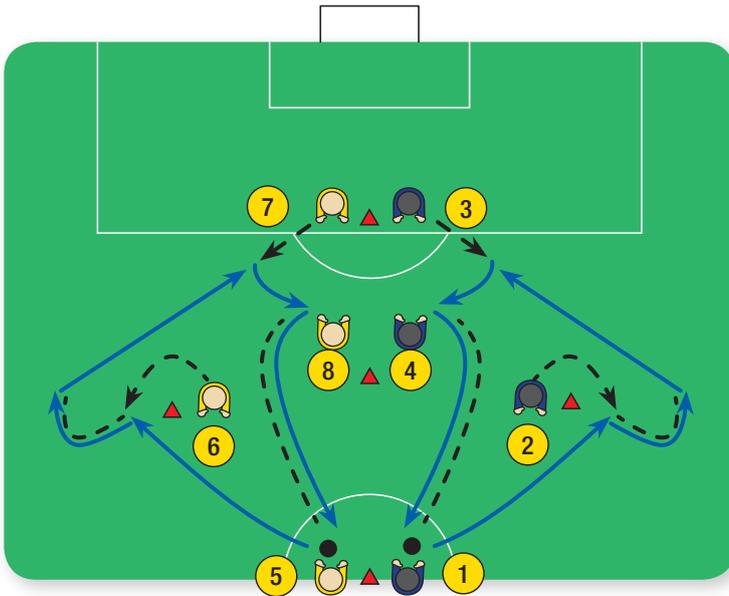
- All warm ups to be done using dynamic stretches
  - Communication and the use of both feet must be encouraged in every practice
- .....

### 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: Playing out – Passing Practices



### Organisation

- In an area of half the pitch
- Set up your players as above

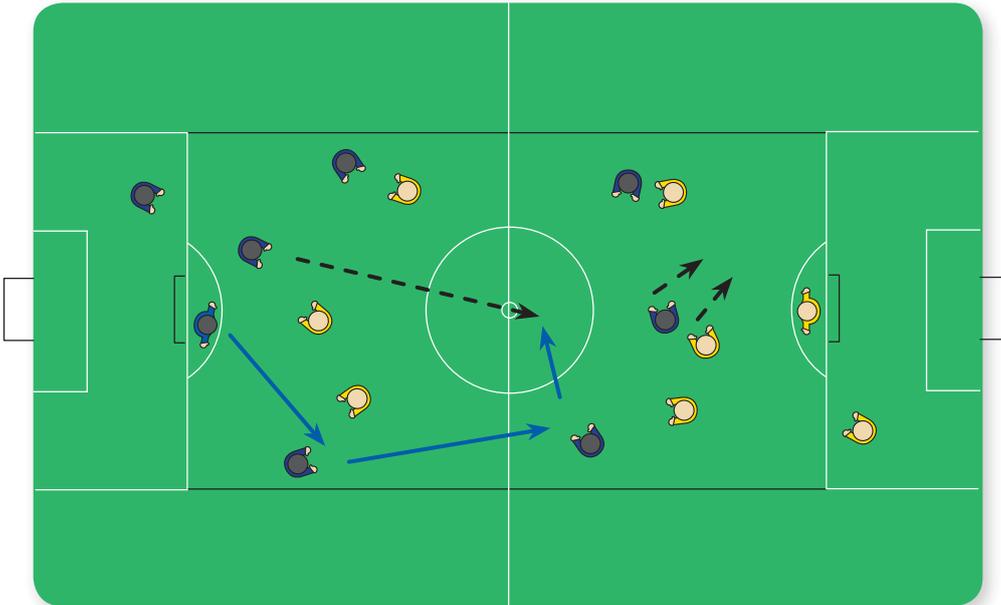
### Rules / Instructions

- Player 2 makes a feint, player 1 plays the ball to the left foot of 2 and calls “turn”
- Player 2 receives and turns inside and passes with the right foot to the left foot of player 3 who has moved to receive the ball passing it first time to the right foot of 4 who turns using the OUTSIDE of their right foot and dribbles back to the start.
- Everyone moves forward one position and 4 begins the practice again
- Numbers 5,6,7, and 8 do the same but on the other side, swap the groups after a turn each.

### Notes



## Final Part: Playing Out



### Objective:

Playing-out with gk

### Organization:

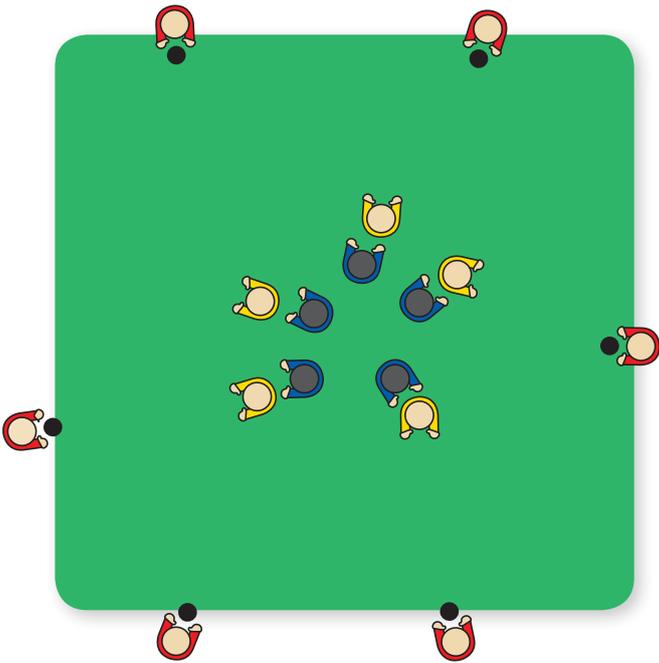
- 6 v 6 + GK's (3 attackers and 3 defenders in each half); one 'substitute' of each team next to the goal.
- Field-size 2 equal halves of 40:40/50:50m divided by middle line Rules: 4 blue players (3 defenders + GK) play out under pressure of the 3 yellow attackers. One of the defenders must cross middle-line (dribbling or via 3rd man combination) to create 4 v 3 on the other half and try to score. The blue defender that supported the attack (4) leaves the field and (3) takes over his position. Re-start through yellow GK.
- In case of losing possession: immediate transition (counter attack 3 v 2) is allowed (1 attempt)

### Methodical development of exercise:

1. Players in their proper (game) positions
2. Defenders & attackers together (blue team)
3. Defenders & midfielders rotate to give players an understanding of all roles.
4. Off side must be played
5. Limited touches (3/2) on own half
6. The player coming in takes the place of the player going out (in position) or rotate

## Warm-Up: Positioning Games

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### Organisation

- 30m x 30m
- 6 players outside with a ball
- 5 inside players "shadowed" by 5 "defenders" who follow but do not tackle

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### Rules / Instructions

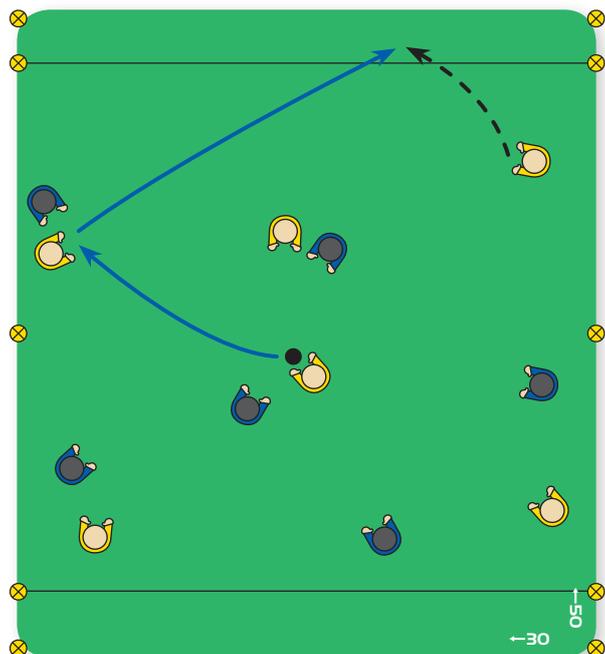
- The 5 inside players move around receiving, turning and passing the ball back to the outside players (any). The 5 "defenders" could be just jogging and doing their "dynamic" stretches... the fact that they are in the middle will necessitate the players receiving passes to be aware of what is around them. Change the groups.

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### Notes

## Main Part: Positioning Games

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### Organisation

- 30m x 50m
- Play 6 v 6
- Or up to 8 v 8

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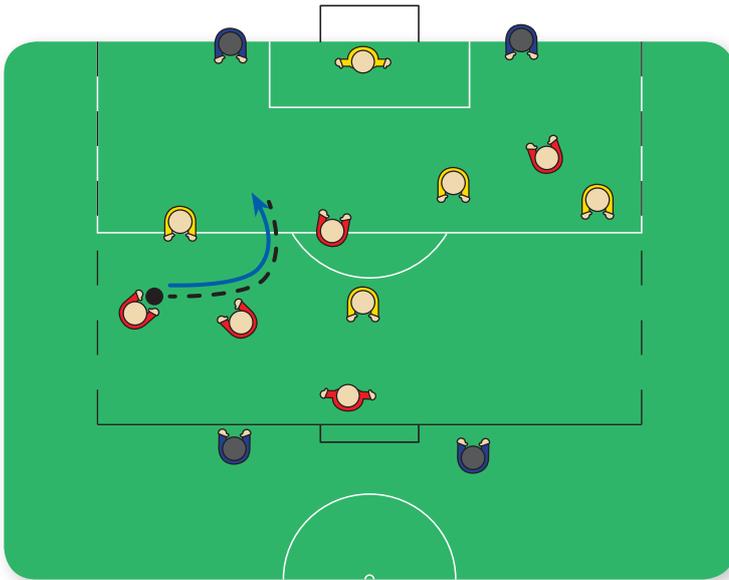
### Rules / Instructions

- The object of the game is to deliver a pass into your "end zone" as the receiver arrives into the zone, no one is allowed to be in the "end zone" until the ball arrives.

---

### Notes

## Final Part: Positioning Games – Shooting Game



### Organisation

- 4 v 4 & keepers.
- On a field the width of the penalty box and twice as long with goals

### Game development:

- 4 v 4 in the central area, team in possession tries to score by using any of the neutral players (outside) or by combining with their team inside
- Rotating the teams after 3 minutes or after a score: scoring team stays, other team goes off.

### Game intention BP:

Positioning; passing; 1st touch; crossing/finishing; handling-speed; decision making; shooting ; anticipation

### BPO:

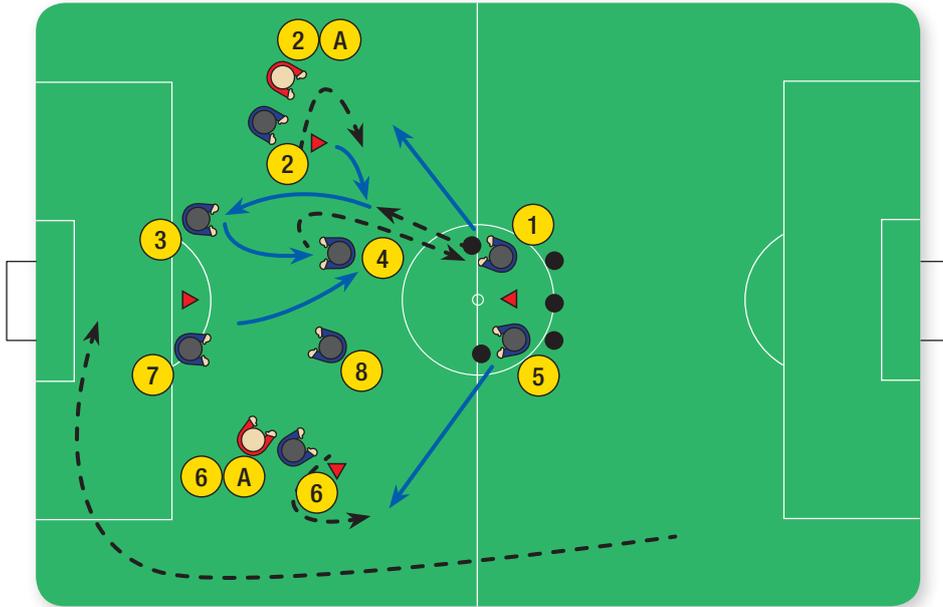
Pressing/defending as a unit; communication; insight (cutting lines)

Special accent = crossing/wing play

### Methodical development:

1. Limited touches for players in the middle
2. Move the wall players to the outside and make two of the wall players the same color as the teams in the middle, interchange once you have passed the ball to the outside

## Warm-Up: Attacking – 1-4-3-3 Passing Practices



### Organisation

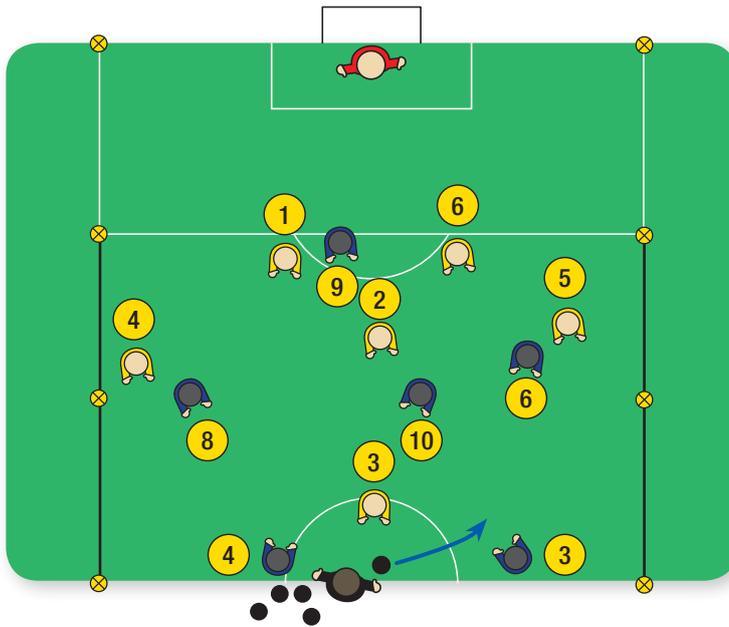
- Player 2 makes a feint, player 1 plays the ball into the left foot of #2 and coaches “man on”
- Player 2 plays the ball back to 1 who already anticipates and moves onto it (forward)
- Player #1 passes the ball to player # 3 who lays it back to player #4
- Player #4 turns using the outside of their right foot and dribbles back to the starting position #1
- All players move to the next position i.e. # 1 to 2 etc...

### Methodical Development:

- Players who are next in line i.e. # 2 (a) and # 6 (a) act as “passive” markers and either mark “loose” (turn) or mark “tight” (man on). Take turns on both sides
- The variation is that # 1 passes to #2 and moves into a wider area to receive a return pass then “lofts” their pass into # 3 who lays off for 4 who dribbles back to the start.

### Notes

## Main Part: Attacking



### Objective:

- 1-4-3-3 Attacking in central areas

### Organization:

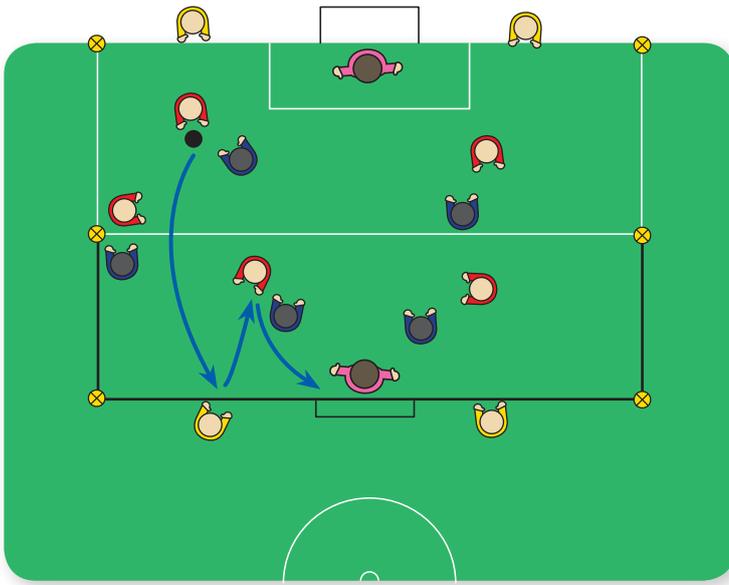
- In half pitch long by the width of the penalty box

### Rules/Instructions:

- From adjusted resistance to full resistance
- Gradually opponents are inserted in order of numbering (# 1 first; # 6 last)

### Notes:

## Final Part: Attacking – Shooting with Support Players (neutrals)



### Organization:

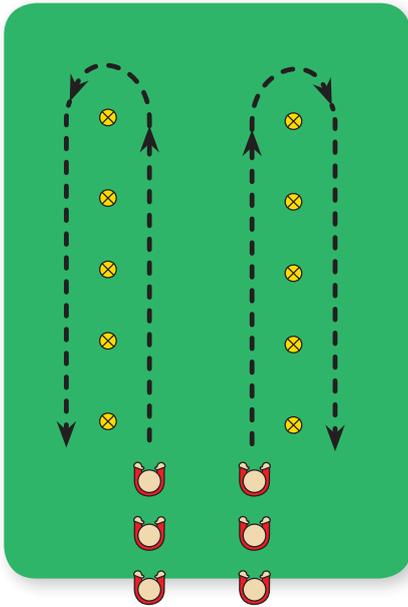
- Use the width of the penalty box and double the length.
- Play 5 v 5 with goalkeepers + 4 neutrals behind the goals (two at each end).
- In half pitch long by the width of the penalty box

### Rules/Instructions:

- All neutral players have 1 touch and cannot score.
- Swap the neutrals regularly

### Notes:

## Dynamic Warm-Up for Defending



### Organisation

- Set up two sets of markers at 5 m 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

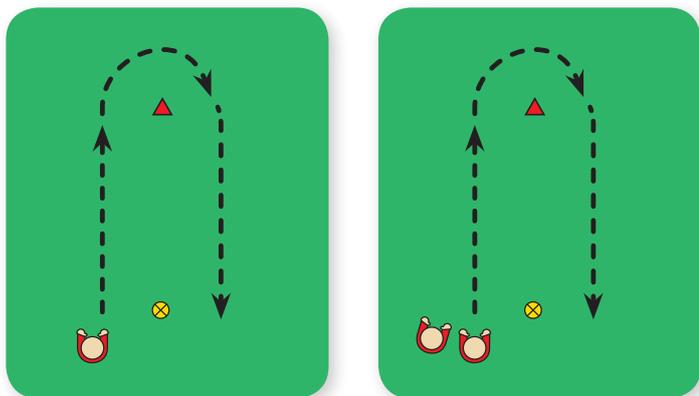
On the coaches call after each "lap" (up to the last cone and back down the other side) the players perform the following:

- 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)



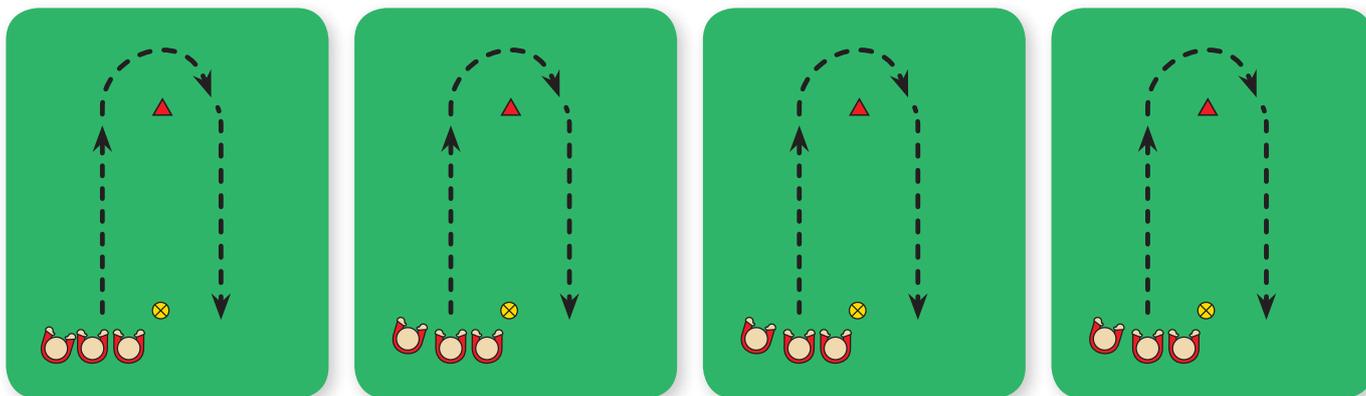
## Warm-Up 2: Increase the pace gradually

- 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.

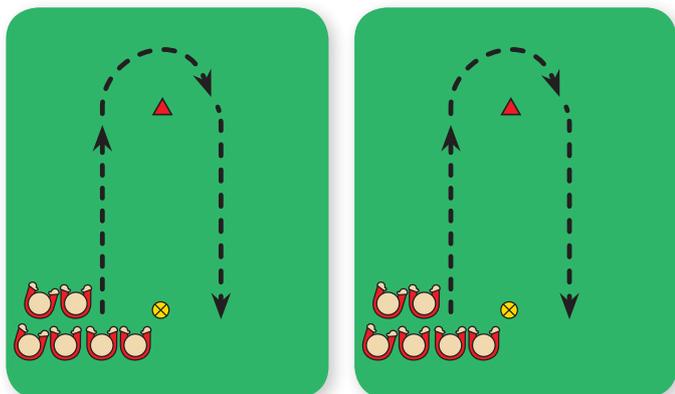


### 4 x groups of 3

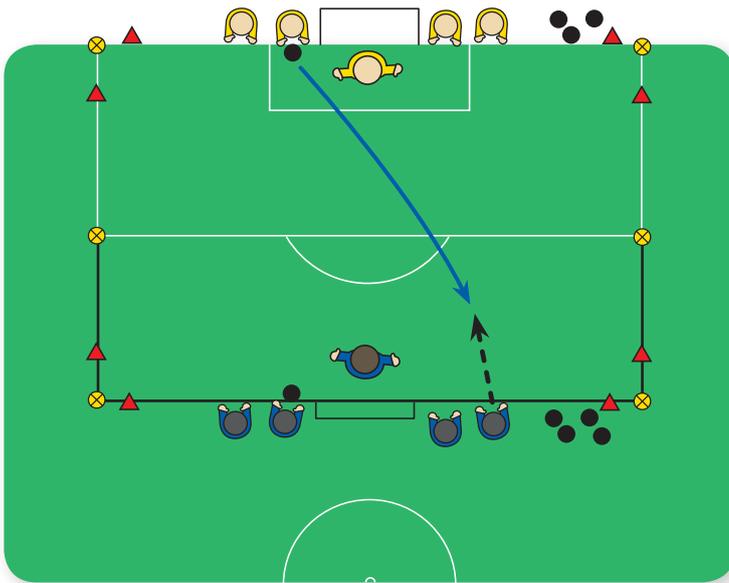
- Get the players to hold hands and work as a "team" make it competitive!!!



### 2 x groups of 6



## Main Part: Defending



### Organisation

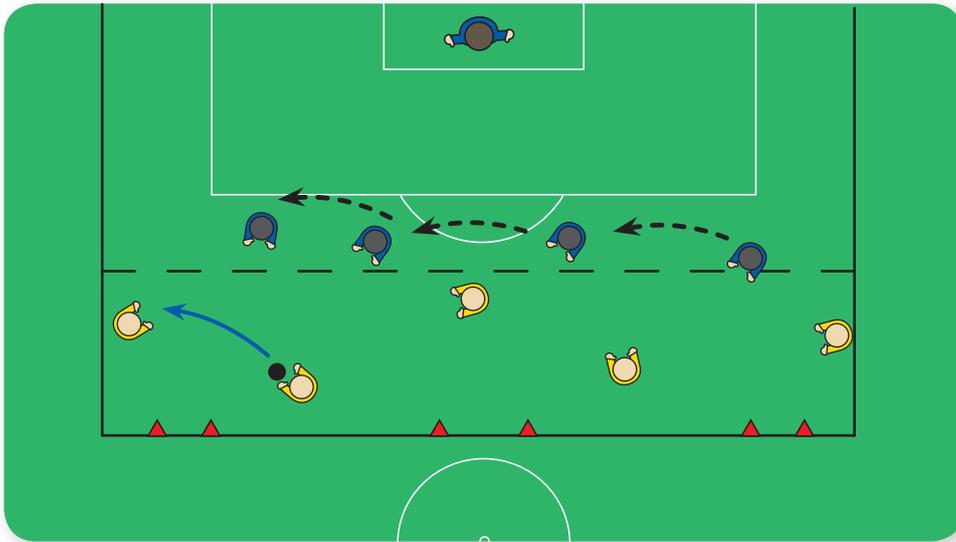
- Set up an area the width of the penalty box and two (2) penalty boxes long.

### Rules / Instructions

- Start with One v One (start with yellow serving to blue, then serve from the other end)
- Build the practice by adding an attacker then another defender etc...
- Should the "defending" player win the ball they score in the opposite goals
- Set a game time limit of 15 seconds
- The "Defender" gets two points for scoring whilst the "attacker(s)" get only one.

### Notes

## Final Part: Defending



### Organisation

- 5 attackers/midfielders vs. 4 defenders + goalkeeper
- field-size 60m x 40m;
- all players in their 'game positions'
- The offside rule to be included

### Game development:

- yellow team scoring by beating the blue gk;
- blue team scoring by passing in one of the three small (3/5m) goals
- the blue team can play on off-side

### Game intention blue team (defensive):

- ball oriented defending, covering and squeezing
- short distances
- press the player on the ball
- communication: COACHING EACH OTHER

### Game intention yellow team (defensive):

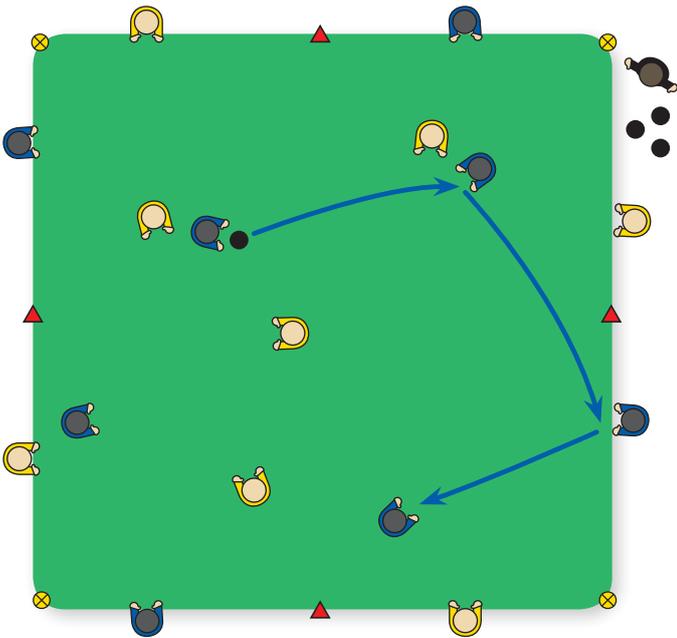
- quick transitioning
- high pressure to avoid forward pass into small goal (screening)
- pressing inside to outside or pressing outside to inside

### Methodical development & variations:

- limited touches (2) for yellow no. 6
- wider pitch (up to maximum width)

### Notes

## Conditioning:



## Organisation:

- In an area of 36m x 36m place markers around the outside of the square at 18m intervals as shown.
- This can be played with 8 v 8 (4 from each team on the outside and 4 from each on the inside) or can be reduced as well as the area in proportion.

## Rules/Instructions:

- The game starts when the coach serves the ball in
- Players in the middle are restricted to a number of touches and can use their team mates in the middle or play with someone on the outside who must give the ball back to someone on their team in the middle.
- The teams stay as they are (4 outside and 4 in) for 3 minutes this will give 3 minutes work and 3 minutes active rest on the side.

## Notes

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