



# CANNING CITY SOCCER CLUB CURRICULUM: U14 TO U18



# Table of Contents

Executive Summary.....	2
U14 – U18: Game Training Phase (Development) .....	5
U14-U18 - Training Sessions.....	8
First Touch .....	9
Running with the Ball.....	10
Striking the Ball .....	11
1v1 .....	12
Playing Out from the Back (session 1) .....	13
Playing Out from the Back (session 2) .....	15
Midfield Play .....	17
Attacking Play .....	19
Disturbing & Pressuring .....	21
Transitioning (BP>BPO).....	25
Transitioning (BPO>BP).....	27
U14 – U18: Game Training Phase (Community) – TRAINING VIDEOS .....	29
Resources.....	30
CHANGE IT .....	30
Growth vs Fixed Mindset.....	31
Parent Code of Conduct .....	32
How to Prevent Dropout in Youth Sport .....	34
Motivating Players Without Fitness Punishment .....	35
Respect The Referee .....	36
Become a Referee .....	38
Role of Linesman / Assistant Referee.....	39
Off-Side Rule .....	39
Running & Strength Exercises .....	41
Grading Sheet – U12s and Older .....	42
References .....	43

## Executive Summary

Canning City Soccer Club is one of the larger football clubs in the Perth metro area and was established in 1972 as a not-for-profit organisation.

Canning City has 400+ juniors playing in teams in age groups from U6 to U18. In 2001 the club added senior teams to provide a direct path for the juniors into the senior ranks.

Having started with three teams in the state semi-professional league Canning City have now added two teams in the state amateur competitions. The club has both Saturday (Div One and Reserves) and Sunday league teams (Amateurs and Social) and has recently added a Masters team (over 35s). In 2015 the club added a Women's team.

This provides opportunities for all of our juniors to continue playing into their adult years no matter what their level of playing ability as we endeavour to find a spot for every member. A pathway so to speak.

Canning City have some of the best training and playing facilities in the metro area at Willetton Reserve and the newly floodlit Willetton Sports Club.

Like many sports clubs Canning City is run by a group of unpaid volunteers who are passionate about the club and its players.

***Our objective as a Community club is to provide the players with the best possible opportunities, whether their aim is to play football at a serious level (development) or to play football at a social level (community). As such, we provide quality coaching, quality oversight with the age groups working together at the same time.***

Only 2 teams at Canning City have a focus on winning: the senior Men's & Women's team. Everyone else is about Development and/or Having Fun.

### What the research says

WHY CHILDREN PLAY SPORT	WHY CHILDREN DROP OUT OF SPORT
<ul style="list-style-type: none"><li>• <b>Enjoyment/fun</b> Younger children (below u12s) are more likely to participate in sport for fun, enjoyment and the social aspects of involvement.</li><li>• <b>Socialisation</b> Children are socially driven and desire opportunities to meet new friends and be with friends.</li><li>• <b>Development of new skills</b> A majority of children participate in sport in order to learn how to play and acquire skills. <i>There is <b>no</b> research to suggest that <b>winning</b> is an influencing factor in junior sport participation.</i></li></ul>	<ul style="list-style-type: none"><li>• <b>Coaches and parents</b> Pressure from parents and coaches has been identified as a major inhibitor to continued participation.</li><li>• <b>Rules and competition</b> Competitive environments and overly structured formats create frustration and anxiety among children.</li><li>• <b>Over-emphasis on winning and losing</b> Continued focus on results creates ego-oriented motivation in which children compare themselves to others. Focus on enjoyment and effort fosters task-oriented motivation which will create an intrinsic desire to improve and develop.</li></ul>

The Curriculum below has been split into 2 parts: Development (for the serious players) & Community (for the social players). At the younger age brackets, it is all about development, in a relaxed coaching environment – we do not want to be guilty of over-coaching the youngsters. At the middle & older age brackets, we continue with the Development model & introduce a Community model for the not-so-serious players.



- U/6-U/7 : 4 v 4 (no goalkeepers)
- U/8-U/9 : 7 v 7 (6 outfield players and a goalkeeper)
- U/10-U/11 : 9 v 9 (8 outfield players and a goalkeeper)
- From U/12 : 11 v 11
- Emphasis on fun, freedom of expression and 'learning by playing' instead of 'winning at all costs'
- The game is for the players, the role of coaches and parents is to help, teach, stimulate and praise them so they enjoy playing.

Playing Format	Under 6 & 7	Under 8 & 9	Under 10 & 11
NUMBERS	4 v 4	7 v 7	9 v 9
FIELD SIZE	Length: 30m Width: 20m	¼ Full Size Pitch Length: 40m - 50m Width: 30m - 40m	½ Full Size Pitch Length: 60m - 70m Width: 40m - 50m
FIELD MARKINGS	Markers or line markings	Markers or line markings	Markers or line markings
PENALTY AREA	Nil	5m depth x 12m width	5m depth x 12m width
GOAL SIZE	Width: 1.5m - 2.0m Height: 0.9m - 1.0m	Width: 2.5m - 3.0m Height: 1.8m - 2.0m	Width: 4.5m - 5.0m Height: 1.8m - 2.0m
GOAL TYPE	Markers, Poles, Goals	Markers, Poles, Goals	Markers, Poles, Goals
BALL SIZE	Size 3	Size 3	Size 4
GOALKEEPER	No	Yes	Yes
PLAYING TIME	2 x 15 minutes	2 x 20 minutes	2 x 25 minutes
HALF TIME BREAK	5 minutes	5 minutes	7.5 minutes
REFEREE	Game Leader	Instructing Referee	Instructing Referee

Age Groups	6 & 7s	8 & 9s	10 & 11s	12s	13s	14s	15s	16s	17 & 18s
Numbers	4 v 4 (no GK) (max 3 subs)	7 v 7 (max 4 subs)	9 v 9 (max 5 subs)	11 v 11 (max 3 subs)				11 v 11 (max 5 subs)	
Playing Time	15 x 15 mins (5 min HT)	20 x 20 mins (5 min HT)	25 x 25 mins (5 min HT)	25 x 25 mins (5 min HT)	30 x 30 mins (10 min HT)		35 x 35 mins (10 min HT)	40 x 40 mins (15 min HT)	45 x 45 mins (15 min HT)
Field Size	30m long 20m wide	40 – 50m long 30 – 40m wide	60 – 70m long 40 – 50m wide	90 – 120m long 45 – 90m wide					
Goal Size	2m wide 1m high	3m wide 2m high	5m wide 2m high	7.32m wide 2.44m high					
Penalty Area	No	12m wide 5m deep	12m wide 5m deep	16.5m (either side of post) 16.5m deep					
Ball Size	Size 3	Size 3	Size 4	Size 4		Size 5			



## U14 – U18: Game Training Phase (Development)

A reminder that in the Grassroots Program (U6-U9) we organised the training sessions in 3 parts: Beginning, Middle & End. In the Skill Training

Program (U10-U13) we organised the training sessions in 3 parts as well: Skill Introduction, Skill Training & Skill Game.

Now, in the Game Training (U14-Seniors) we will be organising the training sessions in 4 parts: Warm Up, Positioning Game, Game Training & Training Game.

- Preparing players for senior football by teaching them to apply the functional game skills in a team setting using 1-4-3-3 as the preferred formation
- Developing tactical awareness, perception and decision-making through a game-related approach to training

The purpose of the Skill Acquisition Phase was to acquire the core skills (first touch, striking the ball, running with the ball, 1v1). The Game Training Phase is about learning how to apply those skills in a functional way; learning to play as a team and developing an understanding of the team tasks during the main moments: attack, defend, transition.

The most important aspect of this age bracket is the fact that these players are in (or entering into) the puberty phase which is a phase of radical mental and physical changes. Huge changes in the hormonal system cause confusion while the physical changes can also unsettle the youngsters.

Physically they may sometimes suddenly look like adults but mentally they often are still children, something that may also confuse coaches. Another aspect for coaches to consider is that in general, girls enter the puberty phase slightly earlier than boys.

The main mental characteristics of the puberty phase are:

- Sudden mood changes
- Resistance against authority
- Impulsiveness (first acting then thinking)
- Accelerated intellectual development
- Identity search which leads to a desire to be part of a group

The main physical characteristic of the puberty phase is a sudden acceleration in growth. One of the consequences of this growth spurt may be a temporary decrease of coordination and strength. Because suddenly the bones start growing fast and the muscles and ligaments as well as the nervous system need time to adjust to the new proportions, players may look 'clumsy'. Players are also prone to overuse injuries like Osgood-Schlatter disease during this phase.

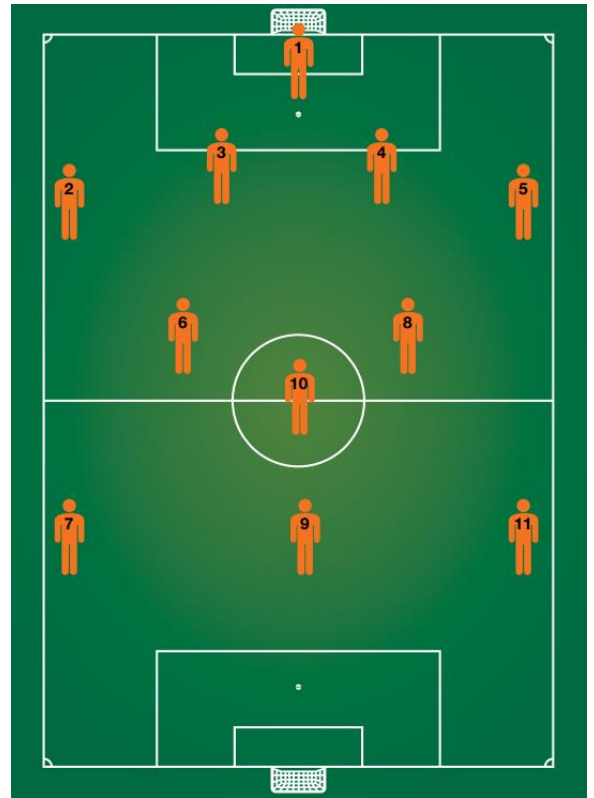
While during the puberty phase players' physical and technical development temporarily stagnates or loses ground, their intellectual development accelerates as does their understanding of and appreciation for teamwork. This makes the Game Training Phase exceptionally suited for developing tactical awareness and insight.

Whereas the purpose of the Skill Acquisition Phase was to acquire the core skills, the Game Training Phase is about learning how to apply them in a functional way. In the Game Training Phase the focus shifts towards learning to play as a team and developing an understanding of the team tasks during the main moments (attacking; defending; transitioning), as well as the specific tasks that go with the individual team positions.

## Team Formation

We recommend 4-3-3 because:

- It encourages possession based football
- Passing the ball on the ground
- With an emphasis on passing the ball through the 3 lines
- A balanced spread of players across the pitch
- Allowing them to play in triangles where possible
- Easy for youth players to understand the positions:
  1. Goalkeeper
  2. Right back
  3. Centre back
  4. Centre back
  5. Left back
  6. Right midfield
  7. Right wing
  8. Left midfield
  9. Striker (centre forward)
  10. Centre midfield (attacking midfield)
  11. Left wing



It is important to realise that the FFA did not just take 4-3-3 as a starting point. Unfortunately, this has been and continues to be widely misunderstood and far too much attention has been devoted to discussions about playing formations.

Of course there are many successful styles and formations in football but the FFA considers 4-3-3 the most appropriate formation to develop an understanding of team play in young players.

Our opinion is supported by another very interesting quote from the Chris Sulley research on Europe's most successful academies:

**“THERE WAS A CLEAR EMPHASIS ON A POSSESSION BASED PHILOSOPHY AND MOST EMPLOYED A 4-3-3 MODEL WITH AN EXPLICIT ATTEMPT TO PASS THE BALL THROUGH THE UNITS. THERE WAS A TANGIBLE DIFFERENCE IN THE TYPE OF WORK DELIVERED TO THE PLAYERS FROM WHAT IS TYPICALLY DELIVERED AT EPL ACADEMIES. EARLY AGE PLAYERS TYPICALLY PARTICIPATED IN RANDOM AND VARIABLE PRACTICES THAT INVOLVED DECISION-MAKING TACTICALLY. THE CONSISTENT TALENT ID CRITERIA WAS CENTRED AROUND THE PLAYER'S ABILITY TO HANDLE THE BALL, MAKE GOOD DECISIONS AND SPEED, AS OPPOSED TO THE NOTIONS OF POWER, SIZE AND STRENGTH THAT STILL DOMINATE THE ENGLISH YOUTH SYSTEM”.**

## Phases of Play

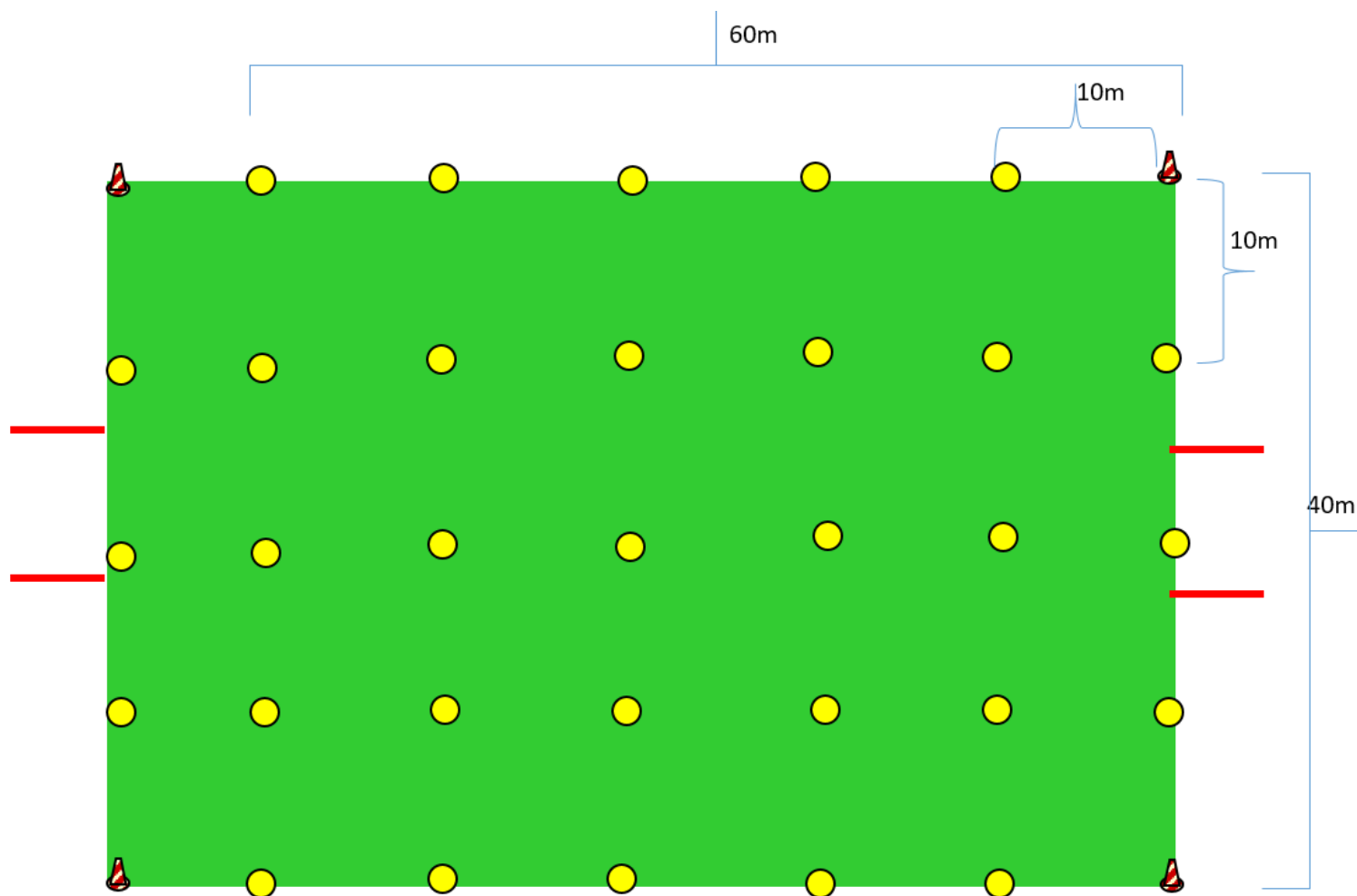
There are 3 phases of play:

- a. Ball Possession (BP)**
  - Playing from the back
  - Midfield play
  - Attacking
- b. Ball Possession Opposition (BPO)**
  - Disturbing/pressuring
  - Defending/recapturing the ball
- c. Transition (either BP→BPO or BPO→BP)**
  - Team & player actions when we lose the ball
  - Team & player actions when we win the ball

Look to train in Game Realistic scenarios: always train with opponents (eg defenders)

1. **Warm Up (20 mins)** drills should always include a ball & have a level of decision making
2. **Positioning Games (20 mins)** should challenge the players to maximise the use of the space in order to create more time, work in triangles, support their teammates, anticipate the play and communicate (verbally & nonverbally)
3. **Game Training (20 mins)** is about setting up the drill for the specific task (whether attacking, defending or transitioning). As realistic as possible, whilst challenging the players if the drill is too easy, and simplifying the drill if it is too hard. All whilst providing quality feedback
4. **Training Game (30 mins)** is what you finish the training session with – a traditional football game but with rules and restraints that allow you put the emphasis on the specific task of that training session. Whilst the players are playing, the coach should be observing & providing feedback 'on the run'. Try not to stop the play.

We are recommending that you set up a 60m x 40m training area (divided into 10m x 10m squares) every training session as per the drawing below. And, organise all of the FFA recommended exercises in this area. Adjust the exercises where required to fit into this area. This way, you will learn to set up quickly & to move from smaller exercises at The Beginning of the session to larger areas during The Middle (by removing some cones) and the The End by removing the remainder of the middle cones. Flat cones (●) will allow the ball to travel over them without deviating. They are also harder to trip over (safer for the players). The large cones (🚧) can be used for the corners.





## U14-U18 - Training Sessions

The recommended program below is based on 2 training sessions per week with 3 Phases (BP, BPO, Transition) and 7 components. Early on, though it is crucial to repeat the 4 core skill elements in the first 2 weeks of the season, to refresh the players' memory & skills:

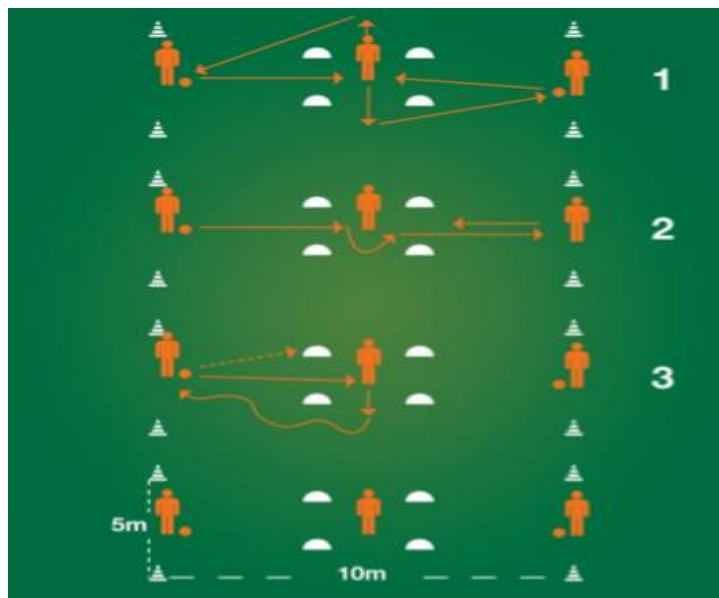
	<b>Tuesday</b>	<b>Thursday</b>	<b>Sunday</b>
<b>Week 1</b>	<b>First Touch (session 2)</b>	<b>Running with the Ball (session 2)</b>	<b>Game</b>
<b>Week 2</b>	<b>Striking the Ball (session 2)</b>	<b>1v1 (session 2)</b>	<b>Game</b>
<b>Week 3</b>	<b>Playing from the Back (session 1/2)</b>	<b>Midfield Play</b>	<b>Game</b>
<b>Week 4</b>	<b>Attacking Play</b>	<b>Intra-Club Training Match</b>	<b>Game</b>
<b>Week 5</b>	<b>Disturbing &amp; Pressuring</b>	<b>Defending / Recapturing the Ball</b>	<b>Game</b>
<b>Week 6</b>	<b>Transitioning (BP &gt; BPO)</b>	<b>Transitioning (BPO &gt; BP)</b>	<b>Game</b>

Thereafter, repeat weeks 3-6 above. Follow the CHANGE IT guideline in the Resources section towards the end of this manual to make a session harder or easier depending on the ability of the players. You will want to make it harder as you repeat the sessions later in the season. A reminder to try to give the players 50-100 touches of the ball in every training session.

The drills in this Curriculum are simply a guide. We encourage you to adjust the drills (harder / easier) depending on the ability & progression of the players that you are coaching. Remember to start each training session with an Objective, a goal, a key training component that you wish to focus on for that session. Whether it is first touch, or striking the ball, or playing from the back, have an objective for each training session. And, get the players engaged, working hard, with as many touches of the ball as possible.

# First Touch

## Skill Introduction



Players in threes, positioned as shown. Both players at the sides with a ball; the player in the middle stands in a 2m x 2m grid without ball.

The exercise starts with a player on one side passing the ball to the player in the grid. They must move the ball with their first touch side-ways out of the grid and pass it back with their second touch.

Then they receive the next ball from the player at the opposite side, etc. (see variation 1) Rotate positions after 10 repetitions. Use various techniques i.e. right/left foot only; inside/outside foot only.

In variation 2, the central player receives the ball, turns in the grid (one touch) and passes to the player at the opposite side with their 2nd touch. This player receives the ball and passes it back again to the player in the grid, etc. (so here we temporarily use one ball only!). Again: left and right; inside and outside foot.

In variation 3, the outside players follow their pass, sprinting to the left or right cone of the grid. The player in the middle must now move the ball out of the grid in the opposite direction with their 1st touch and dribble the ball to the empty cone. The new middle player now receives the ball from the other end and the pattern is repeated.

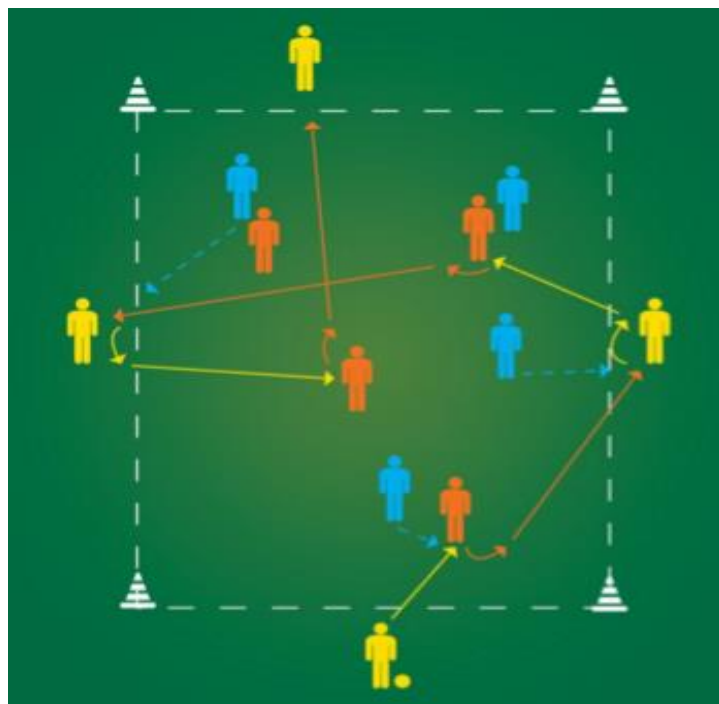
## CONCLUDING COMPETITION

Use one of the 1st touch techniques for a relay:

"Which group has concluded 10 perfect repetitions by all 3 players first"

"OK, one more time and now .....(other technique)."

## Skill Training



Positioning game 4 v 4 with 4 'wall' players (8 v 4) in a 20m x 30m grid (depending on player's ability).

Mandatory 2 touches for all players including the 'walls' who must keep the ball moving (i.e. not allowed to stop the ball with their 1st touch). This simple restraint sees to it that each 1st touch must be perfect every time the player receives the ball.

## POSSIBLE COACHES REMARKS

"Move the ball with your 1st touch away from the defender(s)"

"Use body feints to disguise your intention"

"Make an angle when asking for the ball"

"Try to position yourself in such a way that you can see as much of the grid as possible"

"Scan your options before receiving the ball"

"Walls: help the players in the grid by coaching them"

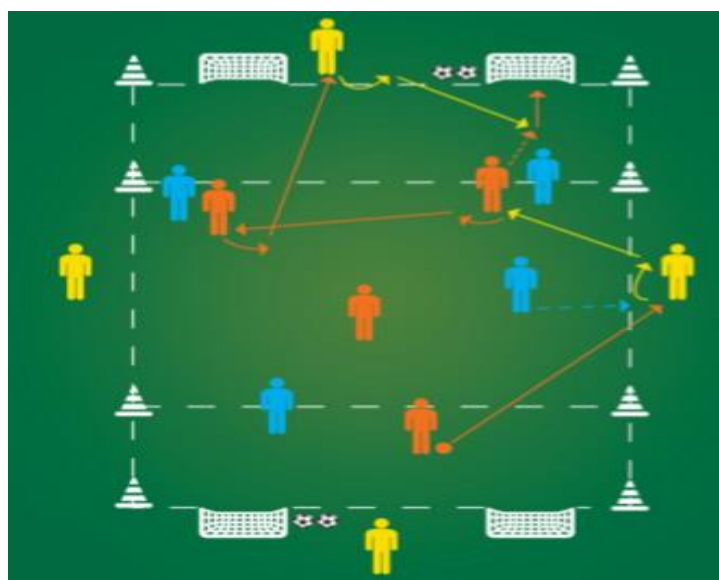
## STEP UP

Reduce grid size

## STEP DOWN

Increase grid size or go back to an easier positioning game (4 v 1; 3 v 1 or 4 v 2)

## Skill Game



4 v 4 with 4 walls (8 v 4) in a 20m x 30m grid with two 2m goals and a 5m-7m scoring zone at each end (see diagram)

## GAME RULES

Mandatory 2 touches for every player (MUST touch the ball twice)

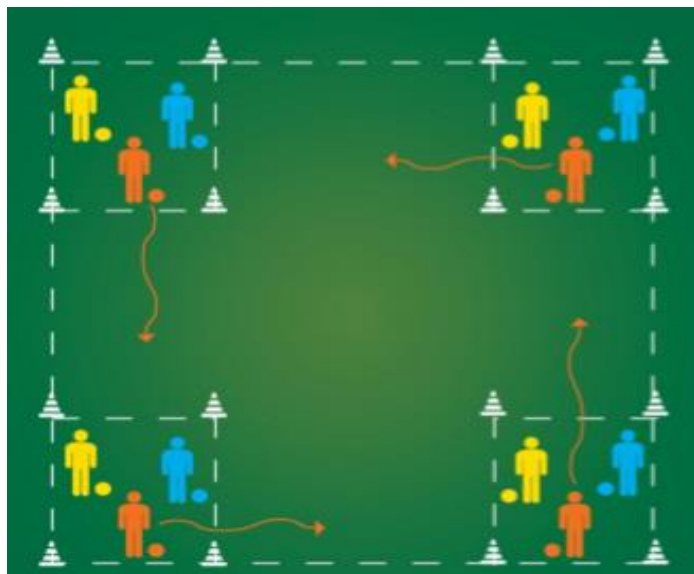
Wall players not allowed to stop the ball or play to each other

Inside the scoring zone one touch finishes are allowed if the ball comes from the wall player between the goals

Change teams every 2-3 minutes or after a goal is scored

# Running with the Ball

## Skill Introduction



A grid of approximately 30m x 30m has 4 small 5m x 5m grids in all 4 corners.

The players are divided into 4 groups of 3 players and positioned in the corner grids with a ball each as shown.

The 3 players in the corners wear different colour bibs or are numbered 1-3.

On the coaches signal all players of the same group (all orange or #1's) run with the ball to the next corner followed by the next group, again after the coaches signal.

When everyone is back in the grid where they started; we start again but now in the other direction using the other foot only. In the beginning the speed is low and should be raised gradually.

Next we add the following variations (both with right as well as with left foot)

## VARIATIONS

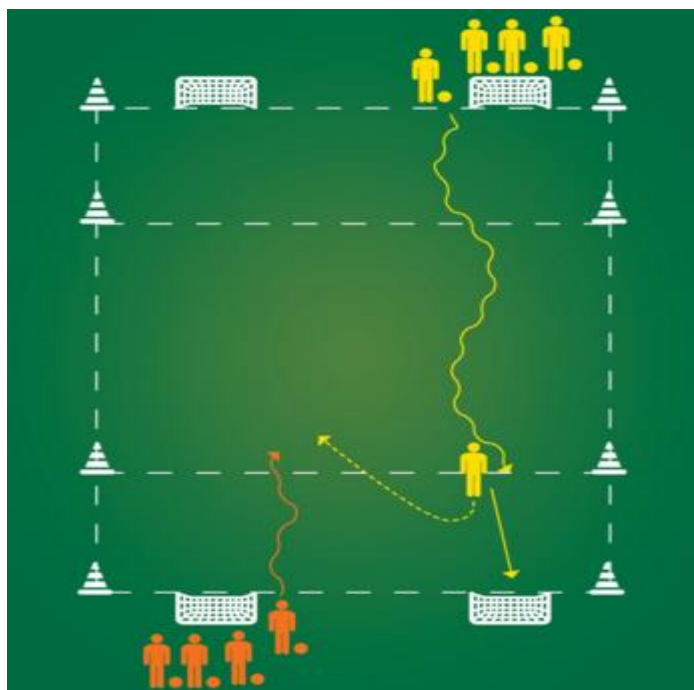
Accelerations

Stop-starts

Feint stops followed by an acceleration

Feint turns followed by an acceleration

## Skill Training



A grid of 30m x 20m; 4 small goals and a 5m-7m shooting line at each end

Evenly split teams positioned as shown

Minimum 4, maximum 8 players per grid; if the group is bigger then make two grids

The exercise starts with the first player of the yellow team running with the ball to the opposite side and shooting the ball into the goal. They can only shoot once they have crossed the line into the shooting zone

As soon as the yellow player shoots at goal, the first orange player starts running with the ball to the opposite side

As soon as the yellow player has had their shot at goal, they turn and chase the orange player to try and catch up with them and prevent them from scoring

Count the goals! Which team scores the most goals?

## STEP UP

Narrow the distance between the two goals on the byline

## STEP DOWN

The chaser just races against the runner to beat him to the shooting line

If the chaser reaches the shooting line first, the runner cannot shoot and score anymore.

## POSSIBLE COACHES REMARKS

"Push the ball forward every 3-4 steps"

"Run as fast as you can but keep the ball under control"

"If the defender catches up with you, this is what you can do" (demonstrate:)

- Feint to turn and accelerate again
- Feint to stop and accelerate again
- Cut off the defenders line by crossing in front of them
- Take on the defender 1 v 1 if they manage to get in front of you (scoring in both goals is allowed!)

## Skill Game



4 v 4 = 4 'walls' (8 v 4) on a long and narrow pitch with big goals and goalkeepers (as shown).

All players choose (or get assigned) a direct opponent and can only take the ball from that opponent.

The team in possession can use the wall players to combine with (walls: 1 or 2 touches only).

The offside rule applies

Change of teams when a goal is scored or after 2-3 minutes.

## VARIATIONS

1 or 2 small goals without goalkeepers

No goals but 'line-football'

## STEP UP

Teams can only use the walls in their own half

Narrow the pitch

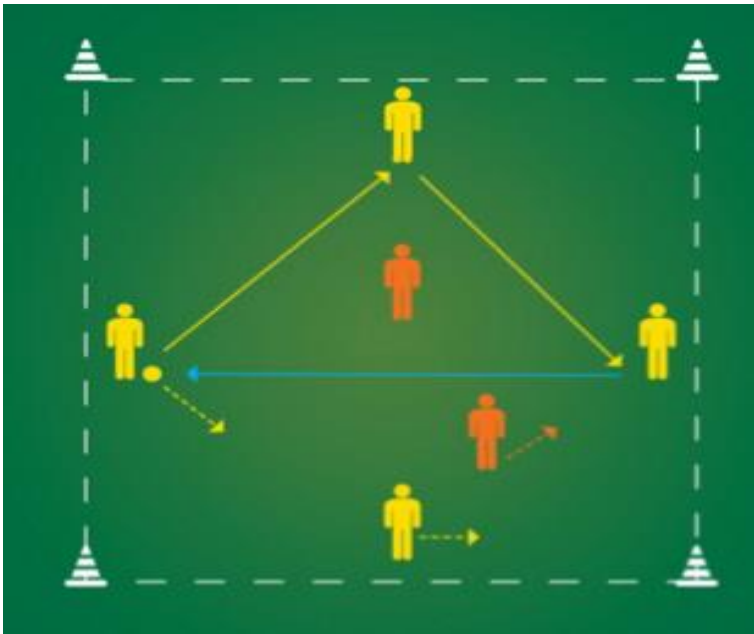
## STEP DOWN

Widen the pitch



## Striking the Ball

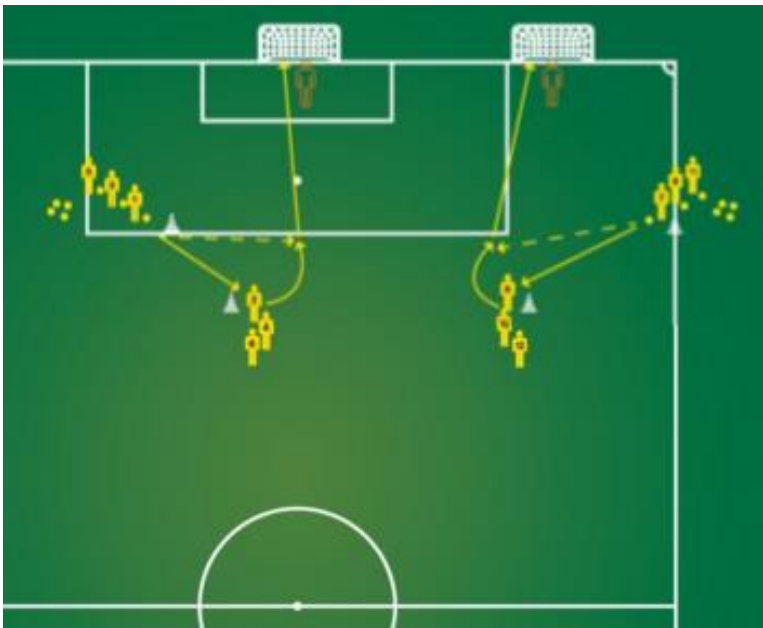
## Skill Introduction



"Count how often you can play a successful killer pass (between the defenders)"

Every 2 minutes change of defenders and start again.

## Skill Training



## Organisation

One group focuses on right foot shooting, the other on left foot. Change groups regularly.

#1 passes to #2 and runs to apply pressure; #2 moves the ball with the first touch to prepare for a shot from the edge of the penalty area.

#1 then joins the shooting line (behind #8); #2 fetches the ball and joins the serving line (behind #5). The same pattern takes place in the left foot group simultaneously.

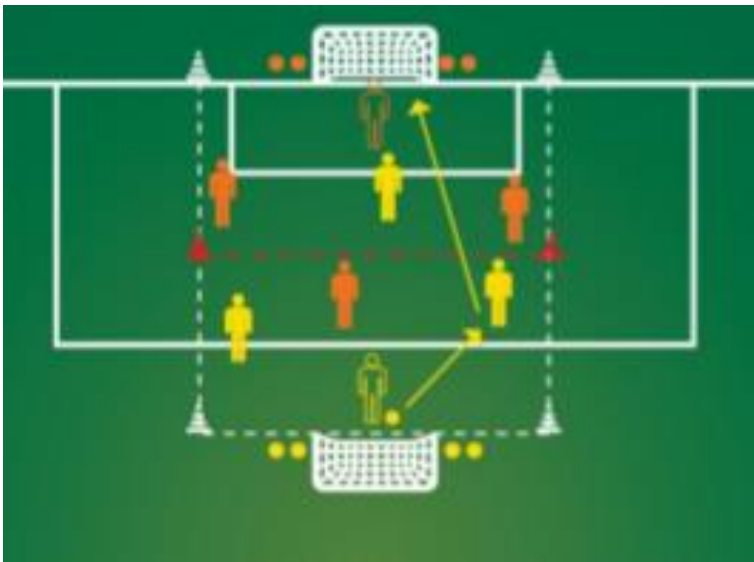
The angle/distance from #1 to #2 is manipulated by the coach to ensure #2 can shoot with the second touch without being tackled and without having to beat #1.

### STEP UP/STEP DOWN

Increase the angle and/or distance from #1 to #2 to give #2 more or less time (less or more chance of #1 applying real pressure)

With younger players, the coach may move the cones closer towards the goals so the shots are from shorter distance (ensure safety of players by not moving too close to the GK)

## Skill Game



3 v 3 'shooting game' in a grid of approximately 20m x 20m divided by a halfway line.

In each half there is a goalkeeper + 2 outfield players from one team and 1 outfield player from the other team (see diagram), all players must stay in their own grid.

Make sure there are plenty of balls in/next to the goals.

The game starts with a 3 v 1 game in one grid. A team can only score by:

- Shooting from their own half
- A finish by the lone striker from a ball rebounding back from the goalkeeper; a defender or the post/bar

Rotate the players regularly.

### STEP UP

Limit the time or number of passes to take a shot

Make the grids smaller

## STEP DOWN

### Make the grids bigger

POSSIBLE COACHES	REMARKS
<p>1. <b>Mr. Smith</b></p> <p>2. <b>Mr. Jones</b></p> <p>3. <b>Mr. Brown</b></p> <p>4. <b>Mr. White</b></p> <p>5. <b>Mr. Green</b></p> <p>6. <b>Mr. Black</b></p> <p>7. <b>Mr. Grey</b></p> <p>8. <b>Mr. Gold</b></p> <p>9. <b>Mr. Silver</b></p> <p>10. <b>Mr. Copper</b></p> <p>11. <b>Mr. Iron</b></p> <p>12. <b>Mr. Steel</b></p> <p>13. <b>Mr. Lead</b></p> <p>14. <b>Mr. Zinc</b></p> <p>15. <b>Mr. Nickel</b></p> <p>16. <b>Mr. Tin</b></p> <p>17. <b>Mr. Platinum</b></p> <p>18. <b>Mr. Palladium</b></p> <p>19. <b>Mr. Rhodium</b></p> <p>20. <b>Mr. Iridium</b></p> <p>21. <b>Mr. Osmium</b></p> <p>22. <b>Mr. Rhenium</b></p> <p>23. <b>Mr. Manganese</b></p> <p>24. <b>Mr. Chromium</b></p> <p>25. <b>Mr. Vanadium</b></p> <p>26. <b>Mr. Niobium</b></p> <p>27. <b>Mr. Tantalum</b></p> <p>28. <b>Mr. Molybdenum</b></p> <p>29. <b>Mr. Technetium</b></p> <p>30. <b>Mr. Ruthenium</b></p> <p>31. <b>Mr. Rhodium</b></p> <p>32. <b>Mr. Palladium</b></p> <p>33. <b>Mr. Silver</b></p> <p>34. <b>Mr. Cadmium</b></p> <p>35. <b>Mr. Indium</b></p> <p>36. <b>Mr. Tin</b></p> <p>37. <b>Mr. Antimony</b></p> <p>38. <b>Mr. Tellurium</b></p> <p>39. <b>Mr. Selenium</b></p> <p>40. <b>Mr. Arsenic</b></p> <p>41. <b>Mr. Germanium</b></p> <p>42. <b>Mr. Gallium</b></p> <p>43. <b>Mr. Zinc</b></p> <p>44. <b>Mr. Cadmium</b></p> <p>45. <b>Mr. Barium</b></p> <p>46. <b>Mr. Strontium</b></p> <p>47. <b>Mr. Calcium</b></p> <p>48. <b>Mr. Magnesium</b></p> <p>49. <b>Mr. Aluminum</b></p> <p>50. <b>Mr. Silicon</b></p> <p>51. <b>Mr. Phosphorus</b></p> <p>52. <b>Mr. Sulfur</b></p> <p>53. <b>Mr. Chlorine</b></p> <p>54. <b>Mr. Fluorine</b></p> <p>55. <b>Mr. Oxygen</b></p> <p>56. <b>Mr. Nitrogen</b></p> <p>57. <b>Mr. Carbon</b></p> <p>58. <b>Mr. Boron</b></p> <p>59. <b>Mr. Beryllium</b></p> <p>60. <b>Mr. Lithium</b></p> <p>61. <b>Mr. Sodium</b></p> <p>62. <b>Mr. Potassium</b></p> <p>63. <b>Mr. Rubidium</b></p> <p>64. <b>Mr. Cesium</b></p> <p>65. <b>Mr. Francium</b></p> <p>66. <b>Mr. Actinium</b></p> <p>67. <b>Mr. Thorium</b></p> <p>68. <b>Mr. Protactinium</b></p> <p>69. <b>Mr. Uranium</b></p> <p>70. <b>Mr. Neptunium</b></p> <p>71. <b>Mr. Plutonium</b></p> <p>72. <b>Mr. Americium</b></p> <p>73. <b>Mr. Curium</b></p> <p>74. <b>Mr. Berkelium</b></p> <p>75. <b>Mr. Californium</b></p> <p>76. <b>Mr. Einsteinium</b></p> <p>77. <b>Mr. Fermium</b></p> <p>78. <b>Mr. Mendelevium</b></p> <p>79. <b>Mr. Nobelium</b></p> <p>80. <b>Mr. Lawrencium</b></p> <p>81. <b>Mr. Rutherfordium</b></p> <p>82. <b>Mr. Dubnium</b></p> <p>83. <b>Mr. Seaborgium</b></p> <p>84. <b>Mr. Bohrium</b></p> <p>85. <b>Mr. Hassium</b></p> <p>86. <b>Mr. Meitnerium</b></p> <p>87. <b>Mr. Darmstadtium</b></p> <p>88. <b>Mr. Roentgenium</b></p> <p>89. <b>Mr. Copernicium</b></p> <p>90. <b>Mr. Nihonium</b></p> <p>91. <b>Mr. Flerovium</b></p> <p>92. <b>Mr. Livermorium</b></p> <p>93. <b>Mr. Tennessine</b></p> <p>94. <b>Mr. Oganesson</b></p>	<p>1. <b>Mr. Smith</b></p> <p>2. <b>Mr. Jones</b></p> <p>3. <b>Mr. Brown</b></p> <p>4. <b>Mr. White</b></p> <p>5. <b>Mr. Green</b></p> <p>6. <b>Mr. Black</b></p> <p>7. <b>Mr. Grey</b></p> <p>8. <b>Mr. Gold</b></p> <p>9. <b>Mr. Silver</b></p> <p>10. <b>Mr. Copper</b></p> <p>11. <b>Mr. Iron</b></p> <p>12. <b>Mr. Steel</b></p> <p>13. <b>Mr. Lead</b></p> <p>14. <b>Mr. Zinc</b></p> <p>15. <b>Mr. Nickel</b></p> <p>16. <b>Mr. Tin</b></p> <p>17. <b>Mr. Platinum</b></p> <p>18. <b>Mr. Palladium</b></p> <p>19. <b>Mr. Rhodium</b></p> <p>20. <b>Mr. Iridium</b></p> <p>21. <b>Mr. Osmium</b></p> <p>22. <b>Mr. Rhenium</b></p> <p>23. <b>Mr. Manganese</b></p> <p>24. <b>Mr. Chromium</b></p> <p>25. <b>Mr. Vanadium</b></p> <p>26. <b>Mr. Niobium</b></p> <p>27. <b>Mr. Tantalum</b></p> <p>28. <b>Mr. Molybdenum</b></p> <p>29. <b>Mr. Technetium</b></p> <p>30. <b>Mr. Ruthenium</b></p> <p>31. <b>Mr. Rhodium</b></p> <p>32. <b>Mr. Palladium</b></p> <p>33. <b>Mr. Silver</b></p> <p>34. <b>Mr. Cadmium</b></p> <p>35. <b>Mr. Indium</b></p> <p>36. <b>Mr. Tin</b></p> <p>37. <b>Mr. Antimony</b></p> <p>38. <b>Mr. Tellurium</b></p> <p>39. <b>Mr. Selenium</b></p> <p>40. <b>Mr. Arsenic</b></p> <p>41. <b>Mr. Germanium</b></p> <p>42. <b>Mr. Gallium</b></p> <p>43. <b>Mr. Zinc</b></p> <p>44. <b>Mr. Cadmium</b></p> <p>45. <b>Mr. Barium</b></p> <p>46. <b>Mr. Strontium</b></p> <p>47. <b>Mr. Calcium</b></p> <p>48. <b>Mr. Magnesium</b></p> <p>49. <b>Mr. Aluminum</b></p> <p>50. <b>Mr. Silicon</b></p> <p>51. <b>Mr. Phosphorus</b></p> <p>52. <b>Mr. Sulfur</b></p> <p>53. <b>Mr. Chlorine</b></p> <p>54. <b>Mr. Fluorine</b></p> <p>55. <b>Mr. Oxygen</b></p> <p>56. <b>Mr. Nitrogen</b></p> <p>57. <b>Mr. Carbon</b></p> <p>58. <b>Mr. Boron</b></p> <p>59. <b>Mr. Beryllium</b></p> <p>60. <b>Mr. Lithium</b></p> <p>61. <b>Mr. Sodium</b></p> <p>62. <b>Mr. Potassium</b></p> <p>63. <b>Mr. Rubidium</b></p> <p>64. <b>Mr. Cesium</b></p> <p>65. <b>Mr. Francium</b></p> <p>66. <b>Mr. Actinium</b></p> <p>67. <b>Mr. Thorium</b></p> <p>68. <b>Mr. Protactinium</b></p> <p>69. <b>Mr. Uranium</b></p> <p>70. <b>Mr. Neptunium</b></p> <p>71. <b>Mr. Plutonium</b></p> <p>72. <b>Mr. Americium</b></p> <p>73. <b>Mr. Curium</b></p> <p>74. <b>Mr. Berkelium</b></p> <p>75. <b>Mr. Californium</b></p> <p>76. <b>Mr. Einsteinium</b></p> <p>77. <b>Mr. Fermium</b></p> <p>78. <b>Mr. Mendelevium</b></p> <p>79. <b>Mr. Nobelium</b></p> <p>80. <b>Mr. Lawrencium</b></p> <p>81. <b>Mr. Rutherfordium</b></p> <p>82. <b>Mr. Dubnium</b></p> <p>83. <b>Mr. Seaborgium</b></p> <p>84. <b>Mr. Bohrium</b></p> <p>85. <b>Mr. Hassium</b></p> <p>86. <b>Mr. Meitnerium</b></p> <p>87. <b>Mr. Darmstadtium</b></p> <p>88. <b>Mr. Roentgenium</b></p> <p>89. <b>Mr. Copernicium</b></p> <p>90. <b>Mr. Nihonium</b></p> <p>91. <b>Mr. Flerovium</b></p> <p>92. <b>Mr. Livermorium</b></p> <p>93. <b>Mr. Tennessine</b></p> <p>94. <b>Mr. Oganesson</b></p>

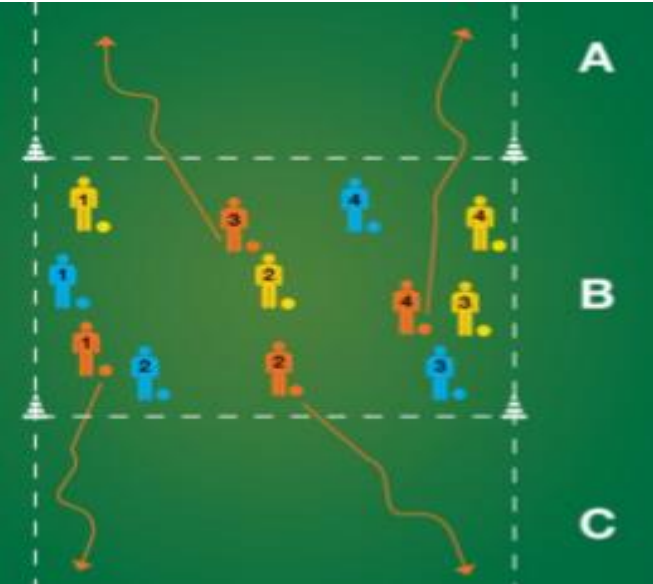
"As soon as the line to the goal is open:  
SHOOT"

"Move the ball quickly to open the line to the goal"

"Don't just boot it, precision is more important"

1v1

Skill Introduction



1 V 1 COACHING TIPS	
ATTACKER	DEFENDER
"Go at the defender with speed"	"Show the attacker one way/force them away from goal"
"Use a feint to put the defender off balance"	"Bend your knees and stand on your toes so you're able to change direction quickly"
"Threaten to go to one side then suddenly attack the other"	"The best moment to commit is when the attacker takes a heavy touch or slows down"

Set up the organisation as shown in the diagram. Grids A and C: 20m x 10m, grid B: 20m x 15m, with two 2m goals on each byline.

All players dribble with a ball in grid B.

Avoid collisions (balls and players).

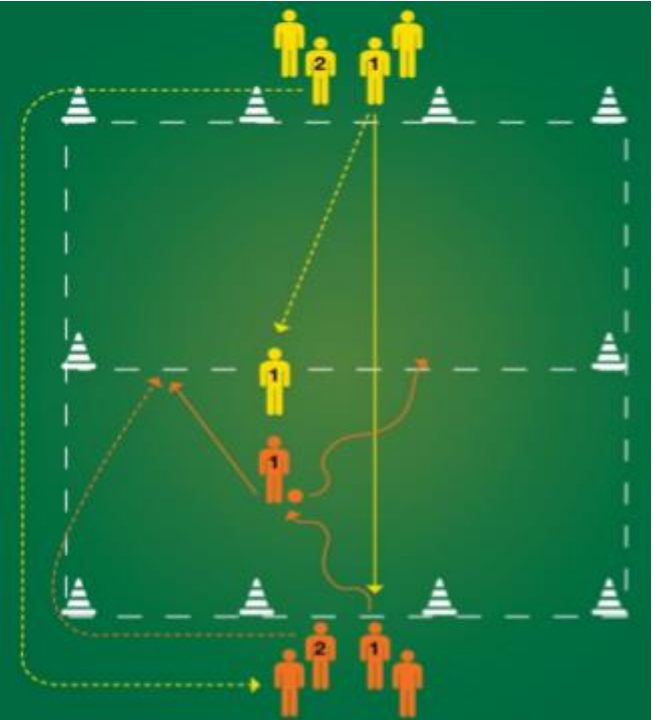
Make feints (free choice).

Accelerate after a feint into grid A or C.

PROGRESSION

Number all players 1-4. On the call of a specific number these players (i.e. all #1's) feint and accelerate out of grid B and finish in separate goals (awareness; communication and decision-making!), then get their ball and return to grid.

Skill Training



PROGRESSION

Defenders can score too when they win the ball.

2 v 1

2 v 2

2 V 1 ORGANISATION (SEE DIAGRAM B)

Pairs of yellow and orange players

#1 yellow passes to #1 orange and engage in 1 v 1

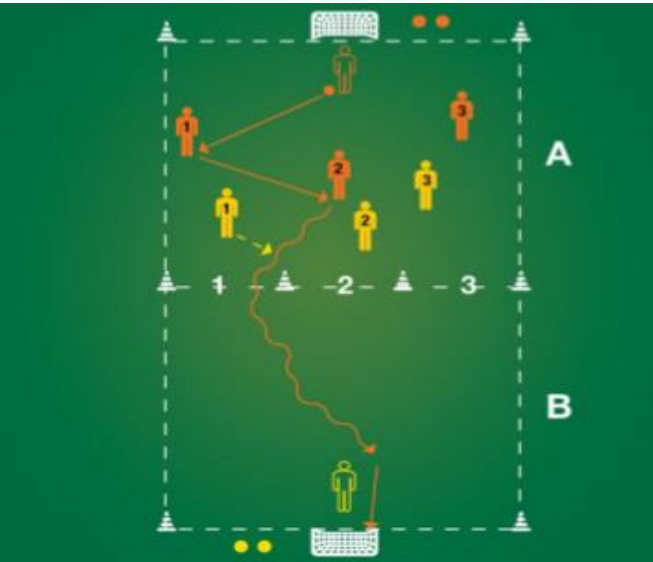
#2 orange first runs around one of the corner cones before entering the grid to make it 2 v 1

#2 yellow skips a turn and jogs around the grid to join the orange line

POSSIBLE COACHES REMARKS

- Attacker
- Go at the defender with speed
  - Use a feint to put the defender off balance
  - Threaten to pass to the overlapping player but accelerate past the defender instead
- Defender
- Show the attacker one way
  - "Bend your knees and stand on your toes so you're able to change direction quickly"
  - "The best moment to commit is when the attacker takes a heavy touch or slows down"
- Don't forget to coach the defenders!

Skill Game



3 v 3 on a pitch (20m wide x 40m long) with big goals and goalkeepers. Placed on the halfway line are 3 equal sized "gates" as shown in the diagram. Each player (orange or yellow) must defend their "own" designated gate when the opponent has the ball (i.e. player #1 defends gate 1, player #2 defends gate 2 etc).

The orange goalkeeper starts the game with all outfield players of both teams in grid A. The orange team combines till one orange player beats their opponent 1 v 1 and moves through one of the gates into grid B and tries to score.

If orange scores the game starts again in grid A.

If yellow wins the ball in grid A they can immediately score. If yellow scores, the game restarts in grid B with possession for yellow.

If the yellow goalkeeper wins the ball in grid B, the game restarts in grid B with possession for the yellow team.

STEP UP

The attacking team must make a 1 v 1 effort within 30 seconds otherwise the possession goes to the opponent.

Narrow the pitch (smaller gates)

STEP DOWN

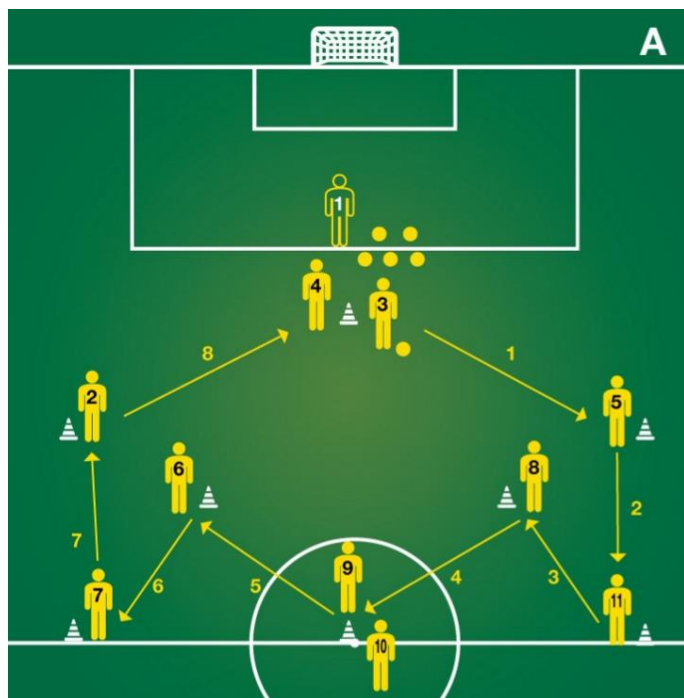
Introduce a "joker"

Widen the pitch (bigger gates)



# Playing Out from the Back (session 1)

## Warm-Up: passing exercise



Players in game positions #2; 3/4; 5; 6; 7; 8; 9/10; 11 as shown in diagram A

If the number of players allows/requires: a similar organisation on the other half of the pitch

Players #3 & #4 as well as the goalkeeper(s) at the starting position

The players pass the ball around in a 'logical' sequence (1-8)

## POSSIBLE COACHES REMARKS

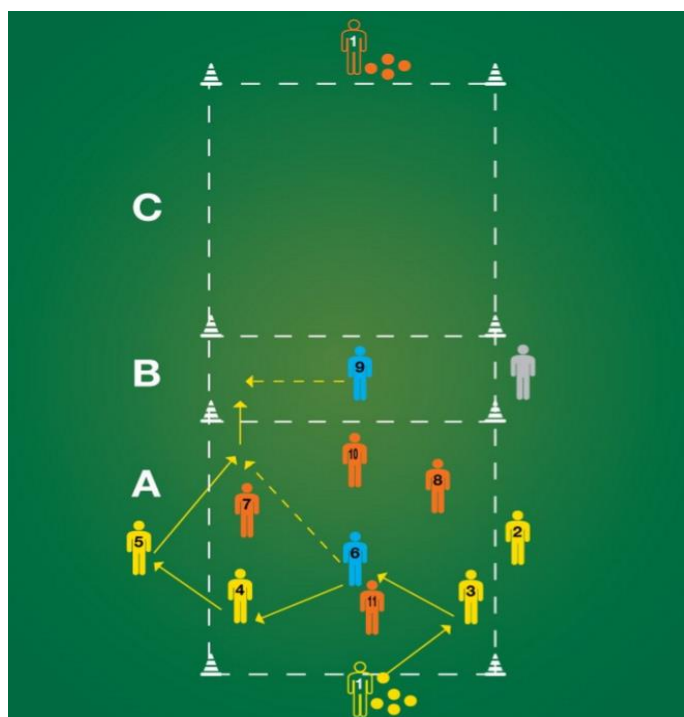
"Follow your pass to the next position"

"Pass precision and ball speed"

"Now we go in the opposite direction" (to the right)

"Gradually increase your running speed"

## Positioning Game: 7v4 (playing through the middle)



2 grids of approximately 30m x 30m (A & C) separated by a grid of 10m x 30m (B)

2 groups of 4 outfield players

Yellow consisting of the players #2-3-4-5

Orange consisting of the players #7-8-10-11

#9 and #6 are neutral players who always play with the team in possession; #9 in grid B; #6 in the grid where the positioning game takes place (see diagram)

2 goalkeepers positioned on each back line

Players #3-4-6 as much as possible in their game positions with #2 and #5 positioned on the edge of the grid

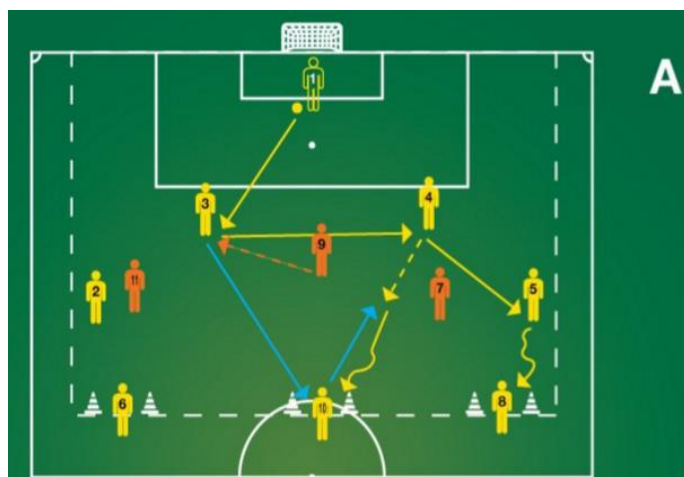
#1 yellow starts the game and yellow must try to get the ball to #9 but only #3;

4 or 6 can pass to #9

If yellow succeeds: start again with #1 yellow

If orange wins the ball in grid A, they must try to pass to #9 in grid B or their goalkeeper at the far end. All players then cross over to grid B where the game restarts with orange in possession and yellow defending

## Game Training



Yellow defence (#1-2-3-4-5) playing out from the back against orange attack (#7-9-11)

Goalkeeper (yellow #1) starts by serving the ball to one of the defenders

The objective for the yellow defenders (#2, #3, #4, #5) is to dribble the ball through one of the three gates (see yellow lines in diagram A)

Yellow team can also use #6, 8 and 10 as bouncers (see blue lines in diagram A)

If orange wins the ball, attack the goal and try to score (one attempt only)

if orange loses the ball, the action has ended

Every restart is from yellow goalkeeper



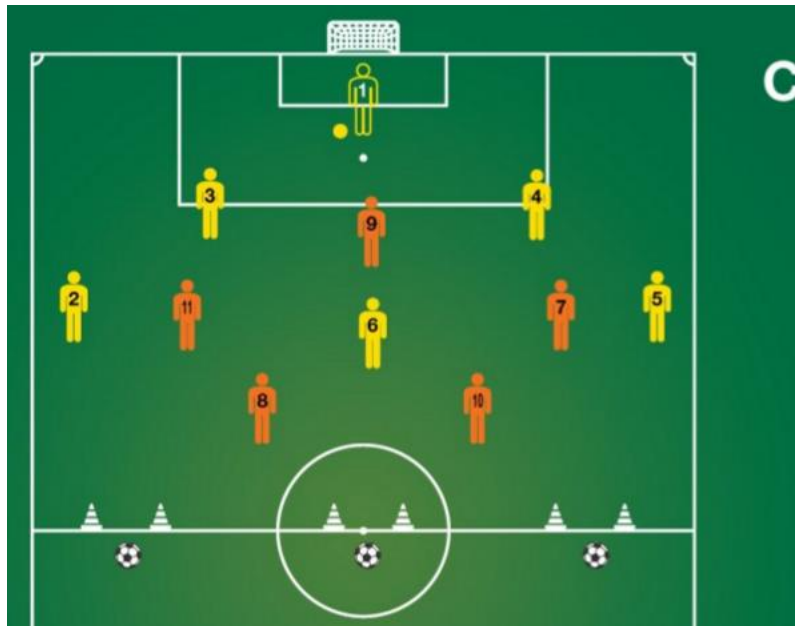
## PROGRESSION (SEE DIAGRAM B)

Yellow #6 comes in as a player to help the yellow achieve their objective

Yellow #10 joins the orange team as a direct opponent of yellow #6 in the field

This leaves yellow #8 as the only 'bouncer'

### Training Game: 5v5 + goalkeeper



Yellow defends the big goal; orange defends the three gates on the halfway line

Orange: try to score in big goal

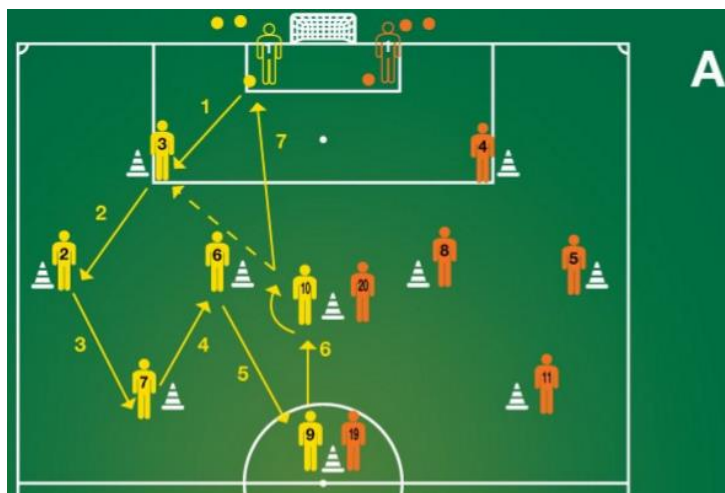
Yellow: try to score in one of the gates

Offside rule applies

Maintain the organisation/formations

## Playing Out from the Back (session 2)

### Warm-Up: passing exercise



**A**

Players in game positions as shown in diagram A

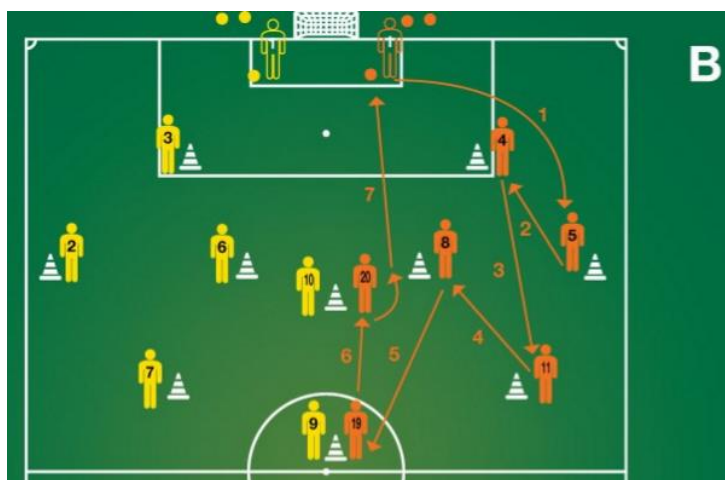
The passing sequence starts with the two goalkeepers (can be simultaneous): one to the right side; the other to the left side

The players pass the ball in a 'logical' order (1-7) while staying in their positions

"Pass precision and ball speed"

"Now follow your pass to the next position" (NB: #10 goes to position #3/4)

"Gradually increase your running speed"

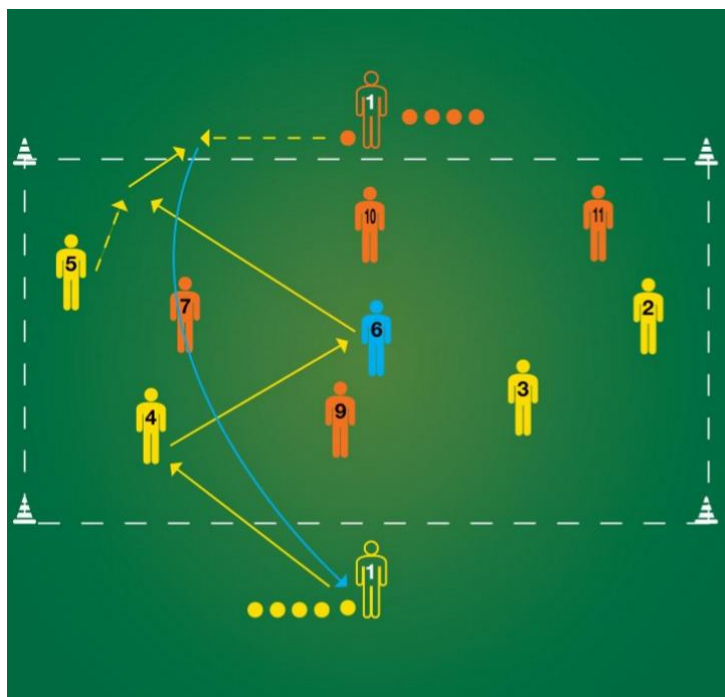


**B**

"Here is another variation" (see diagram above)

"Now just improvise but use a logical order and every player must touch the ball"

### Positioning Game: 5v4 + 2 (7v4)



A grid of approximately 40m wide x 30m long

2 groups of 4 outfield players (orange + yellow)

Yellow consisting of the players #2-3-4-5

Orange consisting of the players #7-9-10-11

#6 is a neutral player who always plays with the team in possession

The 2 goalkeepers are neutral players who always play with the team in possession and are positioned just behind each back line

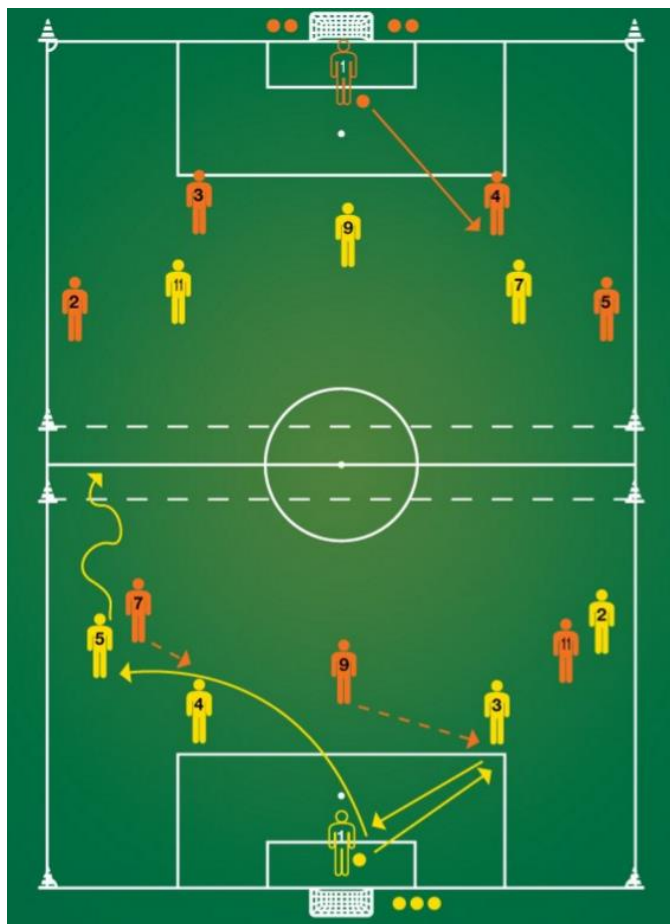
The players as far as the game allows in 'logical' positions

Yellow #1 starts the game for the yellow team, who must try to pass the ball to orange #1 on the opposite side (see diagram)

If they succeed, orange #1 must now pass the ball across the grid back to yellow #1 on the opposite side, who must catch the ball and start again

If orange wins the ball, they must try to pass the ball to orange #1 who restarts the game with orange in possession and yellow defending

## Game Training



Two teams of 8 players each consisting of a full defence line (#1-2-3-4-5) and attack line (#7-9-11)

2 grids approximately the width of a full pitch and 45m long as shown in diagram A

In both grids the defenders of one team play against the attackers of the other team

The goalkeepers start by serving the ball to one of the defenders (enough balls next to both goals)

“Get the ball to the ‘free’ player who must run with the ball across the end line”

If the attackers win the ball, attack the goal and try to score (one attempt only).

If the defenders win the ball back, the action has ended

Every restart from the goalkeeper

## Training Game: 8v8



Formation of both teams 1-4-3

All players can move across the whole field

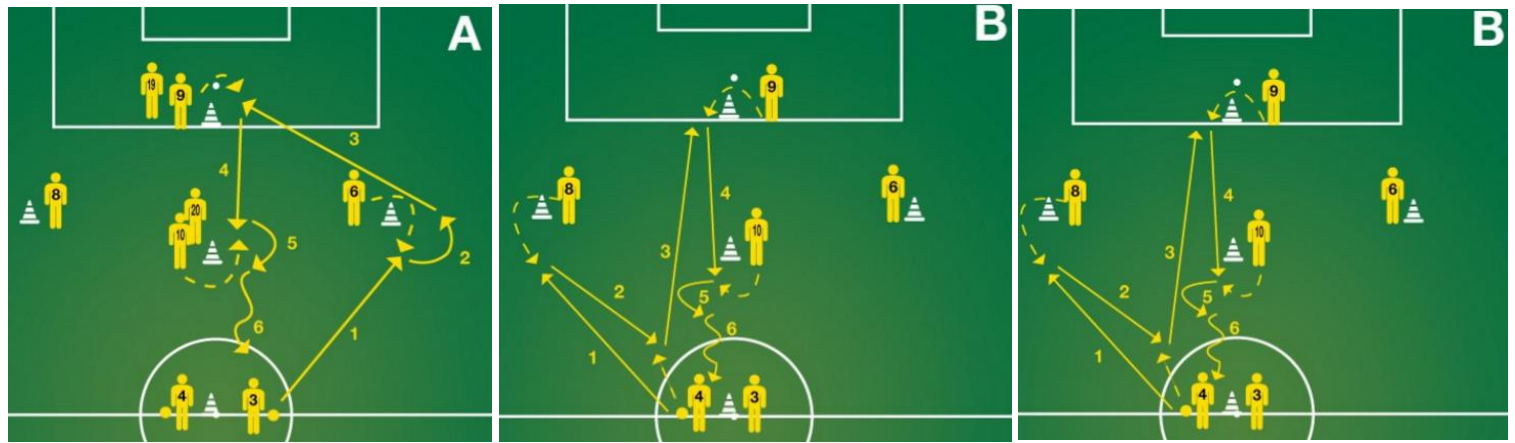
Normal rules, offside applies

Pitch size depends on player's ability (see diagram D)



# Midfield Play

## Warm-Up: passing exercise



Players in game positions as shown

At least 2 players in positions #3/#4, #10 and #9

#6 checks off and asks for the ball; #3 passes to #6 and coaches "turn" (1)

#6 receives & turns (2) and passes to #9 (3)

#9 bounces the ball to supporting #10 (4)

#10 turns away (5) and dribbles to the starting position of #3 (6)

All players move to the next position ("follow your ball")

Now the same via the left side starting with #4 passing to #8

#8 checks off and asks for the ball; #4 passes to #8 and coaches "man on" (1)

#8 bounces the ball back to #4 (2)

#4 passes to #9 (3) who bounces to the supporting #10 (4)

#10 receives and turns (5) and dribbles to the starting position of #3 (6)

Player rotations are as follows: #4 then goes to where #8 was, #8 goes to #9, #9 to #10, and #10 ends up at the beginning where the sequence was started

Choice of two options for #6 and #8 depending on whether number 3 and 4 say "turn" or "man on"

Early cue from #3 and #4 is now essential

### COACHING POINTS

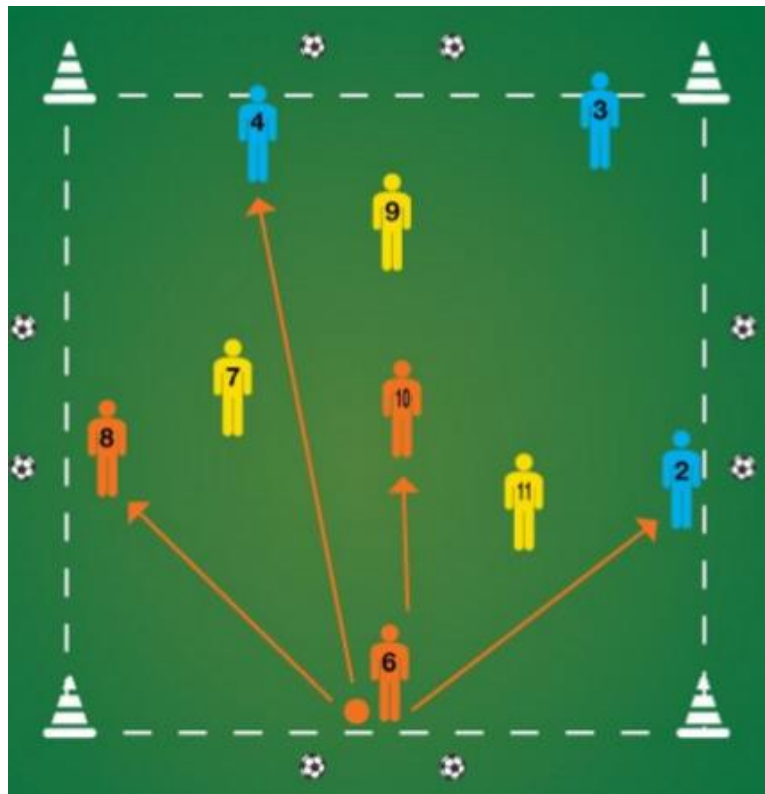
Pass precision and pass direction (to proper foot; proper ball speed)

Tuning of actions

Anticipation & movement without ball

Verbal and non-verbal communication

## Positioning Game: 6v3



Grid of approximately 30m x 30m (dependent on level of players)

3 groups of 3; one group consisting of the midfield players #6-8-10

6 players (orange and blue) keep possession against 3 defenders (yellow)

Always one 'link' player in the centre (preferably a midfielder)

Provide 4 options (left; right; central and far) for the player on the ball through proper positioning

When the group of 6 loses possession, the whole team of the player that turned over the ball must now defend

## STEPS UP OR DOWN

Make grid bigger/smaller

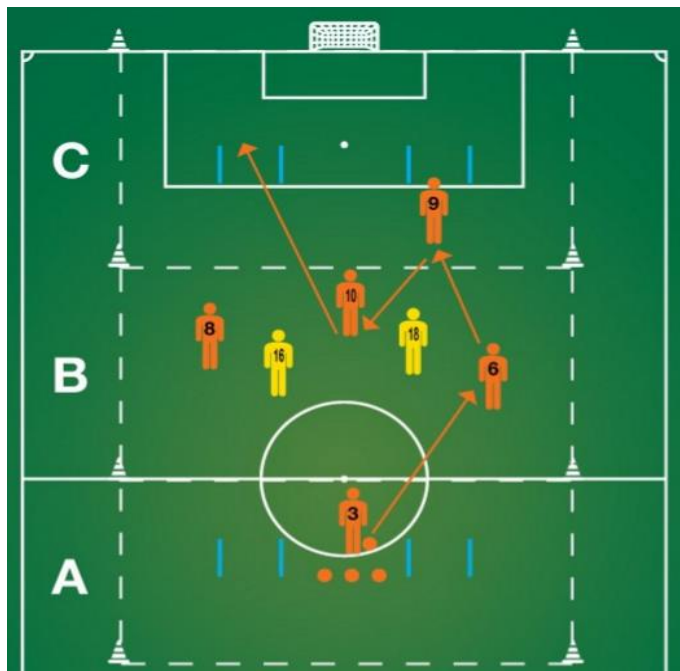
Free/limited touches

Stop-start change of defenders

'Flying' change of defenders



## Game Training



**Starting situation:** 3 grids (A;B;C) players must stay in their designated area

Every attack starts with a pass from orange #3 in grid A to one of the midfielders

Orange midfielders #6-8-10 play in grid B against 2 opponents (3 v 2) and can use orange #9 in grid C as a 'bouncer'

When one of the midfield players is free on the ball facing forward, they try to pass through one of the gates in grid C

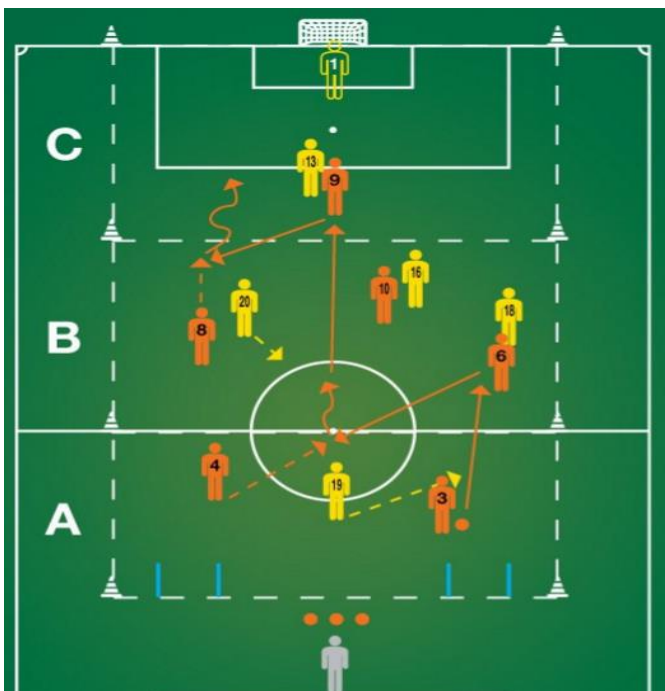
When the yellow midfielders #16 or #18 win the ball, they try to pass through one of the gates in grid A

### PROGRESSION

Add another yellow player in grid B (3 v 3)

3 v 3 in grid B. #3 orange is now allowed to dribble into grid B and create a numerical advantage (4 v 3)

### Training Game: 7v7 including goalkeepers



### PROGRESSION 2

Remove the gates from grid C

Add a yellow defender (#13 yellow) in grid C against #9 orange.

One player from grid B can now enter into grid C to create a 2 v 1 situation

Finish on goal against a goalkeeper

### PROGRESSION 3

Place the gates in grid A on back line

Add #4 orange and #19 yellow in grid A (2 v 1)

Every new action starts with the coach now serving the ball to orange #3 or #4 (see diagram)

If yellow recaptures the ball in grid A or B, #19 can score through the gates

### PROGRESSION 4

Narrow the grids (width of the box)

Field long and narrow to emphasise midfield play through central axis

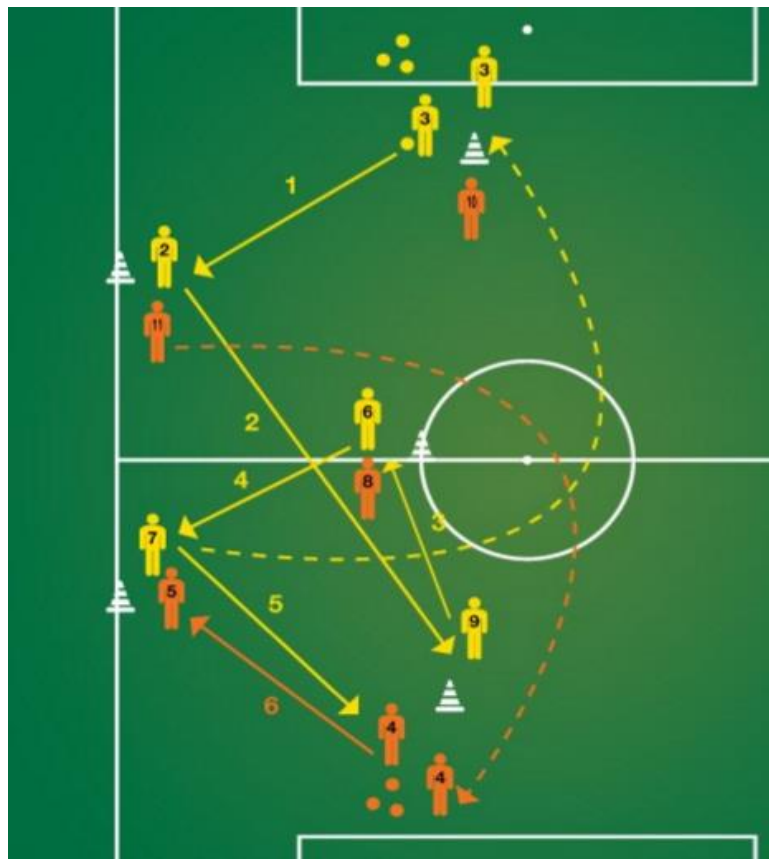
Both teams in a 1 (GK)-2-3-1 formation

Offside rule applies

Coaching 'on the run'

# Attacking Play

## Warm-Up: passing exercise



Players in their game positions (see diagram)

Right side players (yellow) and left side players (orange) opposite of one another but not interfering with each other

Minimum 2 players in the positions #3 & #4

In case of bigger numbers: set up a similar organisation on the other wing

Yellow works from top down; orange from bottom up (#7 yellow passes to #4 orange who starts the same combination in the opposite direction till #11 orange passes the ball again to yellow #3)

All players follow their pass to the next position but only on their own team

i.e. After pass 5 to orange #4, yellow #7 goes to the position of yellow #3  
(same for orange #11: to position #4).

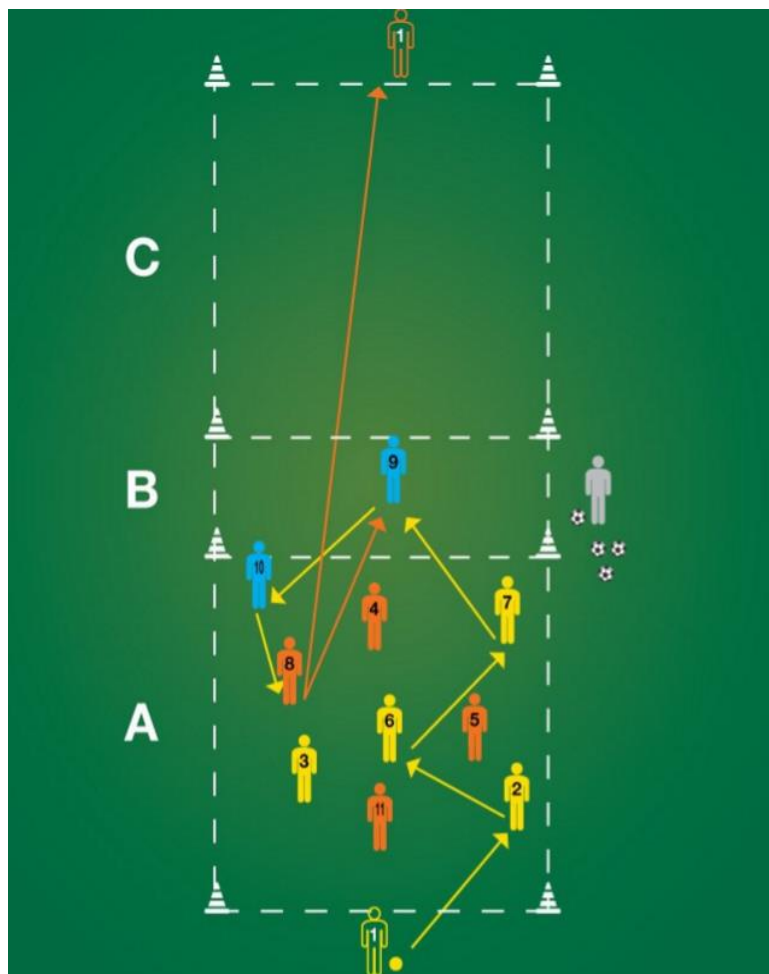
Start with prescribed pattern (as shown)

Introduce a 2nd (3rd?) pattern

## PROGRESSION

Now yellow passes with passive resistance of orange: choose the right option depending on the defensive positioning of the opposing players (this option is for advanced players only)

## Positioning Game: 7v4 (wide areas)



2 grids of approximately 30m x 30m (A & C) separated by a grid of 5m x 30m (B)

2 groups of 4 outfield players

Yellow consisting of the players #2-3-6-7

Orange consisting of the players #4-5-8-11

#9 and #10 are neutral players who always play with the team in possession; one in grid B the other in the grid where the positioning game takes place (see diagram)

2 goalkeepers positioned on each back line

#7 (yellow) keep possession against #4 (orange)

Players as much as possible in their game positions (especially the team in BP)

Provide 4 options (left; right; central and far) for the player on the ball through proper positioning

When orange wins the ball in grid A, they must try to pass to #9 in grid B or their goalkeeper at the far end

If they succeed, all players cross over to grid C where the game continues with orange in possession and yellow defending

If a yellow player passes the ball out of the grid, the coach immediately serves a new ball to the orange goalkeeper and the game restarts in grid C with possession for orange

## Game Training

Three grids A, B and C as shown in diagram on the right

In grid A, #11 yellow and an orange defender (#12); #5 yellow is positioned outside the grid with plenty of balls

In grid B, #9 & #10 yellow and an orange defender (#3) plus a goalkeeper

In grid C, #7 yellow and an orange defender (#15) with yellow #2 outside the grid

#2 & #5 yellow alternately serve a ball to respectively #7 & #11

#2-7 and #5-11 must beat the orange defenders in their respective grids through effective wing play and deliver a cross to #9 & #10 in grid B who try to finish 2 v 1

The defenders in grids A & C cannot defend beyond the red dotted line



## WING PLAY OPTIONS

The winger beats the defender 1 v 1 (situation 1)

The winger plays a wall pass with #9 or #10 (situation 2)

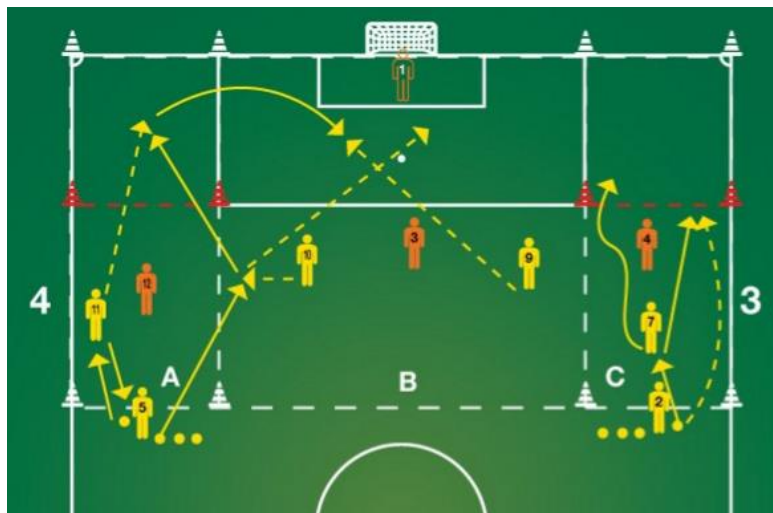
The full-back overlaps the winger to create a 2 v 1 (situation 3)

The winger bounces with the full-back and becomes the 3rd man via a combination with #9 or #10 (situation 4)

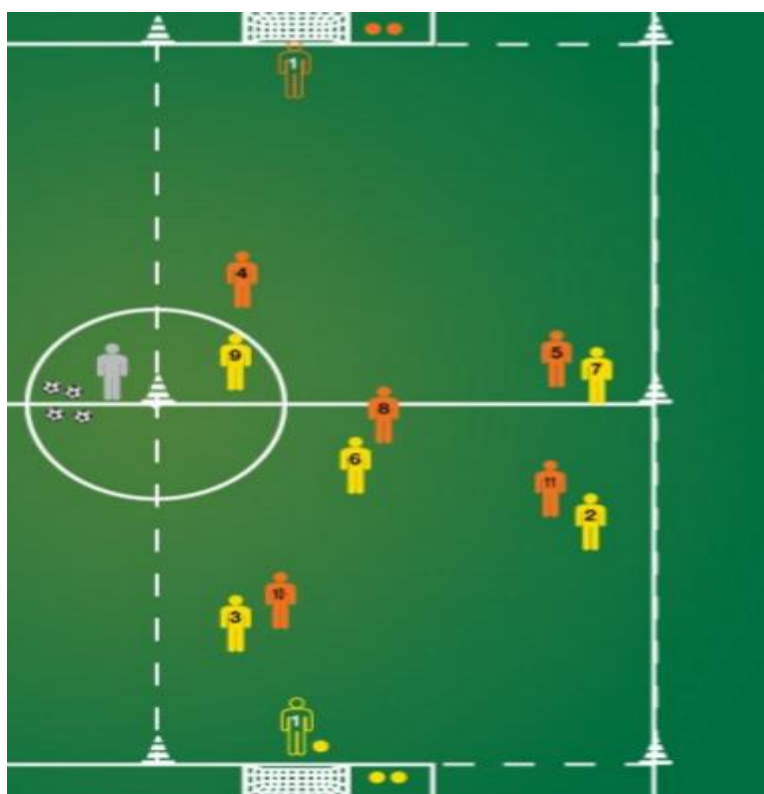
The option selected by the attacking player often depends on the action of the defender. The coach may need to help the players develop their awareness and insight to select the most effective option.

Communication between the players is essential.

Also pay attention to the positioning and finishing of #9 & #10



## Training Game: 5v5 + goalkeeper



The field is positioned in a wide area of the full pitch (see diagram)

Pitch length: box to box (70m)

Pitch width: central axis to sideline (35m), divided by the halfway line

Two portable goals (or poles) placed as shown (balls next to the goals)

The coach with balls on the halfway line

Offside rule applies!

Players in their usual 'game positions'

In this particular game, it means that the right side of the team (#2-3-6-7)

+ striker #9 plays against the left side of the team (#4-5-8-11)

+ central midfielder #10. It is essential that the coach maintains realistic positions relative to a full field game (this explains the positions of the goals)

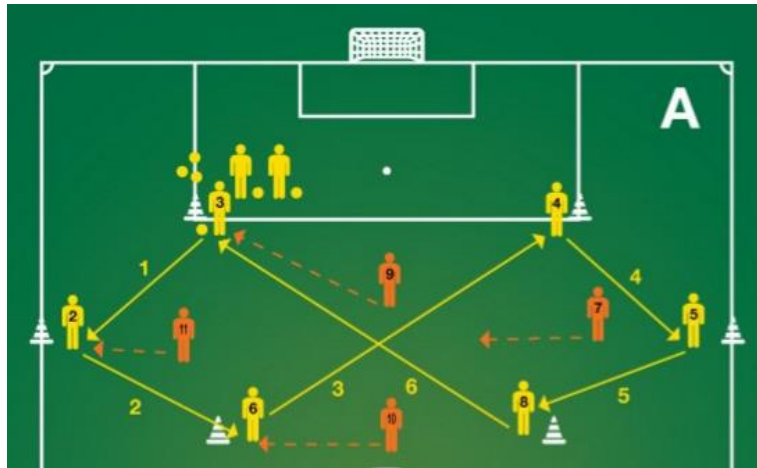
#9 and #10 to change teams halfway through the game

**By setting the game up this way, wing play will automatically be emphasised!**



# Disturbing & Pressuring

## Warm-Up: passing exercise



Players #2; 3; 4; 5; 6 & 8 yellow and #7; 9; 10 & 11 orange position themselves as shown in diagram A

At least two players at the starting position (yellow #3)

At the coach's signal, #3 starts the passing drill as shown (1-6) with the yellow players following their pass to the next position/cone

As the ball moves the orange attackers must move as a unit too, keeping their relative distances the same

After pass 1 they must be in the positions indicated by the dotted arrows in diagram A

Orange #7 must be in a position where they can pressure both #4 and #8 yellow when the ball is on the opposite side (e.g. with yellow #2)

Every new pass all four orange players shift and adjust their positions



At pass 4 the positions of the orange players are as shown in diagram B

### REMARK

Rotate the four attackers regularly with another group of attackers

### PROGRESSION

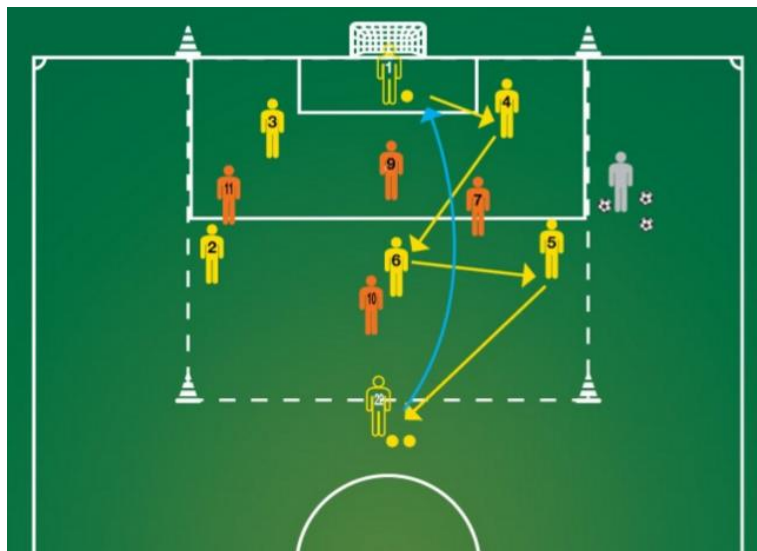
Increase passing and running speed

Sudden change of pass direction on coach's call (#3 yellow to #4; #4 to #5 etc)

Introduce a second passing sequence

Free instead of prescribed passing sequence

## Positioning Game: 7v4



A grid of approximately 40m x 40m

2 teams, orange and yellow

Yellow consisting of the outfield players #2-3-4-5-6 and the goalkeepers #1 and #22. Orange consisting of the players #7-9-10-11

Goalkeeper #1 in the goal; #22 positioned on the opposite back line (see diagram on the right)

Players as much as possible in their game positions

#1 yellow starts the game and yellow must try to pass the ball on the ground to #22

#22 must pass the ball back to #1 who must catch the ball inside the 6 yard box

If they succeed, #1 starts again (1 point for yellow)

If orange wins the ball they try to score (2 or 3 points for a goal)

If #1 yellow doesn't catch the ball inside the 6 yard box, the coach immediately serves a ball to orange

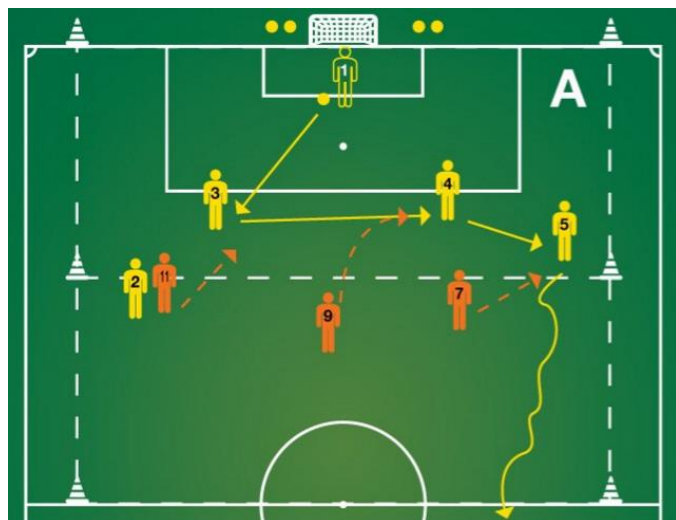
### STEPS UP OR DOWN

Make the grid bigger/smaller

Free/limited touches for the yellow outfield players

Free/limited touches (1/2) for yellow #22

## Game Training: 5v3



A grid of approximately 50m x 50m divided by a halfway line (see diagram A)

Yellow defence (#1-2-3-4-5) playing out from the back, orange attack (#7-9-11) must disrupt and pressure yellow's possession

Goalkeeper (yellow #1) starts every action by serving the ball to #2-3-4 or #5

The defenders combine till one player can run with the ball across the back line

The orange team must prevent this and try to win the ball

If orange wins the ball "attack the goal and try to score" (one attempt only).

If orange loses the ball the action has ended

The offside rule applies

### POSSIBLE COACHES REMARKS

"Work as a unit, keeping your relative distances short"

"Press the player with the ball"

"Mark/pressure the players closest to the ball and leave the ones which are the furthest away free"

"You must stay in your positions and keep your formation"

### REMARK/HINT

Yellow is not allowed to go back once the ball has crossed the halfway line of the grid

### STEP UP/DOWN (FOR ORANGE!)

Make the pitch wider/narrower

Free/limited touches (2/3) for yellow

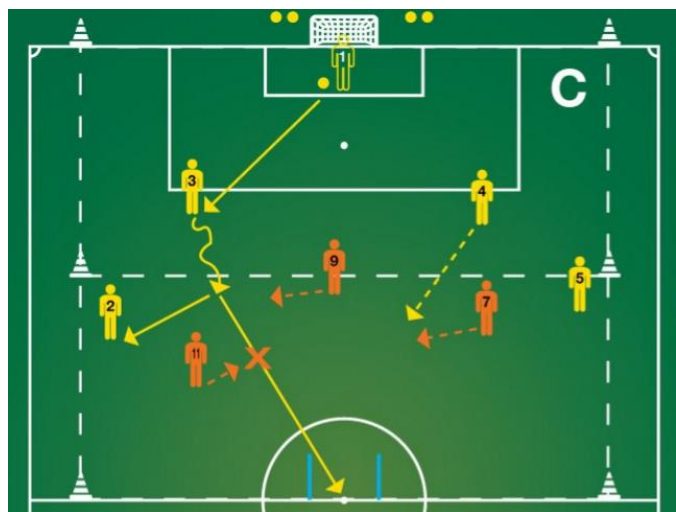
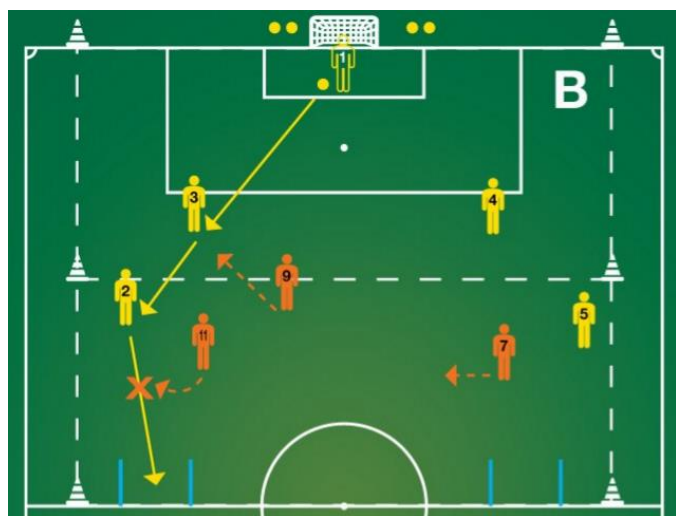
Free/limited time for yellow to get the ball across the back line

### PROGRESSION

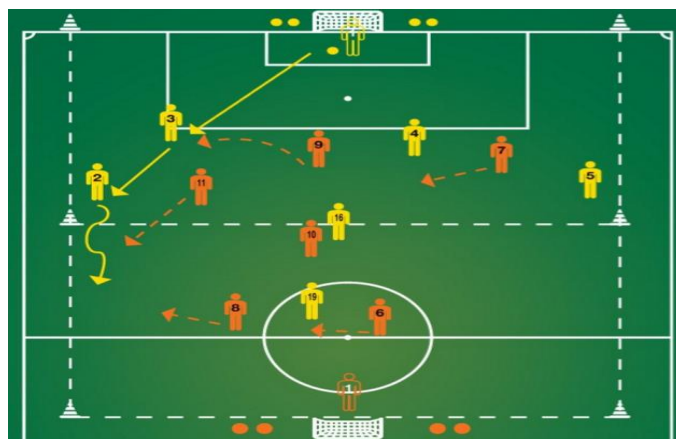
When the ball has crossed the halfway line of the grid, yellow can now score by passing through one of the two gate(s) positioned on the back line

Two 5m gates on the wings: this invites yellow to play out using their full-backs. The coach focuses on coaching orange how to prevent/disrupt this

One central 5m-7m gate (diagram C): this invites yellow to play out using their central defenders. The coach focuses on coaching orange how to prevent/disrupt this



## Training Game: 6v6 + goalkeeper



Orange is the team the coach focuses on with regards to disrupting/pressuring. It consists of a GK and the MF's #6, 8 and 10 and the FW's #7, #9, and #11 (formation 1-3-3)

Yellow consists of a GK and the DF's #2, 3, 4 and 5 plus a holding MF #16 and the FW #19 (formation 1-4-1-1)

It is important that the coach sees to it that the formations stay intact

Offside rule applies

### VARIATION

Orange defends two small goals in wide areas instead of the big goal



# Defending/Recapturing the Ball

## Warm-Up: zone defending

Two grids (A and B) are positioned as shown in the diagram

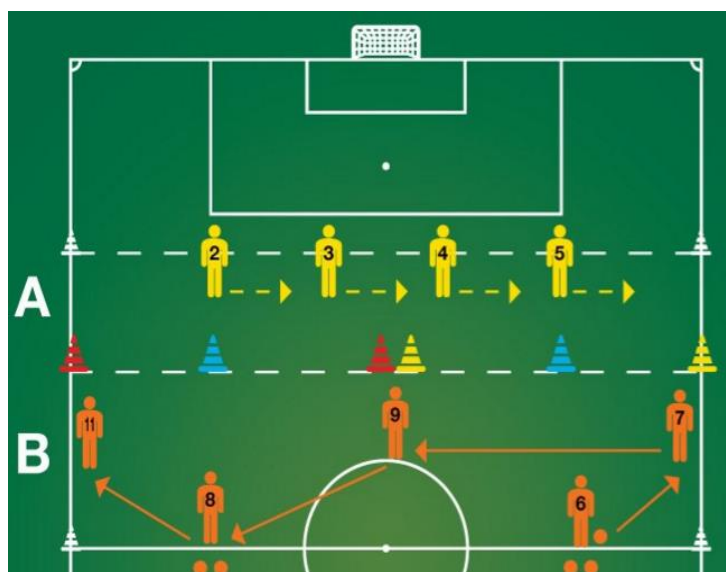
Grid A is 10m -15m long and pitch wide. Grid B is approximately 20m long and also pitch wide

Grids A and B are divided by a line of 3 x 2 cones of different colours positioned across the width of the pitch

The position of the cones must be exactly as shown in the diagram

Blue cones; width of the penalty box

Red and yellow cones; sideline-central axis



Four yellow defenders #2, 3, 4 and 5 position themselves in grid A, spread between the blue cones at an equal distance

Five (or more) orange players are positioned in grid B, spread across the width of the pitch

At the coaches signal, the orange players start passing the ball in a random order/direction

As the ball moves, the yellow defenders must move as a unit too, keeping their relative distances the same

When the ball goes to #7 orange, they must all be between the yellow cones

When the ball goes to #9 orange, they must all be between the blue cones

When the ball goes to #11 orange, they must all be between the red cones

When the ball is played backwards (to #6 or #8), they must also move slightly forward

## POINTS OF ATTENTION FOR ORANGE

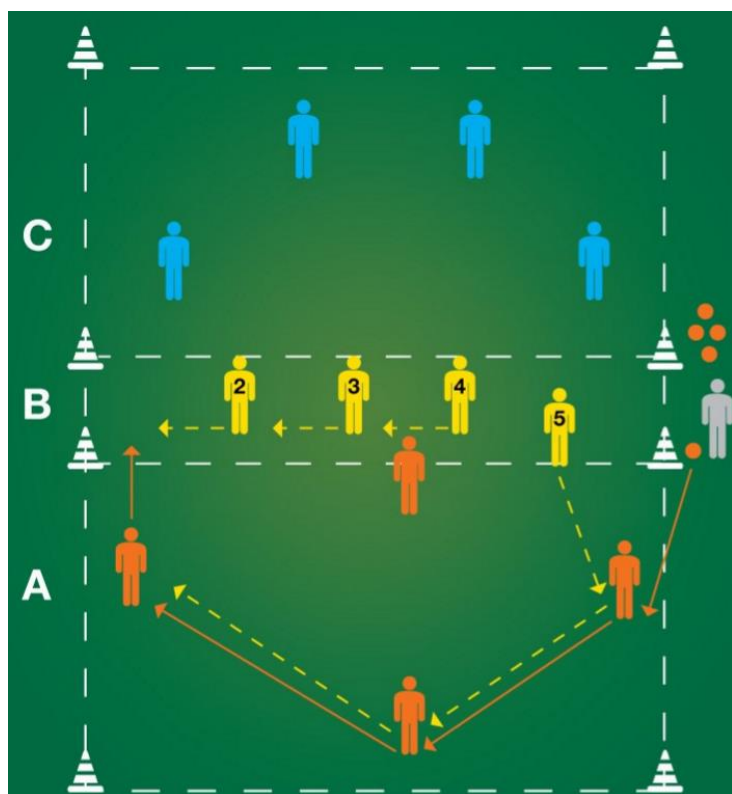
High ball speed

Accurate passing

Quick change of direction

Change defenders regularly.

## Positioning Game: zone defending



2 grids of approximately 15m wide and 10m long (A & C) separated by a grid of 15m x 5m (B)

3 groups of 4 outfield players in each grid

Yellow, consisting of the defenders #2-3-4-5, in grid B

The coach starts the game by passing the ball to an orange player in grid A

One yellow defender (who is closest) sprints into grid A and chases the ball (4 v 1)

Orange combines and must try to pass through grid B to a blue player in grid C (ground pass only!)

The 3 yellow defenders in grid B must work as a unit and adjust their positions depending on the position of the ball

## STEPS UP OR DOWN

Make grids wider/narrower (if too easy/difficult for the defenders)

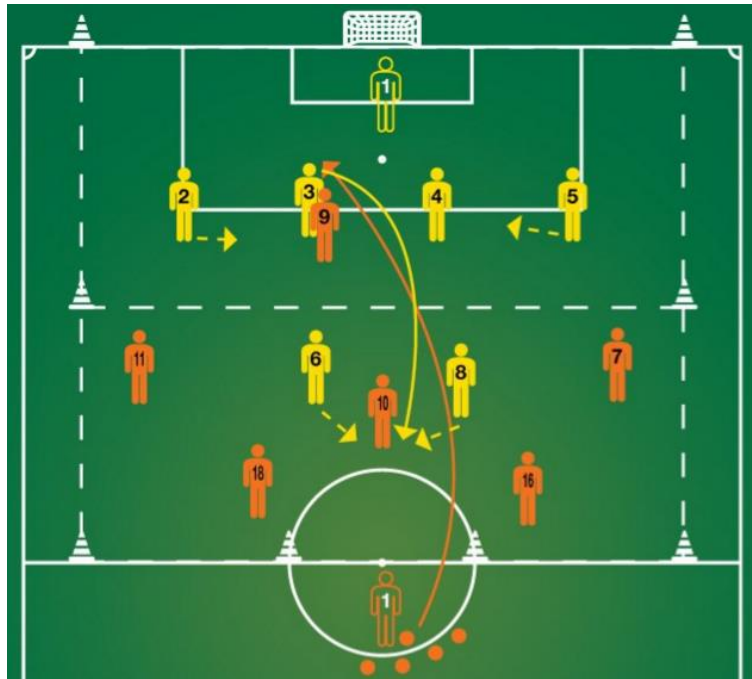
Make grids A & C shorter/longer (if too easy/difficult for the attackers)

Free/limited touches for the attackers

## REMARK/HINT

Encourage attackers to play the killer pass into the opposite zone as often as possible

## Game Training



### COACHING FOCUS

Marking/duelling (1st ball)

Positioning/timing (2nd ball)

Communication (covering/offside)

Transitioning (BPO>BP)

### Organisation

A 50m x 50m pitch divided by a 'halfway line'

Two teams of 6 outfield players plus a goalkeeper each

Plenty of balls on the edge of the far end of the centre circle

The yellow team consists of the defenders (#1-2-3-4-5) plus the midfielders (#6-8)

The orange team is made up of the attackers (#7-9 & 11) and midfielders (#10-16-18)

The orange goalkeeper has a 'dual' role

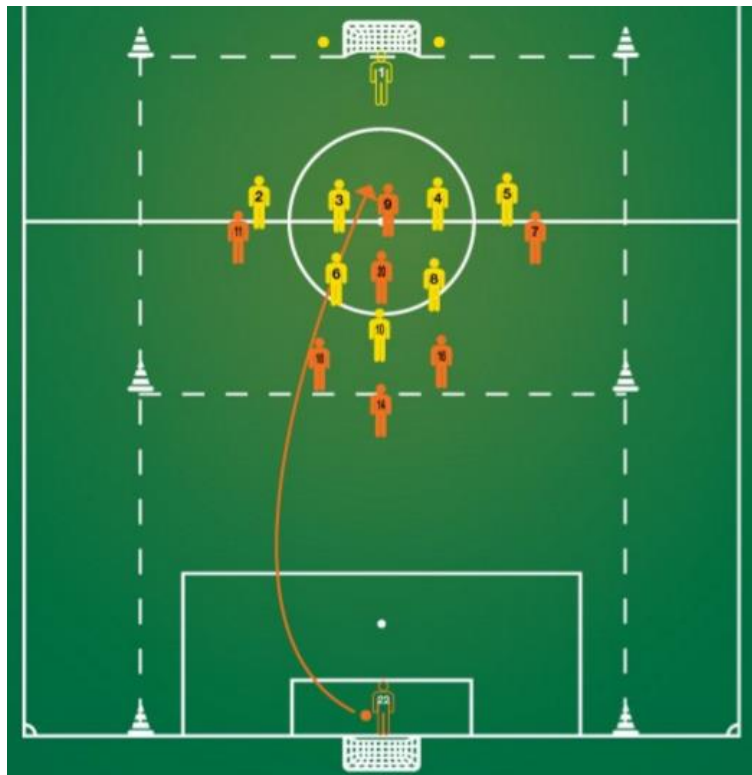
Orange #1 starts the exercise with a long aerial pass to the attackers (the pass must go across the 'halfway line')

Orange tries to win possession (1st and 2nd ball) and score.

Yellow must defend their goal and, when they win the ball, pass it into the hands of the orange goalkeeper who must stand in the back half of the centre circle (one attempt only: if yellow loses the ball the action has ended, and orange #1 restarts)

Offside rule applies

## Training Game: 8v8



### Organisation

A pitch of approximately 70m x 50m with two big goals and divided by a halfway line (see diagram)

Two teams of 7 outfield players plus a goalkeeper

Orange consists of GK #22, DF #14, MF's #16-18-20 and FW's #7-9-11 (formation 1-1-3-3)

Yellow consists of GK #1, DF's #2-3-4-5, MF's #6-8-10 (formation 1-4-3)

Offside rule applies

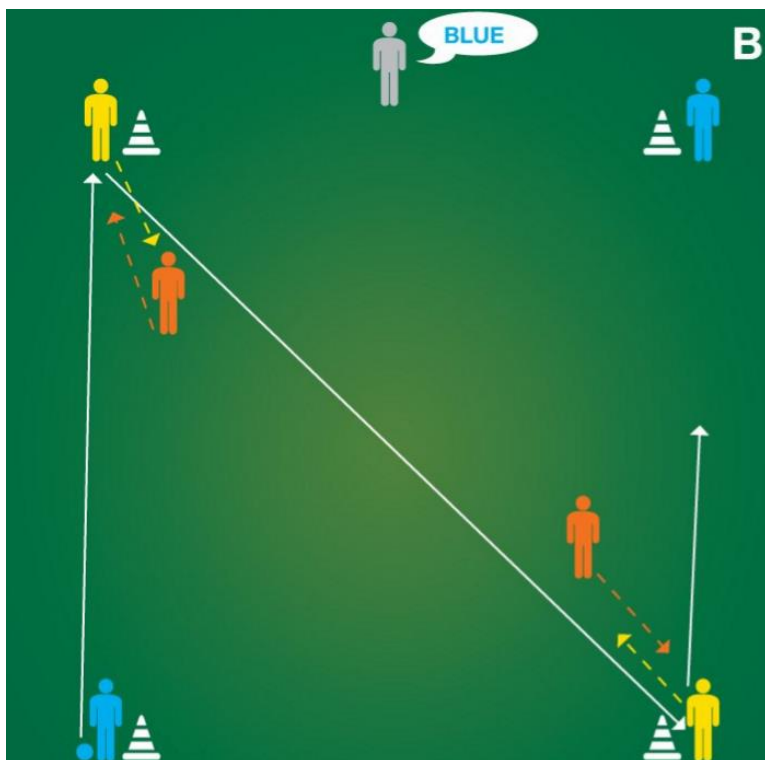
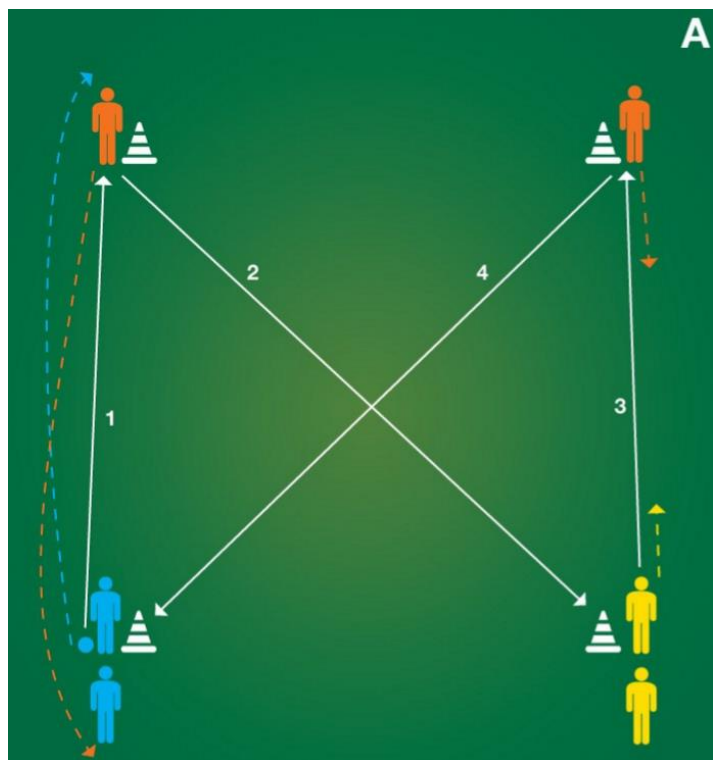
### SPECIAL RULE

Every time the orange GK #22 gets the ball (also in open play), they must start with a long ball to the strikers (across the halfway line)

For the rest it's a normal 8 v 8 game, but the coaching focuses on defending the long ball and 2nd ball by the yellow team

# Transitioning (BP>BPO)

## Warm-Up: passing exercise



4 cones placed in a 15m x 15m square

6 players divided in 3 pairs (different colours) and positioned as shown in the diagram

Players pass the ball in sequence (1-4). Players only run to their opposite side (as indicated by the dotted lines) after passing

Change direction regularly (pass in opposite directions)

"Precision and ball speed"

Next step 4 players perform the passing drill while 2 players (one pair) defend passively (see diagram B)

The players now stay in the same position

On the coach's call (colour) the pair that are 'defenders' change with the pair that's been called by the coach:

'Flying' change over; no/minimal stop

### POSSIBLE COACHES REMARKS

"Immediately focus on your new task"

"Know where you have to pass"

"Which pair makes the least mistakes"

### PROGRESSION (ADVANCED ONLY)

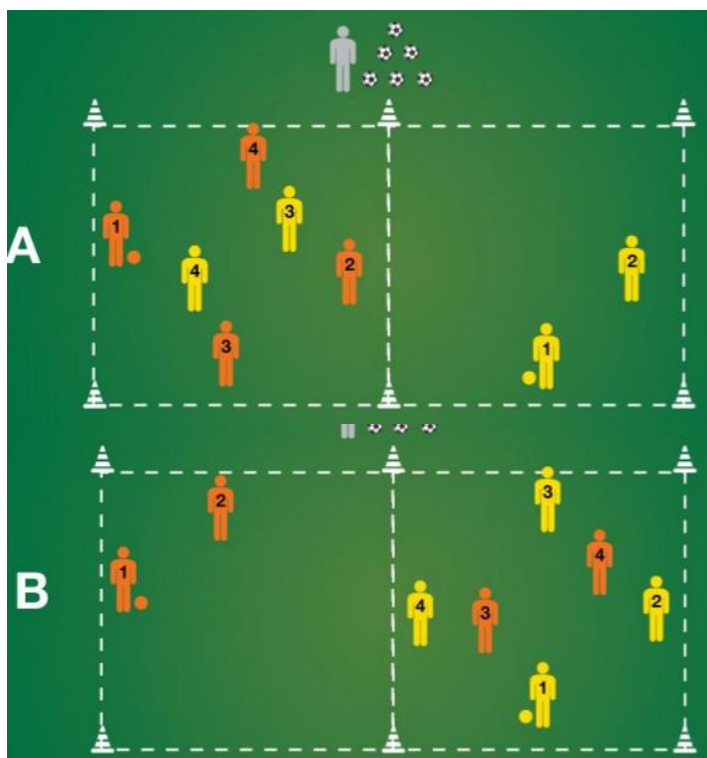
Regularly change the direction on the run (orientation)

Players run to opposite cone after passing

Faster change of defenders

Are the players able to transition and adjust immediately?

## Positioning Game: 4v2 (with 8 players)



8 players divided in two groups of four (yellow and orange)

Two adjacent squares of 10m x 10m/15m x 15m (dependent on ability of players)

4 (orange) v 2 (yellow) in one grid; 2 yellow waiting with a ball at the end of the adjacent grid (situation A)

As soon as orange makes a mistake (interception yellow or ball out of grid) the game moves to the adjacent grid (situation B) using the ball that the two spare players have

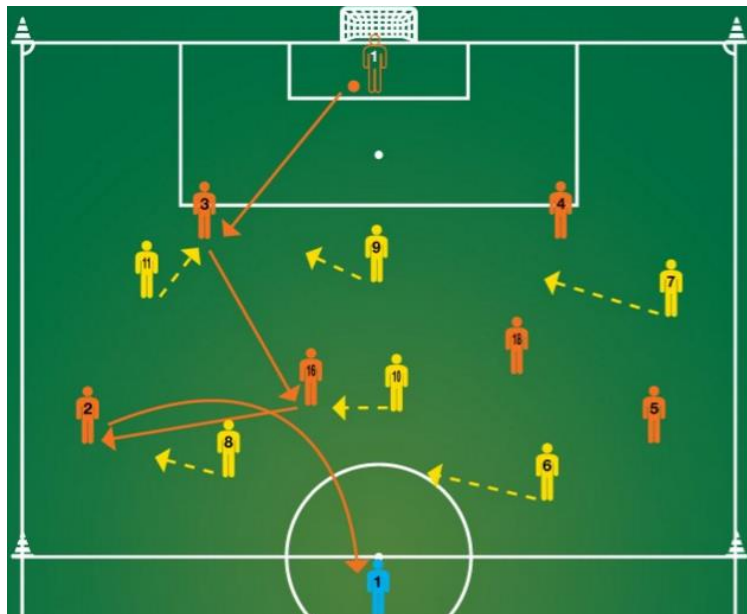
Orange #3 & #4 can immediately pressure yellow #1 & #2; this forces yellow #3 & #4 to also make a quick transition to BP

If orange makes a mistake everyone goes back to their initial starting positions in situation A

#3 & #4 (of both teams) are the 'shifting' defenders; swap with #1 & #2 (of both teams) every two minutes



## Game Training



Transitioning BP > BPO for attackers (yellow) and BPO > BP for defenders (orange)

6 attackers/midfielders (yellow) against 6 defenders/midfielders + goalkeeper (orange) on one half of a full pitch, everyone in their usual 'game positions'

The blue goalkeeper on the halfway line has a dual role of playing for both teams in BP

The 'neutral' goalkeeper starts an attack for yellow by playing to one of the yellow players. As long as the yellow team is in possession, the goalkeeper can stay involved as an outfield player but positioned in/around the centre circle (see diagram)

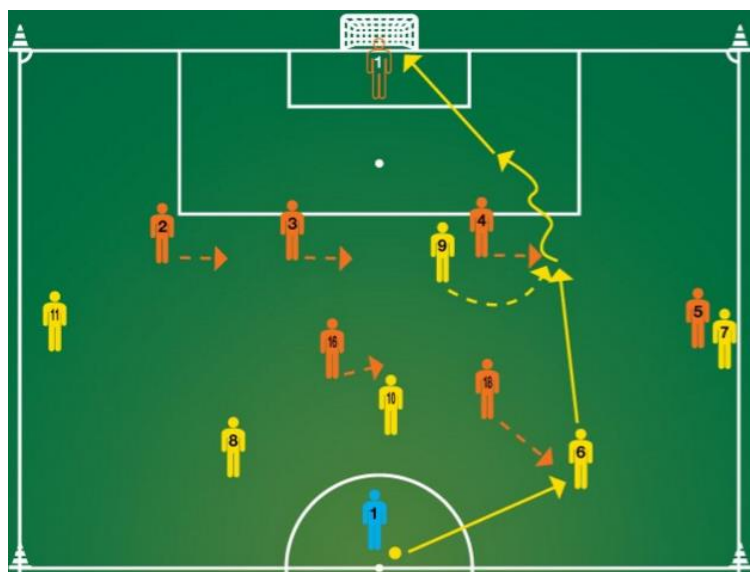
Yellow tries to build a successful attack and score in the goal defended by the orange goalkeeper

When orange wins the ball, they must immediately open up, move into proper BP positions and try to pass into the hands of the neutral goalkeeper who must catch the ball inside the centre circle

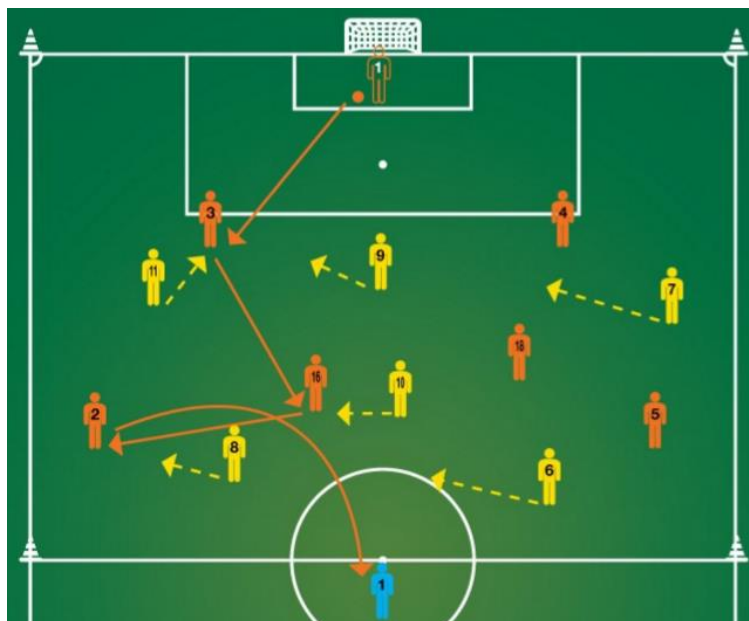
The yellow team must try to avoid this by quick transitioning and pressing the ball (see diagram)

After every sequence (attack yellow; counter attack orange) there is a new restart from the neutral goalkeeper

The coaching focuses on the speed of transitioning from both teams but yellow in particular (BP>BPO)



## Training Game



The same organisation but now as a non-stop game with 'coaching on the run'

3 points for every goal scored by yellow; 1 point for every time orange succeeds in passing the ball into the hands of the neutral goalkeeper

Offside rule applies

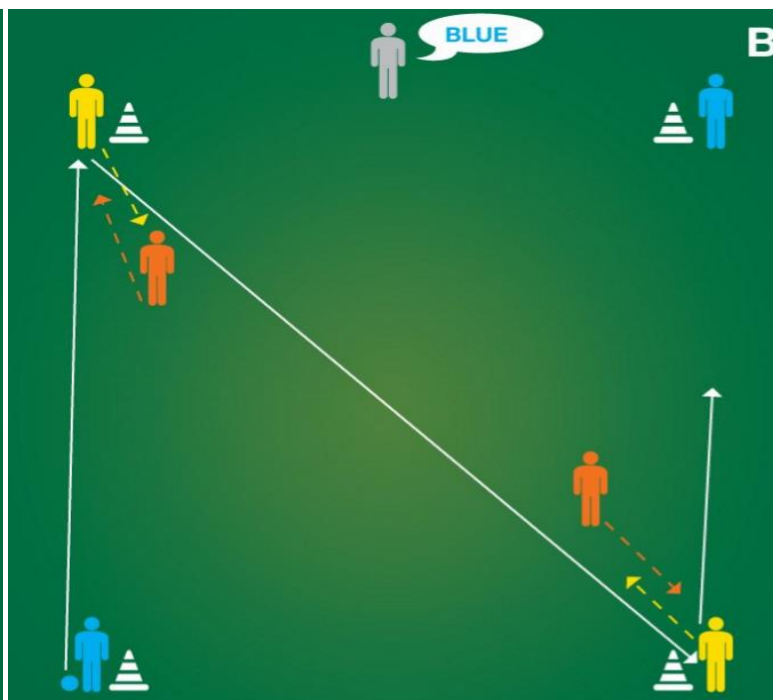
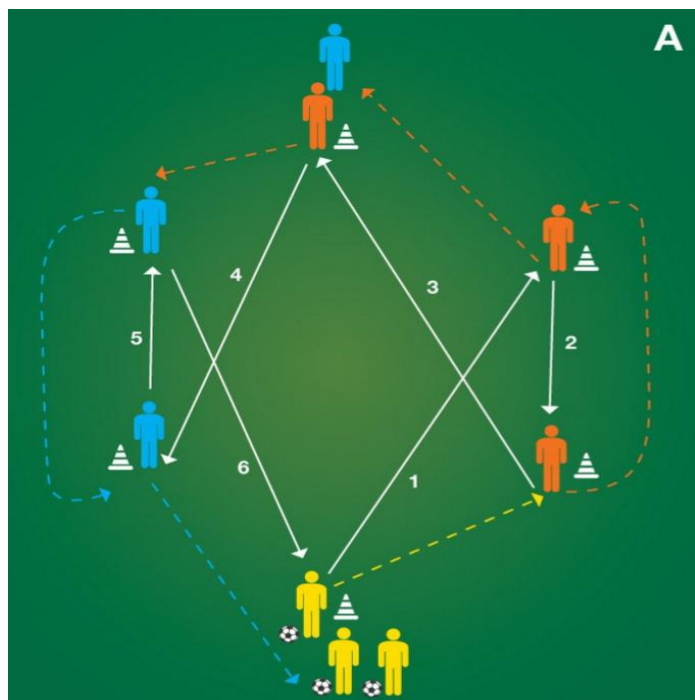
## IF TOO EASY FOR ORANGE

Limited touches (2-3) only for orange

Decrease the area where the neutral goalkeeper can catch the ball (i.e. only the back half of the centre circle)

# Transitioning (BPO>BP)

## Warm-Up: passing exercise



Cones positioned as shown in diagram. Distance between the cones 5m-10m depending on ability

9 players divided in 3 groups of three (different colours)

Each group with a ball, 3-5 min random passing and moving in the area between the cones

Next they perform the passing drill shown in the diagram

Players move to the next cone after each pass

Change direction regularly (to left/right)

## PROGRESSION

6 players perform the passing drill without following their ball, while 3 players (one group) defend passively (yellow in diagram B)

On the coach's call (colour) the group that are defenders change with the group that's been called by the coach:

'Flying' change over; no/minimal stop

## FURTHER PROGRESSION (ADVANCED ONLY)

Regularly change the pass direction on the run (orientation)

Change defenders roles at random intervals

Are the players able to transition and adjust immediately?

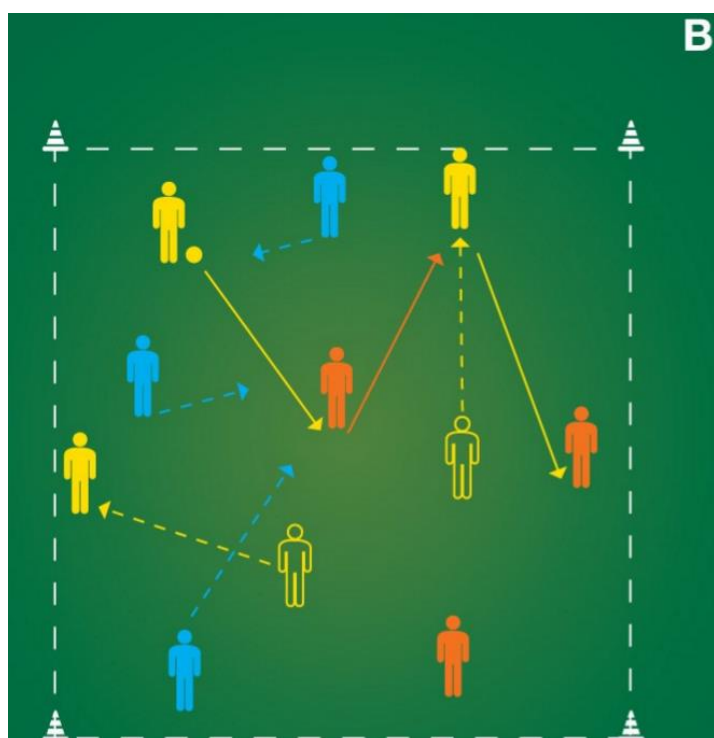
## POSSIBLE COACHES REMARKS

"Immediately focus on your new task"

"Know where you have to pass"

"Which group makes the least mistakes"

## Positioning Game: 6v3



9 players divided in three groups of 3

A grid of 30m x 30m (dependent on ability of players)

Orange and blue (6) keep possession while yellow (3) tries to win the ball (diagram A)

6 v 3 always requires a 'link' player in the centre (orange #10 in diagram as an example)

As soon as an orange or blue player makes a mistake (interception by yellow defender or ball out of grid) the defenders swap roles with the team of the player that made the mistake (blue in diagram A)

Blue must immediately start defending which forces yellow to also make a quick transition to BP (see diagram B)

Play in series of 3-4 minutes

## STEP DOWN (TOO DIFFICULT)

Allow a stop to change roles when the 6 players in BP make a mistake and gradually reduce the duration of the stop

Make the grid bigger

## STEP UP (TOO EASY)

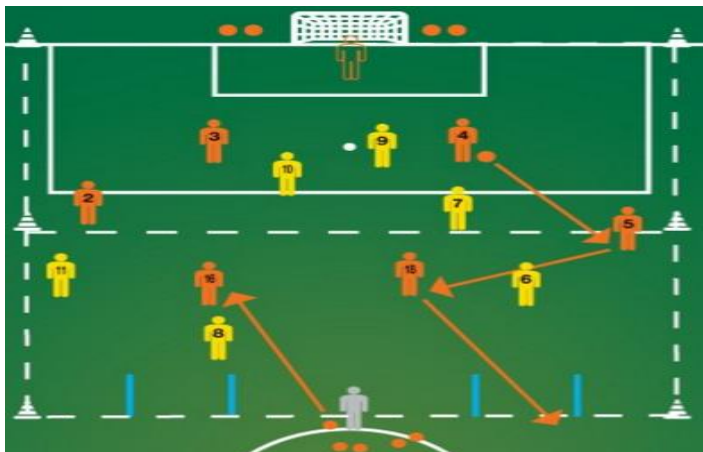
Reduce the size of the grid

Limit the number of touches (2-3)



The diagram illustrates the experimental setup across three phases, A, B, and C, within a 3x3 grid environment. The grid is defined by dashed lines, and the background color transitions from green at the top to red at the bottom.

- Phase A (Baseline):** Three yellow human figures are positioned at the top of the grid (row 1). They are connected by double-headed yellow arrows, indicating bidirectional communication or movement. A red human figure is positioned in the middle row (row 2), connected to the yellow figures by dashed red arrows.
- Phase B (Training):** The red human figure is now in the middle row (row 2). A yellow human figure is positioned in the bottom row (row 3), connected to the red figure by a dashed red arrow. A grey human figure is positioned outside the grid to the right, connected to the yellow figure in the bottom row by a solid yellow arrow. Several soccer balls are shown near the grey figure.
- Phase C (Test):** The yellow human figure is now in the bottom row (row 3). A blue human figure is positioned in the bottom row (row 3), connected to the yellow figure by a solid blue arrow. A red human figure is positioned in the middle row (row 2), connected to the blue figure by a dashed red arrow.



Make the gates narrower

Limited touches (2/3) for one team or both

## U14 – U18: Game Training Phase (Community) – TRAINING VIDEOS

We have filmed 17 separate sessions for the Community Program. They are designed to make the training “fun & games”. Some are Warm-up drills (similar to the drills in the Development component), and the rest are games designed to include a scoring element, lots of touches on the ball, and, most essentially fun. Click on the video links on the right & learn the sessions from those links. Replicate in your training sessions. There is a guide below suggesting how to use the sessions.

### Warm Up Drills

Activity 1 AB's Square – passing & receiving 1:	<a href="https://www.youtube.com/watch?v=SvNqUEnbbKM">https://www.youtube.com/watch?v=SvNqUEnbbKM</a>
Activity 2 Touch Square – passing & receiving 2:	<a href="https://www.youtube.com/watch?v=E9-j-WRqyVo">https://www.youtube.com/watch?v=E9-j-WRqyVo</a>
Activity 3 Pass and Move Lines – passing & moving 1:	<a href="https://www.youtube.com/watch?v=9l6X9M2ldbc">https://www.youtube.com/watch?v=9l6X9M2ldbc</a>
Activity 4 Dribbling Square – running with the ball:	<a href="https://www.youtube.com/watch?v=10NJLDh79Vs">https://www.youtube.com/watch?v=10NJLDh79Vs</a>
Activity 5 End to End – passing & moving 2:	<a href="https://www.youtube.com/watch?v=urtOsoFdNFM">https://www.youtube.com/watch?v=urtOsoFdNFM</a>
Activity 6 Letters and Numbers – passing & moving 3:	<a href="https://www.youtube.com/watch?v=geEpF8TWafo">https://www.youtube.com/watch?v=geEpF8TWafo</a>
Activity 15 Touch Triangles – first touch 1:	<a href="https://www.youtube.com/watch?v=YTQfLC47RV8">https://www.youtube.com/watch?v=YTQfLC47RV8</a>
Activity 16 1 to 3 – first touch 2:	<a href="https://www.youtube.com/watch?v=j_FrcX-MnVg">https://www.youtube.com/watch?v=j_FrcX-MnVg</a>
Activity 18 Pass and Receive Square – passing & moving 4:	<a href="https://www.youtube.com/watch?v=POu_ChdfBGw">https://www.youtube.com/watch?v=POu_ChdfBGw</a>

### Opposed Practice

Activity 7 Home and Away – follow on from Activity 6:	<a href="https://www.youtube.com/watch?v=grIT0vfh1_c">https://www.youtube.com/watch?v=grIT0vfh1_c</a>
Activity 8 Four V Eight – follow on from Activities 1, 2, 3, 5, 6 & 18:	<a href="https://www.youtube.com/watch?v=h3WG1pXJRgQ">https://www.youtube.com/watch?v=h3WG1pXJRgQ</a>
Activity 9 Four V Four + Four – follow on from Activity 1, 2, 3, 5, 6 & 18:	<a href="https://www.youtube.com/watch?v=4uotL4V-oMk">https://www.youtube.com/watch?v=4uotL4V-oMk</a>
Activity 12 One V One – follow on from Activity 4, 15 & 16:	<a href="https://www.youtube.com/watch?v=idvsiBiWnyQ">https://www.youtube.com/watch?v=idvsiBiWnyQ</a>

### Small-Sided Games

Activity 10 2 Goal - 4 Goal Ends – follow on from Activity 7:	<a href="https://www.youtube.com/watch?v=KNP5pagxeYk">https://www.youtube.com/watch?v=KNP5pagxeYk</a>
Activity 11 Section Football – follow on from Activity 8:	<a href="https://www.youtube.com/watch?v=yzYYIsgkAOA">https://www.youtube.com/watch?v=yzYYIsgkAOA</a>
Activity 13 World Cup – striking the ball – follow on from Activity 9:	<a href="https://www.youtube.com/watch?v=hiAbheAO944">https://www.youtube.com/watch?v=hiAbheAO944</a>
Activity 14 The Hodgson – striking the ball – follow on from Activity 12:	<a href="https://www.youtube.com/watch?v=5Lt_HtsT7jk">https://www.youtube.com/watch?v=5Lt_HtsT7jk</a>

The recommended program below is based on 2 training sessions per week:

	<b>Tuesday</b>	<b>Thursday</b>	<b>Sunday</b>
<b>Week 1</b>	<b>Activities 1/2, 8 &amp; 11</b>	<b>Activities 3/5, 9 &amp; 13</b>	<b>Game</b>
<b>Week 2</b>	<b>Activities 4, 12 &amp; 14</b>	<b>Intra-Club training match</b>	<b>Game</b>
<b>Week 3</b>	<b>Activities 6, 7 &amp; 10</b>	<b>Activities 15/16, 12 &amp; 14</b>	<b>Game</b>
<b>Week 4</b>	<b>Activities 18, 8/9 &amp; 11/13</b>	<b>Intra-Club training match</b>	<b>Game</b>

From week 5 onwards, simply repeat the above. The idea of repeating the same component in the same week is that repetition is helpful in instilling those requisite skills. Follow the CHANGE IT guideline in the Resources section towards the end of this manual to make a session harder or easier depending on the ability of the players. You will want to make it harder as you repeat the sessions later in the season. A reminder to try to give the players 50-100 touches of the ball in every training session.

The training matches every 2<sup>nd</sup> week are designed to teach the players to play as a team. Stop the play every 2-3 minutes to advise where they have made a mistake, whether in a decision or in positional play. Encourage them when they do the right thing. Positive reinforcement is the best way to learn.

## Resources

### CHANGE IT

The drills in this Curriculum are simply a guide. We encourage you to adjust the drills (harder / easier) depending on the ability & progression of the players that you are coaching. Remember to start each training session with an Objective, a goal, a key training component that you wish to focus on for that session. Whether it is first touch, or striking the ball, or playing from the back, have an objective for each training session. And, get the players engaged, working hard, with as many touches of the ball as possible.

## C.H.A.N.G.E. I.T.

<b>C</b>	<b>COACHING STYLE</b> Provide feedback in the drink break or change of activities without interrupting the game. Use player role models.
<b>H</b>	<b>HOW YOU SCORE/WIN</b> Increase opportunities to score.
<b>A</b>	<b>AREA</b> Increase or decrease the game challenges by changing the size/shape of the playing area, i.e. long and narrow, short and wide, smaller/larger.
<b>N</b>	<b>NUMBERS</b> Use different team numbers of players to overload the advantage of one team or vary the number of turns at goal, etc.
<b>G</b>	<b>GAME RULES</b> Change the rules slightly, i.e. no tackling, minimum number of passes, etc.
<b>E</b>	<b>EQUIPMENT</b> Vary the equipment used, i.e. a bigger goal, smaller goals, more goals.
<b>I</b>	<b>INCLUSION</b> Engage the players in modifying the practices; provide options they could choose from to encourage ownership. Consider what can a player do as opposed to what they can't or your perception of what they can or can't do.
<b>T</b>	<b>TIME</b> Reduce or extend the time to perform actions, i.e. how many passes in 20 seconds, get a shot at goal within 30 seconds.

In short, if the players need to be challenged or it's not working:

## C.H.A.N.G.E. I.T.

## Growth vs Fixed Mindset

A growth mindset is a characteristic shared by most top performers. How can a coach or parent stimulate the development of a growth mindset in players?

- Praise effort, not 'talent'
- Emphasise that abilities can be transformed through application
- Emphasise that challenges are learning opportunities instead of threats

"Failure is a great opportunity for improvement"

To bring all of the above to life, FFA has developed the Building Blocks Methodology, outlining the logical and progressive steps necessary to achieve our long term goals.

Key points:

- Football is a very complex game and takes at least ten years to master
- A step-by-step, phased approach is required, taking into account the age of the player
- The logical approach we have adopted in the Building Blocks can be summarised like this:
  - simplified situations before complex ones
  - individual skills before team tactics
  - football development before physical preparation
- The age groups stated are guidelines not absolute rules; girls and boys develop at different rates, and players of the same age may be at different developmental stages
- Each Building Block has a clear, distinguishable focus, but the player's development should be viewed as a gradual, ongoing process towards game mastery
- It is a holistic approach, rather than a series of four isolated stages/concepts.

For example, although the focus in the Skill Acquisition Phase is on individual skill development, the player's tactical insight is being developed at the same time, but using the 'hidden learning' approach. The coach uses training exercises which involve as many of the game-specific resistances (team-mates, opponents, direction, goals, etc) as possible, so that game awareness is automatically developed, rather than trying to 'coach tactics'. Equally, technical development doesn't stop at the end of the Skill Acquisition Phase; it continues throughout the Game Training and Performance Phases, although it is now not the main focus.

Development of tactical insight doesn't suddenly begin in the Game Training phase; it is developed during the Skill Acquisition phase in smaller, simpler situations. Here, the players are introduced to the fundamental individual and team tasks that form the foundation of decision-making in the 11 v 11 game.





## Parent Code of Behaviour [www.ausport.gov.au](http://www.ausport.gov.au) 2005

Respect the rights, dignity and worth of others

Remember that your child participates in sport for their own enjoyment, not yours

Focus on your child's efforts and performance rather than winning or losing

Never ridicule or yell at your child and other children for making a mistake or losing a competition

Show appreciation for good performance and skilful plays by all players (including opposing players)

Demonstrate a high degree of individual responsibility especially when dealing with or in the vicinity of persons under 18 years of age, as your words and actions are an example

Respect officials' decisions and teach children to do likewise

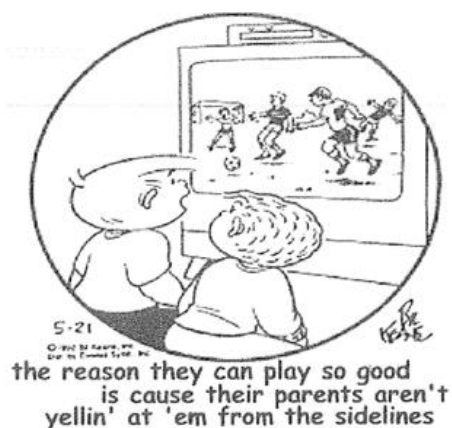
Do not physically or verbally abuse or harass anyone associated with the sport (player, coach, umpire)

Be a positive role model

Understand the repercussions if you breach, or are aware of any breaches of, this code of behaviour

The University of Western Australia

## THE 6 WORDS YOUR KIDS WANT YOU TO SAY ?



## "I LOVE TO WATCH YOU PLAY!"



On match day, any misbehaving adults who become too rowdy can be escorted off the field by the City of Canning – Patrol & Security Services, who can be reached on 08 9231 0699




## **Spectator Code of Behaviour**

A spectator present at a Match or otherwise involved in any activity staged or sanctioned by Football West must:

1. respect the decisions of Match Officials and teach children to do the same;
2. never ridicule or unduly scold a child for making a mistake;
3. respect the rights, dignity and worth of every person regardless of their gender, ability, race, colour, religion, language, politics, national or ethnic origin;
4. not use violence in any form, whether it is against other spectators, Team Officials (including coaches), Match Officials or Players;
5. not engage in discrimination, harassment or abuse in any form, including the use of obscene or offensive language or gestures, the incitement of hatred or violence or partaking in indecent or racist chanting;
6. comply with any terms of entry of a venue, including bag inspections, prohibited and restricted items such as flares, missiles, dangerous articles and items that have the potential to cause injury or public nuisance;
7. not, and must not attempt to, bring into a venue national or political flags or emblems (except for the recognised national flags of any of the competing teams) or offensive or inappropriate banners, whether written in English or a foreign language;
8. not throw missiles (including on to the field of play or at other spectators) and must not enter the field of play or its surrounds without lawful authority; and
9. conduct themselves in a manner that enhances, rather than injures, the reputation and goodwill of Football West and football generally.

Any person who does not comply with this Spectator Code of Behaviour or who otherwise causes a disturbance may be evicted from a venue and banned from attending future Matches.

# How to prevent **DROPOUT** in youth sport

 @BelievePHQ

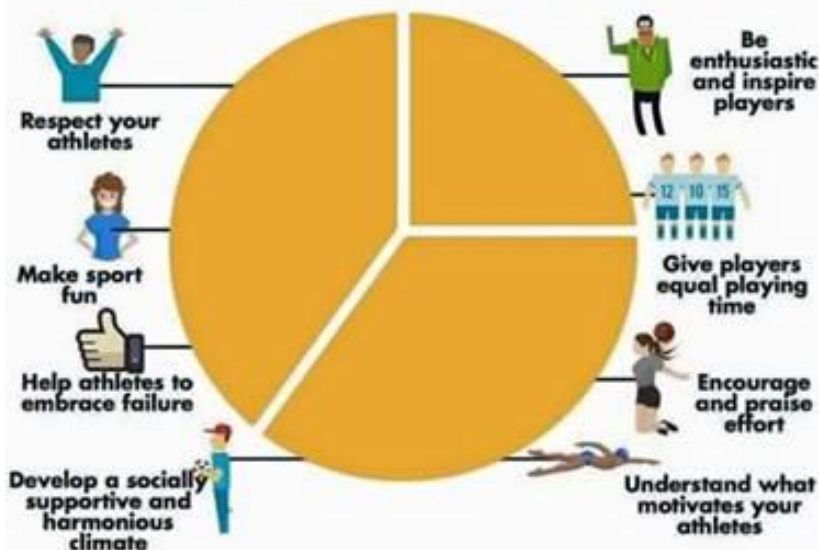
## WHY DO CHILDREN PLAY SPORT?



## WHY DO CHILDREN QUIT SPORT?



## HOW TO PREVENT DROPOUT IN YOUTH SPORT



# Motivating Players Without Fitness Punishment

## 5 Reasons to Stop Using Fitness as Punishment (From Switching Play)

We hear this all the time on the practice field. “Push Ups” is often substituted by sprints, crunches, burpees, etc. There’s something seriously wrong with this.

Why is fitness being used as a consequence for losing? Why are exercises a punishment?

We use fitness as a punishment because we are lazy. We don’t know what else to do to motivate our players. We’ve seen it used and just accept it as a good practice instead of figuring out a better way.

There is a better way. But first, let's understand why fitness is a poor form of punishment:

### 1. It is a waste of time

Time in practice is precious. We don’t have very much of it, and we need to make the most of every moment. Whenever we take time to do push ups, sprints, or crunches, we are taking away from the time we could be passing, dribbling, or learning tactics.

### 2. Players learn to hate fitness

Fitness is a benefit to our players, not a detriment. It helps our players become stronger and healthier. If we make fitness the punishment for losing, we are framing it as a negative thing in our players’ minds. They learn to associate it with bad feelings.

### 3. It over-emphasizes results

It should be no secret that winning is not the definition of success in youth soccer. More importantly, competing is crucial. But results are not our main focus. The focus is on developing players. Improvement defines success. If we are doing it right, our players will want to win and compete, no punishment necessary.

### 4. It is an extrinsic form of motivation

Extrinsic motivation means that someone is motivated because of an outside influence, rather than their own drive and desire to do their best. Extrinsic motivators are hurtful to our players' development. If they are going to have long-term success, they need to be intrinsically (internally) motivated and always want to be their best because it’s who they are, not because something else is provoking them. Extrinsic rewards don’t last. Intrinsic ones do.

### 5. Losing should be punishment enough

As stated earlier, if we are doing our jobs as coaches correctly, our players will develop the drive to compete and a desire to win. If we create a healthy, competitive spirit in our players, the simple act of losing is worse than any form of fitness.

## Motivating Players Without Fitness

Here is how we can motivate our players – or better yet, help them develop a competitive mentality – without using fitness as a punishment for losing:

### Use Competition

Use competition in every session. This does not need to be one person or team winning and another losing. It can be trying to beat personal bests or personal records. Competing with ourselves is the most healthy, meaningful, and long-lasting method of developing a competitive or winning mentality.

### Praise Winners

People respond best to positive reinforcement. People also focus on things based on how we say them. If we say “don’t mess up,” players focus on the words “mess up” and end up making mistakes. If we say “do your best,” players focus on “best” and have more success. Therefore, if we always focus on the losing team and try to avoid punishment, we are not developing a focus on or a desire to win – we are only developing a focus and desire to not lose. It can be as simple saying “great work”.

*Flatter me, and I may not believe you.  
Criticise me, and I may not like you.  
Ignore me, and I may not forgive you.  
**Encourage me, and I will not forget you.***

- William Arthur Ward.



# Respect The Referee

## 4 Ways Yelling at Referees is Hurting Our Children (Taken from Switching Play)

We see and hear it every single weekend on the youth soccer fields: “Come on, ref!” “What are you doing?!” “Are you blind?!” “Call it both ways!” (The last one is my favourite, since it makes no sense at all - referees are not obligated to make an even number of calls for both teams – if only one team commits fouls, then only that team should get called for them).

All of this yelling and complaining at referees is hurting the development of our kids. More than we realize.

Part of the problem is that we see people do it on television, or it gets glorified in movies. Our most important job at the youth level is not to win or replicate what we see the professional coaches do. Our job is to provide a positive experience and develop young kids.

Here are four ways yelling at referees hurts our kids:

### 1. They learn that mistakes are not okay

More often than not, the referees are also kids – they’re just a little bit older than the ones playing. They are – just like the players – there to learn and grow. They are going to make mistakes. If we complain or yell at the referee every time he or she makes a poor call, we teach our children that making mistakes is not okay. Our kids learn to be afraid to fail, and likely end up not trying at all to avoid messing up. The young referee will likely quit as well.

### 2. They learn to make excuses

Blaming the referee is an excuse. Our teams are going to get bad results sometimes. And, sometimes, a draw may very well turn into a loss because of a misjudged call from a referee. However, we can only control our own efforts, actions, and responses. If we complain about and blame the referee, our kids will begin to blame their poor results and performances on the referee. They make an excuse for why they were not successful. If we want to develop resilient and mentally strong children, we need to teach them to take responsibility for their actions.

### 3. They learn to give up when facing adversity

Bad calls by referees are inevitable, and there is nothing we can do to change that. Our kids need to learn to realize this. We cannot control the referee’s actions. However, we can control how we respond to situations. Our players need to learn how to press on when given a difficult situation and do everything in their power (such as their effort, actions, and attitudes) to overcome it. If we simply complain to the referee and get stuck on yelling at him/her, we do not focus on controlling ourselves in a positive, productive way.

### 4. They learn to disrespect authority

This is one of the most ironic situations when it comes to adults complaining to referees. We often complain about kids having no respect and a disregard for authority. However, as soon as the referee – the person in charge of a match – makes a poor call, we complain and yell. How do we expect our kids to learn to respect authority if we don’t show that very same respect ourselves? As parents and coaches, we are undermining our own authority by teaching kids to be disrespectful.

As always, it is important to realize how our actions affect our children, and how the way we approach the youth soccer experience affects the lessons our children learn. Whether we realize it or not, like it or not, how we act and what we teach our children through sport affects them in all areas of their lives. Our interactions with referees is no different.

Is there ever an appropriate time to hold the referee accountable? Certainly. But there is a productive, positive way to do it, and there is a negative, destructive way. Instead of yelling or complaining, the coach (not the parents!) should calmly speak to the ref at half time or off to the side. This teaches our kids how to handle situations in a civil, professional manner.

It is recommended that everyone visit this link to learn the rules of the game: <http://laws.myfootballclub.com.au>.

On match day, any misbehaving adults who become too rowdy can be escorted off the field by the City of Canning – Patrol & Security Services, who can be reached on 08 9231 0699

# I AM YOUR REFEREE TODAY...



- On most occasions, I will be a school child/student, not an adult.
- I am learning.
- There will be decisions I get wrong.
- Some decisions might even be against you – it's not a conspiracy.
- Don't judge me like an experienced premier league referee.
- I LOVE THIS GAME and I want your son/daughter to love this game.



**DON'T  THE LINE**

Please show **reFspect**

# #NoRefNoGame

# Become a Referee

If you want to take up the challenge, then follow these simple steps:

## Step 1: Laws of the Game Certificate

In order to become a referee with Football West, all candidates must first complete the free online FFA Laws of the Game (LOTG) Certificate. To access the site, please go to: <http://laws.myfootballclub.com.au> and follow the instructions. This provides you with the basic introduction needed and gives you a better understanding of the laws of football. Even if you don't want to become a referee, this free online course will help you explain why a free kick was given on the weekend.

## Step 2: Level 4 Referee Course

Upon completion of the LOTG Certificate, candidates can then apply for a Level 4 Referee Course. This is the first official accreditation level for referees under the Opens external link in new Australian Officiating Development Schedule, and successful candidates are then eligible to referee junior football matches.

The course is run in a classroom-style format over one day. Candidates must be a minimum of 14 years of age on the day of the course, and have successfully completed the LOTG Certificate (proof of certificate required). The course cost is \$95.00 per candidate.

Candidates are also required to complete Unit 1 as home study before attending, and bring with them to the course. These questions can be downloaded by clicking:

[http://www.footballwest.com.au/fileadmin/user\\_upload/referee\\_documents\\_and\\_forms/Level 4 Referee - Home Study Questions.pdf](http://www.footballwest.com.au/fileadmin/user_upload/referee_documents_and_forms/Level_4_Referee_-_Home_Study_Questions.pdf)

If you wish to register for a course, please register for your preferred course on the MyFootballClub website by visiting: <http://myfootballclub.com.au/index.php?id=111>

## Step 3: Register as an active referee

After completing the Level 4 Course, you will then need to register as an active referee with Football West. This will then officially recognise you as an accredited match official, and allow you to be appointed to matches. These details will be provided to you once you have completed the course.

## Step 4: Get out on the field, and enjoy!

For more information you can contact the Football West Referees Department by emailing: [referees@footballwest.com.au](mailto:referees@footballwest.com.au)

## Role of Linesman / Assistant Referee

Parents should volunteer for this role. It is good exercise on a Sunday morning.

Go up to the referee and make yourself known as your team's linesman. The referee will tell you what side of the ground he/she wants you on and will give you a flag. The referee will let you know what they expect of you.

Go to the side indicated (then swap in the second half). You should always be in your team's defensive half.

Put your flag up when the whole ball has gone out. With your flag indicate:

- Which team gets the throw-in by holding up the flag in the direction that the team which is awarded the throw-in is attacking, or
- A goal kick (point to the goalkeeper), or
- A corner (point to the corner flag).

Put your flag up if you think there has been an off-side infringement. Sometimes the referee will wave away the off-side and continue play if they think it appropriate.

Once play has started you must keep yourself in line with the second last defender on the field (the goal keeper being the last defender), so you need to run up and down quite a bit following that line. The half-way line is your boundary – do not go past it.

## Off-Side Rule

A player is off-side when:

1. The ball is kicked by a team mate
2. The receiving player is in the opponents' half
3. The receiving player is nearer the opponents' goal than the ball
4. The receiving player is nearer the opponents' goal than two opponents (one of the opponents is usually the goalkeeper but that is not necessarily the case)
5. The receiving player is deemed by the referee to be in active play

A player cannot be off-side when he/she receives the ball directly (nobody else touches the ball) from:

1. A throw-in
2. A goal kick
3. A corner kick

Here is a short video that explains the off-side rule quite well: <http://www.dynamic-thought.com/Offside.swf>

<p><b>Offside position if:</b></p> <ul style="list-style-type: none"><li>• <b>Nearer</b> to his opponents' goal line than both the ball and the second last opponent.</li></ul>	
<p><b>Not offside position if:</b></p> <ul style="list-style-type: none"><li>• In his own half of the field of play.</li><li>• Level with the second last opponent</li><li>• Level with last two opponents</li></ul> <p><b>When?</b></p> <ul style="list-style-type: none"><li>• At the moment the ball touches or is played by one of his team-mates</li></ul>	
<p><b>No offence if ball direct from:</b></p> <ul style="list-style-type: none"><li>• A goal kick</li><li>• A throw-in</li><li>• A corner kick</li></ul>	
<p><b>Active play:</b></p> <ul style="list-style-type: none"><li>• Interfering with play</li><li>• Interfering with an opponent</li><li>• Gaining advantage</li></ul>	

100 YEARS FIFA 1904 - 2004

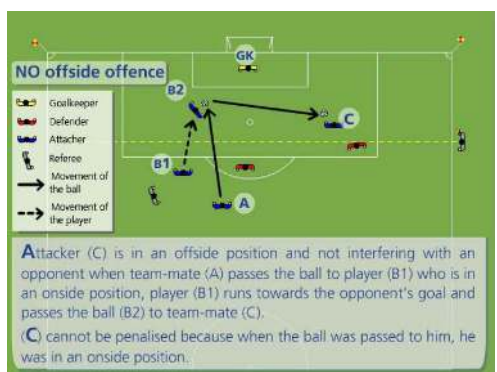
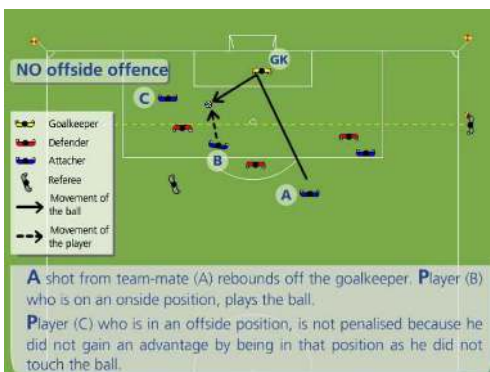
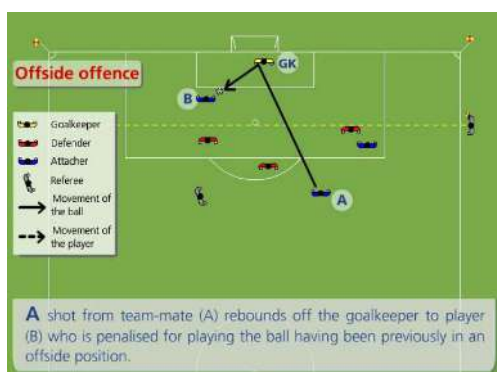
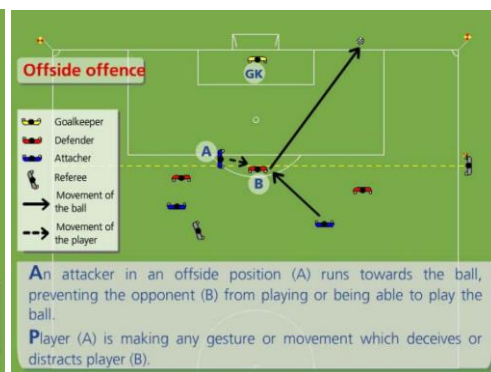
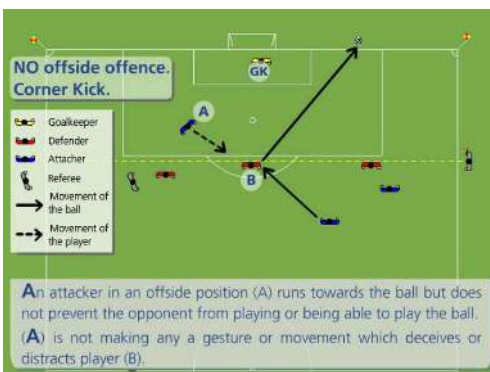
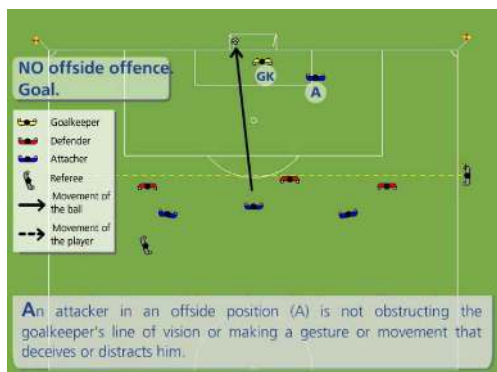
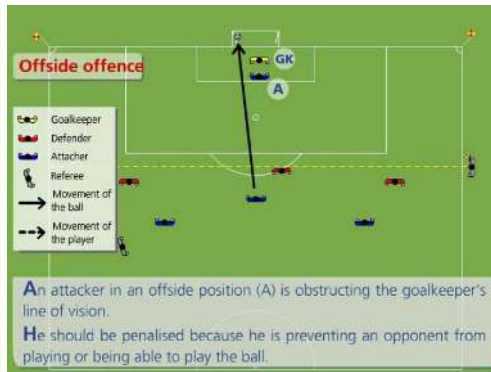
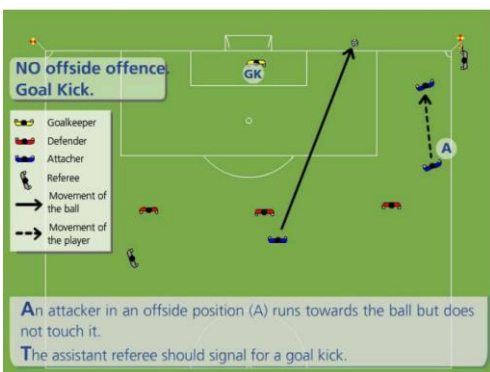
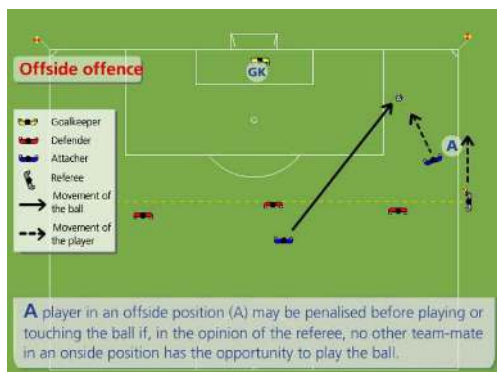
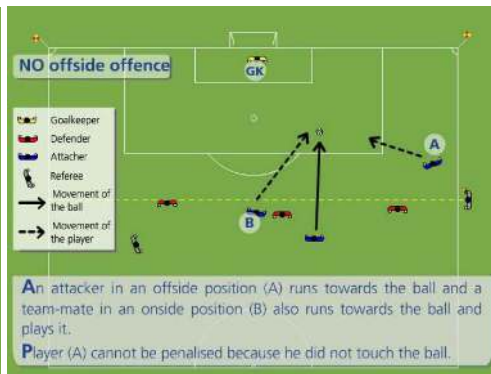
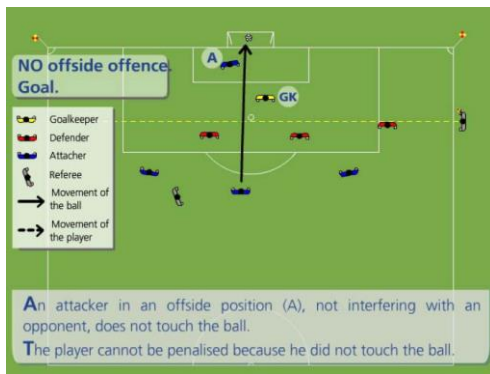
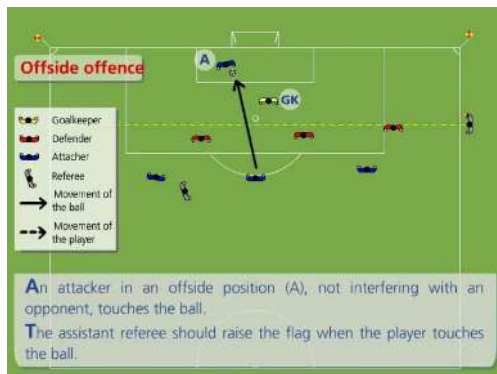
Onside Position	Offside Position

100 YEARS FIFA 1904 - 2004

Onside Position	Offside Position

100 YEARS FIFA 1904 - 2004





Concentration and focus are key.



Appropriate running technique:

- side to side movement. Better line of vision





# FIFA 11+

## PART 1 RUNNING EXERCISES · 8 MINUTES



### 1 RUNNING STRAIGHT AHEAD

The course is made up of 6 to 10 pairs of parallel cones, approx. 5-6 metres apart. Two players start at the same time from the first pair of cones. Jog together all the way to the last pair of cones. On the way back, you can increase your speed progressively as you warm up. 2 sets.



### 2 RUNNING HIP OUT

Walk or jog easily, stopping at each pair of cones to lift your knee and rotate your hip outwards. Alternate between left and right legs at successive cones. 2 sets.



### 3 RUNNING HIP IN

Walk or jog easily, stopping at each pair of cones to lift your knee and rotate your hip inwards. Alternate between left and right legs at successive cones. 2 sets.



### 4 RUNNING CIRCLING PARTNER

Run forwards as a pair to the first set of cones. Shuffle sideways by 90 degrees to meet in the middle. Shuffle an entire circle around one another and then return back to the cones. Repeat for each pair of cones. Remember to play on your toes and keep your centre of gravity low by bending your hips and knees. 2 sets.



### 5 RUNNING SHOULDER CONTACT

Run forwards in pairs to the first set of cones. Shuffle sideways by 90 degrees to meet in the middle then jump sideways towards each other to make shoulder-to-shoulder contact. Note: Stairs can be used on both feet with your hips and knees bent. Do not let your knees buckle inwards. Make it a full jump and synchronize your timing with your teammate as you jump and land. 2 sets.



### 6 RUNNING QUICK FORWARDS & BACKWARDS

As a pair run quickly to the second set of cones then run backwards quickly to the first pair of cones keeping your hips and knees slightly bent. Keep repeating the drill, running two cones forwards and one cone backwards. Remember to take small, quick steps. 2 sets.

## PART 2 STRENGTH · PLYOMETRICS · BALANCE · 10 MINUTES

### LEVEL 1



### 7 THE BENCH STATIC

Starting position: Lie on your front, supporting yourself on your forearms and feet. Your elbows should be directly under your shoulders. Exercise: Lift your body up, supported on your forearms, pull your stomach in, and hold the position for 20-30 sec. Your body should be in a straight line. Try not to sway or arch your back. 3 sets.



### 7 THE BENCH ALTERNATE LEGS

Starting position: Lie on your front, supporting yourself on your forearms and feet. Your elbows should be directly under your shoulders. Exercise: Lift your body up, supported on your forearms, and pull your stomach in. Lift each leg in turn, holding for a count of 2 sec. Continue for 40-60 sec. Your body should be in a straight line. Try not to sway or arch your back. 3 sets.



### 7 THE BENCH ONE LEG LIFT AND HOLD

Starting position: Lie on your front, supporting yourself on your forearms and feet. Your elbows should be directly under your shoulders. Exercise: Lift your body up, supported on your forearms, and pull your stomach in. Lift one leg about 10-15 centimetres off the ground, and hold the position for 20-30 sec. Your body should be straight. Do not let your opposite hip dip down and do not sway or arch your lower back. Take a short break, change legs and repeat. 3 sets.



### 8 SIDWAYS BENCH STATIC

Starting position: Lie on your side with the knee of your lowermost leg bent to 90 degrees. Support your upper body by resting on your forearm and knee. The elbow of your supporting arm should be directly under your shoulder. Exercise: Lift your uppermost leg and hips until your shoulder, hip and knee are in a straight line. Hold the position for 20-30 sec. Take a short break, change sides and repeat. 3 sets on each side.



### 8 SIDWAYS BENCH RAISE & LOWER HIP

Starting position: Lie on your side with both legs straight. Lean on your forearm and the side of your foot so that your body is in a straight line from shoulder to foot. The elbow of your supporting arm should be directly beneath your shoulder. Exercise: Lower your hip to the ground and raise it back up again. Repeat for 20-30 sec. Take a short break, change sides and repeat. 3 sets on each side.



### 8 SIDWAYS BENCH WITH LEG LIFT

Starting position: Lie on your side with both legs straight. Lean on your forearm and the side of your foot so that your body is in a straight line from shoulder to foot. The elbow of your supporting arm should be directly beneath your shoulder. Exercise: Lift your uppermost leg up and slowly lower it down again. Repeat for 20-30 sec. Take a short break, change sides and repeat. 3 sets on each side.



### 9 HAMSTRINGS BEGINNER

Starting position: Kneel on a soft surface. Ask your partner to hold your ankles down firmly. Exercise: Your body should be completely straight from the shoulder to the knee throughout the exercise. Lean forward as far as you can, controlling the movement with your hamstrings and your gluteal muscles. When you can no longer hold the position, gently raise your weight on your hands, falling into a push-up position. Complete a minimum of 3-5 repetitions and/or 60 sec. 1 set.



### 9 HAMSTRINGS INTERMEDIATE

Starting position: Kneel on a soft surface. Ask your partner to hold your ankles down firmly. Exercise: Your body should be completely straight from the shoulder to the knee throughout the exercise. Lean forward as far as you can, controlling the movement with your hamstrings and your gluteal muscles. When you can no longer hold the position, gently raise your weight on your hands, falling into a push-up position. Complete a minimum of 7-10 repetitions and/or 60 sec. 1 set.



### 9 HAMSTRINGS ADVANCED

Starting position: Kneel on a soft surface. Ask your partner to hold your ankles down firmly. Exercise: Your body should be completely straight from the shoulder to the knee throughout the exercise. Lean forward as far as you can, controlling the movement with your hamstrings and your gluteal muscles. When you can no longer hold the position, gently raise your weight on your hands, falling into a push-up position. Complete a minimum of 12-15 repetitions and/or 60 sec. 1 set.



### 10 SINGLE-LEG STANCE HOLD THE BALL

Starting position: Stand on one leg. Exercise: Balance on one leg whilst holding the ball with both hands. Keep your body weight on the ball of your foot. Remember: try not to let your knees buckle inwards. Hold for 30 sec. Change legs and repeat. The exercise can be made more difficult by passing the ball around your waist and/or under your other knee. 2 sets.



### 10 SINGLE-LEG STANCE THROWING BALL WITH PARTNER

Starting position: Stand 2-3 m apart from your partner, with each of you standing on one leg. Exercise: Keeping your balance, and with your stomach held in, throw the ball to one another. Keep your weight on the ball of your foot. Remember: keep your knee just slightly flexed and try not to let it buckle inwards. Keep going for 30 sec. Change legs and repeat. 2 sets.



### 10 SINGLE-LEG STANCE TEST YOUR PARTNER

Starting position: Stand on one leg opposite your partner and at arm's length apart. Exercise: Whilst you both try to keep your balance, each of you in turn tries to push the other off balance in different directions. Try to keep your weight on the ball of your foot and prevent your knee from buckling inwards. Continue for 30 sec. Change legs. 2 sets.



### 11 SQUATS WITH TOE RAISE

Starting position: Stand with your feet hip-width apart. Place your hands on your hips if you like. Exercise: Imagine that you are about to sit down on a chair. Perform squats by bending your hips and knees to 90 degrees. Do not let your knees buckle inwards. Descend slowly then straighten up more quickly. When your legs are completely straight, stand up on your toes then slowly lower down again. Repeat the exercise for 30 sec. 3 sets.



### 11 SQUATS WALKING LUNGES

Starting position: Stand with your feet hip-width apart. Place your hands on your hips if you like. Exercise: Lunge forward slowly at an even pace. As you lunge, bend your leading leg until your hip and knee are flexed to 90 degrees. Do not let your knee buckle inwards. Try to keep your upper body and hips steady. Lunge your way across the pitch (approx. 10 times on each leg) and then jog back. 2 sets.



### 11 SQUATS ONE-LEG SQUATS

Starting position: Stand on one leg, loosely holding onto your partner. Exercise: Slowly bend your knee as far as you can manage. Concentrate on preventing the knee from buckling inwards. Bend your knee slowly then straighten it slightly more quickly, keeping your hips and upper body in line. Repeat the exercise 10 times on each leg. 2 sets.



### 12 JUMPING VERTICAL JUMPS

Starting position: Stand with your feet hip-width apart. Place your hands on your hips if you like. Exercise: Imagine that you are about to sit down on a chair. Bend your legs slowly until your knees are flexed to approx. 90 degrees, and hold for 2 sec. Do not let your knees buckle inwards. From the start position, jump up as high as you can, land softly on the balls of your feet with your hips and knees slightly bent. Repeat the exercise for 30 sec. 2 sets.



### 12 JUMPING LATERAL JUMPS

Starting position: Stand on one leg with your upper body bent slightly forwards from the waist, with knees and hips slightly bent. Exercise: Jump approx. 1 m sideways from the supporting leg on to the free leg. Land gently on the ball of your foot. Bend your hips and knees slightly as you land and do not let your knee buckle inwards. Maintain your balance with each jump. Repeat the exercise for 30 sec. 2 sets.



### 12 JUMPING BOX JUMPS

Starting position: Stand with your feet hip-width apart. Imagine that there is a cross marked on the ground and you are standing in the middle of it. Exercise: Alternate between jumping forwards and backwards, from side to side, and diagonally across the cross. Jump as quickly and explosively as possible. Your knees and hips should be slightly bent. Land softly on the balls of your feet. Do not let your knees buckle inwards. Repeat the exercise for 30 sec. 2 sets.

## PART 3 RUNNING EXERCISES · 2 MINUTES



### 13 RUNNING ACROSS THE PITCH

Run across the pitch, from one side to the other, at 75-80% maximum pace. 2 sets.



### 14 RUNNING BOUNDING

Run with high bounding steps with a high knee lift, landing gently on the ball of your foot. Use an exaggerated arm swing for each step (opposite arm and leg). Try not to let your leading leg cross the midline of your body or let your knees buckle inwards. Repeat the exercise until you reach the other side of the pitch, then jog back to recover. 2 sets.



### 15 RUNNING PLANT & CUT

Jog 4-5 steps, then plant on the outside leg and cut to change direction. Accelerate and sprint 5-7 steps at high speed (80-90% maximum pace) before you decelerate and do a new plant & cut. Do not let your knee buckle inwards. Repeat the exercise until you reach the other side, then jog back. 2 sets.

2 trials should be held, 1-2 weeks apart. In the 1<sup>st</sup> trial, the objective is to look for skill. Organise skill development exercises (first touch, striking the ball, running with the ball & 1v1) to split the group into 2-3 tiers. Run small sided games only (eg 5v5). In the 2<sup>nd</sup> trial, the objective is to see the ability of the players to adapt in full game scenarios (9v9 or 11v11 depending on the age group). Write clear numbers on the arms of the players. Write the same numbers (if possible) when they return for the 2<sup>nd</sup> trials. When assessing Performance during the trials, use 1 of 3 ratings only: **good, better, best.**

Full Name	Number (on arm)	Last year's performance	Performance during trials	Coach/Assistant Coach Comments
John Smith	#20	(new player)	Good	John is new to the club, and has not played organised football before. Would be suited to the Community Level in South Div 3.
Luke Jones	#21	Good	Better	Luke played well in South Div 1 & should be able to challenge in a position in Metro Div 3.
Sarah Williams	#22	Better	Best	Sarah played very well in Metro Div 3 last year & performed well in the trials & should keep her spot in the team.

[illegible]

# References

Andrew Bettell – former Technical Director FootballWest, former Technical Director FootballQLD

Fadi Mikhael – former Technical Director Canning City Soccer Club

FFA Coaching Resource: <http://www.ffacoachingresource.com.au/the-building-blocks/>

FFA National Curriculum: [http://www.footballaustralia.com.au/dct/ffa-dtc-performgroup-eu-west-1/FFA%20National%20Curriculum\\_1ma6qrmro1pyq10gzxo5rcn7ld.pdf](http://www.footballaustralia.com.au/dct/ffa-dtc-performgroup-eu-west-1/FFA%20National%20Curriculum_1ma6qrmro1pyq10gzxo5rcn7ld.pdf)

[www.fifa.com](http://www.fifa.com)

Pro Football Training – Be the Best Parent you can Be

Sandy Gordon, PhD, FAPS, School of Sport Science, UWA

Simon Kenworthy-Groen – training videos, sound & editing

Switching Play on Twitter

Visuals from <http://believeperform.com/>