



Coaching Manual Grassroots Football

A Strategic Approach

"Give a man a fish and he will eat for a day. Teach him how to fish and he will eat for a lifetime."
Chinese Proverb

Sport4all Foundation
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Preface

Sport4all Foundation has been founded by a group of dedicated people committed to empowering and strengthening the health and well-being of disadvantaged communities through the development of ongoing and sustainable sports programs.

This resource provides the foundation for the football program to support individuals strengthen communities through sport. Sports4all Foundation is focused on developing community volunteers through sport; building confidence, self-esteem, health and community capacity.

Through the power of sport people can be empowered to achieve wonderful things for their communities – this resource is the start of your journey!

We wish you all the best and don't forget to come back often and check out the Sport4all website at **www.sport4allfoundation.org**

Jamie Parsons
President
Sport4all Foundation
Melbourne, Australia

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Introduction

Football training and coaching methodology has been going through a structural change, especially the grassroots level football coaching. The focus has now shifted from winning the game to the 'Player Development'. Many leading football playing nations has adapted this new football coaching philosophy, emphasising to develop players and build up a new era of thinking football players.

Philosophy:

The new philosophy, 'Player Development' will introduce a developmental program for players from the age of five to fourteen. Players are gradually taken into various levels of football training based on the concept of readiness (the disposition of certain degree of maturity). Gradual stimulation through structured training and progressive, healthy competition over the years will allow young players to advance to a professional 11 v 11 football game format where players will be developed as decision makers rather than decision takers.

In view of the above philosophy, a grassroots level football coaching program has been developed for football coaches in the Indian sub-continent by Sports4all Foundation. Sports4all Foundation is mainly focused to develop players from the low socio economic background; however, this program will be available for any interested players. The foundation will partner with governmental, non-governmental organizations, clubs and schools who are committed for the development of young players and their sports development.

Concept:

Sports4all Foundation's coaching program 'Coach the Coaches Football Training Program' is aimed to develop community football clubs by providing grassroots level football coaching to volunteer coaches and parents. The Foundation will provide competent coaching training and further professional development for grassroots level football coaches. The course structure and delivery is aimed to equip and empower volunteer coaches and parents to an elevated level of knowledge and skills required to build strong foundation in next generation football players.

Chapter 1

Coaching Philosophy and the Coach

Developing a coaching philosophy

A philosophy is a set of guidelines to govern your actions. A coaching philosophy will include aspects such as:

- communication with the players
- setting boundaries and the freedom within the boundaries
- staying up to date with current football skills and coaching strategies
- dealing with behavioural issues
- creating an inclusive environment for players with varied abilities and from diverse backgrounds
- good moral behaviour in sport and
- promoting respect for others.



Coaches should:

- be a good role model for the participants
- show enthusiasm and enjoyment for the task of coaching
- be self-confident, assertive, consistent, friendly, fair and competent
- behave and dress appropriately
- maintain discipline throughout the session
- be organised, not only for each session but for the entire season
- be able to justify why things are being done, or be 'big enough' to ask for suggestions when not sure
- admit and apologise when they make a mistake and
- include participants of all abilities and disabilities, ages, genders, and cultural backgrounds.

Coaching styles

A number of coaching styles have been identified. They include:

Authoritarian coach

The authoritarian-type coach is very strict. They punish frequently and while there is good team spirit when the athlete or side is winning; dissent occurs when losing. The authoritarian has the personality to handle being 'hated' in order to have respect.



Business-like coach

The business-like coach is not very people oriented. They are keen on seeing the job done and expect 100 per cent effort at all times.



'Nice guy' coach

Participants sometimes take advantage of the nice-guy coach's personable, cooperative nature. They get on well with participants of similar temperament who are self-disciplined.



Intense coach

The intense coach can easily transmit anxiety through their 'uptight' attitude. They are usually focused on the quality of performance and results.



'Easy going' coach

The easy going coach is one who is casual or submissive and who gives the impression of not being serious.



There is not one ideal style

Although there are advantages and disadvantages to all styles, all of these coaches can be successful. Coaches generally have a natural approach that will be a mixture of the above styles. Coaches should think about the advantages and disadvantages of their own coaching style, and may wish to alter their style to better suit the participants or the situation.

Different coaching styles are appropriate for different situations and different participants. Coaches may need to use a different style for different circumstances. For example, the authoritarian coach would not be suitable for participants who need encouragement during the developmental stage of a player. Conversely, the 'nice guy' coach may have some problems in coaching a senior team towards a premiership.

Keeping the participants involved and interested is important

Five Attributes of a Successful Grassroots Football Coach

1. Encouraging and positive reinforcement
2. Friendly but professional (Discipline)
3. Respect every individual
4. Effective questioning and
5. Player safety

The ability to be positive and encouraging, and to ensure the safety of participants at all times are considered the attributes of any coach that must always be present,

What is 'Playing for Life'?

Playing for Life is an approach to coaching that uses games as the focus of development. By concentrating on game-based activities, children are able to:

- develop skills within a realistic and enjoyable environment, rather than practising them in isolation and from a technical perspective
- become engaged in dynamic game-based activities that use a fun approach to developing a range of motor skills.

Playing for Life activities promote long-term learning, maximise participation and are fun, motivating and engaging for children from a wide range of abilities. Playing for Life activities have a multi-skill, general physical activity focus, but can also be designed with a specific sport in mind, where appropriate.

What is 'Inclusive Coaching'?

Trying to adapt and modify activities to cater for a range of ability levels and individual needs is called 'inclusive coaching'. Some strategies to cater for a range of ability levels and needs include:

- using a range of communication techniques (verbal instructions, visual demonstrations, etc)
- modifying equipment and environment
- modifying the type of activities used, including format and rules
- setting individual challenges within the same activity
- using group activities that involve a variety of roles, or can be easily made simpler or more difficult to suit the individual
- considering the best pairings/groupings for activities

Qualities and skills of an inclusive coach

| Qualities | Coach's role |
|------------------|--|
| Patience | Recognising that some participants will take longer to develop skills or make progress than others. |
| Respect | Acknowledging difference and treating all participants as individuals. |
| Adaptability | Having a flexible approach to coaching and communication that recognises individual differences. |
| Skills | Coach's role |
| Organisation | Recognising the importance of preparation and planning. |
| Safe practices | Ensuring that every session, whether with groups or individuals, is carried out with the participants' safety in mind. |
| Knowledge | Utilising knowledge of training activities and how to modify them in order to maximise the potential of every participant. |

Chapter 2

Ethical Responsibilities of a Coach

Dealing with ethical issues is becoming a regular part of a coach's duties. Coaches are required to face issues such as sportsmanship, doping in sport, cheating, bullying, eating disorders, respect for officials, abuse of power, discrimination, harassment, and assessing when a participant should return to sport after an injury.

It is essential that coaches operate professionally and with integrity in their relationships with those who are participating in or associated with their sport.

Coaches can ensure that the needs and rights of all participants in sport are met by abiding by the Coach's Code of Ethics eg. to be treated with integrity, respect and empathy; to be safe; to have a positive experience; to be provided with equal opportunities; and to be exposed to positive role models.

Remember that a coach can have a tremendous influence on participants' lives and what the coach does (eg. how they treat people, how they present themselves) is as important as what is said. Coaches are a role model for the participants they coach.

Coach's Code of Ethics

| | |
|---|---|
| 1 Respect the rights, dignity and worth of every human being | <ul style="list-style-type: none"> • Within the context of the activity, treat everyone equally regardless of sex, disability, ethnic origin or religion |
| 2 Ensure the player's time spent with you is a positive experience | <ul style="list-style-type: none"> • All players are deserving of equal attention and opportunities |
| 3 Treat each player as an individual | <ul style="list-style-type: none"> • Respect the talent, developmental stage and goals of each athlete • Help each player reach their full potential |
| 4 Be fair, considerate and honest with players | |
| 5 Be professional and accept responsibility for your actions | <ul style="list-style-type: none"> • Display high standards in your language, manner, punctuality, preparation and presentation • Display control, respect, dignity and professionalism to all involved with the sport — this includes opponents, coaches, officials, administrators, the media, parents and spectators • Encourage your players to demonstrate the same qualities |
| 6 Make a commitment to providing a quality service to your players | <ul style="list-style-type: none"> • Maintain or improve your current accreditation • Seek continual improvement through performance appraisal and ongoing coach education • Provide a training program which is planned and sequential • Maintain appropriate records |
| 7 Operate within the rules and spirit of your sport | <ul style="list-style-type: none"> • The guidelines of national and international bodies governing your sport should be followed. |

| | |
|---|--|
| 8 Ensure appropriate physical contact | <ul style="list-style-type: none"> • Any physical contact with players should be appropriate to the situation necessary for the athlete's skill development |
| 9 Refrain from any form of personal abuse towards your players | <ul style="list-style-type: none"> • This includes verbal, physical and emotional abuse • Be alert to any forms of abuse directed toward your players from other sources while they are in your care |
| 10 Refrain from any form of harassment towards your players | <ul style="list-style-type: none"> • This includes sexual and racial harassment, racial vilification and harassment on the grounds of disability • You should not only refrain from initiating a relationship with an athlete, but should also discourage any attempt by an athlete to initiate a sexual relationship with you, explaining the ethical basis of your refusal |
| 11 Provide a safe environment for training and competition | <ul style="list-style-type: none"> • Ensure equipment and facilities meet safety standards • Ensure equipment, rules, training and the environment are appropriate for the age and ability of the players |

Chapter 3

Player Safety

Tips for protecting children

There are actions a coach can take to ensure children feel safe and protected when participating in sport. These good coaching practices include the following:

- use positive reinforcement and acceptable language when talking about or to a child
- develop a calm and non-confrontational behaviour management style
- make any physical contact with children (or adults for that matter) in a way that makes them feel comfortable, eg a congratulatory pat on the back. If a coach must make physical contact with participants as part of an activity, then they should explain the activity and what they will do, and ask the participant's permission to do that
- avoid situations where an adult may be alone with a child, eg. change rooms
- when children need to be transported, ensure there is more than one child (and, if possible, more than one adult) in the vehicle
- manage allegations of child abuse through established processes and reporting lines to ensure there is due process and natural justice
- document all incidents that seem to be unusual or 'out of the ordinary', or involve physical restraint of children
- coach children to be a 'good sport', recognise that they have a right to feel safe, and know what they can do if they do not feel safe (eg. if they are abused, harassed or discriminated against).

Preventing and treating sports injuries

The following are the most common sports-related injuries in kids

Sprains and strains

A sprain is an injury to a ligament, one of the bands of tough, fibrous tissue that connects two or more bones at a joint and prevents excessive movement of the joint. An ankle sprain is the most common athletic injury.

A strain is an injury to either a muscle or a tendon. A muscle is a tissue composed of bundles of specialized cells that, when stimulated by nerve messages, contract and produce movement. A tendon is a tough, fibrous cord of tissue that connects muscle to bone. Muscles in any part of the body can be injured.

Heat-related illnesses

Heat-related illnesses include:

- dehydration (deficit in body fluids)
- heat exhaustion (nausea, dizziness, weakness, headache, pale and moist skin, heavy perspiration, normal or low body temperature, weak pulse, dilated pupils, disorientation, and fainting spells)
- heat stroke (headache, dizziness, confusion, and hot dry skin, possibly leading to vascular collapse, coma, and death).
- Heat injuries are always dangerous and can be fatal. Heat-related injuries are a particular problem for children because children perspire less than adults and require a higher core body temperature to trigger sweating. Playing rigorous sports in the heat requires close monitoring of both body and weather conditions. Fortunately, heat-related illnesses can be prevented.

Preventing and treating injuries

Injuries can happen to any child who plays sport, but there are some things that can help prevent and treat injuries.

Prevention

- Coaches should be well versed in the proper use of equipment, and should enforce rules on equipment use. Sport activity should be conducted in a properly maintained area.
- Make sure the players consistently use proper gear for a particular sport. This may reduce the chances of being injured.
- Make warm ups and cool downs part of your players' routine before and after sports participation. Warm up exercises, such as stretching and light jogging, can help minimize the chance of muscle strain or other soft tissue injury during sports. Warm up exercises make the body's tissues warmer and more flexible. Cool down exercises loosen muscles that have tightened during exercise.
- Make sure the players have access to water while playing. Encourage the players to drink frequently and stay properly hydrated. Remember to include sunscreen and a hat (when possible) to reduce the chance of sunburn, which is a type of injury to the skin.

Treat injuries with "RICE"

Rest: Reduce or stop using the injured area for at least 48 hours. If you have a leg injury, you may need to stay off from any sports activity.

Ice: Put an ice pack on the injured area for 20 minutes at a time, four to eight times per day. Use a cold pack, ice bag, or a plastic bag filled with crushed ice that has been wrapped in a towel.

Compression: Consult the doctor about elastics wraps, air casts, special boots, or splints that can be used to compress an injured ankle, knee, or wrist to reduce swelling.

Elevation: Keep the injured area elevated above the level of the heart to help decrease swelling. Use a pillow to help elevate an injured limb.

Play it safe in the heat

- Schedule regular fluid breaks during practice and games. Players need to drink 250ml, approximately 1 glass of fluid—preferably water—every 20 minutes, and more after playing.
- Have the player wear light-colored, “breathable” clothing.
- Make player substitutions more frequently in the heat.
- Know the signs of heat-related problems, including confusion; dilated pupils; dizziness; fainting; headache; heavy perspiration; nausea; pale and moist or hot, dry skin; weak pulse; and weakness. If a player experiences any combination of these symptoms or doesn’t seem quite right, seek medical attention immediately.

Safety tips for all sports

- Be in proper physical condition to play the sport.
- Follow the rules of the sport.
- Wear appropriate protective gear (for example, shin guards for soccer).
- Know how to use athletic equipment.
- Always warm up before playing.
- Avoid playing when very tired or in pain.
- Get a preseason physical examination.
- Make sure adequate water or other liquids are available to maintain proper hydration.

Chapter 4

Parents and Coaching

Parents, officials and administrators play a vital role in sport. Establishing positive and supportive relationships with everyone involved is important. It can also make the coach's role easier and more enjoyable. Through a cooperative effort, everyone can contribute to a participant's sporting experience. Take time to understand them and do everything possible to ensure they understand the coaching role and responsibilities and to develop a team approach.

Involving parents

It is important to get parents onside and involve them from the beginning of the season. This can be achieved by:

- encouraging their help and participation - many will not feel they can spare the time, or have the confidence to take on a major role but will be happy to help out with smaller tasks such as being a linesperson, scorer or helping with transport
- explaining your coaching philosophy and expectations of the participants and parents
- encouraging them to follow your lead of giving positive feedback - discourage destructive criticism of participants, officials, administrators or other teams, offer to help parents who are interested to better understand the game and the philosophy and aims of junior sport
- being prepared to listen when parents have concerns or issues to raise - although the coach has the final say in matters affecting the team, the parent may have a valid point.



Working with parents

Parents play a vital role in sport. Adults largely determine the environment in which children learn to play sport. Parental expectations have a significant influence on the attitudes of children towards participating in sport, on behaviour, levels of performance and enjoyment.



Effective communication

Establishing effective communication with parents is important. Through a cooperative effort, parents can contribute to a child's sporting experience so coaches should take time to interact with them and do everything possible to ensure they understand the coaching role and responsibilities.

Induction kit

A good strategy for working with parents is to provide them with an induction kit that includes the coach's contact details, when and where training will be held, how you will advise them if training is cancelled, what their children should wear for training and games, game schedule, and codes of conduct for children and parents.

Parents' attitudes can go from one extreme to the other — from the over-protective, to the aggressive 'demander' — while others take no interest at all. Some can make a coach's task nearly impossible, while others are totally supportive and of great assistance.

Pre-season meeting

A pre-season meeting is a good way to meet parents and to discuss philosophies and housekeeping matters. Give plenty of notice of the date and time of the meeting through either a short letter, email or a phone call. If parents find they disagree with the coach's approach, they then have the opportunity to look elsewhere for their child's sporting experience.

Hold the meeting at a suitable venue — a single team might meet in the relaxed atmosphere of the coach's home, while a larger venue such as a gym, clubroom or hall might be needed if the meeting involves more than one team. Not all parents will be able to attend so prepare brief notes that cover the main points of the meeting.

A possible agenda for a parent meeting

- **Introduction and welcome** — introduce yourself and any assistants. Briefly outline your coaching experience and qualifications
- **Aims of junior sport** — discuss some of the research findings as to why children play sport. Ask parents to think about why their child wants to play
- **How important is winning?** — briefly explain your philosophy, attitude and coaching style. Explain what it is that you wish to accomplish over the season and how you intend to go about achieving your goals. Talk about your feelings on player rotation, half games and so on
- **Cover 'housekeeping' matters** — explain things such as training times and venue, how cancellations to training will be communicated, equipment and uniform requirements, registrations and medical forms
- **Seek assistance with as many jobs as possible** — these may include scorer, manager, uniform officer, lines people, anything that help involve parents more
- **Team rules** — give a broad outline of your rules and expectations (participants should have an input into team rules at an early training session). Cover what you expect concerning behaviour and how you intend to enforce the rules
- **Parents' roles** — point out the value of parents taking an active interest in their child's sport, including attending as many games as possible. Discuss how you expect parents and spectators to act at games
- **Question time** — allow some time for general questions

Here is a sample letter to the parents to invite them for a pre-season meeting

Dear Parents

My name is Biju Philip and I have been appointed coach of the Bafana Bafana under-7 football team for this season.

This letter is to invite you to a parents' meeting and to briefly outline my coaching philosophy. I have coached junior sport teams for several years and I am a Junior Football Coach with the Sport4all Foundation Inc. I am really looking forward to meeting you and working with you over the coming months to make your child's participation positive and successful.

My coaching program will emphasise skill development, fun and working cooperatively. I want the children to learn all the basic skills of football and to become as skilful as they can. I also believe that forming friendships, developing a feeling of belonging and learning to share experiences with others are important to children.

It is my intention to give all team members equal opportunity to play during the season. They will experience playing in a range of positions as I intend to rotate players as much as possible.

I am inviting all parents to a short meeting at our local library on Wednesday, March 02 at 6.30pm. At the meeting I will further outline my coaching philosophy and we can also discuss important matters such as training, fees and fundraising and how you might be able to help.

I look forward to meeting you.

*Yours sincerely,
Biju Philip*

Tips for working with officials

Coaches can develop positive relationships with officials by:

- holding a meeting with the officials at the beginning of the season. The coach can use this opportunity to introduce themselves and any support staff, to get to know the officials (get to see the human side) and to start developing open lines of communication away from the heat of competition.
- inviting officials along to pre-season team functions or meetings (where appropriate), to discuss issues such as any new rules, how competitions will run. Officials can also be invited to informal get-togethers so that participants and others involved in the program get to know them as people and not just as the face on the other end of the whistle or flag.
- maintaining open and positive lines of communication throughout the year - discuss any issues as they arise in an open and non-threatening manner away from the heat of competition. In this way the coach can help reduce the risk of small points of contention becoming major issues, minimise the abuse of officials and help ensure that any competition is played in a safe and fair manner for the enjoyment of all involved.

Chapter 5

Laws of Small Sided Football

Here are some of the reasons why we believe, as soccer coaches, administrators and parents we must guarantee that our young soccer players play Small Sided Football:

1. Because we want our young soccer players to touch the soccer ball more often and become more skilful with it. (Individual technical development.)
2. Because we want our young soccer players to make more, less-complicated decisions during the game. (Tactical development)
3. Because we want our young soccer players to be more physically efficient in the field space they are playing in. (Reduced field size.)
4. Because we want our young soccer players to have more individual teaching time with the coach! Less players on the field and less players on the team will guarantee this. (Need to feel worthy and need to feel important.)
5. Because we want our young soccer players to have more, involved playing time in the game. (More opportunity to solve problems that only the game presents.)
6. Because we want our young soccer players to have more opportunity to play on both sides of the ball. (More exposure to attacking and defending situations.)
7. Because we want our young soccer players to have more opportunities to score goals. (Pure excitement.)

These are the reasons why we adults must foster Small Sided Football in our youth soccer programs. The small-sided environment is a developmentally appropriate environment for our young soccer players. It's a FUN environment that focuses on the young soccer player.

Studies of young footballers playing Small Sided Football have proven the following when comparing 4 v 4, 7 v 7 and 11 v 11:

- Players touch the ball five times more in 4 v 4 and 50% more in 7 v 7 than in 11 v 11.
- Players attempted three times more 1 v 1s and two times more 1 v 1s in 7 v 7 than in 11 v 11.
- Goals were scored an average of every 1.5 minutes in 4 v 4, 3.6 minutes in 7 v 7 and 8 minutes in 11 v 11.
- Technical skills performed by a goalkeeper were between two and four times more in 7 v 7 than in 11 v 11.
- The ball is out of play 8% of the match in 4 v 4, 14% in 7 v 7 and 34% in 11 v 11.

Other demonstrated benefits of Small Sided Football over the 11 v 11 game based on observational research are as follows:

- far more repeated touches of the ball by all players
- more touches throughout all areas of the pitch
- more passes attempted and in a forward direction
- more attacking 1 v 1s, final third and penalty area entries
- repeated decision-making experience the ball is in play far more often
- repeated experience of basic tactical situations
- active participation is directly related to increased fitness and enjoyment
- more experience in all phases of the game. There is less hiding or dominant player "hogging" the ball. Every child has to participate in all facets of the game, attack and defend. The emphasis is on player development
- better success rate leads to improved quality of play, self-esteem and player retention

- the game is easier to understand
- freedom of expression – no positions in early stages
- less perceived stress on the player
- 80% of children believed that they touched the ball more often in Small Sided Football
- less perceived pressure from coaches and parents
- children enjoyed the progressive and sequential game formats.

Playing format Under 6 & 7

| | |
|-------------------------|---|
| Number of players: | 5v5 |
| Field Size: | Length: 30m, width: 20m (¼ Full Size Pitch) |
| Field Markings: | Markers or line markings |
| Penalty Area: | Nil |
| Goal Size: | Width: 1.5m – 2.0m, height: 0.9m x 1.0m |
| Goal Type: | Goals, Poles or Markers Goals |
| Ball Size: | Size 3 |
| Goalkeeper: | No |
| Playing Time: | 2 x 15 minutes |
| Half Time Break: | 5 minutes |
| Referee: | Game Leader |
| Point's Table & Finals: | No |

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 or instructing referee.

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.

Offside

No offside

Code of behaviour

The behaviour of players, their parents, spectators, officials and administrators is absolutely critical in ensuring that our young players enjoy an appropriate environment in their formative years of playing football. Bearing in mind that the whole philosophy of Small Sided Football is based on replicating street football, where children play without adults and referees, the major focus should be on letting the children play with minimal instruction and plenty of encouragement. Below are a series of codes of behaviour that all people involved in junior football, must be aware of and abide by.

Players code of behaviour

- Play by the rules.
- Never argue with an official. If you disagree, have your captain, coach or manager approach the official during a break or after the competition.
- Control your temper. Verbal abuse of officials, sledging other players or deliberately distracting or provoking an opponent are not acceptable or permitted behaviours in any sport.
- Work equally hard for yourself and/or your team. Your team's performance will benefit and so will you.
- Be a good sport. Applaud all good plays whether they are made by your team or the opposition.
- Treat all participants in your sport as you like to be treated. Do not bully or take unfair advantage of another competitor.
- Cooperate with your coach, team-mates and opponents. Without them, there would be no competition.
- Participate for your own enjoyment and benefit, not just to please your parents and coaches.
- Respect the rights, dignity and worth of all participants regardless of their gender, ability, cultural background or religion.

Coaches code of behaviour

- Remember that young people participate for pleasure, and winning is only part of the fun.
- Never ridicule or yell at a young player for making a mistake or not coming first.
- Be reasonable in your demands on players' time, energy and enthusiasm.
- Operate within the rules and spirit of your sport and teach your players to do the same.
- Ensure that the time players spend with you is a positive experience. All young people are deserving of equal attention and opportunities.
- Avoid overplaying the talented players; the "just average" need and deserve equal time.
- Ensure that equipment and facilities meet safety standards and are appropriate to the age and ability of all players.
- Display control, respect and professionalism to all involved with the sport. This includes opponents, coaches, officials, administrators, the media, parents and spectators. Encourage players to do the same.
- Show concern and caution towards sick and injured players. Follow the advice of a physician when determining whether an injured player is ready to recommence training or competition.
- Obtain appropriate qualifications and keep up to date with the latest coaching practices and the principles of growth and development of young people.
- Any physical contact with a young person should be appropriate to the situation and necessary for the player's skill development.
- Respect the rights, dignity and worth of every young person regardless of their gender, ability, cultural background or religion.

Parents code of behaviour

- Remember that children participate in sport for their enjoyment, not yours.
- Encourage children to participate, do not force them.
- Focus on your child's efforts and performance rather than whether they win or lose.
- Encourage children to play according to the rules and to settle disagreements without resorting to hostility or violence.
- Never ridicule or yell at a child for making a mistake or losing a competition.

Chapter 6

Coaching Pathways and Professional Development



⇒ **Junior coach – Level 1 (Licensed to coach U6 players)**

⇒ **Junior coach – Level 2 (Licensed to coach U8 players)**

⇒ **Junior coach – Level 3 (Licensed to coach U10 players)**

In order to further develop their skills and knowledge, coaches can try the following:

- work with a mentor coach
- attend further coach education and accreditation programs
- Visit www.sport4allfoundation.org
- books, journals, magazines, newsletters
- the Internet
- organisations such as:
- Australian Sports Commission www.ausport.gov.au
- Australian Sports Anti-Doping Authority www.asada.gov.au
- Sports Medicine Australia www.sma.org.au

Chapter 7

Age Appropriate Coaching

This manual is mainly aimed to provide for coaches aiming to develop players aged between 5 and 10.

- ⇒ **Level 1** **U6 Kindergarten Coaching**
- ⇒ **Level 2** **U8 Lower Primary Coaching**
- ⇒ **Level 3** **U10 Upper Primary Coaching**

Attributes of Soccer Players:

There are five major areas a football player required to develop to produce good football, these are:

1. Technical
2. Tactical
3. Game Intelligence
4. Psychological and
5. Physical

These areas are equally important for a football player. However, some of these areas are easy to develop, example physical attributes is the quickest and easiest to develop. On the other hand technical, tactical, game intelligence and psychological aspects of a football player require number of years structured training and commitment from players and coaches.

Providing variety of experience by practising, experimenting, observing and interpreting will enable the players to develop structured thinking. These experiences lead to a correct behaviour pattern when faced with different game situations. A series of correct behaviour patterns will improve self confidence and self esteem in players along with the technical and physical development.

Game Intelligence: The practise of effective questioning and game related exercise for stimulation over a period from young age will help the players to make the best decisions and create opportunity for him/her and the team in a game situation. Gradually the players will learn how to make best decisions on ground in a shortest possible time.

Objectives - Level 1 U6 Kindergarten Coaching

1. Technical – Skill Development

- ⇒ **Foot on the ball**
- ⇒ **Tap/Tap**
- ⇒ **Dribbling**
- ⇒ **Drag back**
- ⇒ **Passing and receiving**
- ⇒ **Juggling** (introduction)
- ⇒ **Inside hook turn**
- ⇒ **Outside hook turn**
- ⇒ **Pull and push**
- ⇒ **Single scissors**
- ⇒ **Double scissors**
- ⇒ **Heading** (introduction)

2. Tactical and Game Intelligence

- ⇒ **5 v 5 fun football games for 30 minutes** (Street football concept no positioning and no goal keeper)
- ⇒ **Encouraging players to think while playing the game**
- ⇒ **Effective questioning**
- ⇒ **Ball control** (Encourage the players to keep possession of the ball as long as they can and move through the defence)

3. Psychological – Enjoyment and Personal Achievement

- ⇒ **Encouragement**
- ⇒ **Positive reinforcement**
- ⇒ **Concept of readiness**

4. Physical

- ⇒ **Movement skills** (introduction)

Expected Outcome - Level 1 U6 Kindergarten Coaching

1. **Technical** – Skill Development

⇒ Players will be able to demonstrate the specified skills on a stationary ball and some degree in a moving ball.

2. **Tactical and Game Intelligence**

⇒ Players will be able to play for 30 minutes or more with good ball control. They will start demonstrating some technical skills and intelligent decision making in a game situation.

3. **Psychological** – Enjoyment and Personal Achievement

⇒ Football players will find enjoyment in playing football and readiness to take up next level of coaching.

4. **Physical**

⇒ Move through the maze without much difficulty

A successful coaching program will develop passion and enjoyment in playing football; and players will be ready to move to next level of football training.

Chapter 8

Weekly Training Program

A ten week coaching program is included in this chapter for players mainly at the age group of Under 6. Coaches are recommended to follow this program for weekly training. However, coaches have the discretion to make any changes to the program according to the needs of the participants. Fun and enjoyment should be the core objective of the training. Therefore, design and delivery of the program should be structured to develop passion and enjoyment in playing football. Players should have the readiness and to be motivated to move to the next level of training and that should be the sole objective of grass root level training program.

Training Program Structure

| | |
|--------------------------|---|
| Fun and Enjoyment | Specific skill development |
| | Application of skill in a game scenario |
| | Small sided game |

Coaching Program - week 1

| Time | Program |
|-----------|---|
| 0-3 min | <p>1. Foot on the ball, alternate feet, repeat several times calling change</p> <p>2. Rolling foot on the ball – Moving the ball in forward and backward motion</p> <p>3. Rolling foot on the ball – Moving the ball in side to side motion</p> <p>4. Rolling foot on the ball – Moving the ball in a circular motion (clockwise and anti-clockwise)</p> <p>* Please spend 20 to 30seconds on each technique.</p> <p>Key words: Encourage players to use both feet. Acknowledge and encourage players.</p> |
| 3-10 min | <p>Dribbling – Set cones parallel in ten meters away in straight line, players initially walk with the ball from one set of cone to the other and build it up to a jog. Players can use any part of the foot (inside, outside, instep and sole).</p> <p>Key words: Encourage players to use both feet. Short passes, ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 10-15 min | <p>Combine dribbling and Foot on the ball – Players dribble (walk) the ball from one set of cone to the other, there coach will call a number example 1 for foot on the ball. Turn it as a game and see who can put their foot on the ball first and stop the ball on coach’s call.</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 15-17 min | <p>Drag back – Foot on the ball and drag back (change of direction) the ball, while the ball is dragging backwards, player turn to the opposite direction and dribble the ball to opposite direction.</p> <p>Key words: Encourage players to use both feet. Ball close to you. Acknowledge and encourage players.</p> |
| 17-20 min | <p>Combine dribbling, Foot on the ball and Drag back – Players dribble (walk) the ball from one set of cone to the other, there coach will call 1 for foot on the ball and 2 for drag back. Turn it as a game and see who can execute the skill first on coach’s call.</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 20-25 min | <p>123 Red light – This is a game for dribbling skill. All players are required to play within the grid (30 x 20 meters) and each player must have a soccer ball. The coach stands on one end of the grid with his back to the players, who are spread along the opposite end. Place cones behind the coach; a cone each for players. When coach has back to the players, the players must dribble toward the cones. Before the coach turns around, he/she calls “1 2 3 Red Light” and then turns around. At that point all players have stoped the ball with the sole of the foot. Any player not have their foot on the ball is sent back to the start line. The coach will repeat until the players pick the cone; the first player to pick up a cone wins.</p> |
| 25 min | Drink Break |
| 25-40 min | <p>Small sided game – Walk the players around the field and explain the rules of the game.</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 40-45 min | Half Time Drink Break |
| 45-60 min | <p>Small sided game - Second half</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 60 min | Conclude Session |

Coaching Program - week 2

| Time | Program |
|-----------|--|
| 0-5 min | <p>Warm up – Players dribble in the grid and coach calls out for techniques: Foot on the ball (1) and drag back (2)</p> <p>* Please spend 20 to 30seconds on each technique.</p> <p>Key words: Encourage players to use both feet. Acknowledge and encourage players.</p> |
| 5-10 min | <p>Tap/Tap – Players tap the ball between their feet.</p> <p>Key words: Acknowledge and encourage players.</p> |
| 10-15 min | <p>Combine dribbling, Foot on the ball, drag back and tap/tap – Players dribble (walk) the ball from one set of cone to the other, there coach will call a number example 1 for foot on the ball, 2 for drag back and 3 for tap/tap. Turn it as a game and see who can execute the technique on coach’s call.</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 15-20 min | <p>Big Bad Coach – This is a game for dribbling and passing skill. 15 x 10 meters grid. All players are required to play within the grid and each player must have a soccer ball. The players dribble around the area. The coach must attempt to kick the player’s ball out of the grid. Once a player has had their ball kicked out of the grid or has dribbled outside of the grid, they must bring it back to the grid and stand with the ball above their head with their leg apart in a stationary (tagged) position. A tagged player can get back into the game only when an untagged player passes their ball through the tagged player’s legs.</p> <p>Key words: Encourage players to use both feet. Ball close to you. Acknowledge and encourage players.</p> |
| 20-25 min | <p>Juggling – Kicking and throwing the ball up in the air and catching it.</p> |
| 25 min | <p>Drink Break</p> |
| 25-40 min | <p>Small sided game – Walk the players around the field and explain the rules of the game.</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 40-45 min | <p>Half Time Drink Break</p> |
| 45-60 min | <p>Small sided game - Second half</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 60 min | <p>Conclude Session</p> |

Coaching Program - week 3

| Time | Program |
|-----------|---|
| 0-5 min | <p>Warm up – Players dribble in the grid and coach calls out for techniques: Foot on the ball (1), drag back (2) and tap/tap (3)</p> <p>* Please spend 20 to 30seconds on each technique.</p> <p>Key words: Encourage players to use both feet. Acknowledge and encourage players.</p> |
| 5-10 min | <p>Single scissors – Teach single scissors with a static ball and make sure players take the ball away with the outside (little toe) of the opposite foot.</p> <p>Key words: Encourage players to use both feet. Acknowledge and encourage players.</p> |
| 10-15 min | <p>Combine dribbling, Foot on the ball, drag back, tap/tap and scissors – Players dribble (walk) the ball from one set of cone to the other, there coach will call a number example 1 for foot on the ball, 2 for drag back and 3 for tap/tap. Turn it as a game and see who can execute the technique on coach's call.</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 15-20 min | <p>Crab Game – This is a game for dribbling skill and changing direction while dribbling. 30 x 20 meters grid. All players are required to play within the grid and each player must have a soccer ball. The players stand in a line in one side of the grid and dribble the ball together to the other side of the grid, upon direction from the coach. There are two crabs (two parents) in the middle of the grid. The players are to dribble across the grid without getting their ball touched by the crab. Encourage players to change direction while dribbling and use the techniques they have learned to move away to avoid caught in the middle.</p> <p>Key words: Encourage players to use both feet. Ball close to you. Acknowledge and encourage players.</p> |
| 20-25 min | <p>Juggling – Kicking and throwing the ball up in the air and catching it.</p> |
| 25 min | <p>Drink Break</p> |
| 25-40 min | <p>Small sided game – Walk the players around the field and explain the rules of the game.</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 40-45 min | <p>Half Time Drink Break</p> |
| 45-60 min | <p>Small sided game - Second half</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 60 min | <p>Conclude Session</p> |

Coaching Program - week 4

| Time | Program |
|-----------|---|
| 0-5 min | <p>Warm up – Players dribble in the grid and coach calls out for techniques: Foot on the ball (1), drag back (2), tap/tap (3) and single scissors</p> <p>* Please spend 20 to 30seconds on each technique.</p> <p>Key words: Encourage players to use both feet. Acknowledge and encourage players.</p> |
| 5-10 min | <p>Double scissors – Teach double scissors with a static ball and make sure players take the ball away with the outside (little toe) of the opposite foot.</p> <p>Key words: Encourage players to use both feet. Acknowledge and encourage players.</p> |
| 10-15 min | <p>Combine dribbling, Foot on the ball, drag back, tap/tap and scissors – Players dribble (walk) the ball from one set of cone to the other, there coach will call a number example 1 for foot on the ball, 2 for drag back and 3 for tap/tap. Turn it as a game and see who can execute the technique on coach's call.</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 15-20 min | <p>The Big Race – This is a game for dribbling skill and changing direction while dribbling. 15 x 10 meters grid. All players are required to play within the grid and each player must have a soccer ball. The players stand in a line in one side of the grid. Cones are placed at the opposite side of the grid where players are standing; a cone each for players. Players dribble the ball together to the other side of the grid, upon direction from the coach and dribble around the cone, placed directly opposite to them and dribble back to their starting line. The first player back in the starting line is the winner.</p> <p>Key words: Encourage players to use both feet. Ball close to you. Acknowledge and encourage players.</p> |
| 20-25 min | <p>Juggling – Kicking and throwing the ball up in the air and catching it.</p> |
| 25 min | <p>Drink Break</p> |
| 25-40 min | <p>Small sided game – Walk the players around the field and explain the rules of the game.</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 40-45 min | <p>Half Time Drink Break</p> |
| 45-60 min | <p>Small sided game - Second half</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 60 min | <p>Conclude Session</p> |

Coaching Program - week 5

| Time | Program |
|-----------|--|
| 0-5 min | <p>Warm up – Players dribble in the grid and coach calls out for techniques: Foot on the ball (1), drag back (2), tap/tap (3), single scissors and double scissors. Introduce anatomy dribbling: Players stop the ball with knee, tummy, back, forehead, thigh, etc...!</p> <p>* Please spend 20 to 30seconds on each technique.</p> <p>Key words: Encourage players to use both feet. Acknowledge and encourage players.</p> |
| 5-10 min | <p>Inside hook turn – Teach inside hook turn with a static ball and progress towards a moving ball.</p> <p>Key words: Encourage players to use both feet. Acknowledge and encourage players.</p> |
| 10-15 min | <p>Combine dribbling, Foot on the ball, drag back, tap/tap, scissors and inside hook – Players dribble (walk) the ball from one set of cone to the other, there coach will call a number example 1 for foot on the ball, 2 for drag back and 3 for tap/tap. Turn it as a game and see who can execute the technique on coach's call.</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 15-20 min | <p>Crossing the River – This is a game for dribbling skill and applying technical skills in a game situation. 30 x 20 meters grid. All players are required to play within the grid and each player must have a soccer ball. The coach will select three or four players, "River Pirates," who go into the centre of the grid without a ball. The rest of the players stand in a line in one side of the grid and dribble the ball together to the other side of the grid without being caught by the river pirates. Any player loosing the ball to the river pirate will swap his/her position with the river pirate.</p> <p>Key words: Encourage players to use both feet. Ball close to you. Acknowledge and encourage players.</p> |
| 20-25 min | <p>Juggling – Kicking and throwing the ball up in the air and catching it.</p> |
| 25 min | <p>Drink Break</p> |
| 25-40 min | <p>Small sided game – Walk the players around the field and explain the rules of the game.</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 40-45 min | <p>Half Time Drink Break</p> |
| 45-60 min | <p>Small sided game - Second half</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 60 min | <p>Conclude Session</p> |

Coaching Program - week 6

| Time | Program |
|-----------|--|
| 0-5 min | <p>Warm up – Players dribble in the grid and coach calls out for techniques: Foot on the ball (1), drag back (2), tap/tap (3), single scissors, double scissors and inside hook turn. Introduce anatomy dribbling: Players stop the ball with knee, tummy, back, forehead, thigh, etc...!</p> <p>* Please spend 20 to 30seconds on each technique.</p> <p>Key words: Encourage players to use both feet. Acknowledge and encourage players.</p> |
| 5-10 min | <p>Outside hook turn – Teach outside hook turn with a static ball and progress towards a moving ball.</p> <p>Key words: Encourage players to use both feet. Acknowledge and encourage players.</p> |
| 10-15 min | <p>Combine dribbling, Foot on the ball, drag back, tap/tap, scissors, inside hook and outside hook – Players dribble (walk) the ball from one set of cone to the other, there coach will call a number example 1 for foot on the ball, 2 for drag back and 3 for tap/tap. Turn it as a game and see who can execute the technique on coach’s call.</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 15-20 min | <p>Simba – This is a game for dribbling skill and changing direction while dribbling. 15 x 10 meters grid. All players are required to play within the grid and each player must have a soccer ball. Players lie face down on the ground with their heads on the ball. When the coach shouts, “Simba,” the players jump and dribble their ball to the coach. While dribbling, players must attempt to grab the coach’s hand as he moves around the grid.</p> <p>Key words: Encourage players to use both feet. Ball close to you. Acknowledge and encourage players.</p> |
| 20-25 min | <p>Introducing new body parts – Thigh, Chest and head.</p> |
| 25 min | <p>Drink Break</p> |
| 25-40 min | <p>Small sided game – Explain the rules of the game and encourage players to execute skills.</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 40-45 min | <p>Half Time Drink Break</p> |
| 45-60 min | <p>Small sided game - Second half</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 60 min | <p>Conclude Session</p> |

Coaching Program - week 7

| Time | Program |
|-----------|---|
| 0-5 min | <p>Warm up – Players dribble in the grid and coach calls out for techniques: Foot on the ball (1), drag back (2), tap/tap (3), single scissors, double scissors, inside and outside hook turns. Introduce anatomy dribbling: Players stop the ball with knee, tummy, back, forehead, thigh, etc...!</p> <p>* Please spend 20 to 30seconds on each technique.</p> <p>Key words: Encourage players to use both feet. Acknowledge and encourage players.</p> |
| 5-10 min | <p>Pull/Push – pulling and pushing with a static ball.</p> <p>Key words: Encourage players to use both feet. Acknowledge and encourage players.</p> |
| 10-15 min | <p>Combine dribbling, Foot on the ball, drag back, tap/tap, scissors, inside and outside hook turns and pull/push – Players dribble (walk) the ball from one set of cone to the other, there coach will call a number example 1 for foot on the ball, 2 for drag back and 3 for tap/tap. Turn it as a game and see who can execute the technique on coach’s call.</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 15-20 min | <p>The Big Bad Bear – This is a game for dribbling skill and changing direction while dribbling. 15 x 10 meter grid and two 2 x 2 boxes (caves) marked by cones in opposite corners of the grid. All players are required to play within the grid and each player must have a soccer ball. The coach is the “big Bad Bear” and the bear must try to catch the players. The players dribble around the area while the bear tries to capture them. The bear cannot catch the players if they hide in the cave. The players can only stay in a cave for ten seconds at a time. Therefore, the players must move from one cave to the other frequently. If the player is captured, they become a Bear and join with the Big Bad Bear to capture the remaining players. Once there is more than one bear, bears must hold hands while trying to capture remaining players. The last player to be captured is the winner.</p> <p>Key words: Encourage players to use both feet. Ball close to you. Acknowledge and encourage players.</p> |
| 20-25 min | Introducing new body parts – Thigh, Chest and head. |
| 25 min | Drink Break |
| 25-40 min | <p>Small sided game – Explain the rules of the game and encourage players to execute skills.</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 40-45 min | Half Time Drink Break |
| 45-60 min | <p>Small sided game - Second half</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 60 min | Conclude Session |

Coaching Program - week 8

| Time | Program |
|-----------|--|
| 0-5 min | <p>Warm up – Players dribble in the grid and coach calls out for techniques: Foot on the ball (1), drag back (2), tap/tap (3), single scissors, double scissors, inside and outside hook turns and pull push. Introduce anatomy dribbling: Players stop the ball with knee, tummy, back, forehead, thigh, etc...!</p> <p>* Please spend 20 to 30seconds on each technique.</p> <p>Key words: Encourage players to use both feet. Acknowledge and encourage players.</p> |
| 5-10 min | <p>Coordination work – Use ladder or poles or cones one meter apart. Run through the sections (not touching the ladder/poles/cones) one foot in each section and progress towards two steps (both feet) in each section, three steps, sideways, etc...!</p> <p>Key words: Acknowledge and encourage players.</p> |
| 10-15 min | <p>Combine dribbling, Foot on the ball, drag back, tap/tap, scissors, inside and outside hook turns and pull/push – Players dribble (walk) the ball from one set of cone to the other, there coach will call a number example 1 for foot on the ball, 2 for drag back and 3 for tap/tap. Turn it as a game and see who can execute the technique on coach’s call.</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 15-25 min | <p>Numbers Game – This is a game for dribbling skill and applying technical skills in a game situation. 30 x 20 meters grid. The players are divided into two teams and stand in two lines in the opposite sides of the grid. Players in both teams will be given a number starting from one. The coach will call a number while throwing the ball to the middle of the grid; two opposing teams will chase for the ball and must try to score a goal close to them.</p> <p>Key words: Encourage players to use both feet. Ball close to you. Acknowledge and encourage players.</p> |
| 25 min | Drink Break |
| 25-40 min | <p>Small sided game – Explain the rules of the game and encourage players to execute skills.</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 40-45 min | Half Time Drink Break |
| 45-60 min | <p>Small sided game - Second half</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 60 min | Conclude Session |

Coaching Program - week 9

| Time | Program |
|-----------|--|
| 0-5 min | <p>Warm up – Players dribble in the grid and coach calls out for techniques: Foot on the ball (1), drag back (2), tap/tap (3), single scissors, double scissors, inside and outside hook turns and pull push. Introduce anatomy dribbling: Players stop the ball with knee, tummy, back, forehead, thigh, etc...!</p> <p>* Please spend 20 to 30seconds on each technique.</p> <p>Key words: Encourage players to use both feet. Acknowledge and encourage players.</p> |
| 5-10 min | <p>Passing and Receiving – Introduce Passing and receiving.</p> <p>Key words: Acknowledge and encourage players.</p> |
| 10-15 min | <p>Passing through the gates – The grid will be set with little goals made up of two cones. Players will be assigned in pairs with one ball. Each player must stand four to five steps away from the goal on opposite sides facing each other. The player with the ball will pass the ball through the gate to the teammate. The teammate will receive the ball and will pass back. The team scores most goals will be the winner.</p> <p>Key words: Encourage players to use both feet. Acknowledge and encourage players.</p> |
| 15-25 min | <p>Numbers Game – This is a game for dribbling skill and applying technical skills in a game situation. 30 x 20 meters grid. The players are divided into two teams and stand in two lines in the opposite sides of the grid. Players in both teams will be given a number starting from one. The coach will call a number while throwing the ball to the middle of the grid; two opposing teams will chase for the ball and must try to score a goal close to them.</p> <p>Key words: Encourage players to use both feet. Ball close to you. Acknowledge and encourage players.</p> |
| 25 min | Drink Break |
| 25-40 min | <p>Small sided game – Explain the rules of the game and encourage players to execute skills</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 40-45 min | Half Time Drink Break |
| 45-60 min | <p>Small sided game - Second half</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 60 min | Conclude Session |

Coaching Program - week 10

| Time | Program |
|-----------|---|
| 0-5 min | <p>Warm up – Players dribble in the grid and coach calls out for techniques: Foot on the ball (1), drag back (2), tap/tap (3), single scissors, double scissors, inside and outside hook turns and pull push. Introduce anatomy dribbling: Players stop the ball with knee, tummy, back, forehead, thigh, etc...!</p> <p>* Please spend 20 to 30seconds on each technique.</p> <p>Key words: Encourage players to use both feet. Acknowledge and encourage players.</p> |
| 5-10 min | <p>Heading – Introduce heading.</p> <p>Key words: Acknowledge and encourage players.</p> |
| 10-15 min | <p>Cone Goal Course – The grid will be set with little goals made up of two cones. Players will be assigned in pairs with one ball. While the player with the ball dribbles to an empty goal, his/her teammate must rush to the other side of the goal and position four or five steps away from the goal ready to receive the ball. The player with the ball will pass the ball through the gate to the teammate. The receiving player will collect the ball and dribble towards an empty goal while his/her teammate runs to the other side of the goal to receive the ball. The game goes on...! The team that scores most goals will be the winner.</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 15-25 min | <p>Numbers Game – This is a game for dribbling skill and applying technical skills in a game situation. 30 x 20 meters grid. The players are divided into two teams and stand in two lines in the opposite sides of the grid. Players in both teams will be given a number starting from one. The coach will call two numbers while throwing the ball to the middle of the grid; two players from opposing teams will chase for the ball and must try to score a goal close to them. The players must pass the ball to his/her team mate before they score a goal.</p> <p>Key words: Encourage players to use both feet. Ball close to you. Acknowledge and encourage players.</p> |
| 25 min | Drink Break |
| 25-40 min | <p>Small sided game – Explain the rules of the game and encourage players to execute a skill.</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 40-45 min | Half Time Drink Break |
| 45-60 min | <p>Small sided game - Second half</p> <p>Key words: Encourage players to use both feet. Ball close to you, look where you are going. Acknowledge and encourage players.</p> |
| 60 min | Conclude Session |

References

This manual has been compiled using information from the following sources:

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Appendices

Grass root coaching equipments

1. 11 size 3 soccer balls (a ball each for players and coach)
2. 2 goals
3. 25 cones
4. 5 bibs
5. First aid kit
6. A note pad