

# LINDFIELD FC

# COACHES MANUAL

MINIROOS PROGRAM 2021



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# WHAT'S INSIDE



PHILOSOPHY



ENCOURAGEMENT



DISCOVERY PHASE



EDUCATION



WHAT TO COACH?



COACHING TIPS



THE FOUR E'S



SESSION FORMAT



EXPECTATIONS



SESSIONS



ENVIRONMENT



GAME DAY






# MINIROOS PHILOSOPHY



## It's simple.

The aim of the MiniRoos program at Lindfield FC is to help players to learn and understand the game, within the context of a fun, safe and developmentally appropriate learning environment.

In doing so, we hope players develop a lifelong love of the game of football and Lindfield Football Club, by creating a family friendly and inclusive atmosphere.



**“To facilitate the players’ discovery of the objectives of football and the basic player actions required by providing a fun football environment.”**

# Who are we coaching?



## THE DISCOVERY PHASE (5-8 YEARS)

In order to create a developmentally appropriate learning environment, we as coaches, need to understand the players we are coaching. For the MiniRoos program, this involves understanding the 5-8 year age group, of which Football Australia has termed, the Discovery Phase.

The work of Swiss psychologist and developmental theorist, Jean Piaget, tells us that children perceive the world differently than adults. They're **NOT** just mini adults, so we can't just treat them like they are.

Therefore, as coaches, we need to create an environment that is tailored to our audience: kids. We know that the reason for kids playing football is for enjoyment, so we will play lots of mini football related games that kids will enjoy.

We also know that the proficiency of a skill will increase likelihood of continuing the learning. Thus we will include repetition and gradual increase in challenge of skills that players will use playing football, like dribbling and 1v1 skills.

Lastly, we know that the game is the most enjoyable part of sport, and arguably one of the best teachers, so we will learn the game by playing the game. The session should always then finish with a standard game of (MiniRoos) football.

“

Piaget's theories centre on his discovery that children perceive the world differently than adults and that their development proceeds in determined stages which always follow the same sequence.

”



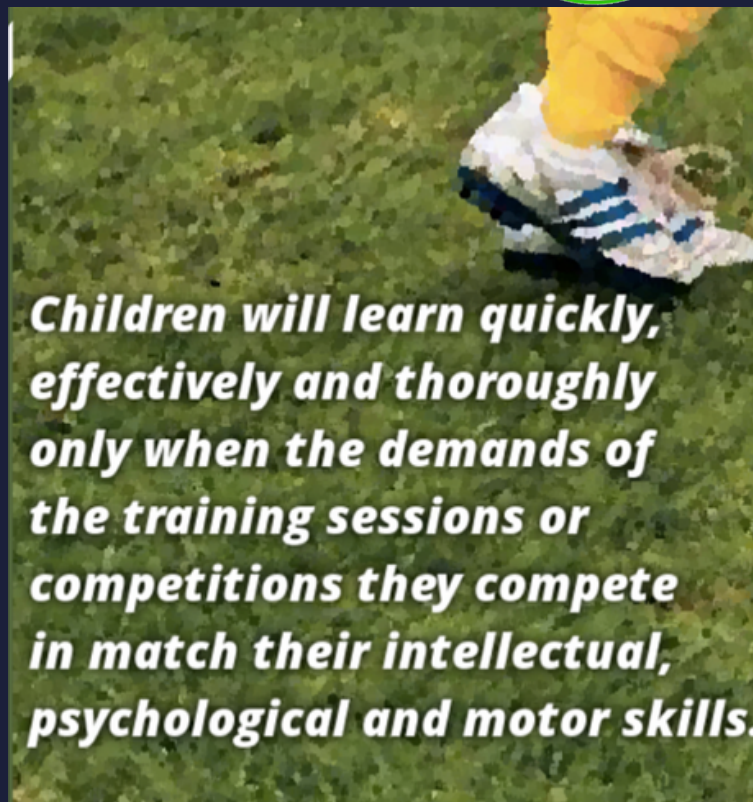
# What will we be coaching?



The characteristics of players in the discovery phase will form a basis of what we teach them. As you can see from the characteristics outlined by Piaget (see below), players have very distinct abilities based on their brain development. They are not mini-adults, so the activities we focus on will match the learning characteristics of the player's stage/age. The main skills the program will focus on developing through fun games and activities are:

- **Dribbling** - players are egocentric and have a short attention span, so every player will often have a ball at their feet, allowing as many touches on the ball as possible.
- **1 v 1** - players are focused on one task at a time (the ball), so playing games with one ball against one other player will allow players to learn the game in its simplest format, one against one.

Important elements of the game like **passing** and **shooting** will be present, but will be more difficult for players to learn, because a player's concept of space and time is still developing. For the same reasons, positions and goalkeeping won't be explicitly taught in this age group.



***Children will learn quickly, effectively and thoroughly only when the demands of the training sessions or competitions they compete in match their intellectual, psychological and motor skills.***

## Preoperational Stage AGES 2 - 7

### MAJOR CHARACTERISTICS & DEVELOPMENTAL CHANGES:

- CHILDREN TEND TO BE EGOCENTRIC (ME, ME, ME).
- STRUGGLE TO SEE THINGS FROM THE PERSPECTIVE OF OTHERS. (WON'T PASS)
- THEY THINK ABOUT THINGS IN VERY CONCRETE TERMS (FOCUSED ON FAIRNESS)

## Concrete Operational AGES 7 - 11

### MAJOR CHARACTERISTICS & DEVELOPMENTAL CHANGES:

- LIMITED ABILITY TO DO MORE THAN ONE TASK AT A TIME.
- CONCEPT OF TIME & SPACE RELATIONSHIP IS JUST BEGINNING TO DEVELOP.
- HAVE LIMITED OR NO CAPACITY FOR "TACTICAL" DECISION MAKING.

# The 4 E's of Coaching



In the MiniRoos program at Lindfield FC, we have summarised the role of the coach into the 4 E's, that will be explored with their own chapter in this manual.

Firstly, the role of the coach should be to create a safe learning environment, where players are comfortable to take risks with their learning, make friends and become the best footballer they can be. The first two E's, Environment and Expectations, will explain how to achieve this environment.

Secondly, a coach should aim to help players learn and understand the game, through the fun football related games they play. This will be further discussed in the Education chapter, outlining how the games they play will be tailored to their developmental age and use evidence based learning strategies around the learning process.

Finally, a coach will help players develop a love of the game. In order to keep players playing football throughout their life, we have an important role in developing a love of the game, this is outlined in the Encouragement section of this manual.

In this manual, we're not saying this is the right or only way to teach football. We're not saying other ways are the wrong way. All we're providing is a way that we use and have used in our time coaching and teaching for over ten years. A way that is tailored to meet the needs of players at this stage of their learning journey.

## Role of the Coach

1

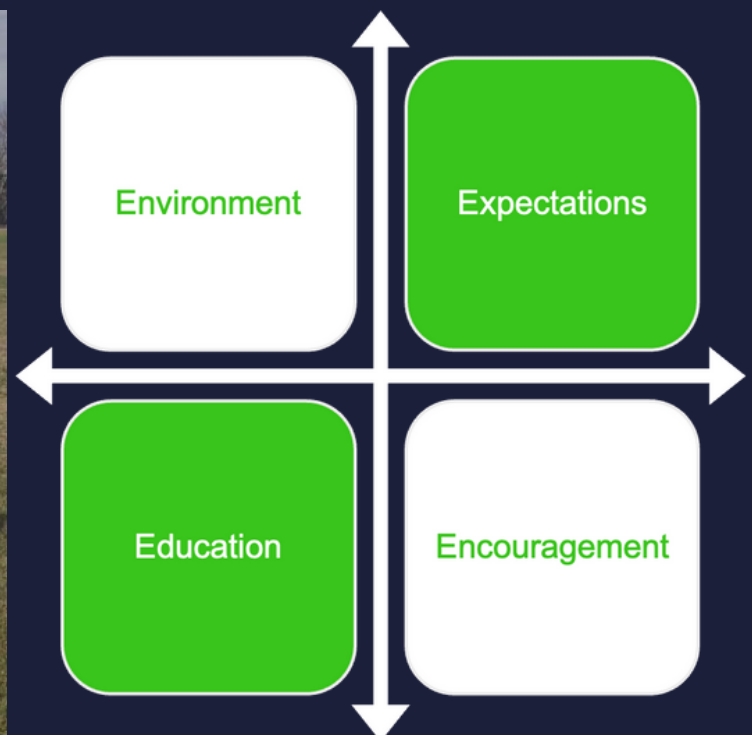
**CREATE A SAFE  
LEARNING  
ENVIRONMENT**

2

**HELP PLAYERS  
LEARN &  
UNDERSTAND  
THE GAME**

3

**DEVELOP A  
LIFELONG LOVE  
OF THE GAME**





# Power of Expectations



**Expectations are the second vital cog in creating a learning environment. How can you expect someone to do something if you haven't explained to them what you expect?**

Charles Kettering's quote is backed by current research in schools, which shows that higher expectations of students influences performance. A teacher who expects more from their students, will get more from them. The opposite is also true. Low expectations undermine achievement. Those who expect less, get less. If you expect someone to perform poorly, there is a high probability they will!

So, as coaches, we don't want some of our players to improve, we want ALL of them to improve. So if we apply the expectation that they WILL all improve, then we have to create an environment where this can occur. In my experience as a teacher, building expectations around respect helps to foster an environment where learning is expected to take place and at a high level.

Before every session, I set my 3 expectations, around respect. We can show respect by:

**1**

**WHEN I'M TALKING, LISTEN WITH YOUR MOUTHS CLOSED AND EYES TO ME.**

**2**

**FOLLOW DIRECTIONS THE FIRST TIME.**

**3**

**TRY OUR BEST EVERY TIME!**

Now we've set our expectations, kids want to please and will aim to meet them. If they forget, a simple reminder is usually all that is required to get them back on task.

“

High achievement always takes place in the framework of high expectation.

Charles Kettering

”



# The Learning Environment



The learning Environment is the first and most important focus of a coach. How can we create a safe learning environment for our players?

“

**You learn something everyday if you pay attention.**

Ray LeBlond

”



Ray LeBlond's quote highlights that getting our player's attention is one of the key ingredients in creating an effective learning environment for players. The question is, how can I get my player's attention?

## 1. Get players attention

There are a range of tried and tested strategies for getting players attention. Try a few and see which works best for your players.

- Use a whistle: 1 whistles = freeze, 2 whistles = come in, 3 whistles = game over and pack up
- Say slowly "Stop, look and listen" and wait until everyone's listening.
- Clapping - you clap 3 times, players clap back 3 times. Do until everyone is clapping/listening.
- Say "1, 2, 3 down on one knee", players reply by getting on one knee.
- Everyone in their football position (hands on hip, one foot on the ball).

## 2. Teach the routine of attention.

Once you find one the kids respond to, teach the routine and practise, practise, practise!

"When I blow my whistle once, you freeze, 2 whistles come in, 3 whistles means it is game over!"

## 3. Do NOT speak until everyone is quiet and listening.

If you start speaking over players, you'll find players think it is ok to continue to speak when the coach is speaking and you'll find yourself losing your voice. Always wait until you have everyone's attention. Patience is key. You might stay still, look at your watch, start a timer and say: "this is game we are wasting now." or "I'm waiting until I have mouths closed, eyes to me."



# Education Principles



**When players execute more successful actions, they enjoy the game more. Enjoyment and confidence in their capabilities become the driving force for the players motivation and development.**

Our aim is to create an environment where players can solve problems within their capabilities, because a feeling of success stimulates learning. The principles of learning that create the environment that nourishes learning are outlined below:

1

## ACTIVATE PRIOR KNOWLEDGE

### 1) Activate prior knowledge

Learning occurs more quickly when we link new learning to what we already know, so it is good practise to always keep reminding players what we have learned previously.

*"Last week we learnt ... This week we're going to use this during our session when..."*

This works even better when we get players to actively recall what they have learnt through asking questions?

2

## REPETITION

### 2) Repetition

The best way to learn a game is by playing the game. The more a player plays it, the more they'll understand the game and it will stimulate communication and decision making. This is why we repeat each training session three times, with increasing difficulty each time we play. By playing games, not only will they learn the skill, but they will begin to better recognise a game situation and learn in what situation to use this skill.

3

## SCAFFOLDING

### 3) Scaffolding

Scaffolding is a process through which a coach helps a player and then tapers off this support as it becomes unnecessary—much as workers remove a scaffold from a building after they complete construction. Thus, the art of coaching is to adapt instruction to the children's ability and capacity level. Here we need to recognise if a player finds something too easy or too hard, we adjust it so they can complete it successfully.



# Encouragement



Research from schools shows that **Feedback** is one of the most powerful influences on student achievement. **Encouragement, or positive reinforcement** is thus our last E that will help our players learn

Feedback is an important way in which coaches can communicate their expectations to their students and engage players in their learning of football.

Children become highly motivated when their efforts in mastering skill is praised. Positive reinforcement that reflects a players' performance on specific tasks, clearly identifying for players where and why mistakes have been made and emphasising opportunities to learn and improve.

## Examples of what a coach giving positive reinforcement might say:

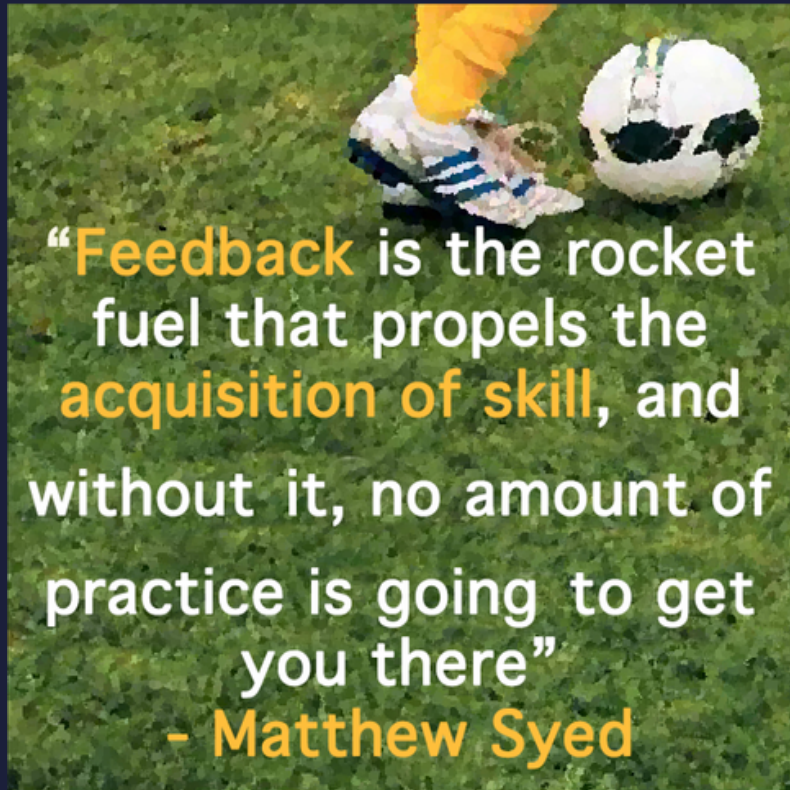
*"I like the way...", "I love how..."*  
*"You must have tried really hard in order to be able to do that"*

The encouragement of good behaviours will see players emulating those being praised. For example:

*"I can see Sam is using their big toe and little toe to dribble, well done!", "Jo is in their football position, good job!"*

Adding questions can also allow the player to find their own solutions through reflection.

For example:  
*"How can you get to the goal without him getting your ball?"*  
*"What can I do to stop the other team from getting the ball?"*



## MORE EXAMPLES OF WHAT THE COACH MIGHT SAY:

- "WHO IS SHOWING ME THEIR BEST DRIBBLING?"
- "LOOK AT HOW TONY HAS THEIR HEAD UP LOOKING FOR SPACE"
- "I LOVE THE WAY TAYLOR IS USING BOTH THEIR FEET."
- "CAN WE CHANGE DIRECTION AND EXPLODE INTO THE SPACE LIKE A ROCKET?"





# Tips of the Trade



The information in this manual will take time to master, and by trying to add little bits from this manual each week, you will find you will have a better grasp of the role of coach. This last chapter are some trade secrets, ones that will make your sessions go smoothly the more you use them.

We know our 5-8 year old players have short attention spans, and they learn best by doing.

Therefore, these three tips are designed to help you keep the players playing for as long as possible and the coach talking for as little as possible.



## 1. Set up the players in their positions in the exercise.

Put the players in their positions for the exercise, this paints a picture for the words you are using, because they are already where they need to be. Add in the ball and we're away with the activity.

## 2. Explain the objective.

Make your objective quick. The aim is to get them playing as soon as possible, aim for within 90 seconds!

"Do this, if this happens do this, now play"

## 3. Play for at least 2 minutes before stopping

Let them play for at least 2 minutes without stopping them, this allows for players to self-organise and solve problems they may have in their understanding on their own. Players learn better by doing, so let them do it!

# SESSION FORMAT



A familiar atmosphere at training for players will allow players to feel comfortable in their environment, which in turn, allows learning to take place. By providing structure, predictability, and opportunities for active player participation in the session, we can create an environment that is safe and comfortable, allowing optimal learning to take place. This is why the format should remain consistent throughout the season. A common format we like to use at Lindfield FC is the Beginning - Middle - End format.

Players should have an arrival activity that can easily be added to as more players arrive, usually a tag game. Each session has a focus ie dribbling, and the coach has a beginning game that will get players moving with the ball and introduces the focus of the session. Next is the middle, a game that allows players to further develop the skill focus of the session and the lastly finish with the end, which should ALWAYS end with a game.

## SESSION FORMAT

### **Arrival Activity (See Warm Up)**

The aim of the beginning of the session should be to get players moving. This can be achieved by:

- Free movements & Fundamental movement development
- FUN - we want players to love coming to football.

### **The Beginning (See Games 1 & 2 for Dribbling, Passing, 1v1 or Shooting)**

The aim of the beginning of the session should be to get players moving with the ball. This can be achieved by:

- Each player with a ball where possible (can each player get 200+ ball touches?)
- Basic coaching advice
- Include competition and/or goals

### **The Middle (See Games 3 & 4 for Dribbling, Passing, 1v1 or Shooting)**

The aim of the middle should be fun for the players and be related to football.

- Football is very complex, so should be simplified for younger players.
- Introduction to the fundamental form of football, not fast-track to 11v11 which is the adult version of the game.
- Demonstration is important here, use players where you can
- Some coaching points should be added.

### **The End (See Match Set Up)**

The aim of the end of the session is the game. ALWAYS finish your training with a game!

Children must experience the feeling of playing a game every time they come to the field. They will gradually learn concepts like:

- My team against their team
- I score in that goal and stop them scoring in my goal.
- LET THEM PLAY, so less coaching.
- Guidance on rules they'll experience on the weekend is ok. EG: For a goal kick, the opposing team comes back to half way.



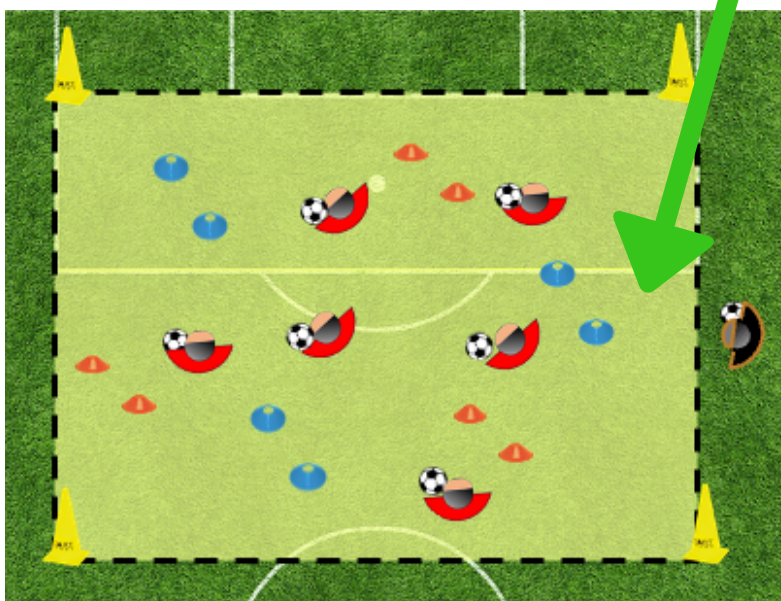
# SESSION PLANS

Each game will have a name, to help with explaining & kids remembering the game for the next week.

Each game will have a diagram giving a visual representation of what the game looks like. This will help you picture what position players can be in when you are explaining. Remember the coaching

Each game will have a description to accompany the diagram. It should outline the aim and the scoring system.

## GAME 1: DRIBBLE GATES



### **Drill Description**

Each player has a ball and must dribble through as many gates as possible in an allotted time (20 - 30 second intervals).

### **Progression:**

1. Dribble with right foot/left foot only. Alternate gates: blue, red, blue
2. Players must complete a ball mastery skill each time they dribble through a gate. Red gate = 5 toe taps (rock the boat), Blue gate = 5 Sole taps.
3. Use the above + Add a defender in! - Defender must try and steal someone's ball, if your ball is stolen you become a defender.

### **COACHING TIPS:**

- How can I keep the ball under control? **Small touches - big toe little toe**
- How do I know which gates are open? **Head up and look (scan)**
- What can I avoid other players? **Accelerate after going through gate**

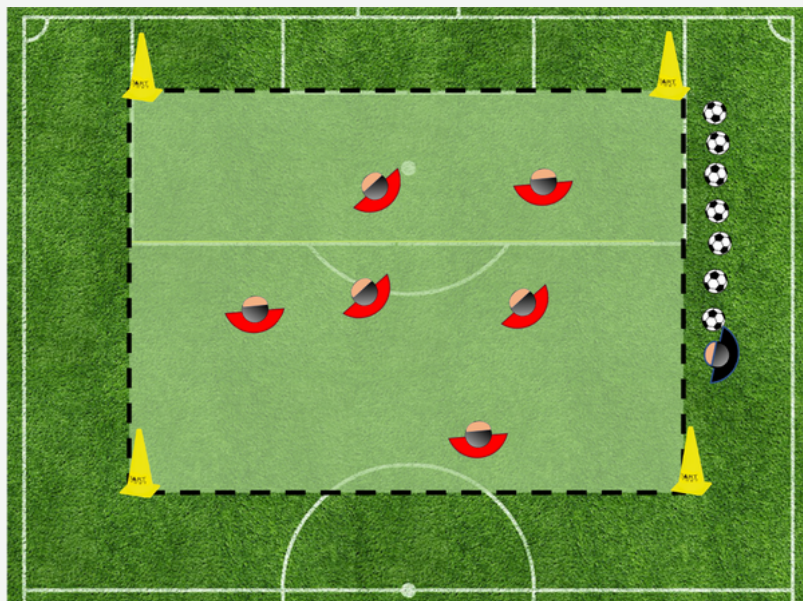
Feedback is like learning rocket fuel, so here you will find 3 simple questions to ask the players about how to be successful in the games! Model answers are in bold.

Each game will have progressions you can use to make the game more challenging and to increase player enjoyment. You might play the game one week, so the players learn it and understand it, then the next week, play it again and add the progressions that suit. Don't be afraid to try your own progressions!

# ARRIVAL/WARM UP GAMES



## OPTION 1: SURVIVOR TAG



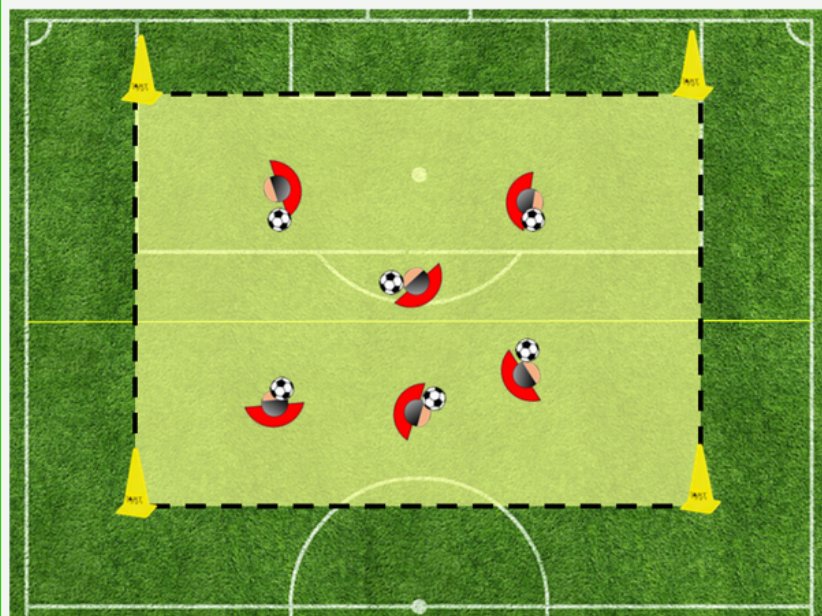
### **Drill Description**

Players are in a square and are all taggers. If you get tipped, you sit down until the person who tipped you is tagged and sits down. If players tip each other at the same time, they do a scissors, paper, rock battle to see who stays up.

### **Progression:**

1. Call "goal break", this means the game restarts and everyone sitting down stands up again. Call it regularly so players aren't sitting down too long.
2. Play rounds, every 2 minutes, those standing are survivors and get a point.
3. Play with footballs, so players have to dribble.

## OPTION 2: 4 CORNERS



### **Drill Description**

Players each have a ball in an area with 4 cones in the corners. Players dribble around the square until the coach calls out "4 corners". Players then have 5 seconds to get to a corner and stand in their football position (hands on hips, one foot on the ball). Count down to get players moving quickly!

### **Progression:**

Ask players to do the following:

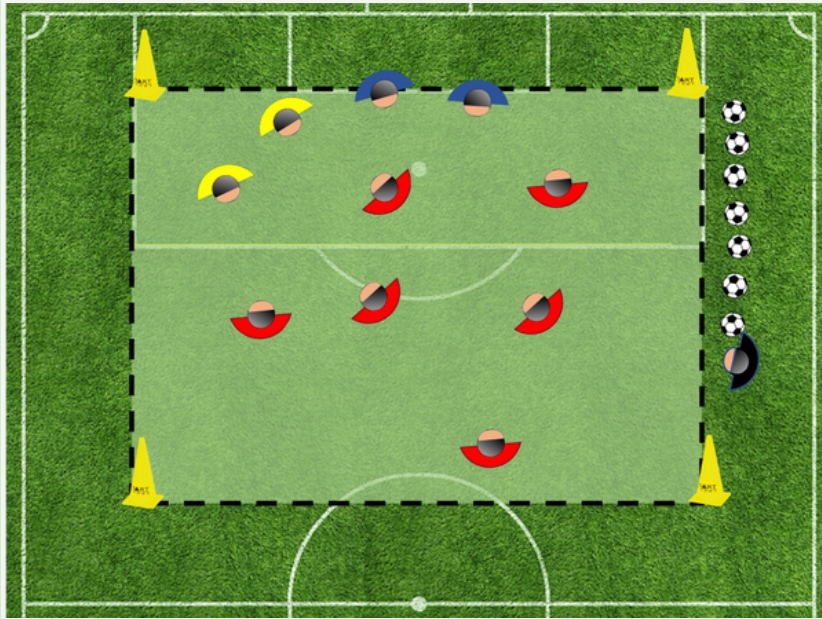
1. Dribble with left foot only.
2. Dribble with right foot only.
3. Side rolls (use sole of the foot to roll the ball)
4. Drag Backs (use the sole to change direction)
5. The Flash (full speed dribbling)



# WARM UP GAMES



## OPTION 3: FROST & THAW



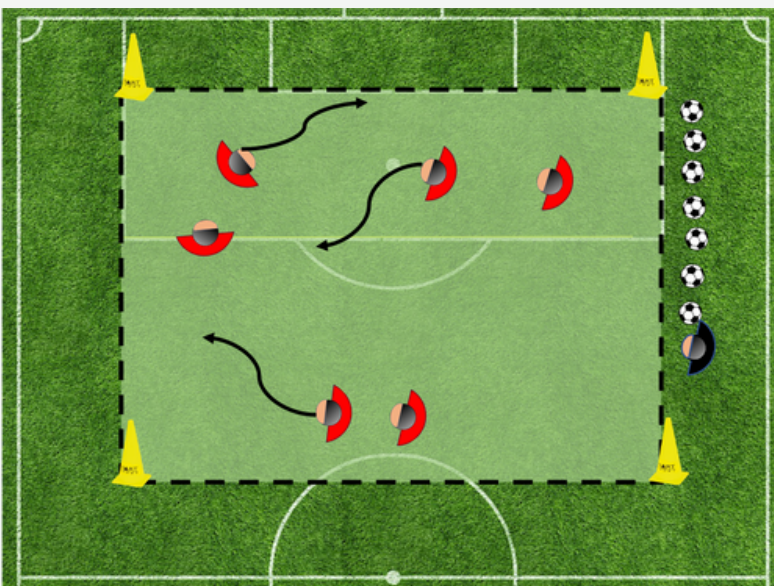
### **Drill Description**

Players are to move around the playing area. Two taggers (frost - in blue) aim to tag the players, if tagged, players have to freeze (balance on one leg, with arms out). They stay frozen until the saviours (thaw - in yellow) come to unfreeze them.

### **Progression:**

1. Change up taggers and saviours.
2. Change movement patterns.  
Running, skipping, side galloping.
3. Play with footballs, so players have to dribble.

## OPTION 4: PARTNER TAG



### **Drill Description**

Players split into pairs. One partner is the runner, the other is the tagger. The tagger gives the runner three seconds to get away before chasing and tagging them. Players swap roles. Play for 30 seconds.

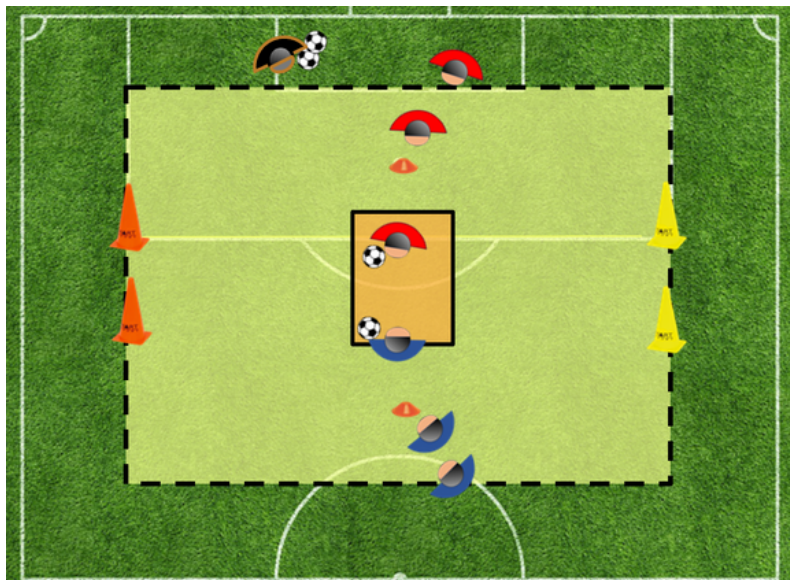
### **Progression:**

1. Swap partners every 30 seconds.
2. Change movement pattern (skipping, side galloping)
3. Play with footballs, so players have to dribble.



# DRIBBLING GAMES

## GAME 1: REACTION RACES



### **Drill Description**

Players are split and line up behind two opposite cones. Players 'rock the boat' until the coach calls out a colour (of the witches hats). If 'Orange', both players dribble towards the orange witches hats and the first player to knock down their cone gets the point.

- Start with sole taps
- Balls start in the middle and players run around an extra cone before dribbling to the cone

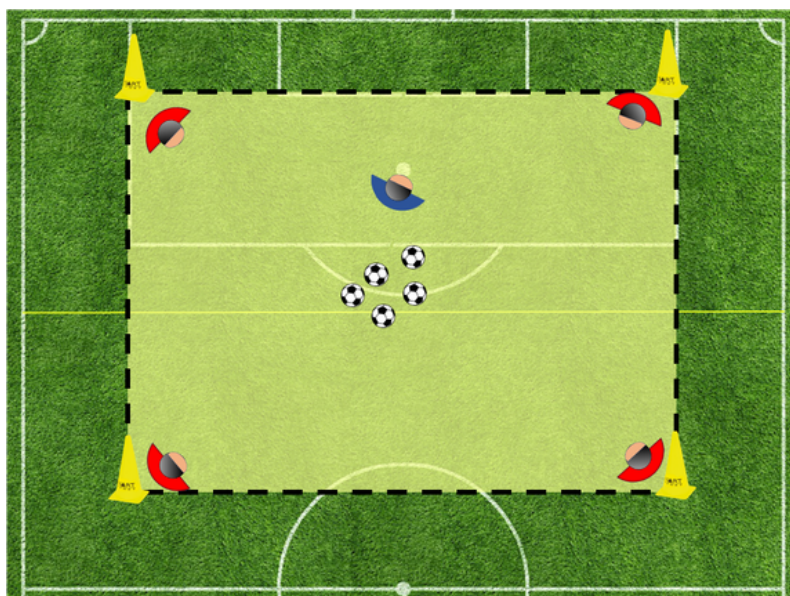
### **Progression:**

1. Balls start in the middle, players start on their cone, and sprint in to the ball and dribble to the cone.
2. Play with one ball the coach plays in to make it a 1v1.

### **COACHING TIPS:**

- How can I keep the ball under control? **Small touches - big toe little toe**
- How do I know where the cones are? **Head up and look (scan)**
- What can I do to get there first? **Run fast with the ball (Accelerate)**

## GAME 2: ROB THE NEST



### **Drill Description**

4 players are stationed on the outside of a square at each corner cone. Their objective is to run to the middle square, collect a ball and dribble it back to their corner. When there are no more balls in the middle, they can take from other players. They can only collect one ball at a time, and have to stop after 1 minute.

### **Progression:**

1. Add a guard who tries to protect the balls in the middle, by tackling anyone with a ball and returning it to the nest.
2. Add a guard who can tip players without a ball and they have to return to their cone, touch and then go again.

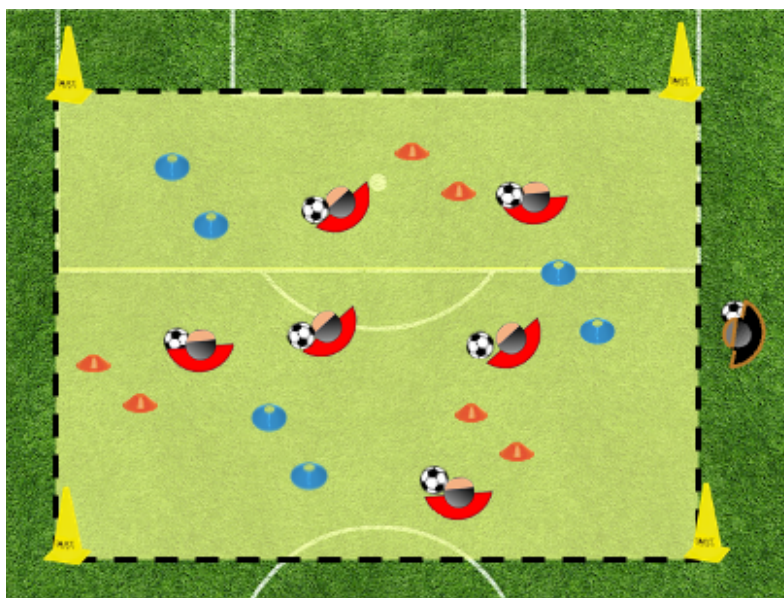
### **COACHING TIPS:**

- How can I keep the ball under control? **Little toe big toe touches**
- How can I protect the ball from the robber? **Keep body between ball + robber**
- Where should I dribble to avoid the robber? **Away from the robber (into space)**



# DRIBBLING GAMES

## GAME 3: DRIBBLE GATES



### **Drill Description**

Each player has a ball and must dribble through as many gates as possible in an allotted time (20 - 30 second intervals).

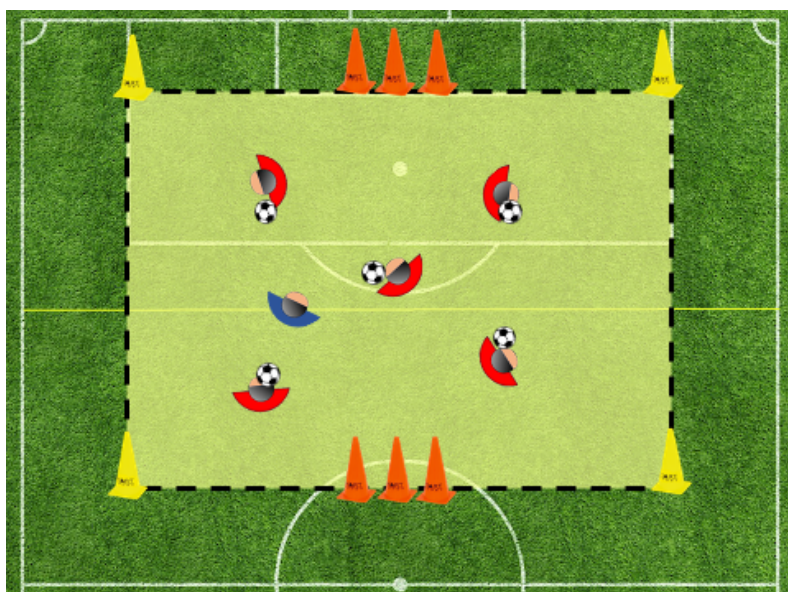
### **Progression:**

1. Dribble with right foot/left foot only. Alternate gates: blue, red, blue
2. Players must complete a ball mastery skill each time they dribble through a gate. Red gate = 5 toe taps (rock the boat), Blue gate = 5 Sole taps.
3. Use the above + Add a defender in! – Defender must try and steal someone's ball, if your ball is stolen you become a defender.

### **COACHING TIPS:**

- How can I keep the ball under control? **Small touches - big toe little toe**
- How do I know which gates are free? **Head up and look (scan)**
- What can I avoid other players? **Accelerate after going through gate**

## GAME 4: DRIBBLERS & ROBBERS



### **Drill Description**

Players are spread out inside the yellow cones with a ball. They are the dribblers, and their objective is to keep control of the ball inside the cones. One player is designated the robber, their objective is to steal the ball. The person they steal the ball from is now the robber.

### **Progression:**

1. Start with 1 robber, then restart a new round with 2 robbers.
2. Robber steals ball and shoots into the orange cones to get a point. 1 minute rounds.
3. Split players into 2 teams, dribbler team starts with the ball and try to score in one goal, robber team in the other goal.

### **COACHING TIPS:**

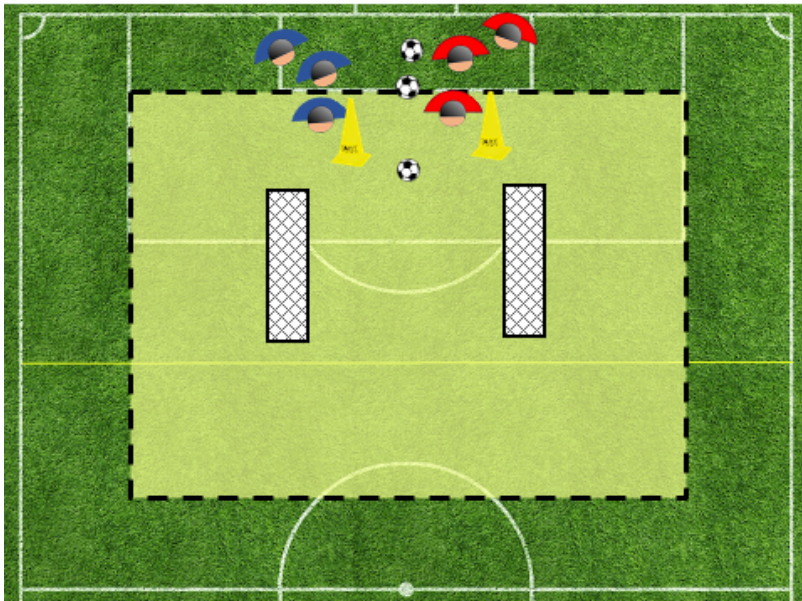
- How can I keep the ball under control? **Little toe big toe touches**
- How can I protect the ball from the robber? **Keep body between ball + robber**
- Where should I dribble to avoid the robber? **Away from the robber (into space)**



# 1v1s GAMES



## GAME 1: 1v1 (BACK 2 BACK)



### **Drill Description**

Players are set in two lines facing two goals that are back to back. Coach passes the ball between the goals and two players race to get the ball first, and then try to score in EITHER goal. If one is blocked, go to the other!

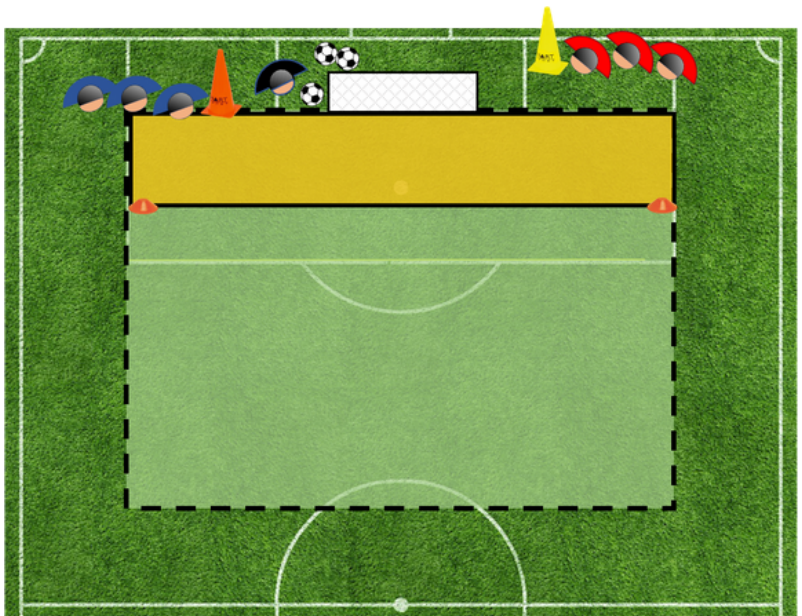
### **Progression:**

1. Change partners, so players have a turn against others.
2. Have one line of players at the other end and the game starts with one team passing to the other line.
3. Have one line of players at the other end and the game starts with one team passing to the other line, but make it a 2v2.

### **COACHING TIPS:**

- How can I get to the ball first? **Run as fast as I can.**
- How can I get to the ball to the goal? **Dribble quickly.**
- What can I do if one goal is blocked? **Change direction.**

## GAME 2: 1v1 (BEHIND THE GOAL)



### **Drill Description**

Players are set in two lines facing each other at opposite corners of the mini field. Coach passes the ball between into the middle and two players race around a cone to get the ball first, and then try to score in the goal assigned to them.

### **Progression:**

1. Change partners, so players have a turn against others.
2. Have players line up at the cones on halfway and run around the corners.
3. Players start at halfway and run around the goal to get the ball, you can make it a 2v2 game.

### **COACHING TIPS:**

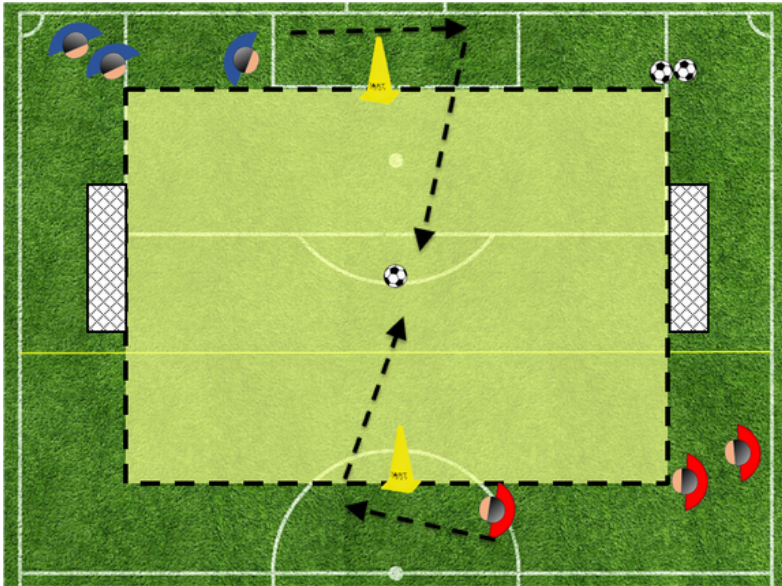
- How can I get to the ball first? **Run as fast as I can.**
- How can I get to the ball to the goal? **Dribble quickly.**
- What do I need to protect? **The goal** How can I protect it? **Move to the player with the ball**



# 1v1s GAMES



## GAME 3: 1v1 (RACE AROUND)



### Drill Description

This 1v1 with a goal at each end, starts when the player with the ball calls out "are you ready", when the other player calls out "yes", the player with the ball starts dribbling and tries to score in the goal at the other end. If tackled, that player can score in the other player's goal.

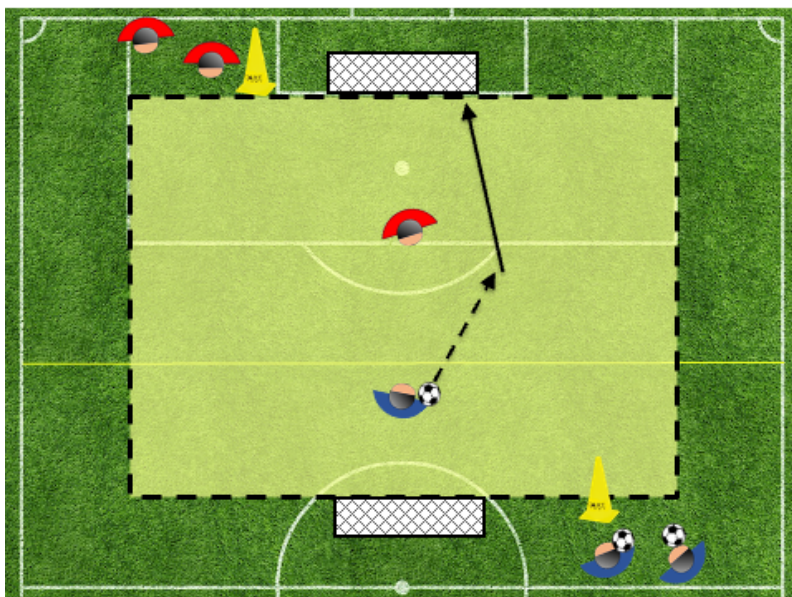
### **Progression:**

1. Make it a race, try to score in 10 seconds.
2. Coach rolls the ball in and it is a race to see who gets it first.
3. Try to shoot behind the scoring zone (red cones). Play numbers - Give players numbers and #1 plays #1, #2 plays #2, #3 plays #3 from each line.

### **COACHING TIPS:**

- How do I know if I can shoot? **Head up and look**
- How can I get past the other player? **Try to make them go one way, and you go the other, quickly!**
- What do I need to protect? **The goal** How can I protect it? **Move to the player with the ball**

## GAME 4: 1v1 (MINI MATCH)



### Drill Description

This 1v1 is with one goal, and the players in two lines behind the goal. The coach plays the ball in, and then it is a race to see who gets the ball first to score in the goal. Either player can score.

### **Progression:**

1. Coach counts down, score in 10s, 7s
2. Start with one team starting further back (yellow cone)
3. Try to shoot behind the scoring zone (red cones).
4. Play numbers - Give players numbers and #1 plays #1, #2 plays #2, #3 plays #3 from each line.

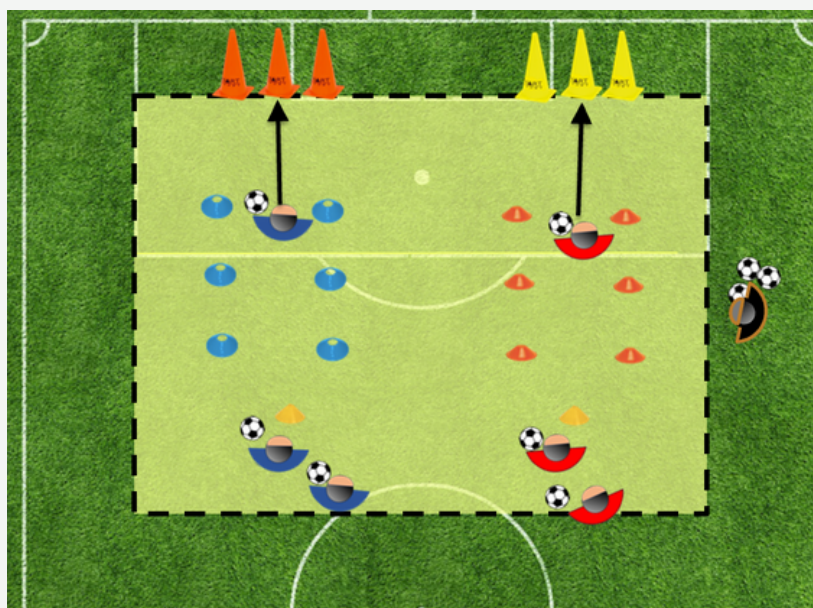
### **COACHING TIPS:**

- How do I know if I can shoot? **Head up and look**
- How can I get past the other player? **Try to make them go one way, and you go the other, quickly!**
- What do I need to protect? **The goal** How can I protect it? **Move to the player with the ball**



# PASSING GAMES

## GAME 1: KNOCK EM' DOWN



### Drill Description

Players line up behind the end cone. The objective is to knock down the skittles by passing the ball. One point for every skittle knocked down. Swap lines after 5 minutes.

Orange Line – Pass with right foot.  
Yellow Line – Pass with left foot.

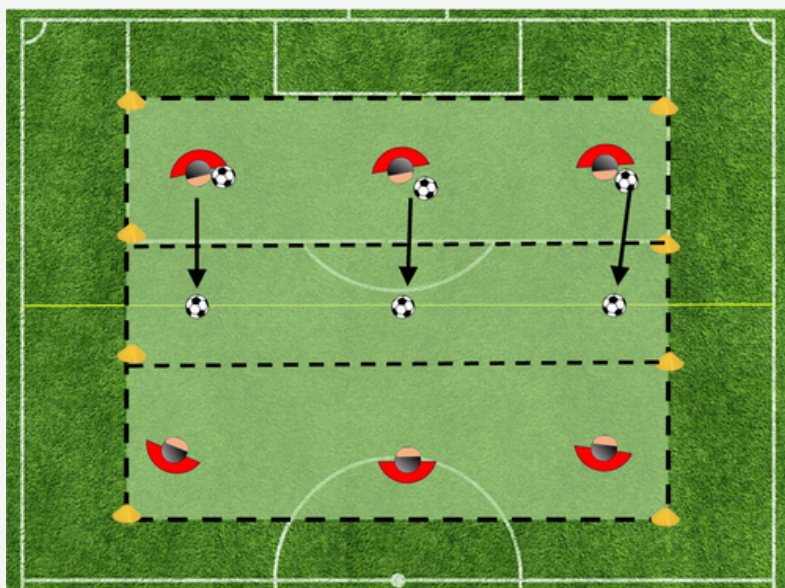
### Progression:

1. 3 points and move to the next level (next set of cones further back).
2. Dribble up to the cone before passing.
3. Team mate passes the ball forward and player has to run to meet it before passing towards cones (through ball)

### COACHING TIPS:

- What part of my foot can I pass with? **Inside of my foot**
- What pass will knock em' down? **A strong pass**
- How can I see the target? **Head up and look**

## GAME 2: TARGET PRACTICE



### Drill Description

Players are split in 2 separate teams, one on each side of a no-go zone. Aim is to pass their ball and hit the target ball in the no-go zone for a point. Play for 2 minutes and see how many points.

### Progression:

1. Replace ball with a witches hat they have to knock down to get a point.
2. Add a player in the middle (alien) who tries to intercept the ball. If alien gets the ball, they get a point. Play for 1 minute and swap aliens.
3. Alien in the middle can now swap with an astronaut if they win the ball. Passes must be along ground. Astronauts can start to dribble into the no-go zone and then pass to get a bonus point.

### COACHING TIPS:

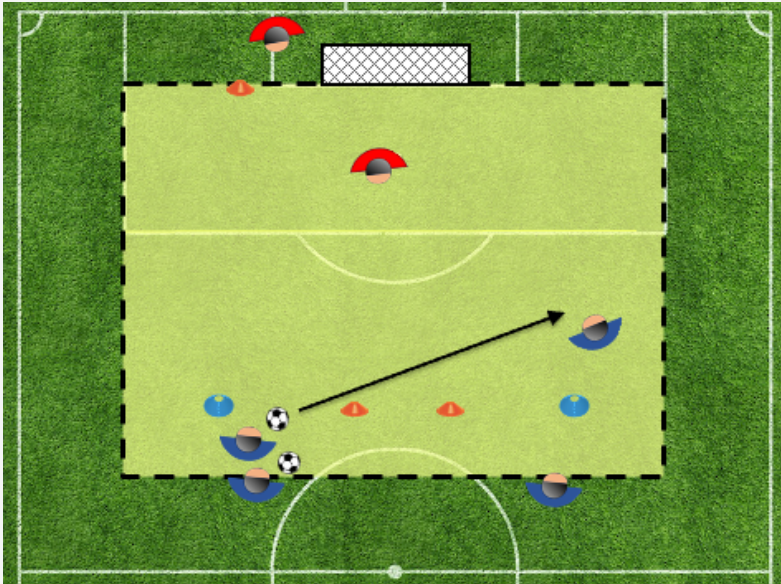
- What part of the foot can I use to pass the ball? **The inside of my foot.**
- How can I get the ball to the other player? **Make it a strong pass.**
- Where can I control the ball? **Towards the place I want to go (directional control)**



# PASSING GAMES



## GAME 3: 2v1 SITUATION



### Drill Description

2 players are set out behind each cone and have the objective of scoring in the goal against one defender. They must make one pass before scoring.

If the defender wins the ball, they can score by dribbling between the gates. Swap defenders about every 4 turns.

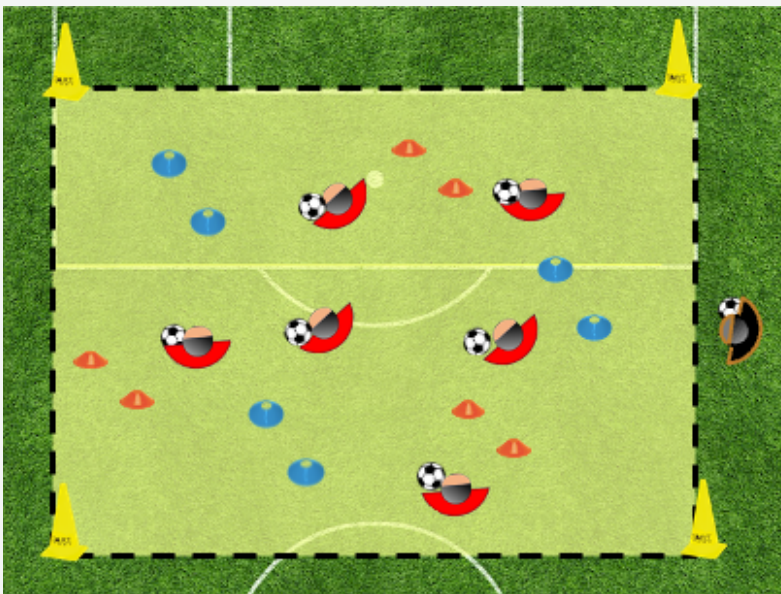
### **Progression:**

1. Swap which side the ball starts from (players can rotate sides).
2. Defender starts the game by passing the ball to the attackers.
3. Last person to touch the ball becomes defender.

### **COACHING TIPS:**

- Where can I stand where my teammate can pass to me? ***In space/ highway (a diagonal passing line)***
- When can I pass to my teammate? ***After I have attracted the defender (attract then release)***
- What if I can't pass to my teammate? ***Dribble around the defender and try to shoot***

## GAME 4: PASSING GATES



### Drill Description

Players are paired with a buddy, with one ball between them. Their aim is to pass the ball to their teammate between as many gates as they can in 30 seconds. Every gate is worth 1 point. Try to beat your score each time.

### **Progression:**

1. Start with right foot passes, then do left foot passes.
2. Alternate between coloured cones, red, then blue, then red again.
3. Pass through red, dribble through blue and vice versa.

### **COACHING TIPS:**

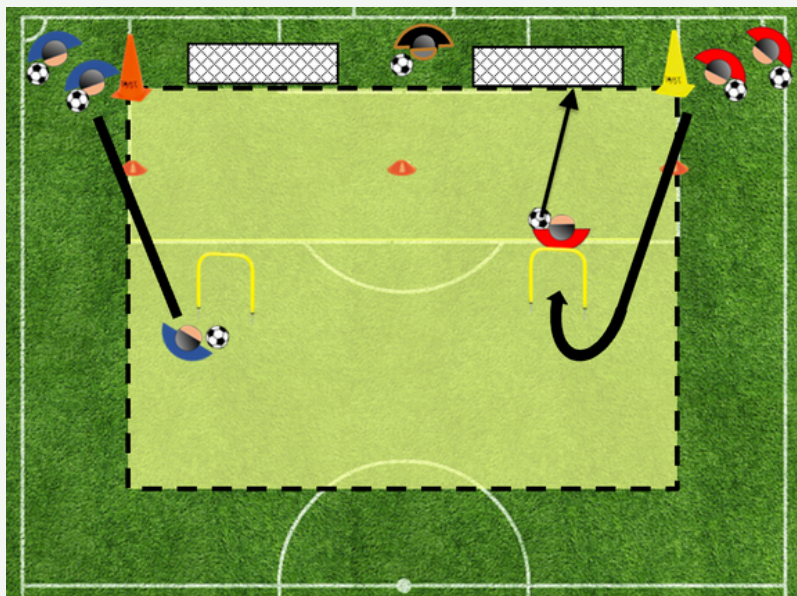
- What part of the foot can I use to pass the ball? ***The inside of my foot.***
- How can I get the ball to the other player? ***Make it a strong pass.***
- Where can I control the ball? ***Towards the place I want to go (directional control)***



# SHOOTING GAMES



## GAME 1: ROUND THE BEND



### Drill Description

The field has two goals and two gates. Players line up next the goals and have to dribble to the gate, pass the ball through the gate and then score in the goal. After scoring a goal, they get their ball and line up at the opposite line.

Orange Line – score with right foot.  
Yellow Line – score with left foot.

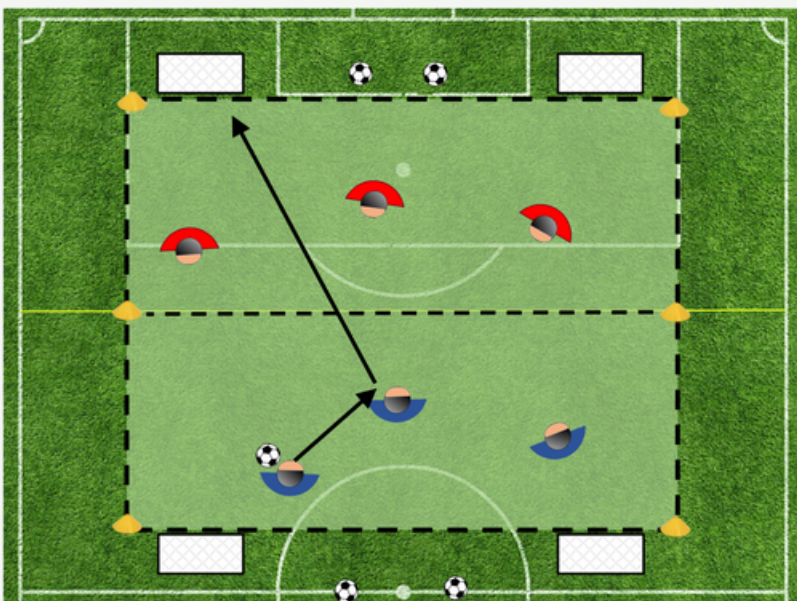
### Progression:

1. Make it a race, try to score before the other team.
2. Try to shoot behind the scoring zone (red cones).
3. Add a defender who has to try and stop the dribblers by tackling them

### COACHING TIPS:

- How do I know if I can shoot? **Head up and look**
- How can I get past the other player? **Try to make them go one way, and you go the other, quickly!**
- Where can I stand where my teammate can pass to me? **In space/ highway (a diagonal passing line)**

## GAME 2: PASS TO SHOOT



### Drill Description

Field is split into 2 halves, with one team on each side protecting 2 goals. Teams pass the ball amongst each other before sending over the line to try and score points. If intensity is too low, play with two balls simultaneously.

### Progression:

- Team aims to get the ball over opponents goal line (1p) or in goals (2p) with only a pass from their own half.
- Players can dribble over the line but must shoot before opponent tips them. If opponent tips them in their half, they get possession.
- Play a 3v3 match where the team in possession has the option to score in either of the opponents goals.

### COACHING TIPS:

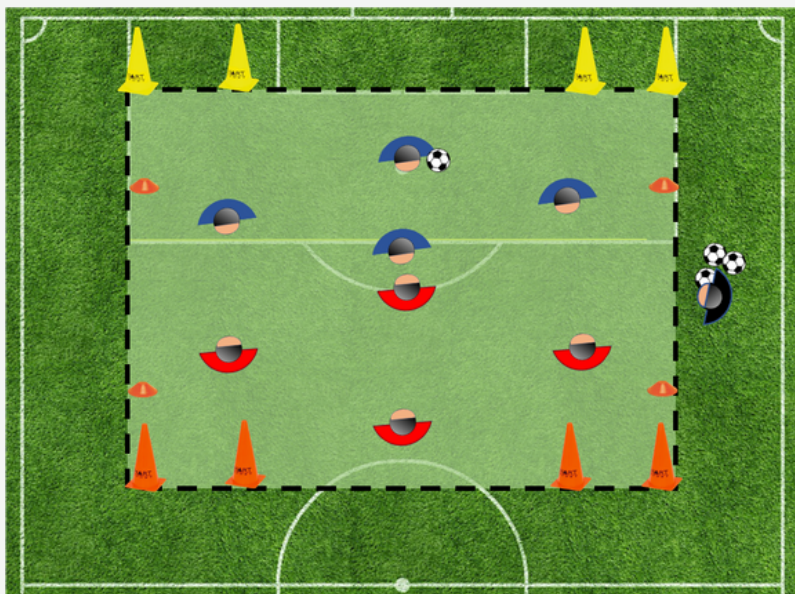
- What kind of pass will help my team score? **Strong and accurate**
- What if the other team is blocking me? **Dribble into space/pass to a teammate in a better position.**
- What can I do if one goal is blocked? **Move to the free goal (switch the play)**



# SHOOTING GAMES



## GAME 3: 4 GOAL GAME



### Drill Description

Players are split into two teams, playing a normal game, except each team has to protect two goals. If one goal is blocked switch to the other goal!

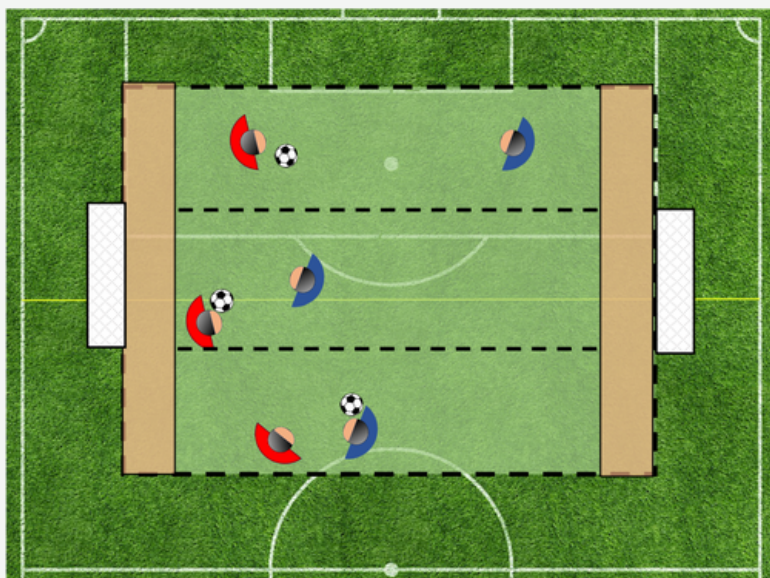
### **Progression:**

1. Add a finishing zone, must shoot inside zone or outside zone (what do you want to promote?)
2. Make it a 6 goal game, and make the outside goals worth 1 point each, but inside goals worth 2 points.
3. Add chaos by introducing 2 match balls!

### **COACHING TIPS:**

- What kind of pass will help my team score? **Strong and accurate**
- What if the other team is blocking me? **Dribble into space/pass to a teammate in a better position.**
- What can I do if one goal is blocked? **Move to the free goal (switch the play)**

## GAME 4: 1v1 GAUNTLET/LINE FOOTBALL



### Drill Description

Field is split into 3 channels, with a finishing zone at the end of each channel. Each zone has a 1v1 situation.

Aim is for player to dribble past opponent into the finishing zone for 1p

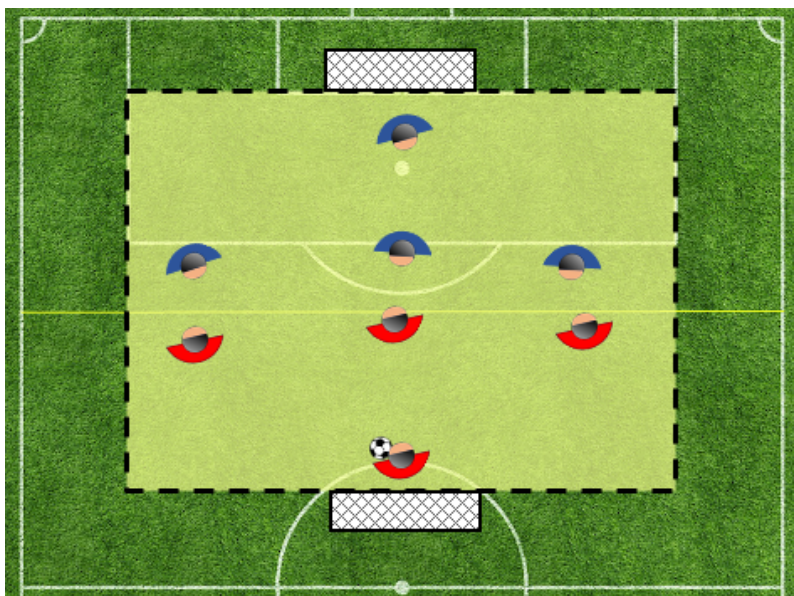
### **Progression:**

1. Score by trapping the ball in opp zone. Swap opponents every 1 min.
2. Add a goal in the middle, so players can choose to shoot for goal for 3p, but only once in zone. Middle zone players are jokers, they can move into either zone to help teammate
3. Play a 3v3 game, where players can choose to trap in zone for 1p or shoot in goal for 3p. More difficult game is where players must stay in their zones, and only score in goal.

### **COACHING TIPS:**

- How do I know if I can shoot? **Head up and look**
- How can I get past the other player? **Try to make them go one way, and you go the other, quickly!**
- Where can I stand where my teammate can pass to me? **In space/ highway (a diagonal passing line)**

# END GAME: 4v4 MATCH



The game is the players time to shine and show what they know. So, we as coaches can just 'let them play', and facilitate the fun of the game by helping with the rules of the game. However, you might find the players require some scaffolding, so some questions you could ask the players are:

### COACHING TIPS:

- How can we stand to see the other team and the ball? **Stand side on**
- If there are other players in front of me, (traffic) what can I do? **Look to pass**
- When is a good time to dribble? **When there is no traffic.**
- Where can you stand if you want your team to pass to you? **Space/Highway**
- What can you do to stop the other team from scoring? **Tackle them, get the ball.**
- Where can you stand to prevent the other team from scoring? **Block the goal**

## PLAYING RULES

### Formation

Players will naturally move towards the ball in a group (like bees to a beehive), think about Piaget's stages of development, this is because they haven't developed time, space and tactical decision making. Therefore positions aren't essential in this age group. However, we use a simple formation for restarts of play that allows players to learn a simple role of where to be when we restart the game, that begins to introduce the important concepts of width and depth. This is called the take off position.

### Take off position

The take off positions are where the players set up like a plane for goal kicks. One player at the back, two players are the wings, and one at the front (the pilot) as displayed in the diagram above. In training, this is the set up for both teams from a restart of play.

When the ball goes out for a goal kick, say **"Get into take off positions in 3, 2, 1"**

### Substitutes

Rotate take off positions regularly with subs, so players get to experience the different situations from the different parts of the field. Using a clockwise rotation system is easy and players will begin to understand where to go next. Key principles to follow using substitutes are:

- Ensure players receive even game time. Give each player a number, 1-6.
- #1 and #2 swap with #5 and #6. #5 and #6 swap with #3 and #4. #3 and #4 swap with #1 and #2, etc.
- Use a parent with a phone/watch to time the substitutes every 3 minutes.

### No goalkeepers

Players will naturally drop back to stand in the goal, so coaches will need remind players to move up with the ball, so they remain involved. Ask: **"How can you get close to the ball from where you are?"**

### Goal Kicks

When the ball goes over goal line, it is a goal kick (no corners). The back player looks to pass to a team mate. Defending team has to get back to halfway and can't tackle until opponent receives a pass. Coach can say to the defending team: **"Stay where you are until I say take off"**.

### No throw ins

You will likely need to role model for the players that when one team kicks the ball out, it is the other team's ball. To restart, a player places the ball on the touch line and can pass or dribble the ball into play.

### Goals

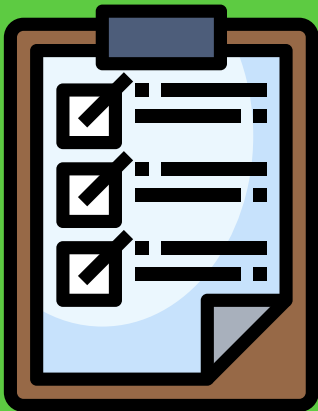
After a goal, the team who conceded kick off from halfway, with players starting in their take off positions.



# GAME DAY



First of all, game day is the kids day to experience the pure joy of playing the game of football. The coach's job is to create an environment that allows for this enjoyment. This occurs when the coach provides positive reinforcement of good behaviours on the field and ensures everyone gets a fair go, by providing equal game time for all players.



## PRE-GAME PREPARATION

Use of your Manager is vital here. If you know who is coming on match day, you can have your teams and substitutions planned ahead of time. There are a number of useful mobile apps (like TeamApp) that allow parents to notify the manager of match day attendance.

That way you can plan your subs for the game, and a parent can help on the sideline by following your list with subs every 4-5 minutes. A helpful strategy is giving each player a number, 1-6. #1 and #2 swap with #5 and #6. #5 and #6 swap with #3 and #4. Remember, we promote EQUAL GAME TIME!

## WARM UP

The aim of the warm up is to get players moving and ready for the match.

- Have players moving, like tag game (survivor or partner tag)
- If you have footballs you could play a game like dribblers and robbers.
- Play a 1v1 game where players can score in a goal or dribble over a line .

Try to avoid having players in a line and then player shooting at the goal when it is their turn. If our goal is fun and preparation for the match. Lining up won't achieve this goal!



## PRE-GAME TALK

I always keep it simple and to the rule of three. Ask the players the following questions and let them have a chance to answer.

1. When we have the ball, how can we make the field big? - spread out.
2. When we don't have the ball, what do we want to protect? - the goal.
3. When we have the ball - where can we dribble? - into space.

If we can't dribble, who can we pass to? - the free player.

Lastly let the players who will be playing and resting first know. Make sure you have a plan of when you will rotate (eg every 5 mins), so everyone gets even time. Use a countdown timer on your phone to help!



# GAME DAY



## DURING THE GAME

Remember, game day is the kids day, their chance to experience the pure joy of playing football. There isn't much enjoyable about a coach yelling instructions from the sideline. Our philosophy is to let them play. Saying as little as possible is ideal, and usually all that is appropriate is a few prompts of the rule of 3 mentioned above. For example, from a goal kick, you might ask: "how can we make the field big?" or when the other team has the ball, "how can we protect the goal?"



## HALF-TIME



You'll probably find the players will be making a beeline to their water bottles and the oranges. Let them have some time to focus on rehydrating. Once they've had a chance to devour some fructose, I again keep it to the rule of three.

1. Positive reinforcement - "I Love the way we have been..."
2. A goal to improve - "what is one thing we can do better? How can we achieve that?"
3. Interchange - let the new players know who they are replacing, and ensure you have enough on the field.

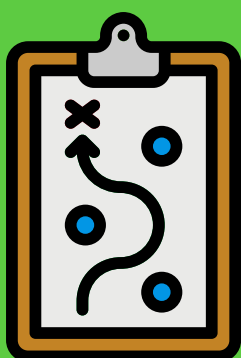
## AFTER THE GAME

Time for some positive reinforcement! Again keep it simple, start with "I really enjoyed watching you play today," The kids will likely be exhausted, so you could add one thing you were proud of the team doing as a whole, eg: "we all did a great job at protecting the goal when the other team had the ball."

Lastly, positive reinforcement for each individual player never goes astray, it could be done in front of the group, or individually on the way to the car park.



## POST GAME PLANNING



The game is a good opportunity to check players understanding of the game. After watching the game, think about how you might approach the next training session based on how the players went on the weekend.

Use "The End" of the training session to remind players of any rules they haven't followed on the weekend. For example:

- Do players know what to do when their team kicks the ball out?
- Are they getting back to halfway for the opponent's goal kick?
- Do the players remember their take off positions?