



# CANNING CITY SOCCER CLUB CURRICULUM: U6 TO U9



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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"><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			



## U6 – U9: Discovery Phase (Development)

- Discovering one's (im)possibilities through trial & error
- Natural development: 'learn FOOTBALL by playing football'
- No 'coaching' but organising fun football exercises
- Replicating the 'street/park football' environment of the past
- Emphasis on building a love of the game

What are the characteristics of children in this age bracket?

1. They are still 'clumsy' (lack fine motor skills), because they are still developing their coordination
2. They have a short span of attention and are quickly and easily distracted
3. They are 'self-centred' and not yet able to really work together (so do not ask them to perform team play, it is impossible for them!)
4. They play or participate for fun with short bursts of energy and enthusiasm
5. They are unable to handle a lot of information (instructions; feedback)

What does this mean for training sessions with children this age?

**Just let them play a lot of varied fun football related games!**

In the 'good old days' as a kid you learned to play football in the street or the park. **There were no coaches involved** who made you run laps or do stretches and push-ups. When you were with just one mate you played a 1 v 1 game, when there were 8 of you, you played 4 v 4. There were no referees either, you made your own rules and every problem got solved. You just played, every free minute of the day. Funny as it may seem, this was (and still is) the best possible way to develop a basic skill level, understanding and passion for football.

In third World countries the old saying "the game is the teacher" still applies and is one of the reasons why we find so many creative and technically good players from Africa and South America in the European top leagues. But in our developed society children do not play sports in the streets and parks that much anymore. They watch television, surf the internet, play computer games, chat on social media as well as having to study.

As parents we now send our children to a club or academy to learn to play football and, despite all good intentions, here we make the mistake of 'coaching' children this age.

**The first and most important step when 'coaching' the youngest kids is to take the word 'coach' out of your mind. Your most important job is to recreate that street football environment, be an organiser of fun football-related practices and..... let them play! This approach, where they can 'discover' how the game works in a natural way, is the right one for the Discovery Phase.**

**The emphasis during this phase needs to be on building a love for the game.**

*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.**

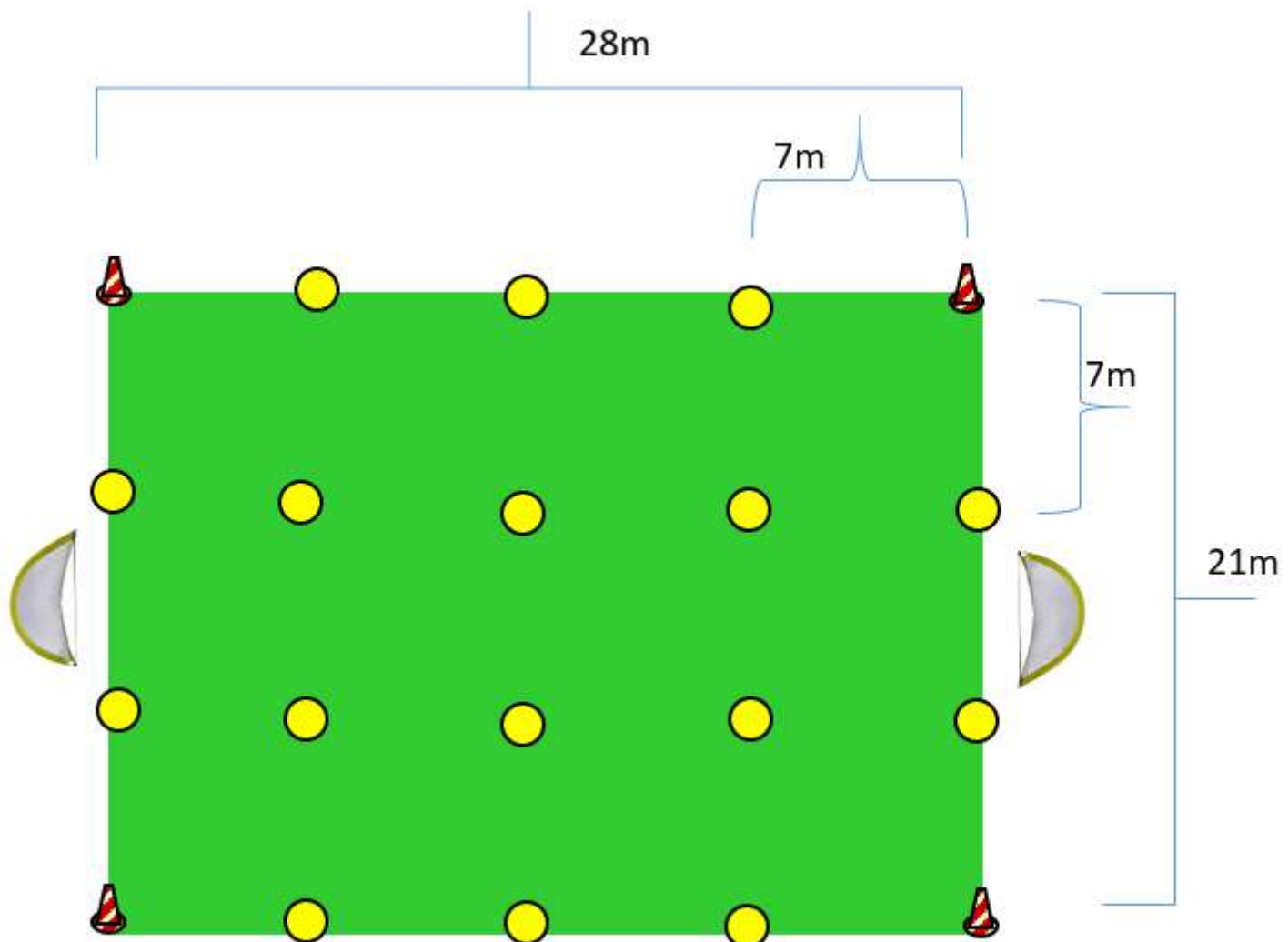
## U6-U7 – Introduction & Playing Rules

For U6's and U7's two weekly training sessions of 45 minutes and one game during the weekend is the maximum 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: The Beginning, The Middle and The End.

1. **The Beginning (10 minutes):** The purpose of The Beginning (better known as the warm-up) is to get the kids in the right frame of mind and activate their bodies. It's unnecessary to run laps around the field and do stretches to achieve that: all sorts of relays and tagging games with and without the ball are much better (more specific, more fun) and also help develop the children's basic coordination.
2. **The Middle (15 minutes):** The Middle is the section of the training session where we conduct fun football exercises such as dribbling, passing, shooting, etc.
3. **The End (20 minutes):** The last part (The End) is allocated for playing all sorts of Small-Sided Games

We are recommending that you set up a 28m x 21m training area (divided into 7m x 7m 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 6 & 7

#### Playing Formats

The table below summarises the national playing formats for boys and girls aged Under 6 & 7:

The number of players	4-a-side with <u>no</u> goalkeeper Maximum of three substitutes
The field of play	30m x 20m
Goal size	2m wide x 1m high
Ball size	Size 3
Duration of the game	15 min halves Minimum 5 min half-time break
Penalty area	No penalty area required

#### Goal type

It is preferable that pop-up style 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 pop-up style portable goals.

For more information on Australian Safety Standards please visit the Product Safety Australia website: [www.productsafety.gov.au](http://www.productsafety.gov.au).

#### Goalkeeper

There are no goalkeepers in AIA Vitality MiniRoos Under 6 & 7.

It is the responsibility of the Game Leader to discourage children from permanently standing in front of the goal.

#### Ball crossing the touch line

There is no throw in.

A player from the opposing team to the player that touched the ball last before crossing the touch line will place the ball on the touch line and pass or dribble the ball into play. Opponents must be at least 5m away from the ball until it is in play. The ball must touch a team mate before a goal can be scored.

#### Ball crossing the goal line

There is no corner kick.

Regardless of which team touched the ball last, a player from the team whose goal line the ball has crossed will place the ball anywhere along the goal line and pass or dribble the ball into play. Opponents must retreat to the half way line and can move once the ball is in play. The ball must touch a team mate before a goal can be scored.

#### Offside

There is no offside rule in AIA Vitality MiniRoos Under 6 & 7.

Game Leaders should strongly discourage children from permanently standing in blatant offside positions.

#### Fouls and misconduct

Indirect free kicks are awarded for all acts of handball or fouls and misconduct. Opponents must be at least 5m 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).

Most acts of handball or fouls and misconduct at this level are caused by a lack of coordination, with no intent. In this case try and give the advantage to the attacking team and continue play. If you decide a deliberate or serious act of handball, foul or misconduct has occurred, explain to the child they have done the wrong thing and that they should not do this again. Free kicks should be awarded as appropriate.

#### 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 6 & 7 football and do not exist.



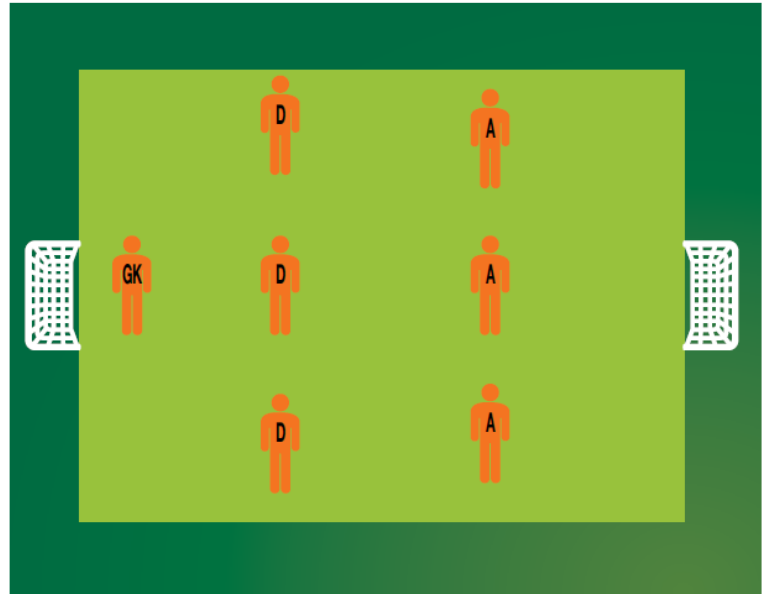


## U8-U9 – Introduction & Playing Rules

Teams of 7 players (one goalkeeper and 6 outfield players)

Coaching tips:

- The players now begin to understand what the game's purpose is (winning by scoring more goals than the opponent)
- There will still be a lot of individual play but the players start to understand that they have to work together in order to be successful
- A basic 'feeling' for team play, direction and dealing with an opponent starts to develop
- Preference and talent for a specific position starts to show: you can start working on a basic organisation (1 in goal; 3 at the back; 3 up front) and a basic understanding of some team tasks (how to defend and attack as a team)
- The coach should still let every player play in every position regularly. One week they want to be goalie, next time the centre forward. Let them!
- Bigger goals with goalkeepers automatically appeal to aiming and shooting: give them all plenty of opportunities to shoot (or be the goalkeeper).
- In 7 v 7 football, the coach should still not be too concerned with 'tactics'. The focus in training is on the individual player, so in the weekend game the players should have the opportunity to apply their skills in a game setting. The coach organises the players into two lines of three with a Goalkeeper behind. The players just need simple tasks so they do not become confused or overwhelmed with information (Examples: 'You three try to defend more than you attack' 'you three try to attack more than you defend' 'let's see if we can always have one of our players pushed right up in the middle of the pitch' 'when the opponent has the ball, can we get one of our team near every one of their players on the goal side', etc)
- At half-time, the coach should rotate players around to experience different aspects of the game (e.g. the three defenders become the three attackers)
- Aim for equal playing time

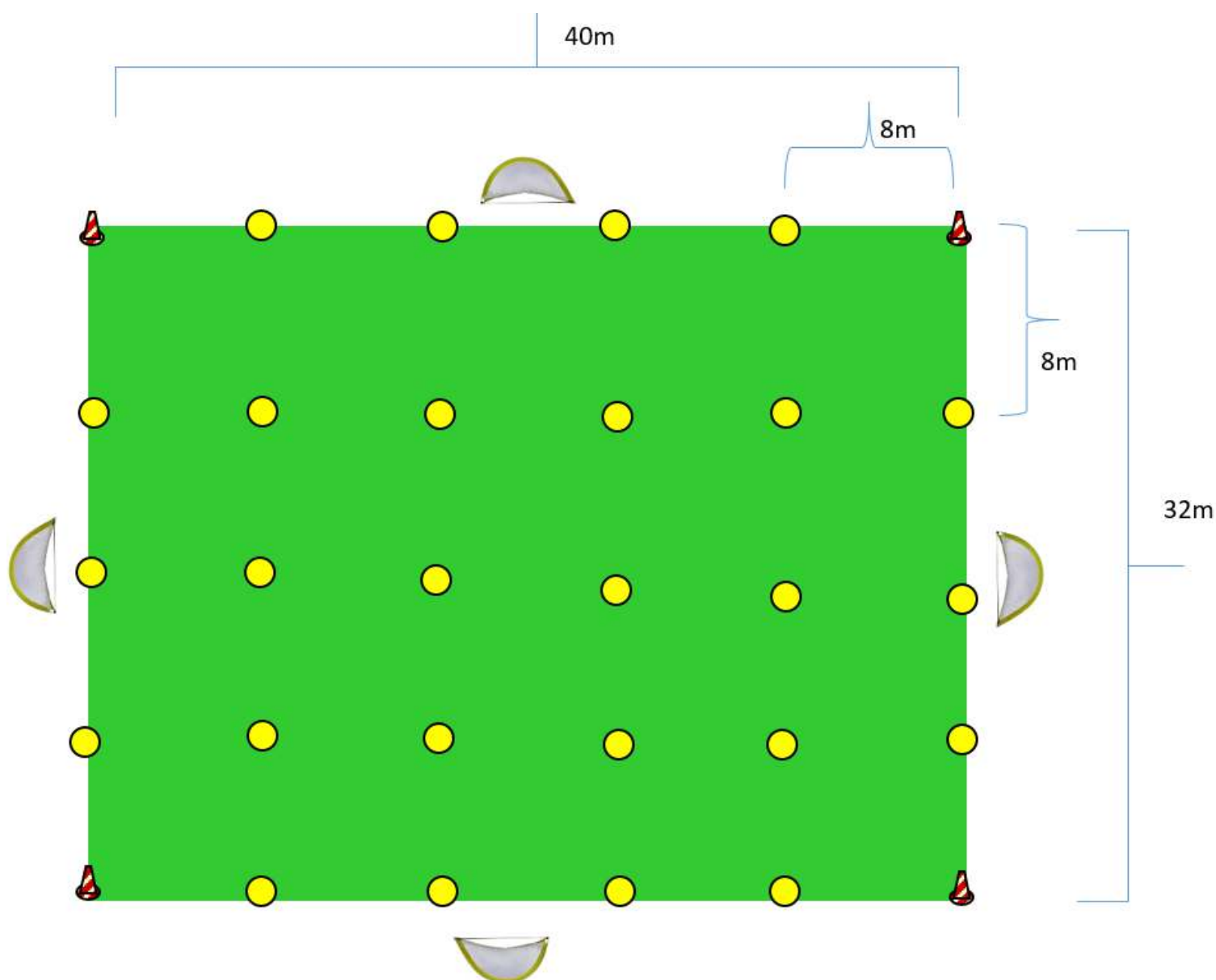


For U8's and U9's two weekly training sessions of 60 minutes and one game during the weekend is the recommended safe workload. Try to give the players 50-100 touches of the ball during the training sessions.

A training session for children in this age consists of 3 components: The Beginning, The Middle and The End.

1. **The Beginning (15 minutes):** The purpose of The Beginning (better known as the warm-up) is to get the kids in the right frame of mind and activate their bodies. It's unnecessary to run laps around the field and do stretches to achieve that: all sorts of relays and tagging games with and without the ball are much better (more specific, more fun) and also help develop the children's basic coordination.
2. **The Middle (20 minutes):** The Middle is the section of the training session where we conduct fun football exercises such as dribbling, passing, shooting, etc.
3. **The End (25 minutes):** The last part (The End) is allocated for playing all sorts of Small-Sided Games

We are recommending that you set up a 40m x 32m training area (divided into 8m x 8m 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 8 & 9

#### Playing Formats

The table below summarises the national playing formats for boys and girls aged Under 8 & 9:

The number of players	7-a-side including a goalkeeper Maximum of four substitutes
The field of play	Minimum: 40m long x 30m wide Best Practise: 45m long x 35m wide Maximum: 50m long x 40m wide
Goal size	3m wide x 2m high
Ball size	Size 3
Duration of the game	20 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](http://www.productsafety.gov.au).

#### Offside

There is no offside rule in AIA Vitality MiniRoos Under 8 & 9.

Game Leaders should strongly discourage children from permanently standing in blatant offside positions.

#### 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 6 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.

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 his or her 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.

#### 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 8 & 9 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.

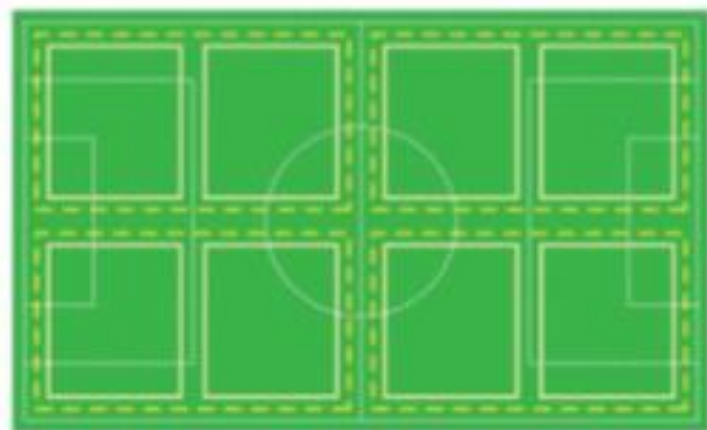
### Field Layouts

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:

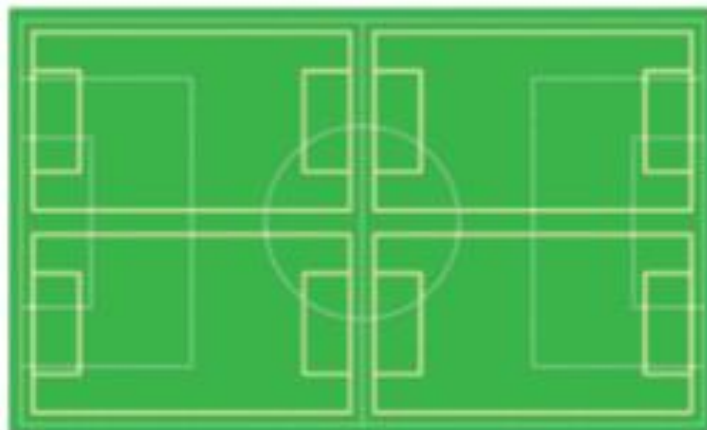
#### Under 6 & 7

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](http://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](http://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](http://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.



## U6-U9 - Training Sessions

The recommended program below is based on 2 training sessions per week & 3 components: 1v1, running with the ball, striking the ball.

	<b>Tuesday</b>	<b>Thursday</b>	<b>Sunday</b>
<b>Week 1</b>	<b>Striking the Ball (session 1)</b>	<b>Striking the Ball (session 2)</b>	<b>Game</b>
<b>Week 2</b>	<b>Running with the Ball (session 1)</b>	<b>Running with the Ball (session 2)</b>	<b>Game</b>
<b>Week 3</b>	<b>1v1 (session 1/2)</b>	<b>Intra-Club Training Match</b>	<b>Game</b>

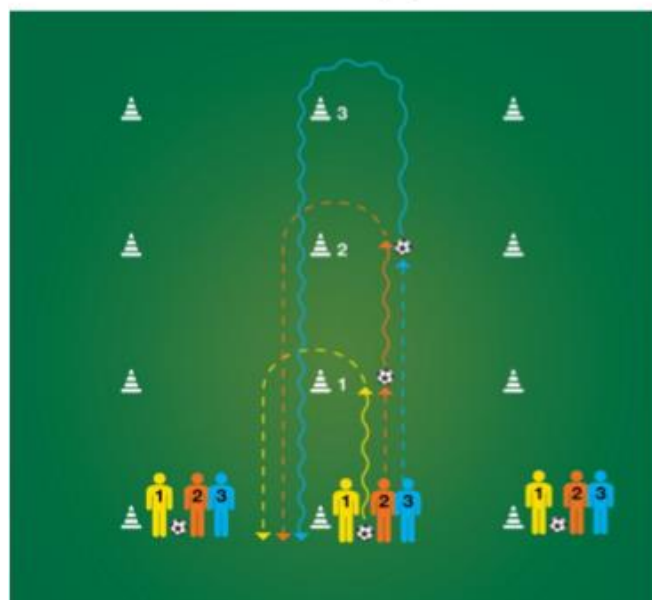
From week 4 onwards, simply repeat the above. The idea of repeating the same component in the same week is that repetition is helpful in instilling those requisite skills. Follow the CHANGE IT guideline in the Resources section towards the end of this manual to make a session harder or easier depending 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 3<sup>rd</sup> week are designed to teach the kids 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.

## Striking the Ball (session 1)

### BEGINNING: RELAYS (3)



Each group starts with 1 ball

Player 1 dribbles the ball to marker 1, and leaves it there. Then runs around the marker and tags player 2 at the starting point.

Player 2 runs to the ball, collects it from marker 1, dribbles it to marker 2 and leaves it there, then runs around the marker and tags player 3 at the starting point.

Player 3 runs to the ball, collects it from marker 2, dribbles with it around marker 3 and brings it back to the starting point.

Change the player numbers regularly

#### PROGRESSION

- Players to use their right foot only
- Players to use their left foot only

### MIDDLE: BEEHIVE

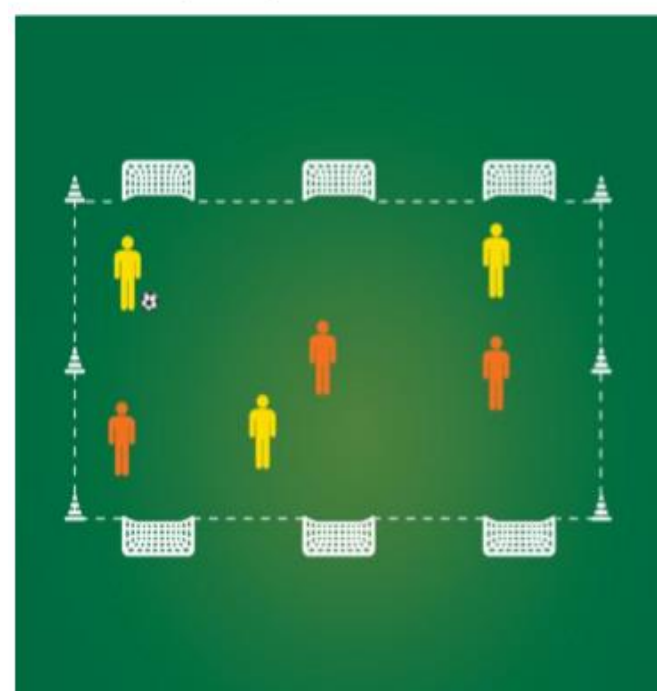


Six players with a ball each dribble around an area about 7m x 10m.

They attempt to kick the other players' balls out of the area while keeping their own ball under control. The players must be careful – while they are kicking someone's ball out, someone else might kick theirs out!

If their ball is kicked out, the player must leave the area immediately without kicking any other balls out. The player can fetch their own ball and wait until there is a winner and the game starts again.

### END: 3V3/4V4/5V5 TRAINING GAME



Field dimension is short and wide

Length: 15m

Width: 15m - 20m

Goal: 3 goals on each byline (as shown in diagram)

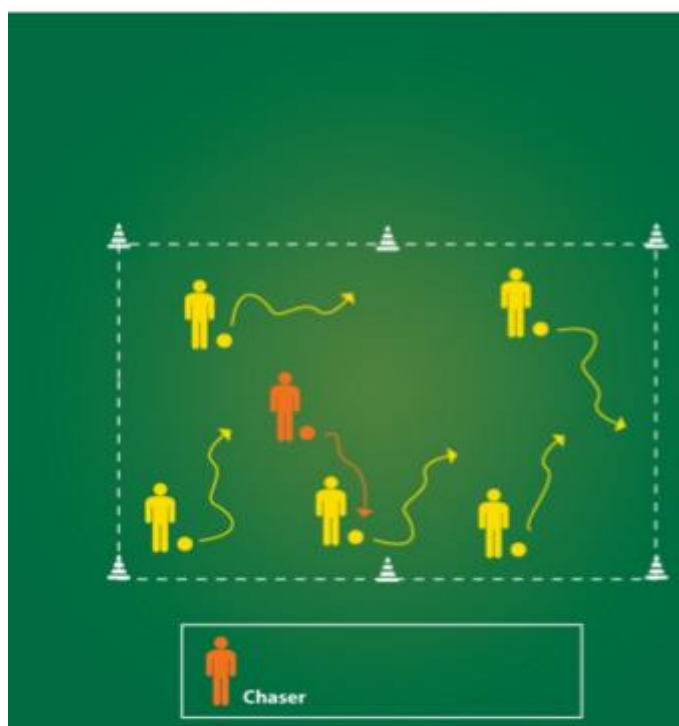
### NOTES ON THIS EXERCISE

This game encourages shooting as often as possible



## Striking the Ball (session 2)

### BEGINNING: DRIBBLE TAG

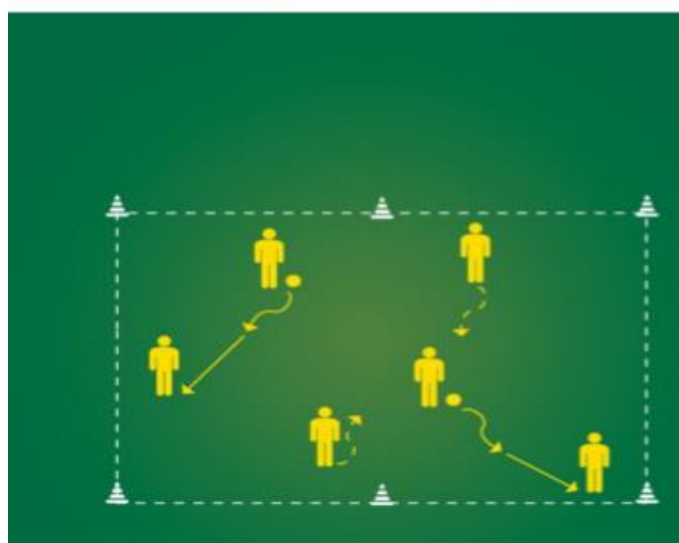


In an area about 10m x 14m, players dribble their balls around.

A 'chaser' is nominated and they try to tag the other players while keeping control of their own ball. The other players avoid him or her while keeping control of their balls.

If you are the tagger you must carry a bib so everyone knows who the chaser is.

### MIDDLE: PASS AND MOVE



This activity requires two players with a ball and four players without.

The players with the balls start by dribbling, while the other players move freely around the area. When the ball carriers see another player ready to receive the ball, they pass to them, then move to another part of the area. When a player receives the ball, they dribble until they can see another player who is ready to receive the ball. They then pass the ball to that player and move. Players are constantly moving, either looking to receive one of the two balls, or looking to pass to one of the players without a ball.

#### PROGRESSION

Three players with a ball and three without

#### NOTES ON THIS EXERCISE

This activity helps develop vision and communication and introduces the concept of passing the ball to a team-mate, which is often difficult to grasp for a naturally self-centred under-seven!

Passing will begin to be more evident from under-eights upwards.

### END: 4 SIDED FOOTBALL (3V3/4V4)



Length: 20m

Width: 20m

Gates: 4 gates of 1m–2m wide inside the area (as shown in the diagram)

Players can score by passing the ball through any one of the 4 gates (and from either side) to one of their team-mates

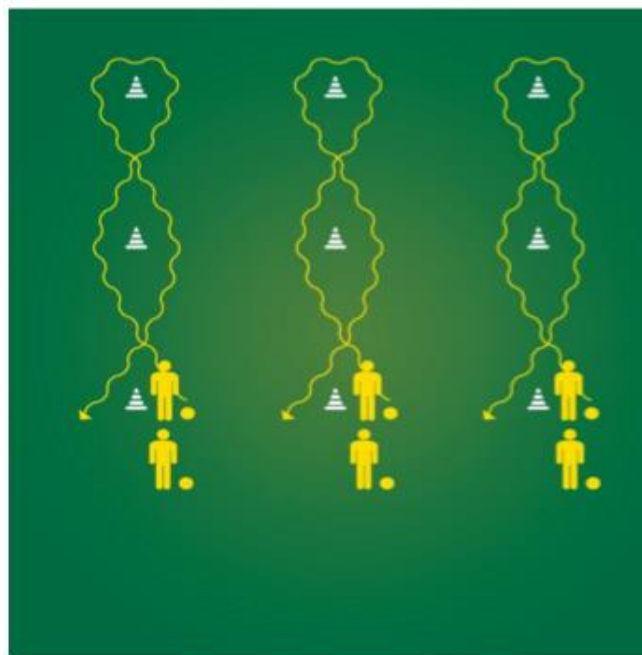
#### NOTES ON THIS EXERCISE

This game encourages passing and supporting



## Running with the Ball (session 1)

### BEGINNING: FIGURE 8 RELAY



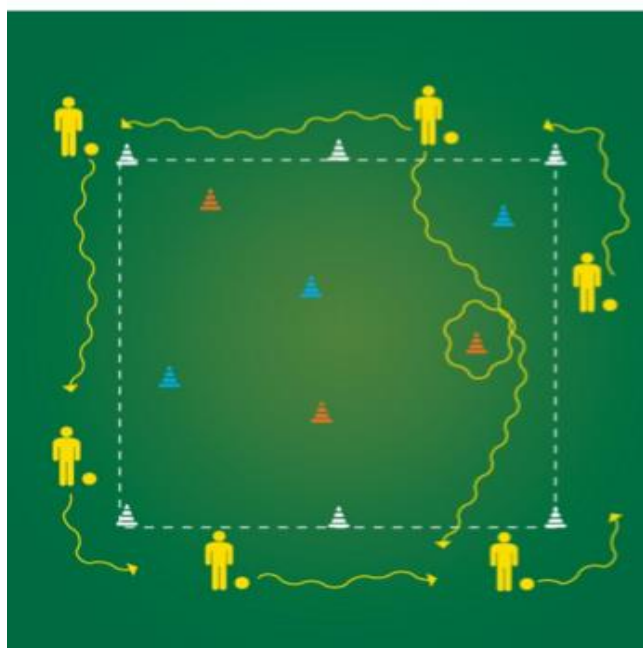
Each player starts with a ball, and dribbles around the first marker and then the second marker in a figure 8 type direction (as shown in the diagram)

Upon returning to the starting point, the next player starts the same pattern with their own ball

#### PROGRESSION

- Players to use their right foot only
- Players to use their left foot only
- Players to use the inside of their foot only
- Players to use the outside of their foot only
- Each group to use one ball only, where the ball is exchanged at each end upon completing the figure 8

### MIDDLE: COLOUR CODE



This activity should be arranged in a square 15m x 15m and requires at least three cones of two or more colours placed randomly inside the square.

Players dribble their balls round the outside perimeter of the area.

Call out a colour and the kids must dribble into the square, around the cone of that colour, and back outside the square. The winner is the first one back outside with their foot on their ball.

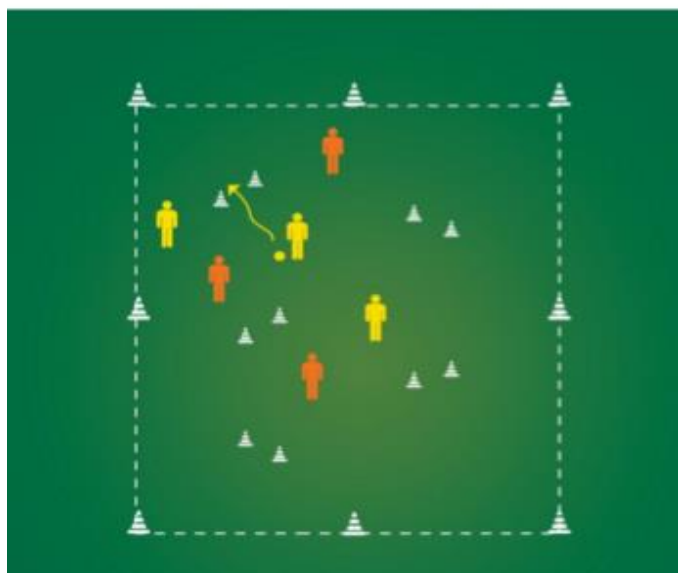
Remind players to keep their heads up and watch out for possible collisions.

#### PROGRESSION

- Round all cones of that colour
- Players to use their right foot only
- Players to use their left foot only
- Players to use the inside of their foot only
- Players to use the outside of their foot only

There are more possible variations, limited only by the number and colour of your cones, and your imagination!

### END: DRIBBLE TO SCORE (3V3/4V4)



Length: 15m–20m

Width: 15m

Goal: none (make 4 or 5 gates of 1m–2m width inside the area)

#### NOTES ON THIS EXERCISE

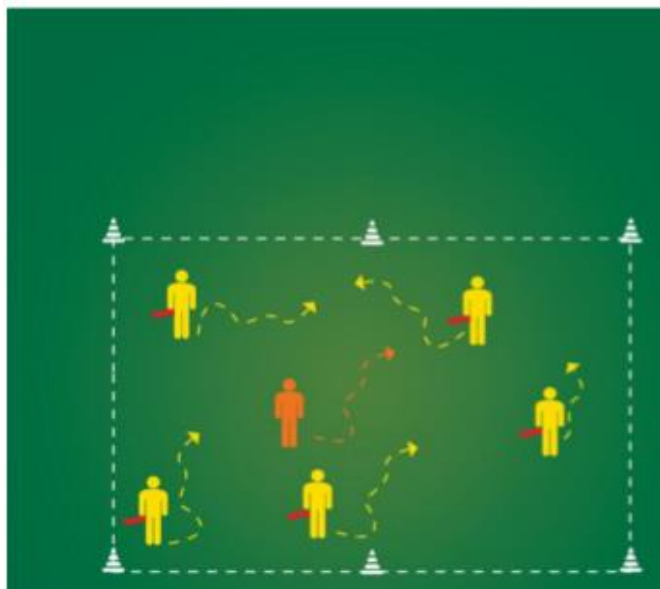
To score a goal, dribble the ball through any one of the gates

This game encourages dribbling

Players cannot score in the same gate consecutively

## Running with the Ball (session 2)

### BEGINNING: CATCH THE TAILS



One or more players are 'hunters'. They chase the other players and try to remove their 'tails'. If a player's 'tail' is taken, they become a 'hunter'.  
(Bibs tucked into shorts can function as 'tails').

#### PROGRESSION

The 'hunter' dribbles their ball while trying to remove the 'tails'

Players with 'tails' dribble their balls while trying to avoid the 'hunter'

### MIDDLE: SIMON SAYS



Players dribble freely around the area with a ball each. Give the kids various tasks and challenges, which they must do **ONLY** if you say 'Simon says' at the start of the sentence. Therefore, sometimes you use 'Simon says' and sometimes you don't – see who's listening!

The players must avoid touching anyone else's ball, and must not let anyone else touch their own ball.

#### POSSIBLE TASKS

**STOP!** (Means stop dead with your foot on your ball)

**TURN!** (Quickly go the other way with your ball)

**OUT!** (Run outside the square and put your foot on your ball)

**CHANGE!** (Leave your ball and find another one to dribble; who is the last one dribbling a new ball?)

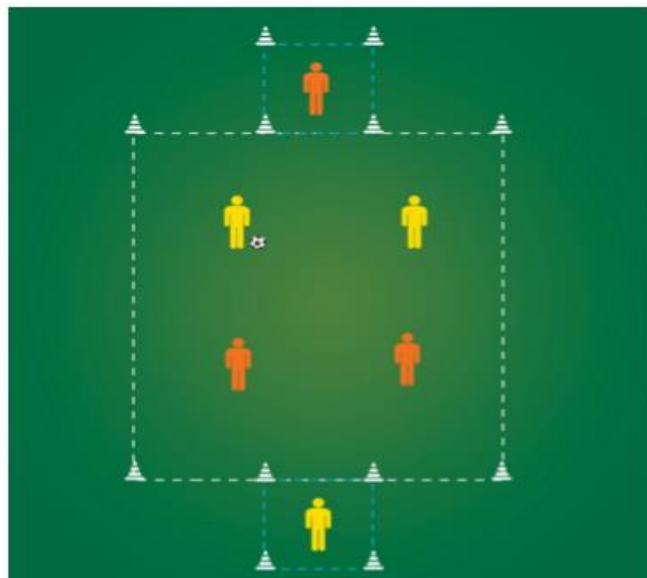
**LEFT!** (Dribble around the area touching the ball only with your left foot)

**RIGHT!** (Dribble around the area touching the ball only with your right foot)

Use your imagination!

Use instructions like 'Simon says sit next to your ball' or 'Simon says get a drink from your bag', to give the players a rest when needed.

### END: 2V2/3V3/4V4 END ZONE FOOTBALL



Length: 20m

Width: 15m

Goal: create an end zone (a square 2m x 2m) behind the centre of each byline

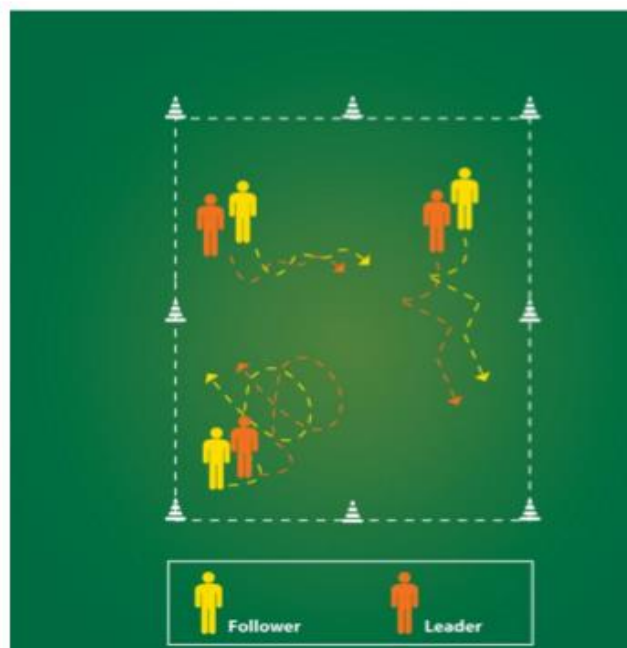
To score the players must pass the ball to their own player in the end zone who must stop/control the ball in the area

#### NOTES ON THIS EXERCISE

There are no goalkeepers

Rotate players in the end zone every 1-2 minutes

## BEGINNING: ME AND MY SHADOW



Players get into pairs; one is designated as 'leader' and the other as 'follower'.

The 'leader' moves around the field, changing speed and direction frequently, and perhaps adding a variation here and there, such as a jump or a ground touch.

The 'follower' then copies everything the 'leader' does.

Change roles regularly and also change partners regularly.

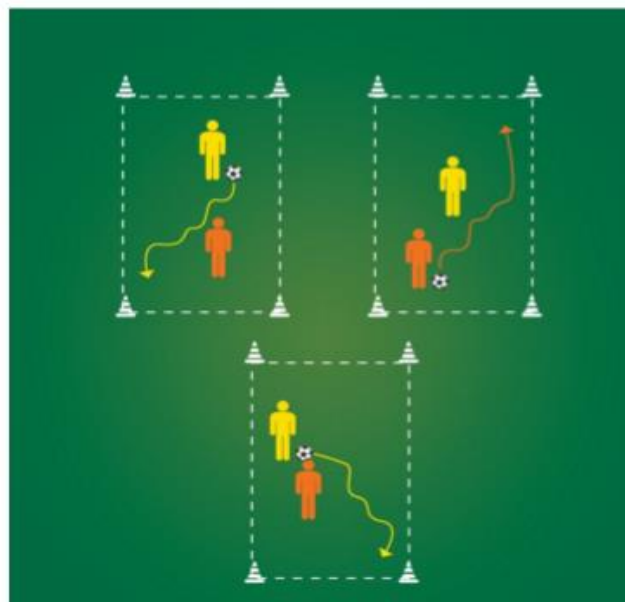
### PROGRESSION

The leader (only) has a ball

The leader and the follower both have balls

The follower has a ball (this is a difficult progression so instruct 'leader' to jog at medium speed around the area, with occasional random changes of direction)

## MIDDLE: 1V1 MINI GAMES



Make three small areas about 10m x 7m.

Players play 1 v 1 on each mini-field and score by dribbling the ball over the opponents' line.

Think of safety when setting up; avoid scenarios where players could dribble into each other by allowing buffer zones.

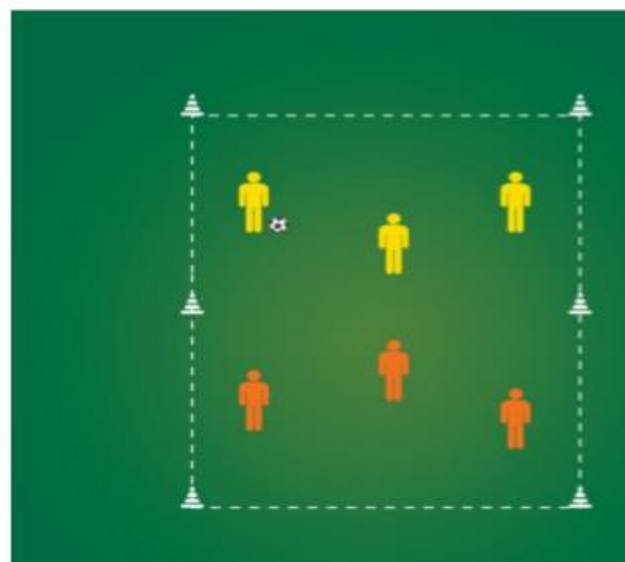
### GUIDELINES FOR 1V1 MINI GAMES

Keep rotating so opponents are changed regularly. Rotation also allows a period of rest, so control how long rotation takes depending on how fatigued the players seem. You could also give some brief hints to the whole group in order to give them a rest.

Games should be no longer than 1 minute maximum.

If enough cones are available, progress to a small goal on each end-line for players to score in.

## END: LINE FOOTBALL 3V3/4V4



Length: 20m

Width: 15m

Goal: none

### NOTES ON THIS EXERCISE

Usual rules, but method of scoring is to dribble the ball across the opponents' end line

This game encourages dribbling and 1 v 1 skills



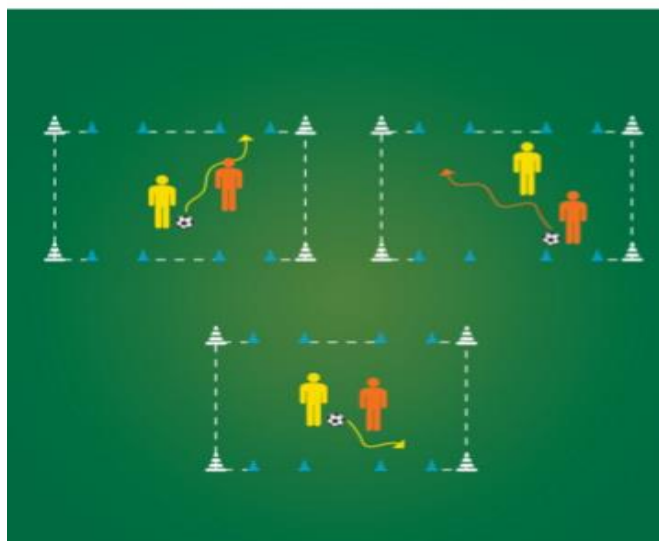
## BEGINNING: DRIBBLERS AND COLLECTORS



Two players without a ball link hands and move around the area trying to kick other players' balls out. They are the 'collectors'.

When a player's ball is kicked out, they immediately join the 'collectors', so that there are now three players with hands linked chasing the others (then four and five) until everyone is out. Then two new 'collectors' start chasing.

## MIDDLE: 1V1 MINI GAMES (1)



Make three small areas about 10m wide x 7m-8m long (field is short and wide).

Two gates 2m wide placed on each byline, approximately 1m away from each corner marker.

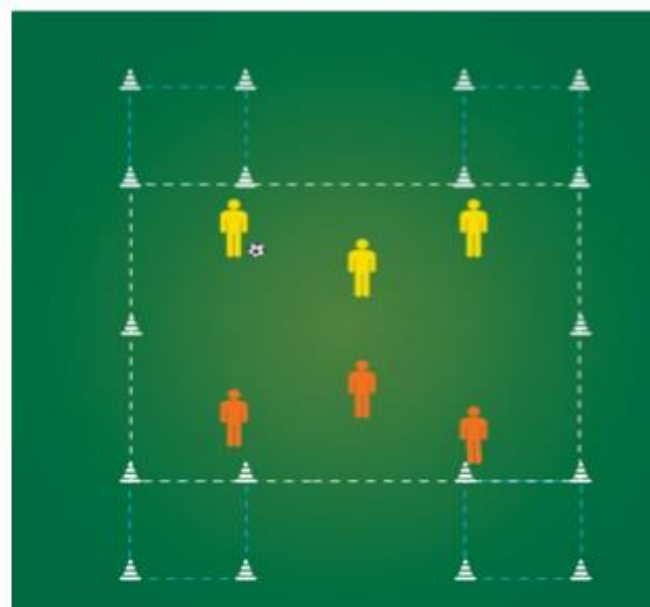
Players play 1 v 1 on each mini-field and score by dribbling the ball through one of the gates.

Think of safety when setting up; avoid scenarios where players could dribble into each other by allowing buffer zones.

### NOTES ON THIS EXERCISE

Keep rotating so opponents are changed regularly. Rotation also allows a period of rest, so control how long rotation takes depending on how fatigued the players seem. You could also give some brief hints to the whole group in order to give them a rest.

## END: LINE FOOTBALL 3V3/4V4



Field dimension is short and wide

Length: 15m - 20m

Width: 20m - 25m

Goal: none

Usual rules, but method of scoring is to dribble the ball across the opponents' end line

### NOTES ON THIS EXERCISE

This game encourages dribbling and 1 v 1 skills

### PROGRESSION

- Add 2 scoring zones behind each byline (as shown in the diagram)

- To score, players must dribble the ball over the byline, but also stop the ball in the scoring zone



## Added Bonus – Video Sessions Filmed for the Older Age Groups (Community Program)

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>

## 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

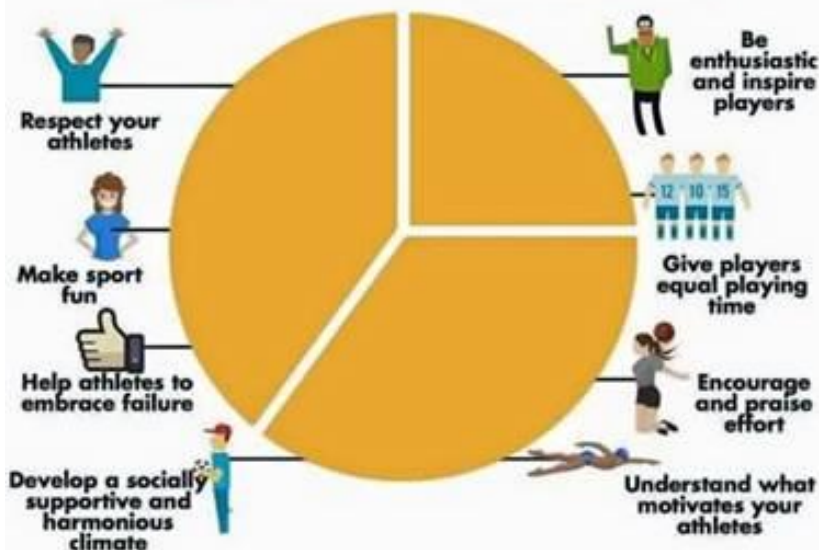
## WHY DO CHILDREN PLAY SPORT?



## 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

## Canning City – Player Grading Sheet (for U8s and U9s)

Age Group: \_\_\_\_\_ Coach/Assistant Coach: \_\_\_\_\_ Date: \_\_\_\_\_

1 grading session only. **A very soft grading session**, designed to place the more advanced players together. The objective is to look for skill. Organise skill development exercises (striking the ball, running with the ball & 1v1) to split the group into 2-3 tiers. Run small sided games only (eg 2v2, 4v4, 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. She should keep her spot in the strongest team.

**Grading:**

[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/>