



CANNING CITY SOCCER CLUB CURRICULUM: U10 TO U13



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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">• Enjoyment/fun Younger children (below u12s) are more likely to participate in sport for fun, enjoyment and the social aspects of involvement.• Socialisation Children are socially driven and desire opportunities to meet new friends and be with friends.• Development of new skills A majority of children participate in sport in order to learn how to play and acquire skills. <i>There is no research to suggest that winning is an influencing factor in junior sport participation.</i>	<ul style="list-style-type: none">• Coaches and parents Pressure from parents and coaches has been identified as a major inhibitor to continued participation.• Rules and competition Competitive environments and overly structured formats create frustration and anxiety among children.• Over-emphasis on winning and losing 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.

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			

U10 – U13: Skill Acquisition Phase (Development)

The foundation of the Skill Acquisition Phase is built upon:

The coach focusing extensively on providing a solid foundation of technical skill.

- In the Skill Acquisition Phase the coach must focus exclusively on providing a solid foundation of **technical skill**
- If the player does not gain this **skill foundation** during this phase it will be very difficult to make it up later
- No amount of fitness or competitive spirit will ever compensate for deficiencies in **functional game skills**

If the player does not gain this skill foundation during this phase it will be very difficult to make it up later.

No amount of fitness or competitive spirit will ever compensate for deficiencies in functional game skills.

At this age the children are ready for a more structured approach to training.

In every session the focus is on one of the core skills, from the beginning until the end of the session (“theme based sessions”).

When the kids start playing 11 v 11 while they are still in the Skill Acquisition Phase, (U12/13) there is a common tendency for coaches to become totally obsessed with results, and forget that the players are still in the skill acquisition phase. This has a very negative effect on training session content as well as Match Day behaviour.

Training must remain focused on skill development; it is poor practice and detrimental to the players to sacrifice critical skill training time in order to conduct unnecessary ‘tactical’ coaching.

Match Day is when the coach can start developing the players insight and understanding of the basic team and player tasks. This involves reinforcement and elaboration of the basic tasks introduced at training during Skill Games (‘Get between the lines’, ‘Can you face forward?’ ‘Look for the killer pass’, ‘Make the field big’, etc)

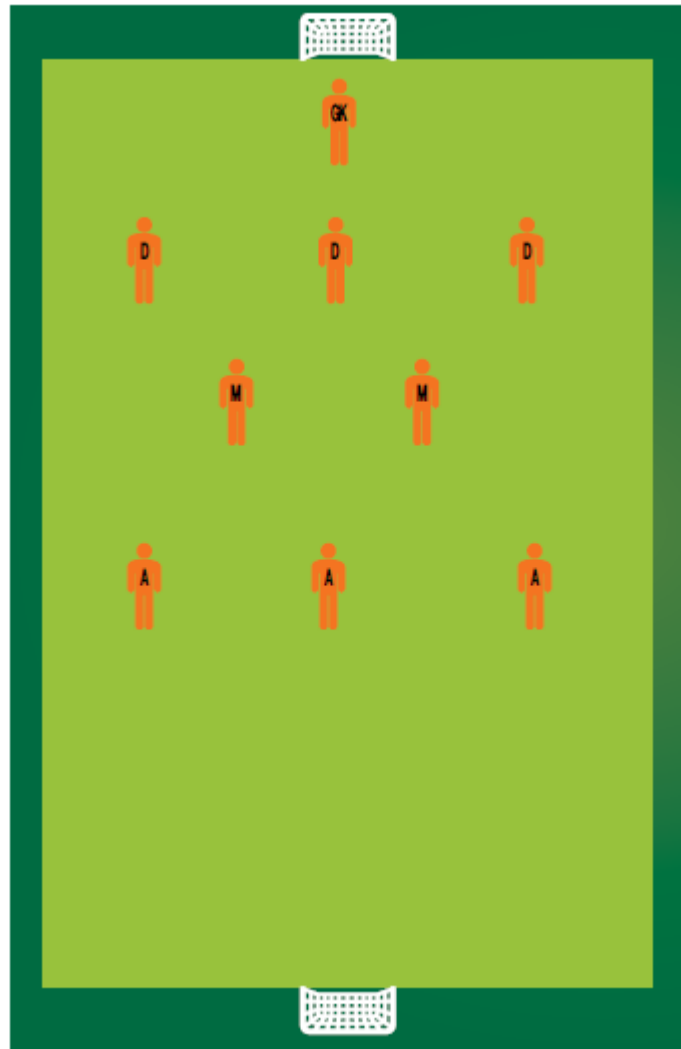
It is also disadvantageous for young players’ development to specialise for a specific team position too early; let them experience the various positions and aim for specialisation during the Game Training phase.

11v11 is also when Grading starts to take place & we, at Canning City have introduced a Community Program. In summary, if you are coaching at Metro or NPL level, then continue to follow the FFA Curriculum (Development). If you are coaching at South Division level, then consider the Community Program instead – it is easier, less structured, more fun, whilst still maintaining all of the necessary elements of football.

U10-U11 – Introduction & Playing Rules

Coaching tips:

- The understanding of working together as a team develops more and more
- The awareness of the individual roles in relation to teamwork is also developing as well as the understanding for acting without the ball both in defence and attack
- With 8 outfield players a tighter and more strict task allocation and use of space is required
- Preference/ability for specific positions becomes more and more clear
- At this age the kids are very competitive and clever and very quickly develop their motor skills
- All the above means that the coach can raise the bar on all these aspects but:
 - Avoid an information 'overkill'
 - Keep it simple (speak their language)
 - It's their game, it's not about the coach



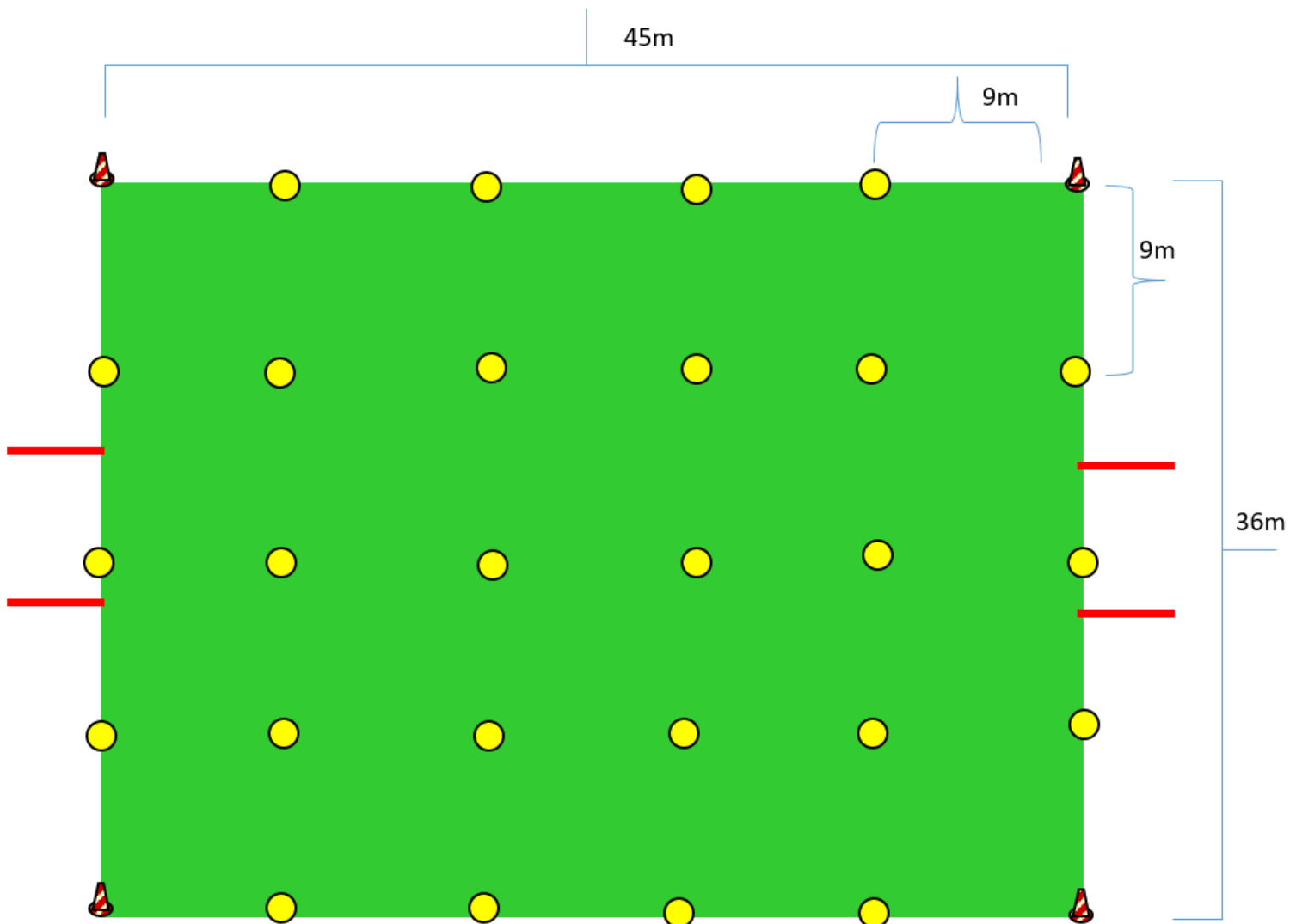
- In 9 v 9, the coach organises the players into three lines with a goalkeeper behind, preferably in a 1-3-2-3 formation as a guide for team shape
- The coach is still not too concerned with tactics or obsessed with results
- The players still just need simple tasks on match day
- The players should still be regularly rotated, either at half-time or from game to game
- Avoid playing the best players in central positions, and 'hiding' the weaker players out wide
- Aim for equal playing time

For U10's and U11's two weekly training sessions of 60 minutes and one game during the weekend is the recommended safe workload. Try to give the players 50-100 touches of the ball during the training sessions.

A training session for children in this age consists of 3 components: Skill Introduction, Skill Training and Skill Game.

1. **Skill Introduction (15 minutes):** this is the warm-up as well as an introduction to the designated core skill for this session. This is the only part of the session where drill-type exercises should be used, but the creative coach can include elements of decision-making. Flow, no 'stop-start coaching'..
2. **Skill Training (20 minutes):** this is the part of the session where conscious teaching and learning of the designated core skill takes place. Lots of repetition in game realistic scenarios. Task-based coaching. Effective feedback - Use of questioning (ask players 'why did you choose that option?', 'where do you think there might be more space?', etc).
3. **Skill Game (25 minutes):** a game where as much as possible all the elements of the real game are present but organised in a way that the designated core skill has to be used regularly. Skill games are preferably small sided games to stimulate the number of repetitions/touches. The players play, the coach observes if learning has taken place. It is also advisable to 'wrap-up' the session at the end, summarising the main points of the session to enhance learning.

We are recommending that you set up a 45m x 36m training area (divided into 9m x 9m 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 kids). The large cones (🚧) can be used for the corners.



National Playing Formats and Rules

AIA Vitality MiniRoos Club Football

UNDER 10 & 11

Playing Formats

The table below summarises the national playing formats for boys and girls aged Under 10 & 11:

The number of players	9-a-side including a goalkeeper Maximum of five substitutes
The field of play	Maximum: 70m long x 50m wide Best Practise: 65m long x 45m wide Minimum: 60m long x 40m wide
Goal size	Maximum: 5m wide x 2m high
Ball size	Size 4
Duration of the game	25 min halves Minimum 5 min half time break
Penalty area	5m deep x 12m wide

Goal type

It is preferable that portable goals are used where possible however, the use of poles or markers as goals is also suitable.

To comply with Australian Safety Standards, portable goals must be anchored securely to the ground. The use of sandbags or pegs is recommended when using portable goals.

For more information on Australian Safety Standards please visit the Product Safety Australia website: www.productsafety.gov.au.

Goalkeeper

The goalkeeper is allowed to handle the ball anywhere in the penalty area. To restart play after a save or gathering the ball with their hands, the ball must be thrown or rolled from the hands or played from the ground with their feet, within 8 seconds. The goalkeeper is not allowed to kick or drop-kick the ball directly from their hands. Opponents must be at least 5 metres outside the penalty area and cannot move inside the penalty area until the ball is in play. The ball is in play once it moves out of the penalty area or when the goalkeeper places the ball on the ground.

An indirect free kick is awarded if the goalkeeper touches the ball with their hands after it has been deliberately kicked to them by a team mate.

Ball crossing the touch line

Throw in.

Player faces the field of play, has part of each foot on the ground either on or behind the touch line, uses both hands and delivers the ball from behind and over their head. The thrower must not touch the ball again until it has touched another player. Opponents must be at least 5 metres away from the ball until it is in play. The ball is in play once it enters the field of play.

A goal cannot be scored directly from a throw in.

Ball crossing the goal line after touching the defending team last

Corner kick.

A player from the attacking team places the ball inside the corner arc nearest to the point where the ball crossed the line. Opponents must be at least 5 metres away from the ball until it is in play. The ball is in play when it is kicked and moves.

A goal may be scored directly from a corner kick.

Ball crossing the goal line after touching the attacking team last

Goal kick from anywhere within the penalty area. Opponents remain at least 5 metres outside the penalty area until the ball is in play. Game Leaders should not restart play until they are satisfied all opposition players are at least 5 metres outside the penalty area. The ball is in play once it is kicked directly out of the penalty area.

Offside

The official offside rule (Law 11, FIFA Laws of the Game) does not apply to AIA Vitality MiniRoos Under 10 & 11. Goals can be scored from the offside position.

Game Leaders should direct players permanently standing in blatant offside positions to move into onside positions.

Children should be made aware of the official offside rule during training and be encouraged to adopt this philosophy during the game at all times.

Fouls and misconduct

Indirect free kicks are awarded for all acts of handball or fouls and misconduct. Opponents must be at least 5 metres away from the ball when the indirect free kick is taken. (An indirect free kick is where a goal can be scored only if the ball subsequently touches another player before it enters the goal).

For deliberate or serious acts of handball or fouls and misconduct in the penalty area, a penalty kick is awarded from an 8 metre penalty mark with only a goalkeeper in position. All other players must be outside the penalty area and be at least 5 metres behind the penalty mark.

Fouls and misconduct are:

- kicks or attempts to kick an opponent;
- trips or attempts to trip an opponent;
- jumps at an opponent;
- charges at an opponent;
- strikes or attempts to strike an opponent;
- pushes an opponent;
- tackles an opponent from behind to gain possession of the ball;
- makes contact with the opponent before touching the ball;
- holds an opponent;
- spits at an opponent;
- handles the ball deliberately;
- plays in a dangerous manner; and
- impedes the progress of a player.

Match results and points tables

The recording of match results should be conducted for the purpose of assigning teams to appropriate leagues, ensuring the most enjoyable experience for all players.

Under no circumstances will match results be published publicly by Member Federations, Local Associations or local clubs.

Points tables are not applicable in Under 10 & 11 football and do not exist.

National Playing Formats and Rules

Effective from 1 January 2015

ALL AGE GROUPS

The following aspects of AIA Vitality MiniRoos Club Football are common across all age groups from Under 6 to Under 11.

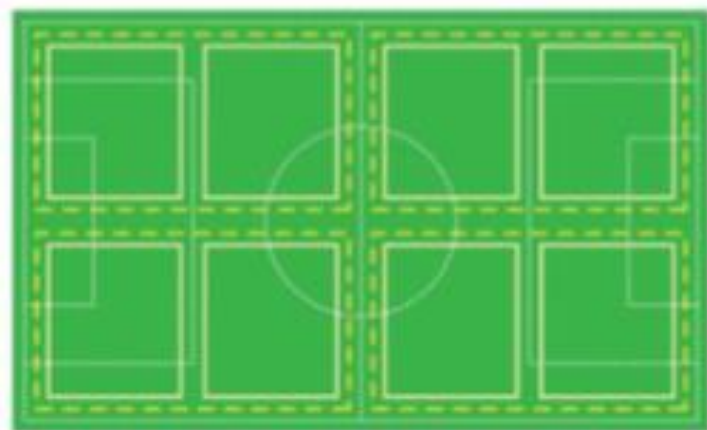
Field Layouts

AIA Vitality MiniRoos fields are easy to set-up and only take a few minutes.

The below diagrams outline how AIA Vitality MiniRoos pitches should look when set-up on a full-size football field:

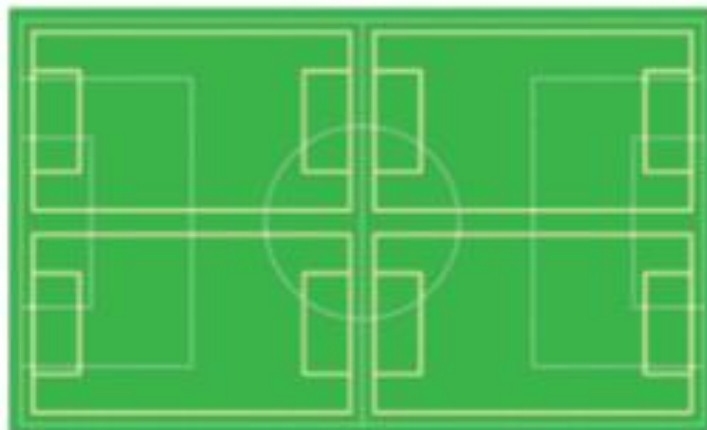
Under 6 & 7

Up to 8 pitches on a full-size football pitch



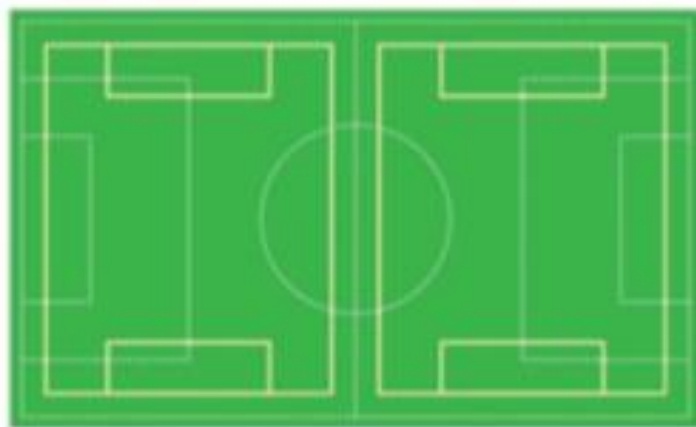
Under 8 & 9

Up to 4 pitches on a full-size football pitch



Under 10 & 11

Maximum of 2 pitches on a full-size football pitch. Alternatively 1 pitch can be set-up penalty box to penalty box.



Field Markings

Cones, markers or painted line markings are suitable. Club Coordinators can order FREE AIA Vitality MiniRoos cones via the website: www.miniroos.com.au.

This includes the penalty areas in the U8 – U11 age categories.

Equipment

Appropriate branded equipment can be purchased via the AIA Vitality MiniRoos on-line store located at www.miniroos.com.au.

Start of play and re-start after a goal

Pass forward to a team mate from the middle of the half way line. All players must be in their own half of the field of play. Opponents must be at least 5 metres away from the ball until it is in play. The ball must touch a team mate before a goal can be scored.

Ball in and out of play

The ball is out of play when it has wholly crossed the goal line or the touch line on the ground or in the air, or when play has been stopped by the Game Leader.

National Playing Formats and Rules

Method of scoring

A goal is scored when the whole of the ball passes over the goal line, between the goalposts and under the crossbar. When goal posts are not available and cones are used for goals, a goal is scored when the ball passes between the cones without touching them, below shoulder height of the player.

Shin guards

Shin guards must be worn by all players without exception.

Substitutes

Substitutes may rotate during the entire game. The coach or parent is allowed to make the substitutions while the ball is in play, but must wait until the substituted player has left the field.

Substitute players are to wear AIA Vitality MiniRoos bibs provided free of charge by FFA. Club Coordinators can order these bibs via the website: www.miniroos.com.au.

Every effort should be made to ensure all players, regardless of age, gender, and ability, are given equal playing time.

Game Leaders

Each game is to be controlled by one Game Leader.

The main role of the Game Leader is to keep the game moving fluently, limit stoppages and assist players with all match re-starts. Most importantly, they must make every effort to create an environment that ensures that all players have fun, are learning the game and have maximum involvement.

The Game Leader can be a club official, parent, older child/ player or beginner referee and should always be enthusiastic and approachable. Most importantly, remember the children are learning the game – be flexible and patient.

The Game Leader should:

- Encourage all children to have fun and different children to take re-starts;
- Ensure the correct number of players are on the field;
- Discourage players from permanently over-guarding the goal;
- Check all players are wearing shin guards;
- Use a "Ready, Set, Go" prompt to encourage quick decisions when restarting play;
- Encourage children to dribble or pass ball to team mates rather than kick the ball long;
- Ensure the opposing team is at least 5 metres outside the penalty area for all goal line restarts;

- Ensure team officials and parents create a safe, enjoyable and positive playing environment for the children;
- Encourage children to be involved in all aspects of the game, attacking and defending;
- Award free kicks as appropriate to help children learn the rules and consequences of committing fouls;
- Explain the rules to players and why a free kick has been awarded;
- Let the game flow and give instruction to all players on the run where you can;
- Praise and encourage both teams; and
- Be enthusiastic and approachable.

Game Leaders are encouraged to undertake a free FFA Grassroots Coaching Course prior to start of the season.



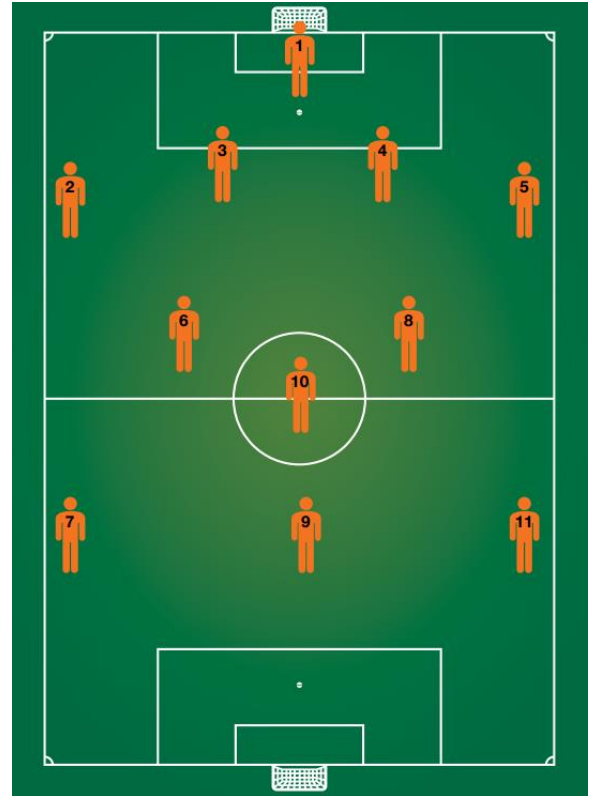
U12-U13 – Introduction & Playing Rules

Player Grading officially commences at U12s level. This is also where the kids start playing 11v11 on a full pitch. A lot of changes for both players & coaches.

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



Teach the players to correspond with each other & with the coaches via position numbers. For example, “6” rather than “right midfield”. The players should learn quickly what the position numbers are.

Important:

When the kids start playing 11 v 11 while they are still in the Skill Acquisition Phase, (U12/13) there is a common tendency for coaches to become totally obsessed with results, and forget that the players are still in the skill acquisition phase. This has a very negative effect on training session content as well as Match Day behaviour.

Training must remain focused on skill development; it is poor practice and detrimental to the players to sacrifice critical skill training time in order to conduct unnecessary ‘tactical’ coaching.

Match Day is when the coach can start developing the players insight and understanding of the basic team and player tasks. This involves reinforcement and elaboration of the basic tasks introduced at training during Skill Games

(‘Get between the lines’, ‘Can you face forward?’ ‘Look for the killer pass’, ‘Make the field big’, etc)

It is also disadvantageous for young players’ development to specialize for a specific team position too early; let them experience the various positions and aim for specialisation during the Game Training phase (the rationale for this is excellently explained in the book ‘Coaching Outside the Box’ by Mairs and Shaw).

So, herein lies the huge challenge for anyone working with players in this important age bracket: your primary role is that of a ‘skills teacher’ focused on individual technical development as opposed to being a ‘team coach’.

Your mission is to ‘automate’ the core skills through lots of repetition, but at the same time avoid ‘drill’ practices, where there may be repetition but no decision-making.

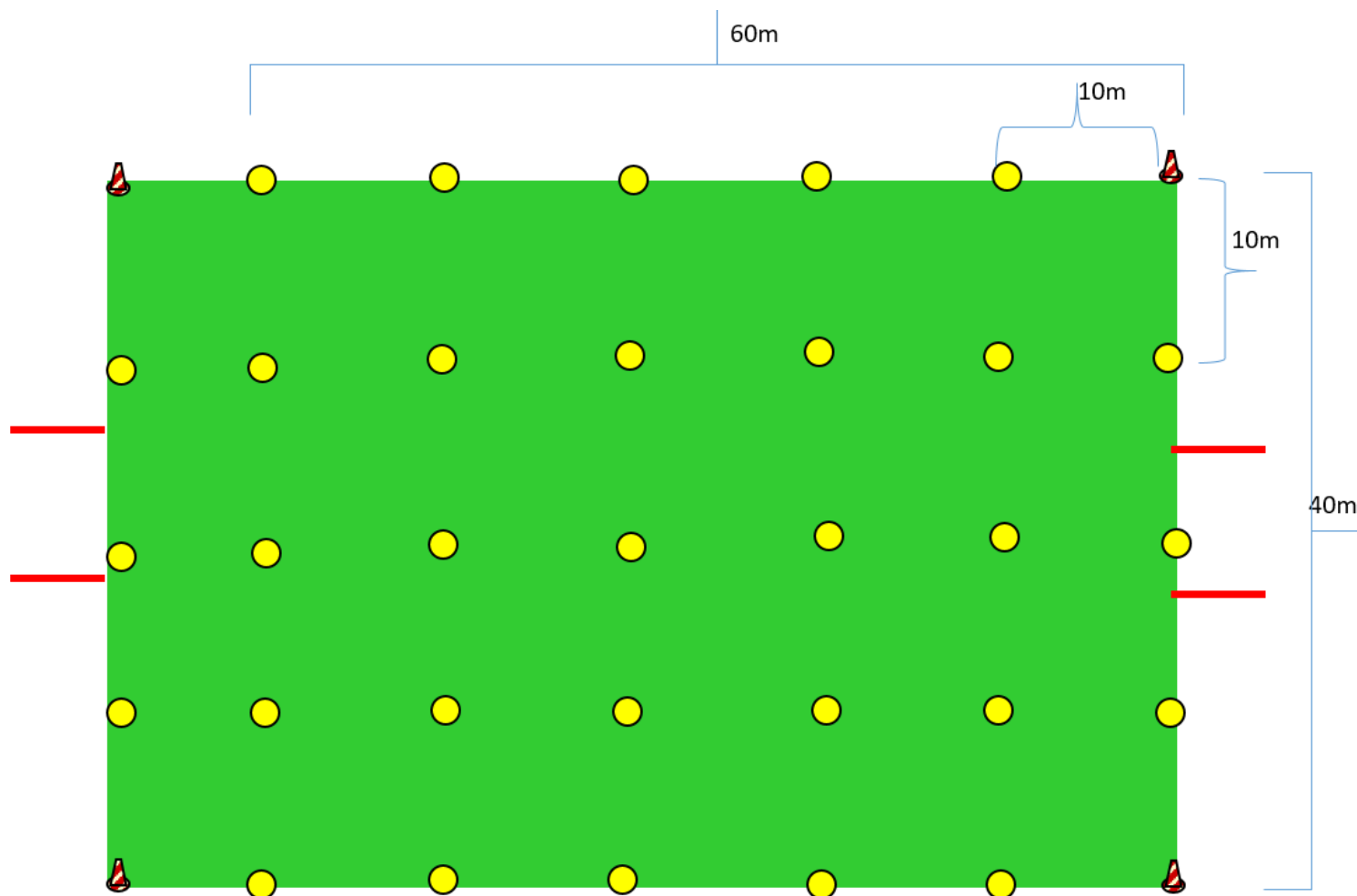
IT’S NOT EASY TO GET THIS RIGHT!

For U12's and U13's two weekly training sessions of 60-75 minutes and one game during the weekend is the recommended safe workload. Try to give the players 50-100 touches of the ball during the training sessions.

A training session for children in this age consists of 3 components: Skill Introduction, Skill Training and Skill Game.

1. **Skill Introduction (15-20 minutes):** this is the warm-up as well as an introduction to the designated core skill for this session. This is the only part of the session where drill-type exercises should be used, but the creative coach can include elements of decision-making. Flow, no 'stop-start coaching'..
2. **Skill Training (20-25 minutes):** this is the part of the session where conscious teaching and learning of the designated core skill takes place. Lots of repetition in game realistic scenarios. Task-based coaching. Effective feedback - Use of questioning (ask players 'why did you choose that option?', 'where do you think there might be more space?', etc).
3. **Skill Game (25-30 minutes):** a game where as much as possible all the elements of the real game are present but organised in a way that the designated core skill has to be used regularly. Skill games are preferably small sided games to stimulate the number of repetitions/touches. The players play, the coach observes if learning has taken place. It is also advisable to 'wrap-up' the session at the end, summarising the main points of the session to enhance learning.

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 kids). The large cones (🚧) can be used for the corners.



U10-U13 - Training Sessions

The recommended program below is based on 2 training sessions per week & 4 components: First Touch, striking the ball, running with the ball & 1v1

	Tuesday	Thursday	Sunday
Week 1	First Touch (session 1)	First Touch (session 2)	Game
Week 2	Running with the Ball (session 1/2)	Intra-Club Training Match	Game
Week 3	Striking the Ball (session 1)	Striking the Ball (session 2)	Game
Week 4	1v1 (session 1/2)	Intra-Club Training Match	Game

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 recommended training matches every 2nd 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.

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.

Factors to consider:

Performance of the players in previous training sessions

Performance of the players in matches (NB: matches should only be assessed in terms of core skill performance, not 'team tactics'. That way, training and matches are closely and logically linked)

Observation may lead you to conclude that one core skill appears to be especially deficient in most of the players, while another is generally strong.

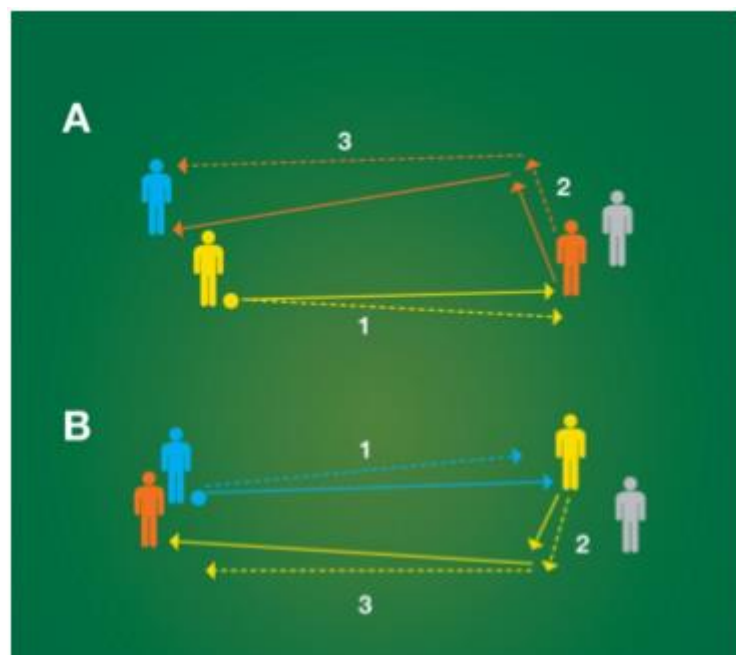
Possible Cycle Planning changes:

Replace the stronger skill with the weaker one every second rotation

The best advice for a coach working with players in this age group would be to attend the FFA Skill Acquisition Coaching License. This is funded by Canning City Soccer Club and is a 14 hour coaching program. This will give coaches a much better understanding of the why's and how's of session planning and season planning, while developing their ability to design their own practices.

First Touch (session 1)

Skill Introduction



Players in fours (fives is also fine, and is a way of reducing intensity, if required) with one ball between them. 2 pairs facing each other 5m-7m apart. The yellow player starts by passing the ball to the orange player and following their pass at speed.

The orange player uses their first touch to move the ball away from the yellow player, and with the second touch passes to the blue player. The orange player follows their pass and jogs to the back of the opposite line.

In example A, the orange player has moved the ball to the right because the yellow player approached him/her slightly to his/her left side.

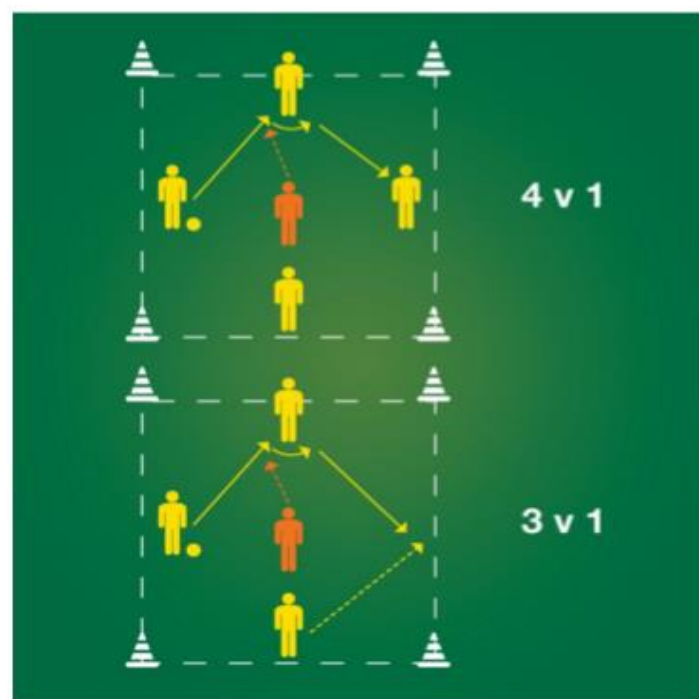
In example B, the yellow player has moved the ball to the left because the blue player approached him/her to his/her right.

The coach can also direct the passer to follow the pass by running directly at the receiver. Therefore the receiver has the option of going left or right, ideally the receiver will fake to move the ball in one direction, and then with his/her first touch move the ball the other way.

CONCLUDING COMPETITION

Which group can complete 10 passes first?

Skill Training



Positioning Games with two touches as a mandatory requirement (i.e. first touch = control the ball, second touch = pass the ball).

Disallowing a direct pass forces the players to have a good first touch in order to move the ball away from the defender(s) and keep possession!

Which positioning game to use depends on the level of the players and ranges from 4 v 1 (easiest), 3 v 1, 5 v 2 and 4 v 2 (most difficult).

The grid size also depends on the level and capabilities of the players with

15m x 15m as a starting point (15m x 20m for the 5 v 2).

The coach can make the exercise more challenging for the players by simply decreasing the space or easier by making the grids bigger.

CONCLUDING COMPETITION

Competition: which defender(s) forces most mistakes in 1 minute

POSSIBLE COACH REMARKS

"Move to support as the ball moves"

"Make angles (do not stand in the corners)"

"Keep your body open to the field"

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

"Use body feints to disguise your intention"

Skill Game



5 v 5 with the restriction that with every ball contact each player must take two touches.

VARIATION

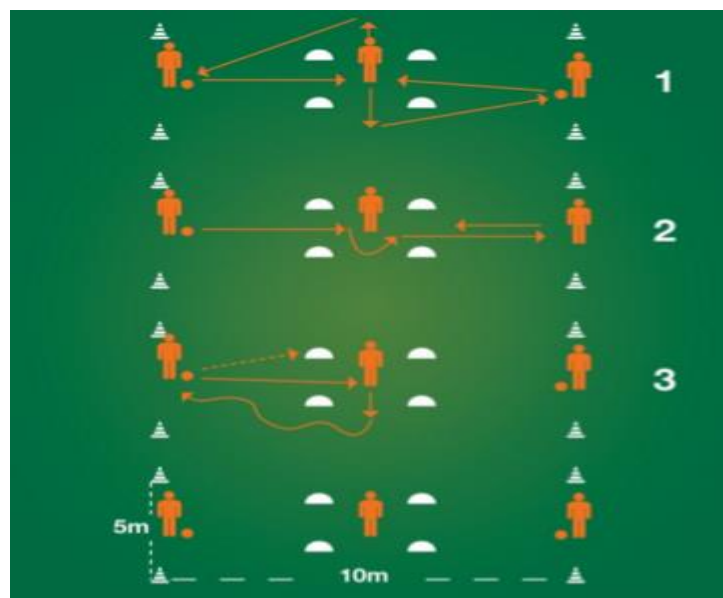
The coach can make the game more challenging by simply decreasing the space or more easy by making the field bigger or creating a numerical advantage for the team in possession of the ball by adding a "joker".

NOTES ON THIS EXERCISE

Disallowing direct play forces the players to have a good first touch in order to move the ball away from the defender(s) and keep possession!

First Touch (session 2)

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.

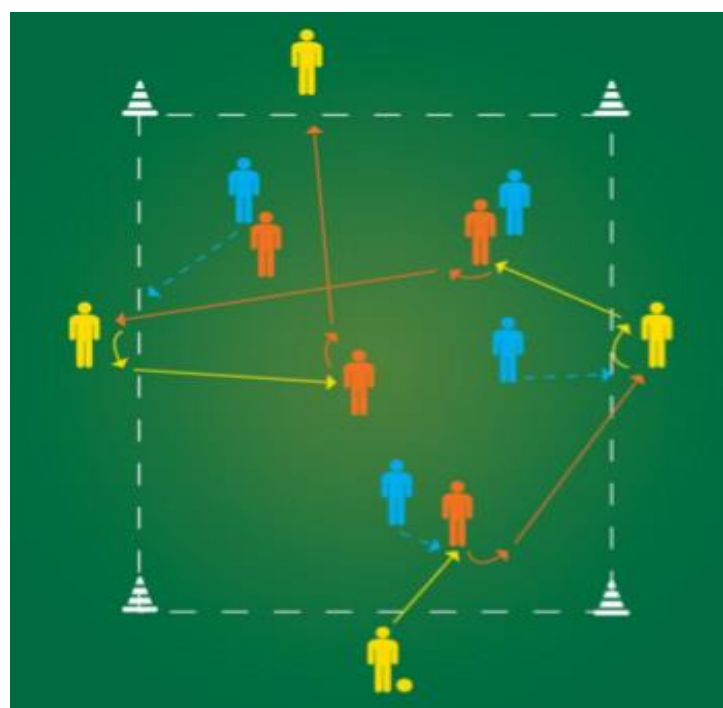
CONCLUDING COMPETITION

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"

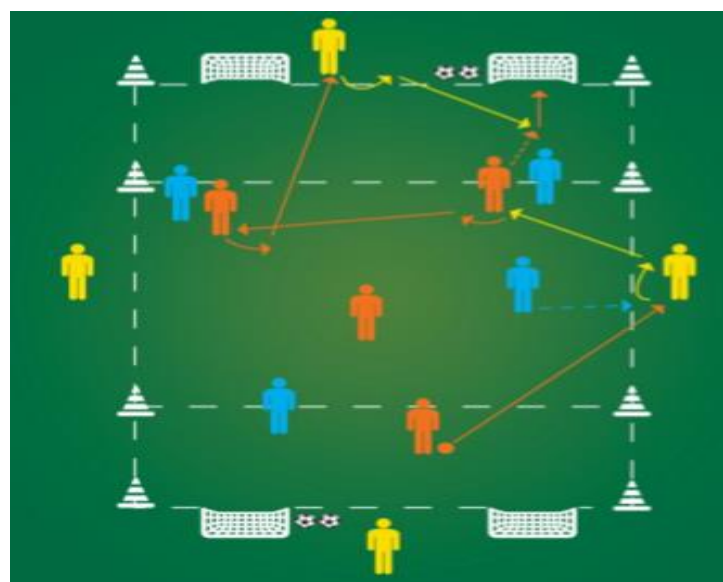
STEP UP

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

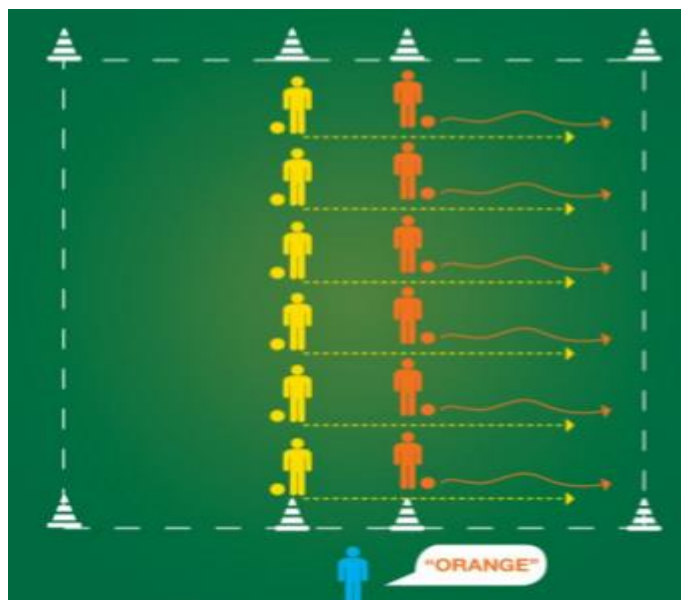
Mandatory 2 touches for every player (MUST touch the ball twice)

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 (session 1)

Skill Introduction



Concluding tagging game (using the same 30m x 30m grid)

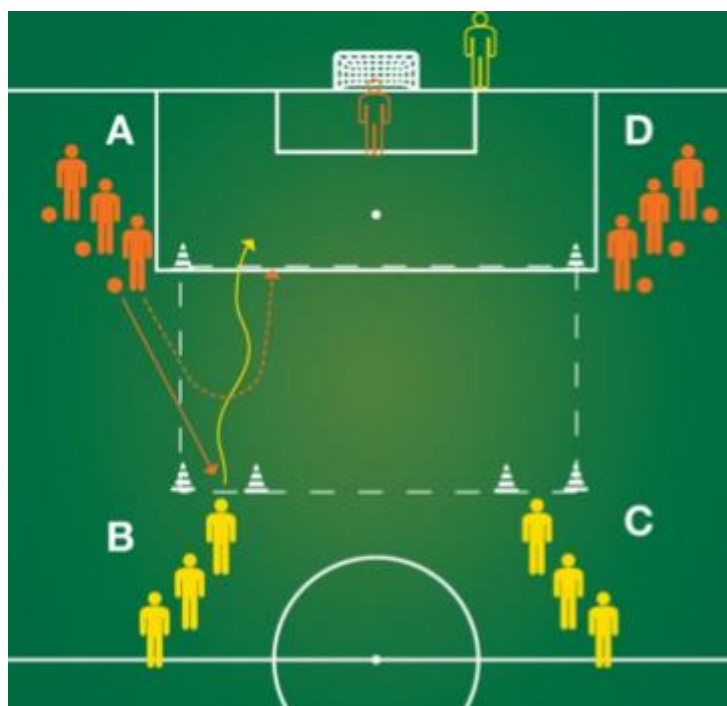
The players line up with a ball each and facing the sideline (backs to each other). Distance between the players is 3m-4m and is marked out with cones.

When the coach calls "ORANGE" the orange players run with ball to the sideline chased (without ball) by the yellow players who try to tag them before they've reached the line. Depending on outcome the runner or chaser earns a point and we line up again.

When the coach calls "YELLOW" the reverse happens.

Since safety is extremely important, the players must only run in a straight line (stay in their own 'lane').

Skill Training



Organisation: Outside the penalty box another grid of the same size has been marked out.

Two teams (orange and yellow) are divided in 4 groups of equal numbers (A,B;C and D) and positioned as shown in the diagram.

Groups orange A and D have a ball each, groups yellow C and B line up between the cones on the byline of the grid.

The exercise starts with the first player of group A passing the ball to the first player of group B (pass between the cones and with speed). Player B controls the ball and runs with it at speed toward the goal.

Player A follows their pass, overlaps and then chases player B who tries to finish (the shot can only be taken from inside the penalty box).

After the action has ended, the yellow player goes with the ball to position A; the orange player goes to position B.

Now it's group D and C's turn. Groups change sides regularly (use of other foot!). "Who scores most?"

POSSIBLE COACHES REMARKS

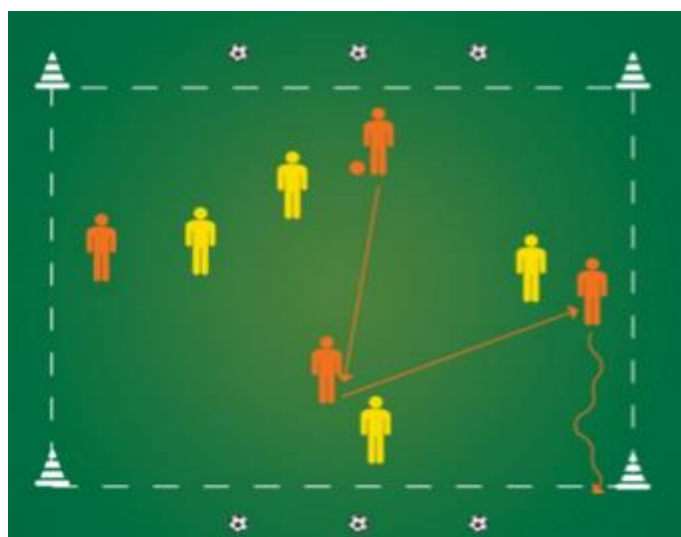
"Push the ball forward every 3-4 steps"

"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
- Take on the defender 1 v 1 if they get in front

Skill Game



4 v 4 line football

Grid size approximately 30m wide by 20m long (pitch shape is short but wide)

EXPLANATION OF THE GAME

4 v 4 small sided game; to score a goal a player must run with the ball across the opponent's by-line (see diagram A).

POSSIBLE COACHES REMARKS

"Spread out; use the width of the grid"

"We must have a centre forward and 2 wingers"

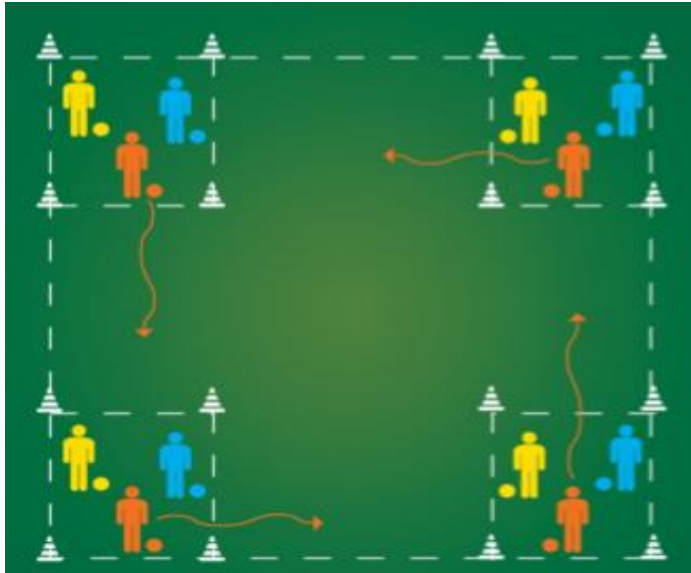
"Run with the ball whenever you see space in front of you"

"Don't be afraid to take on opponents"

"When a defender is chasing you use the feints you learned earlier"

Running with the Ball (session 2)

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

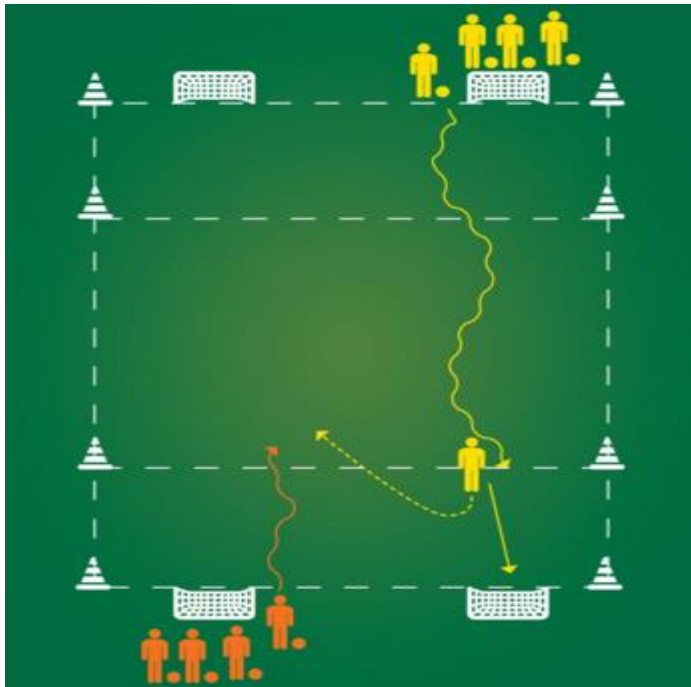
Accelerations

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

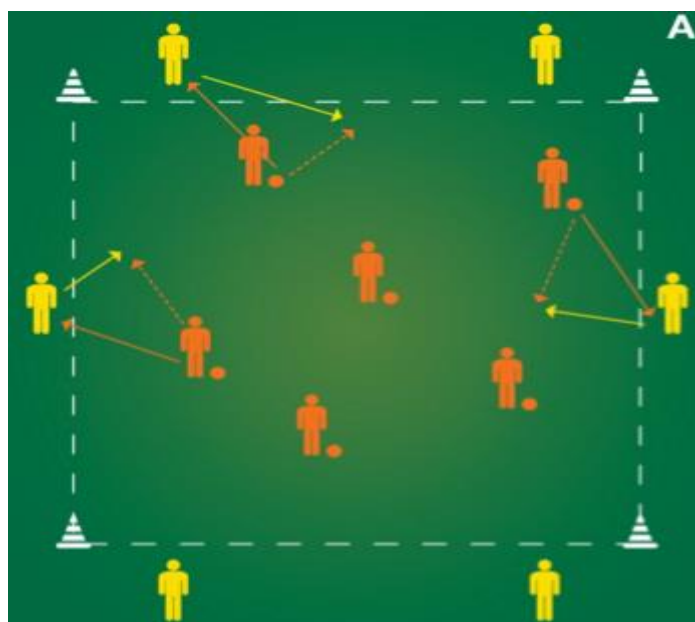
Narrow the pitch

STEP DOWN

Widen the pitch

Striking the Ball (session 1)

Skill Introduction



In a grid of approximately 20m x 20m (dependent on group size) half of the players position themselves outside the grid without a ball and the other half with a ball inside.

The players inside the grid dribble freely until they can pass to a 'free' player on the outside who then passes the ball back to the same player (see diagram A)

Change roles every two minutes, players must use left / right foot on coaches call i.e. 2 min left foot only; then 2 min right foot only.

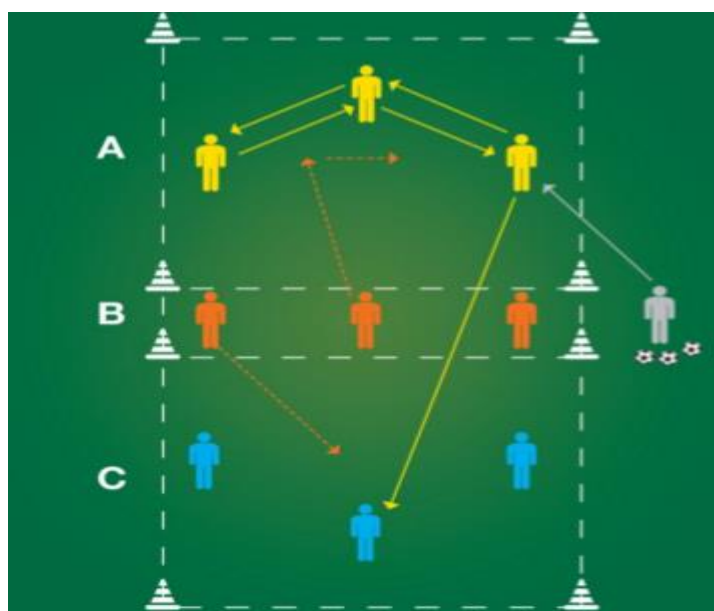
POSSIBLE COACHES REMARKS

"Only pass the ball when the passing line is 'open' and make sure someone else is not passing to that player at the same time"

"Pass the ball precise and with the right speed"

"Look where you run when asking for the ball back and make an angle for the return pass"

Skill Training



3 v 1 killer pass positioning game with 9 players.

Organisation

Two grids of about 12m x 12m (A & C) separated by a grid of 12m x 5m (B). Three teams of 3 players with different colour bibs; one team in each grid as shown.

The coach is positioned with the balls centrally, next to grid B. The coach starts the game with a pass to a yellow player in grid A. At that moment one orange player from grid B sprints into grid A to defend/win the ball: 3 v 1 in grid A.

Yellow must now look for the right moment to play a killer pass through grid B (with the two remaining orange defenders) to a blue player in grid C. Then immediately another orange player sprints into grid C to defend while the defender from grid A returns to grid B.

If a defender wins the ball in grid A/C or the defenders intercept the killer pass in grid B, they change grids with the team that lost the ball.

STEP UP/DOWN

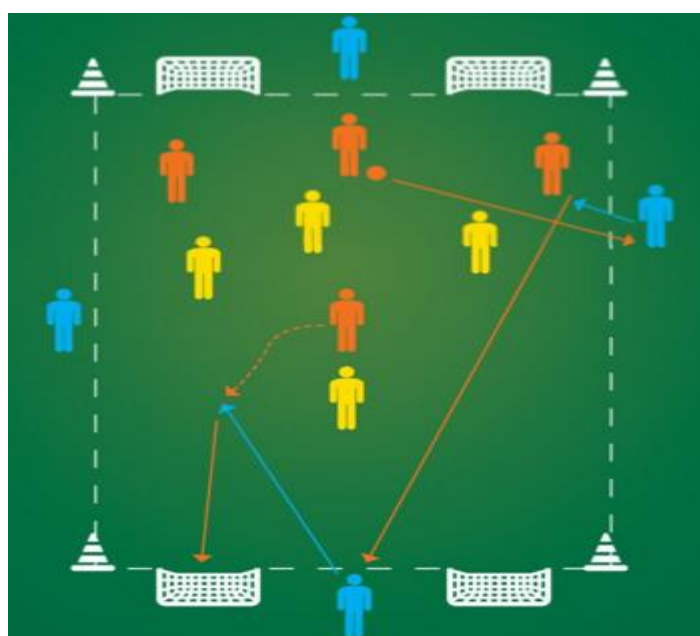
Make the grids bigger/smaller

Free or limited touches (2-3) in 3 v 1

Killer pass: only on the ground or lofted pass allowed as well

Make easier: 6 players (2 per grid: 2 v 1) or harder: 12 players (4 per grid: 4 v 2)

Skill Game



4 v 4 with 4 neutral players (walls) on a pitch of approximately 20m x 30m

4 small goals placed as shown (2m wide)

The team in possession of the ball can use the wall players (8 v 4)

Rotate teams after 3 min or after each score: scorers stay on

Depending on level of the players: 2-3 touches max in order to get an emphasis on passing

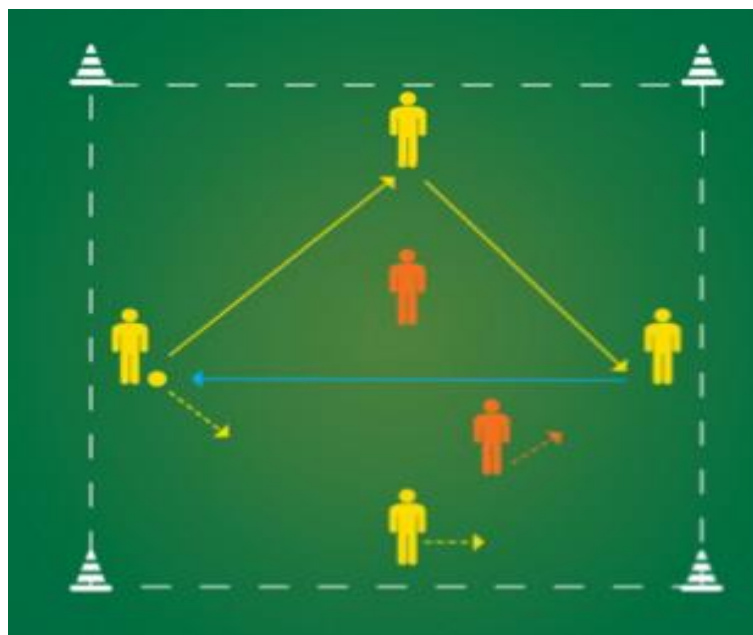
VARIATIONS

Wall players must play the ball direct

Goals count as double if scored by a so-called 3rd man combination (see diagram)

Striking the Ball (session 2)

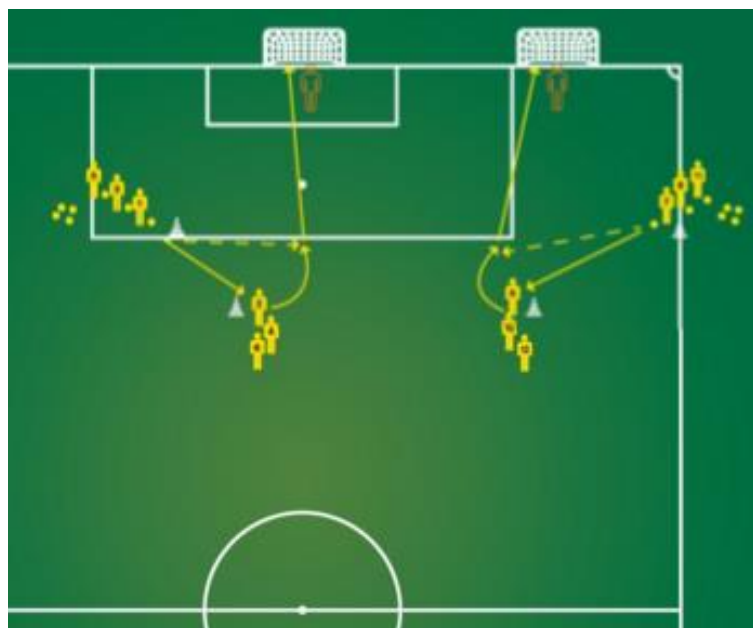
Skill Introduction



"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.

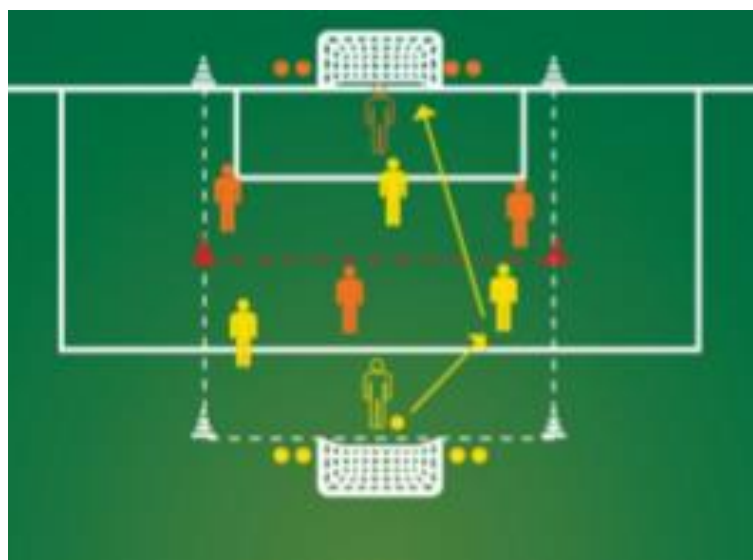
The angle/distance from #1 to #2 is manipulated by the coach to ensure #2 can shoot with the second touch without being tackled and without having to beat #1.

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.

POSSIBLE COACHES REMARKS

"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"

STEP UP

Limit the time or number of passes to take a shot

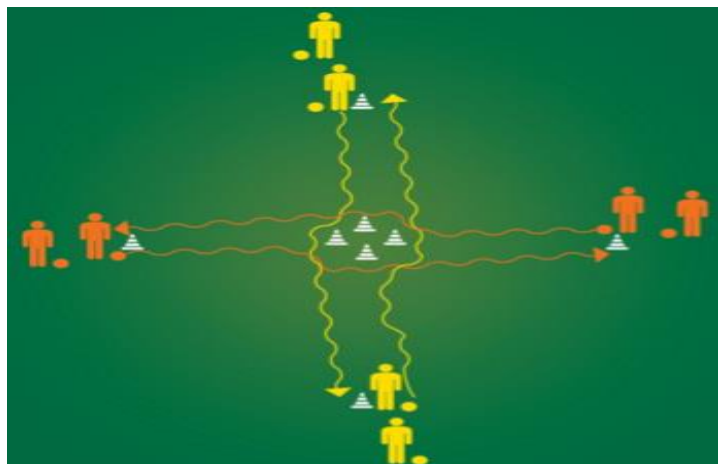
Make the grids smaller

STEP DOWN

Make the grids bigger

1v1 (session 1)

Skill Introduction



4 markers placed 12-15m opposite of each other with 4 markers centrally in a diamond 1m-1.5m apart (see diagram).

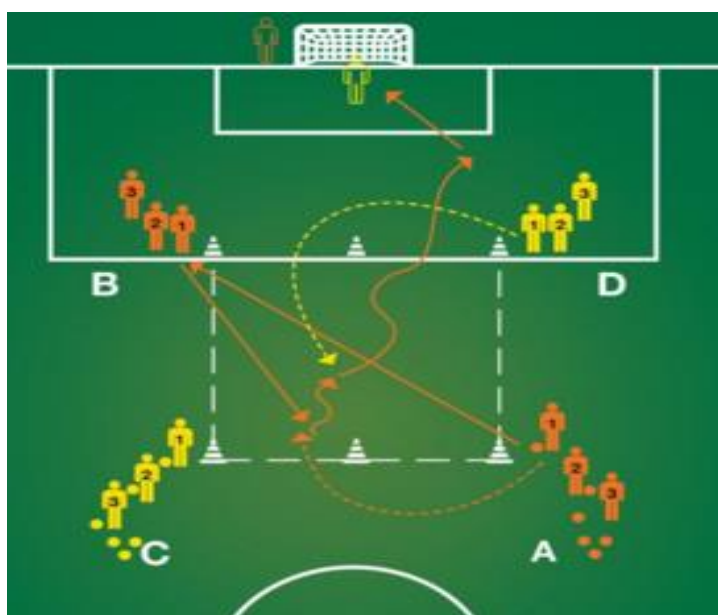
Max. 2 players with ball line up at the markers. On the coaches call two players opposite each other start dribbling to the other side. In the middle they perform a prescribed or free feint to go around the right side of the markers and accelerate to the opposite marker. After 2 minutes: now go around the left side

PROGRESSIONS

Speed up tempo (maintain proper execution)

Take out the markers (perception and communication)

Skill Training



Organisation

Outside the penalty box is a 15m x 15m grid with 6 cones placed as shown in the diagram.

Two teams (orange and yellow) are divided into 2 groups of equal numbers and positioned as shown.

Groups orange A and yellow C have a ball each. The exercise starts with A1 passing the ball to B1. A1 then runs around the central cone to receive the ball back from B1. At the moment A1 starts their run around the cone, D1 also starts to run around the opposite central cone.

A1 must now try to beat D1 in a 1 v 1 to enter the penalty box and finish on goal. D1 can only defend in the grid and is not allowed to enter the penalty box.

The action stops when A1 has finished on goal; D1 captures the ball from A1 or the ball goes out of the grid.

After the action has finished the players involved move as follows:

A1 to group B (bring back the ball)

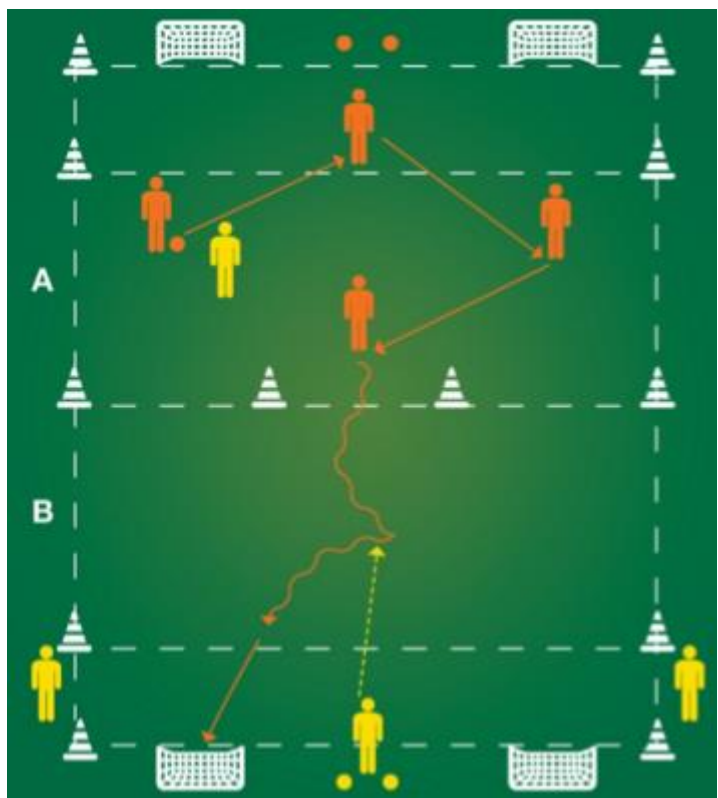
B1 to group A (bring ball from A1)

D1 goes back to group D (line up at the back)

Next sequence is C1 passing to D2 with B2 defending

"Which team can score the most?"

Skill Game



Organisation

A grid of 40m x 30m (depending on ability) divided in 2 grids of 20m x 30m by a halfway line of 4 cones (see diagram). Two small (2m) goals on each byline and a 5m-7m shooting line at each end.

Two teams of 4 players each. The game starts in grid A with the orange team in possession and one yellow defender (4 v 1). The 3 other yellow players position themselves as shown (one between the goals and the other 2 at the shooting line cones).

The orange team must get a player running with the ball across the halfway line into grid B and score in one of the goals (inside the scoring zone).

At the moment the orange player crosses the halfway line one of the yellow players enters the grid to attack the orange player (1 v 1).

Which defender commits depends on the 'gate' through which the attacker enters grid B (see diagram).

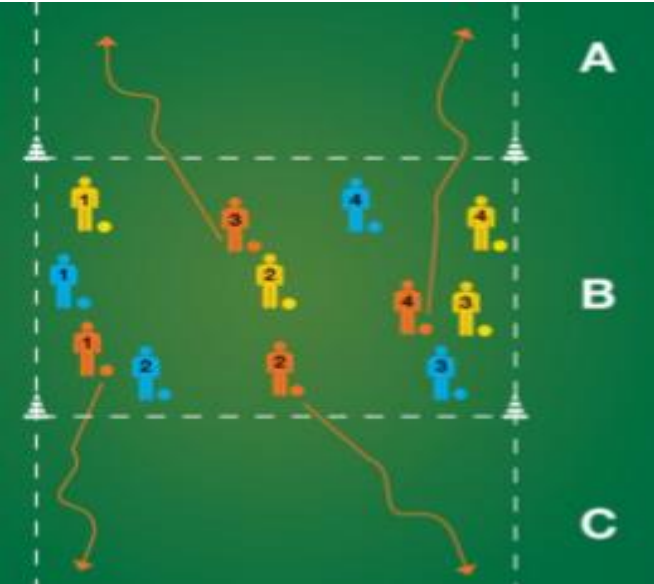
If orange scores: restart in grid A

If the yellow defender captures the ball in grid B: restart in grid B with yellow in possession

If the defender wins the ball in the 4 v 1, they can score immediately in 1 of the 2 goals (from any distance)

1v1 (session 2)

Skill Introduction



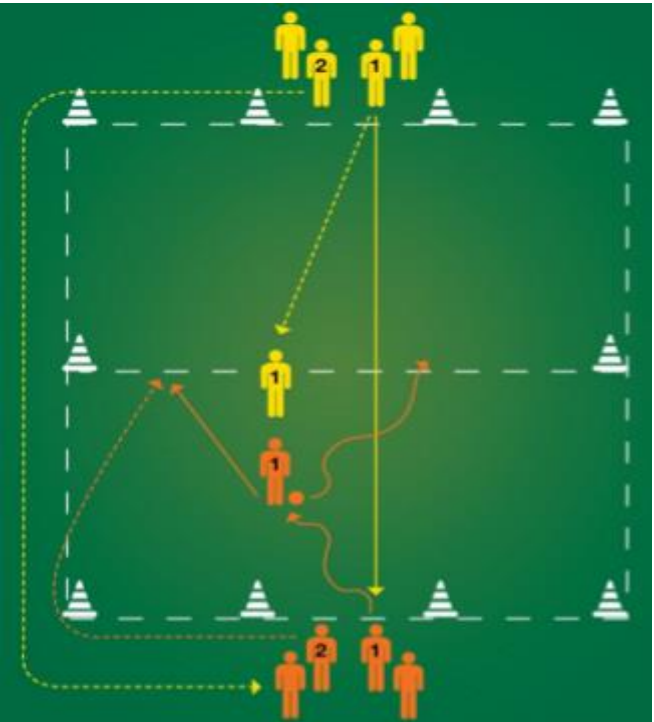
1 V 1 COACHING TIPS	
ATTACKER	DEFENDER
"Go at the defender with speed"	"Show the attacker one way/force them away from goal"
"Use a feint to put the defender off balance"	"Bend your knees and stand on your toes so you're able to change direction quickly"
"Threaten to go to one side then suddenly attack 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

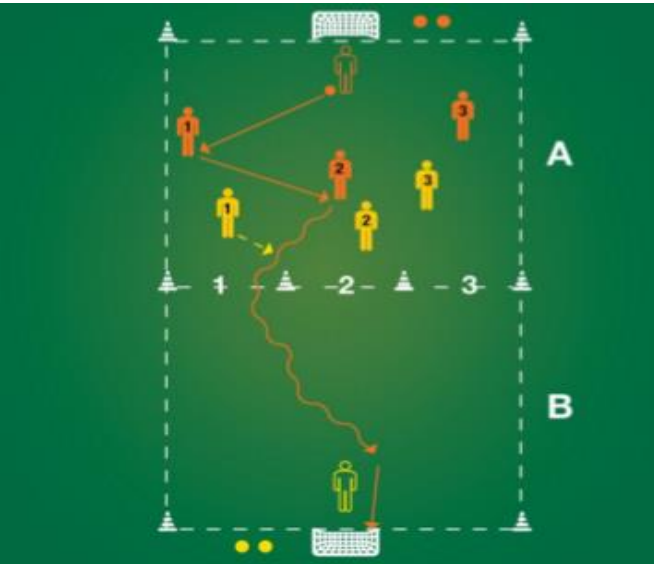
- Go at the defender with speed
- Use a feint to put the defender off balance
- Threaten to pass to the overlapping player but accelerate past the defender instead

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)

U10 – U13: Skill Acquisition Phase (Community)

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

Opposed Practice

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

Small-Sided Games

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

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

	Tuesday	Thursday	Sunday
Week 1	Activities 1/2, 8 & 11	Activities 3/5, 9 & 13	Game
Week 2	Activities 4, 12 & 14	Intra-Club Training Match	Game
Week 3	Activities 6, 7 & 10	Activities 15/16, 12 & 14	Game
Week 4	Activities 18, 8/9 & 11/13	Intra-Club Training Match	Game

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 recommended training matches every 2nd 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.

C	COACHING STYLE Provide feedback in the drink break or change of activities without interrupting the game. Use player role models.
H	HOW YOU SCORE/WIN Increase opportunities to score.
A	AREA 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.
N	NUMBERS Use different team numbers of players to overload the advantage of one team or vary the number of turns at goal, etc.
G	GAME RULES Change the rules slightly, i.e. no tackling, minimum number of passes, etc.
E	EQUIPMENT Vary the equipment used, i.e. a bigger goal, smaller goals, more goals.
I	INCLUSION 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.
T	TIME 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 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

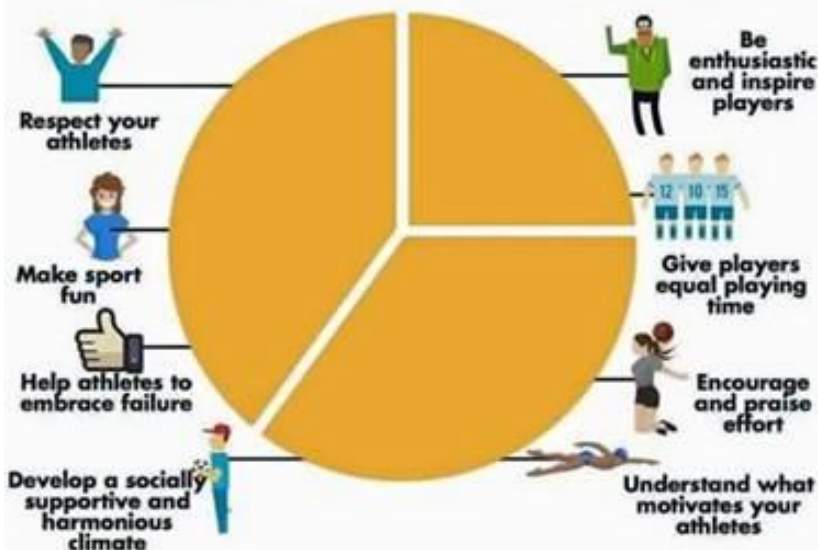
WHY DO CHILDREN PLAY SPORT?



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

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

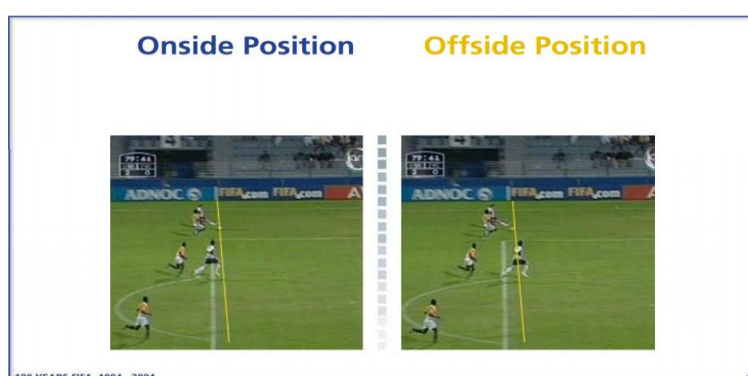
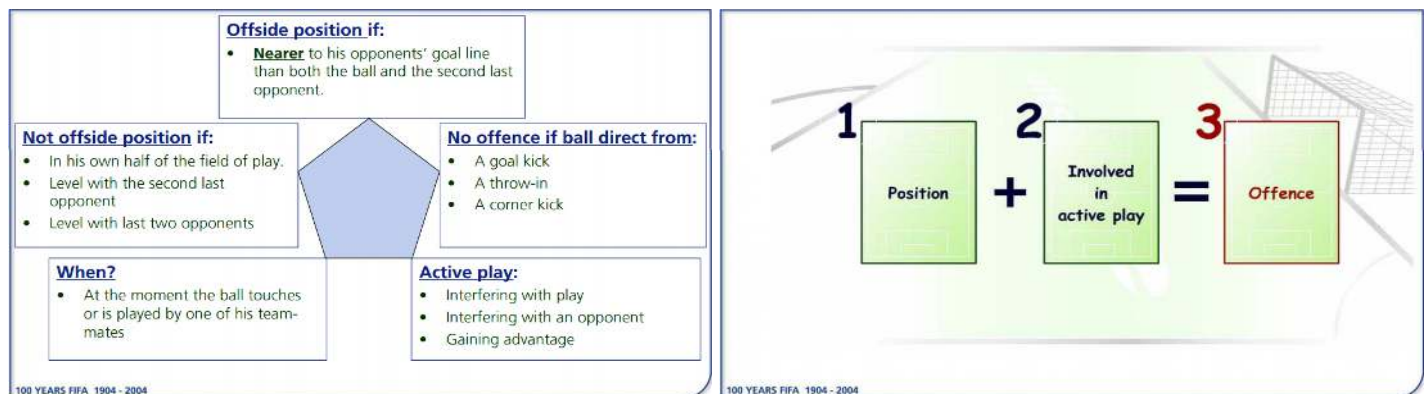
A player is off-side when:

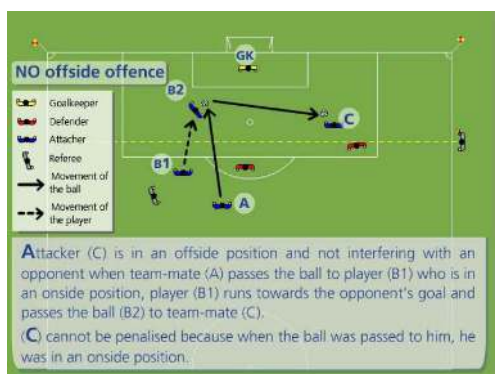
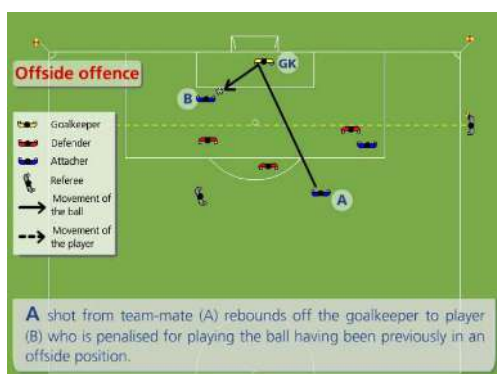
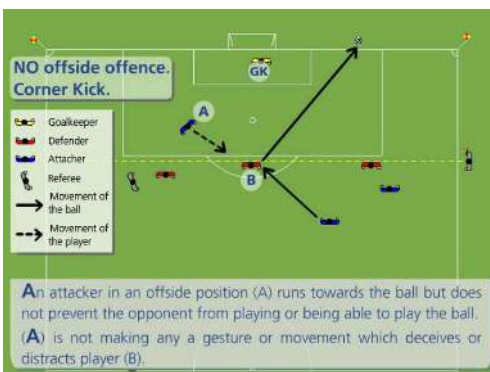
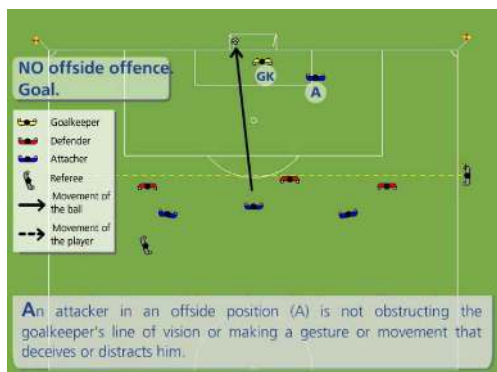
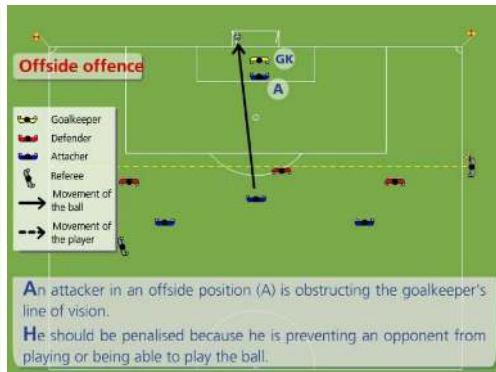
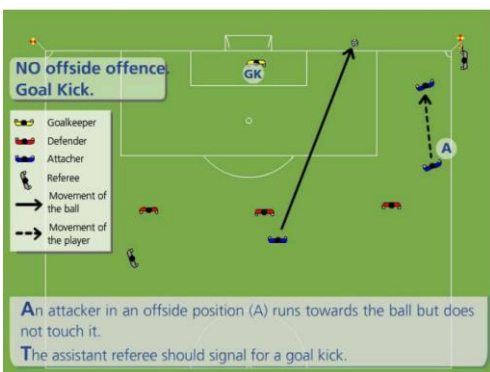
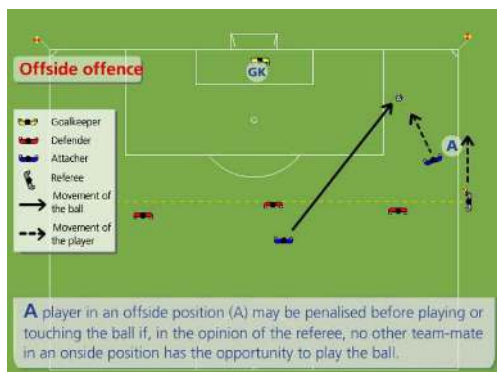
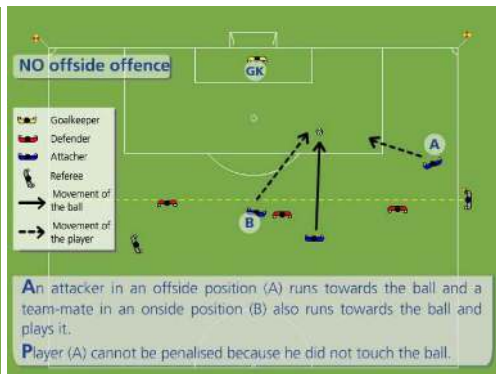
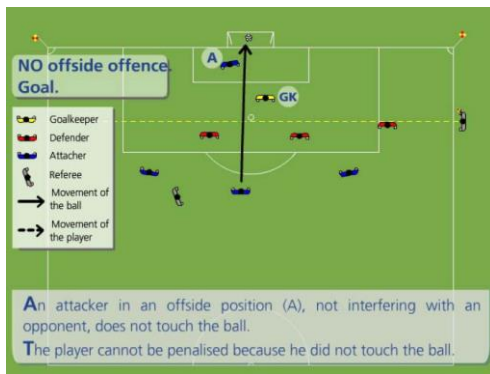
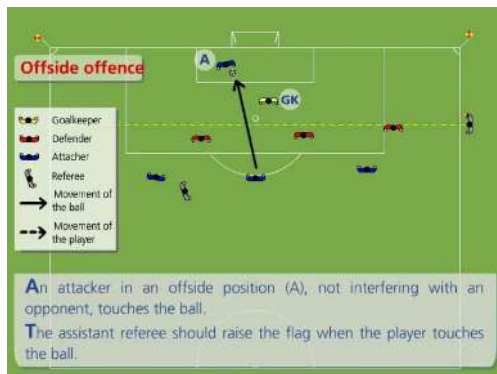
1. The ball is kicked by a team mate
2. The receiving player is in the opponents' half
3. The receiving player is nearer the opponents' goal than the ball
4. The receiving player is nearer the opponents' goal than two opponents (one of the opponents is usually the goalkeeper but that is not necessarily 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>





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.

Canning City – Player Grading Sheet (for U10s and U11s)

Age Group: _____ Coach/Assistant Coach: _____ Date: _____

1 grading session only. **A soft grading session**, designed to place the more advanced players together. 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 4v4 or 5v5). Despite the grading, try to keep friends/siblings/cousins together in the same teams. The objective is to place players of similar ability in the same teams in order to manage their development better. When assessing Performance during the grading, use 1 of 3 ratings only: **good, better, best.**

For example:

Full Name	Number (on arm)	Last year's performance	Performance during grading	Coach/Assistant Coach Comments
John Smith	#20	(new player)	Good	John is new to the club, and has not played organised football before.
Luke Jones	#21	Good	Better	Luke played well last year & should be able to adapt to a higher level.
Sarah Williams	#22	Better	Best	Sarah played very well & performed well in the grading, should keep her spot in the strongest team.

Grading:

[illegible]

2 trials should be held, 1-2 weeks apart. In the 1st 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 2nd 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 2nd 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

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/>