



# GOALKEEPING CERTIFICATE

PARTICIPANT MANUAL

COMMUNITY COACHING PATHWAY

# GOALKEEPING CERTIFICATE



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## Introduction

Welcome to the Community Coach Education Program. Regardless of your playing and coaching background, Football Federation Australia has developed courses to suit all coaching levels and tailored them to ensure training is appropriate for the age of the players the coach is working with.

You may have already downloaded the material which will help you through the course, and may also be used as your workbook.

If you have not here is the link: [www.footballaustralia.com.au](http://www.footballaustralia.com.au)

The introductory course is the Grass Roots Certificate, which many of you would have completed already. If so you will now have a good idea of how to organise your training sessions using the three parts – Beginning, Middle and End. The terminology has been slightly changed on Junior, Youth and Senior levels to reflect the “piecing together” of age related training. They are called Warm Up, Main Part and Final Part - these will be explained in greater detail later.

The main purpose of the Community Coach Education Program is to provide you with a range of “tools” to shape your coaching future and to help you plan and conduct suitable age appropriate training sessions. The community courses have been redesigned to be totally practical with a big emphasis on giving the participant coaching opportunities as well as continuous feedback by presenters and your peers throughout.

You will also have the chance to be involved as if you were a young player by participating in the sessions (if you are physically able). The method of peer and presenter feedback is used to help you gain a greater knowledge of the strengths and weaknesses of your training methods. Your coaching knowledge and ability will improve as you gain more experience and attend further courses, read books and use the S2S online coaching tool.

Norm Boardman  
National Coach Education Manager  
Football Federation Australia

## Overview of the FFA Goalkeeper Coach Education Program

### The Community Goalkeeping Pathway



#### FFA Goalkeeping Certificate Courses

Goalkeeping Certificate Courses are conducted over 7 hours. These courses provide opportunities for coaches to see model Goalkeeper sessions by the Presenter and to get involved in the planning and presentation of safe, appropriate and age related goalkeeper technical practices. These courses are "not assessed" meaning that participants will not be required to do an assessment to be awarded the Certificate but rather will have ongoing opportunities throughout the course via a series of "group coaching" practice sessions. They will complete a "self assessment" checklist following their session and receive feedback from peers as well as the presenter.

#### FFA Goalkeeping Licence Courses

Goalkeeping Licence Courses are conducted over a 7 hour duration. They have a similar format to Certificate courses and seek to reinforce the methodology of teaching through seeing and experiencing more "model" goalkeeper technical sessions as well as more opportunities to conduct practices as part of a group and as an individual in preparation for the Licence Assessment.

#### FFA Goalkeeping Diploma Courses

Goalkeeping Diploma Courses are conducted over a 14 hour duration. They have a similar format to Licence courses and seek to reinforce the methodology of teaching through seeing and experiencing more "model" sessions as well as more opportunities to conduct practices as part of a group and as an individual in preparation for the Diploma Assessment.

#### FFA Goalkeeping Licence Assessments

After attending a Goalkeeper Licence course where you will be involved in planning, organising and conducting practices as well as seeing model sessions by the presenter, to gain a Licence you will be required to conduct a 15 minute practical session during which your competency to coach at the appropriate level will be assessed by a qualified assessor. This can be done at your local club or on an assessment day/night organised by your member federation, or as part of the course.

#### FFA Goalkeeping Diploma Assessments

After attending Goalkeeper Diploma course where you will be involved in planning, organising and conducting practices as well as seeing model sessions by the presenter, to gain a Diploma award you will be required to conduct a 15 minute practice session during which your competency to coach at the appropriate level will be assessed by a qualified assessor. This can be done at your local club or on an assessment day/night organised by your member federation, or as part of the course.

### FREE MEMBERSHIP TO S2S

Once you have enrolled and paid for your course you will be sent a campaign code for this exciting on line coaching resource. This will allow you FREE access until June 2011 enabling you to enjoy the many features of this tool. With over 1600 hundred practices broken down into age related training sessions and backed up by videos, you can download ready made sessions, create your own or even print off whole development programs. Please enjoy using this easy to use resource and good luck with your coaching.



## What is T.I.C. for Goalkeepers?

**T.I.C.** is an acronym for –

### Technique –

This is the foundation of all football ability and is best developed at a young age. Known as the “golden” years in Japan it is a critical time for the development of fundamental motor skills in youngsters. Development in primary school aged players is rapid in contrast to that in later years so emphasis on the development of technique in this period of growth is seen as essential. However, this does not mean that the coach disregards the need to address Technique throughout.

### Insight –

Cognitive development in primary school aged players is varied and becomes more sophisticated with age and experience (exposure to thinking games). Ability to understand concepts will vary from player to player. Therefore Insight starts to become developed through the Junior Licence level as the player starts to understand more concepts through the coach continually putting the players in “match like” situations and getting the players to solve problems practically, therefore gaining valuable game-based experiences.

### Communication –

The need to communicate becomes more important as the player grows older and develops an understanding of the needs within the game on a team basis – communication can be directly attributed to confidence and experience. Hence the greater emphasis on the C in the Senior level.

T.I.C.s are the training and coaching objectives of the National Curriculum identifiable within each level according to the age group that is being coached. Getting a T.I.C. for football will help you focus on the most important part of the players’ development. In other words, if you look at the Development Goals together with the training and coaching objectives at each level and aim your training outcomes at those, you will not go far wrong. However, the three are not used in isolation and should always be considered together.

Development Goals for Goalkeepers	Age Group	TIC
Learning basic ball handling	U/9	<b>TIC</b>
Learning to master ball handling	U/10 – U/11	<b>TIC</b>
Learning the position and basic tasks of a Goalkeeper	U/12 – U/13	<b>TIC</b>
Learning how the basic tasks link together	U/14 – U/15	<b>TIC</b>
Learning the Goalkeepers role within the team	U/16 – U/17	<b>TIC</b>
Performing/winning as a Goalkeeper within the team	U/18 – U/19	<b>TIC</b>

## Aim and Learning Outcomes of Community Goalkeeping Courses

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### Aim

To provide participants with the knowledge and competency to organise safe, appropriate and enjoyable practices for Junior, Youth and Senior Amateur level players.

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### Learning Outcomes

On completion of any FFA Community Coach Education course the participant will have been exposed to:

- The training requirements of junior/youth/senior players
- Preparation of practices appropriate to the needs of junior/youth/senior amateur players
- Identifying methods to make training Inclusive for all participants through discussions and practical experience.
- Identifying the appropriate technique and skills needed within a practice session to be used by the players.
- Different practice methods and how to select appropriate methods to enhance performance
- Identifying basic principles of goalkeeping
- Relating the theory of coaching principles to practical coaching
- Basic general coaching principles, appropriate player learning behaviour and teaching methodology
- Evaluating the effectiveness of their own together with their peers coaching behaviours.
- Conducting coaching sessions giving consideration to safety aspects, inclusive coaching, group management and effective communication
- Self reflection opportunity
- Group discussions with feedback provided by peers
- Presenter Feedback



## Desired Course Outcomes for Junior Goalkeeping Coaches:

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At the conclusion of this course the coach should be able to:

- Understand the role of the goalkeeper and required skills;
  - Plan and prepare a progressive goalkeeper related practical session;
  - Promote a high standard of conduct within your coaching environment;
  - Coach basic goalkeeper techniques;
  - identify and correct problems and techniques;
  - The ability to integrate field players in the goalkeeping session;
  - Organize and develop a session to improve a keeper's technique and decision making ability;
  - Maintain the health and safety of players and coaches.
- 

### Course competencies:

Goalkeeper Certificate:

1. Coach to improve the set position of a junior goalkeeper;
2. Coach the junior goalkeeper in the basic technique of the Scoop;
3. Coach the junior goalkeeper in the basic technique of the Cup;
4. Coach the junior goalkeeper in the basic technique of the W;
5. Coach the junior goalkeeper the basic technique of the collapse save;
6. Coach to improve receiving and passing with inside of the foot;
7. Coach to improve short throws;
8. Coach to understand the basic concept of positional awareness in relation to the ball.



## Desired Course Outcomes for Youth Goalkeeping Coaches:

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At the conclusion of this course the coach should be able to:

- Understand the role of the goalkeeper and required skills;
  - Plan and prepare a progressive goalkeeper related practical session;
  - Promote a high standard of conduct within your coaching environment;
  - Coach basic goalkeeper techniques;
  - identify and correct problems and techniques;
  - The ability to integrate field players in the goalkeeping session;
  - Organize and develop a session to improve a keeper's technique and decision making ability;
  - Maintain the health and safety of players and coaches.
- 

### Course competencies:

Goalkeeper Licence:

9. Coach to improve the set position of a youth goalkeeper;
10. Coach to improve a youth goalkeeper in the basic technique of the Scoop;
11. Coach to improve a youth goalkeeper in the basic technique of the Cup;
12. Coach to improve a youth goalkeeper in the basic technique of the W;
13. Coach the youth goalkeeper the basic technique of narrowing the angle;
14. Coach the youth goalkeeper the basic technique of the collapse save;
15. Coach the youth goalkeeper the basic technique of the low diving save;
16. Coach the youth goalkeeper the basic technique of the high diving save;
17. Coach to improve receiving and passing with inside of the foot;
18. Coach to improve short throws;
19. Coach the technique of dealing with crosses;
20. Coach the basic technique of setting up a defensive wall;
21. Coach the basic technique of dealing with corners;
22. Coach to understand the basic concept of positional awareness in relation to the ball.

## Desired Course Outcomes for Senior Goalkeeping Coaches:

At the conclusion of this course the coach should be able to:

- Understand the role of the goalkeeper and required skills;
- Plan and prepare a progressive goalkeeper related practical session;
- Promote a high standard of conduct within your coaching environment;
- Coach basic goalkeeper techniques;
- identify and correct problems and techniques;
- The ability to integrate field players in the goalkeeping session;
- Organize and develop a session to improve a keeper's technique and decision making ability;
- Maintain the health and safety of players and coaches.

### Course competencies:

Goalkeeper Diploma:

23. Coach to improve the principles of 1 v 1;
24. Coach the senior goalkeeper in the basic technique dealing with ball over the defence;
25. Coach the senior goalkeeper in the basic technique of long throws;
26. Coach the senior goalkeeper in the basic technique distribution – kicking from hands;
27. Coach the senior goalkeeper the basic technique of the dealing with cross, including punching;
28. Coach the senior goalkeeper in setting up a defensive wall - centrally;
29. Coach to improve dealing with corners;
30. Coach to understand the basic concept of game related communication;
31. Coach to understand the basic concept of goalkeeper conditioning.



## How do the Certificate and Licence / Diploma Differ?

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**The easiest way to define the distinction that is now being made is as follows:**

Certificate: Coaching competencies will be highlighted and experienced but not formally assessed at this stage.

Licence / Diploma: Coaches are formally assessed and deemed competent or not yet competent based on the criteria from the coaching checklist.

Naturally, a higher order of planning, thinking, observing and organisation would be expected should you wish to qualify for the licence accreditation. In either course you will have a number of opportunities on the course to develop your coaching.

## Furthering your Coach Education

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To build on your knowledge base and further your coach education your Member Federation and/or Region/Association will conduct regular updates. There will also be FFA seminars and workshops at regular intervals for you to attend should you wish. For more information go to [www.footballaustralia.com.au](http://www.footballaustralia.com.au) or your Member Federation (contacts at rear of manual).

## Method of Re-accreditation

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### **Licence / Diploma Level**

In order to be re-accredited, every four (4) years a coach will simply need to show that they can display the same competencies as they did when they first received their accreditation i.e. Can they plan a (safe) session, organise, use appropriate questioning, modify etc...This will be done as a practical demonstration (possibly with your own team) at a local club/association level to make it much easier and less time consuming for all concerned.

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### **Certificate**

Every Four (4) years a coach will need to attend and complete another community (certificate) course to remain accredited.



## How will the course be presented?

### Model Sessions

At the start of each module the presenter will conduct “model” sessions featuring three components – Warm Up, Main Part and Final Part.

#### Warm Up

As the name indicates, the warm-up is the methodology aimed at increasing the blood flow, gradually raising the body temperature and preparing the muscles for work. This is done using a combination of ball work combined with dynamic stretching, sometimes it may be done without the ball but it is always “dynamic”.

#### Main Part

Once the “theme” for the session has been established i.e. ball handling / collapse dive the main part is used to practise the technique using an isolated or a functional practice to provide the players with repeated opportunities to develop the particular technique / skill. During this part the presenter will show how to coach at the community level using demonstrations of good “models” or demonstrating themselves and showing examples of how to encourage and praise the players.

#### Final Part

In the final part of the session the presenter will sometimes show how it is all put together usually based on the practise, and dealing with the players in a “match like” scenario featuring their actual positions and formations relevant to the curriculum.



## Community Goalkeeping Certificate Program

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Morning or Evening 1 (210 minutes)

### Presenter conducts Course administration and housekeeping (30 minutes)

Presenter Conducts model sessions (110 minutes)

Warm Up and Co-ordination Games (general principles to be covered = safety / group management and communication).

1. Set Position.

#### Model sessions to feature:

- Warm up
  - Main Part – including progression and regression.
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### Break (10 minutes - During the break Candidates are put into Groups and given their Topics)

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### Group Work (60 minutes – 20 mins Planning, Groups 1 & 2, 20 min per group)

Candidates are to be split into four (4) groups of four (4).

Each group will be given the following topics to present:

- Group 1 – The Scoop Technique.
  - Group 2 – The Cup Technique.
  - Group 3 – The W Technique
  - Group 4 – The Collapsing Dive.
- 
- All members A,B,C,D of each group will plan their session together. (20 minutes)
  - A,B will set up and organise the practice.
  - C will start the session and make one modification after about five (5) minutes, this will give them time to assess the session (make it easier)
  - D will make further one (1) or two (2) modifications after about three (3) minutes. (Make it more challenging).
  - Each Practice will be approximately 15-20 minutes (incl feedback) (20 max)
- 
- At the conclusion of each group all Candidates will be invited to provide feedback with **OPEN ENDED QUESTIONS** in a 'controlled' discussion facilitated by the presenter – **No more than 5 Minutes** whilst next group sets up.
- 
- **Presenter allows the Candidates to conduct the Topic session, but should the group show an incorrect technique or Key Factor, the presenter must step in an advise or demonstrate the correct method**

Total Time = 210 minutes If presenting over 2 evenings part 1 concludes here Lunch (30 minutes) to be taken after groups 1 and 2 have presented.



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### Afternoon or Evening 2

Groups 3 and 4 will present their topics (50 min - 10 min warm up plus 2 x 20 mins)

Presenter reviews Candidates Topics and issues Topics for next Group Work (10 mins)

Candidates will be split into groups with different coaches than who they were with for the first topic. i.e. Those who didn't have the opportunity to coach in the first session must have the chance within their new group.

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### Group Work (120 minutes = 20 mins Planning and 4 x 25 min sessions)

Candidates are to be split into four (4) groups of four (4).

Each group will be given the following topics to present:

- Group 1 – Warm Up and Co-ordination activities.
  - Group 2 – The development of short throws.
  - Group 3 – Passing and receiving.
  - Group 4 – Positional awareness in relation to ball.
  
  - All members A,B,C,D of each group will plan their session together. (20 minutes)
  - A will set up and organise the practice.
  - B will start the session and concentrate on the Key Factors.
  - C will make one modification after about five (5) minutes, this will give them time to assess the session (make it easier)
  - D will make further one (1) or two (2) modifications after about three (3) minutes. (Make it more challenging).
  - Each Practice will be approximately 25 minutes (incl feedback)
  
  - At the conclusion of each group all Candidates will be invited to provide feedback with **OPEN ENDED QUESTIONS** in a 'controlled' discussion facilitated by the presenter – **No more than 5 Minutes** whilst next group sets up.
  
  - ***Presenter allows the Candidates to conduct the Topic session, but should the group show an incorrect technique or Key Factor, the presenter must step in and advise or demonstrate the correct method.***
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### Course Conclusion and administration (30 minutes)

## How will I be Assessed?

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### Checklists

In this manual you will find five (5) forms :

- The first shows you definitions of the Assessment Criteria used by the assessor.
- The second is a Session Planning form which is to be completed and given to the presenter prior to your practices sessions.
- The third is the Assessment Checklist. This shows the criteria against which you will be assessed, this is used by the assessor.
- The next is a Self Reflection Checklist which you will be asked to fill out following one or more of your sessions. This will help you to better understand which areas need more attention and which are already well developed in your practices.
- The final one is a Peer observation form which you may be asked to complete to provide some feedback for others in the group.
- You will need to print off three (3) copies of each of the above documents and bring them with you to the course.
- You will also need to print, read, and bring the code of ethics agreement to the course and hand it in to the presenter.

This paperwork will help you in your development as a coach.  
In the future you could have someone watch your sessions and provide feedback via any of these methods.



## Assessment Criteria Definitions

<p><b>1.</b></p> <p><b>Does it look like goalkeeper practice related to football training?</b></p>	<p><b>Goalkeeper based</b> decisions are being made and the activity has:</p> <ul style="list-style-type: none"><li>• Area</li><li>• Rules</li><li>• Objective (<b>are the GK Key Factors being addressed</b>)</li><li>• <b>Correct delivery/service to Coach the topic</b></li></ul>
<p><b>2.</b></p> <p><b>Players are engaged in an activity/game within two minutes?</b></p>	<p>Coach organises equipment</p> <ul style="list-style-type: none"><li>• Balls/Markers/Bibs etc. in correct places</li><li>• Communicates for group management purposes</li><li>• Gives clear instructions to ensure players understand what to do</li></ul>
<p><b>3.</b></p> <p><b>Games/activities are conducted in a safe coaching environment</b></p>	<p>Area was inspected</p> <ul style="list-style-type: none"><li>• Games/activities are conducted away from fences</li><li>• Games/activities reduce possible collisions etc.</li></ul>
<p><b>4.</b></p> <p><b>The coach used demonstrations to reinforce topic in a positive manner.</b></p>	<p>Comments are provided in positive language</p> <p>Key points are identified and reinforced with players</p>
<p><b>5.</b></p> <p><b>The Coach modified the session when necessary to challenge the players or to help them achieve a desired outcome?</b></p>	<p>Games/activities are modified using "CHANGE IT" methodology based on:</p> <ul style="list-style-type: none"><li>• Players are not successful in achieving objective and motivation is waning</li><li>• Players are too successful and players are becoming disinterested</li><li>• Games/activities are one sided</li></ul>
<p><b>6.</b></p> <p><b>The players respond to the coach in a positive manner</b></p>	<p>Activity levels are high</p> <p>Players are trying to achieve session objective</p>

## Community Coach Education Program Session plan

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Topic (Session objective) \_\_\_\_\_

Name \_\_\_\_\_

Organization details:

Balls:

Bibs:

Markers:

Players:

Game instructions/demonstration:

Diagrams:

## Assessment Checklist

Name of candidate \_\_\_\_\_

Date \_\_\_\_\_

Competence / Performance Criteria	Y	N	Comments
1. Was it an activity that looked like goalkeeping within football. i.e. <b>Goalkeeper</b> based decisions were being made and the activity had:  Area Rules / Objective (target/goal) <b>Delivery/Service</b> Opposition			
2. Were the players engaged in an activity/game within two minutes Transitions were made from one activity to the next (or modifications) within 2 minutes.			
3. Were the Games/activities conducted in a safe coaching environment			
4. Communication skills? Were the demonstrations clear, communicated positively and appropriately? i.e. Good "models" Good use of Q and A.			
5. The coach modified the session when necessary to challenge the players or help them achieve a desired outcome			
6. The players responded in a positive manner i.e. actively involved			

## Coach Self-Reflection Checklist

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Name \_\_\_\_\_

Date \_\_\_\_\_

### Did you successfully deliver the following?

Session criteria	What did you notice when conducting the activity/game?	What would you do differently next time?
An activity that looked like goalkeeping within football training. <b>Goalkeeper</b> based decisions were being made and the activity had:  <b>Area</b> Rules/Objective (target/goal) <b>Delivery/service</b> Opposition		
Players were engaged in an activity/game within two minutes  Transitions were made from one activity to the next (or modifications) within 2 minutes.		
Games/activities are conducted in a safe coaching environment		
Demonstrations were used to reinforce topic in a positive manner		
The session was modified when necessary to challenge the players or to help them achieve a desired outcome		
Players responded in a positive manner		

## Peer Observation Checklist

Observe the nominated coach and provide feedback as to the level of criteria observed. Some discussion or suggestions may be made as to how you might change the session.

### Did the coach deliver the following?

Session criteria	Yes / No	Comments
An activity that looked like goalkeeping within football training. <b>Goalkeeper</b> based decisions were being made and the activity had: Area Rules/Objective (target/goal) <b>Delivery/service</b> Opposition		
Players were engaged in an activity/game within two minutes Transitions were made from one activity to the next (or modifications) within 2 minutes.		
Games/activities are conducted in a safe coaching environment		
Demonstrations were used to reinforce topic in a positive manner		
The session was modified when necessary to challenge the players or to help them achieve a desired outcome		
Positive manner		

## Coach's Code of Ethics Agreement Form

**PLEASE COMPLETE ALL FIELDS - PRINT CLEARLY**

Title ..... First Name ..... Surname .....

FFA Accreditation Level .....

Mailing Address .....

..... State ..... P/C .....

Phone Number: H ..... W ..... M .....

Email ..... Fax .....

Country of Birth ..... Date of Birth .....

**I agree to the following terms:**

1. I agree to abide by Football Federation Australia's Code of Ethics overleaf.
2. I acknowledge that Football Federation Australia may take disciplinary action against me, if I breach the code of ethics.
3. I understand that Football Federation Australia is required to implement a complaint handling procedure in accordance with the principles of natural justice, in the event of an allegation against me.
4. I acknowledge that disciplinary action against me may include de-registration from Football Federation Australia 's Coach Licence Registration and the National Coaching Accreditation Scheme.

Please refer to the Harassment free Sport Guidelines available from the Australian Sports Commission Website (<http://www.ausport.gov.au/ethics/memprot.asp>).

I have read the Football Federation Australia Coaches' Code of Ethics and agree to comply with its directives.

Signature ..... Date .....

Signature of Parent/Guardian (if under 18) .....

## Coach's Code of Ethics

- ✓ I will respect the rights, dignity and worth of all players and ensure that everyone is treated equally.
- ✓ I will ensure that the players are involved in a positive environment, and that the game and training is a positive and enjoyable experience.
- ✓ I will respect all players' individuality and help them reach their own full potential.
- ✓ I will be fair, considerate and honest with all players.
- ✓ I will be professional and accept responsibility for my actions and encourage players to demonstrate the same qualities.
- ✓ I will make a commitment to my team, and myself, that I will continue to improve my own knowledge of the game through coach education and various training programs. I will coach my players to play within the rules and in the spirit of the game of Soccer (Football).
- ✓ I will avoid any physical contact with the players and should it be required it would be appropriate to the situation and necessary for the player's skill development.
- ✓ I will refrain from any form of personal abuse towards my players. Also I will be aware of any forms of abuse directed towards my players from other sources while they are in my care.
- ✓ I will refrain from any form of harassment towards my players.
- ✓ I will provide a safe environment for training and competition, by ensuring the equipment and facilities meet safety standards.
- ✓ I will show concern and caution towards sick and injured players and allow for further participation in training and competition only when appropriate.
- ✓ I will not engage in the use of crude, foul or abusive language that may be determined offensive or engage in any conduct detrimental to the image of the game when on or off the field.
- ✓ I will refrain from arguing with the referee and / or assistant referees regarding decisions they make.
- ✓ I will treat participants, officials and spectators with courtesy and respect.

### This code is designed:

- To emphasise the elements of enjoyment and satisfaction to junior players and coaches involved in Soccer (Football).
- To make adults including parents and coaches aware that young players play Soccer (Football) to satisfy themselves and not necessarily to satisfy adults or members of their own peer group.
- To improve the overall health and fitness of Australia's youth by encouraging participation in Soccer (Football) and making it attractive, safe and enjoyable for all to play.
- To remind administrators, coaches, referees and parents that Soccer (Football) must be administered, taught and provided, for the good of those young people who wish to play Soccer (Football), as ultimately it is "their game".

## Goalkeeper Certificate Practices

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### Notes

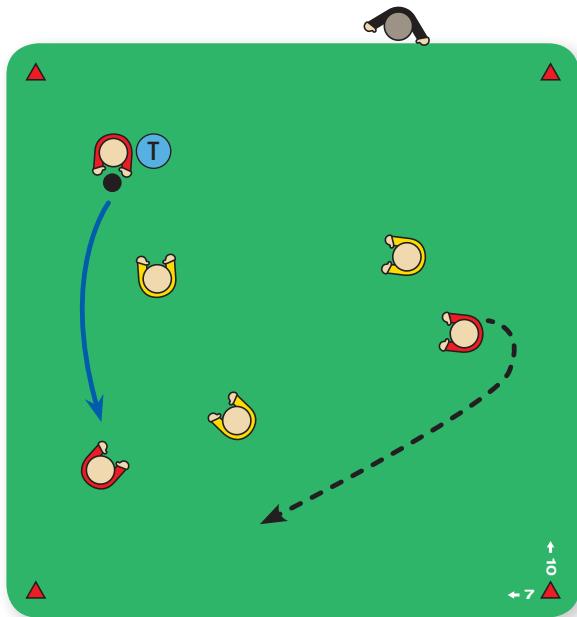
- All warm ups to be done using dynamic stretches
  - Communication and the use of both feet must be encouraged in every practice
- 

### General Principles Notes: Safety

Start the practice allowing people to wear watches / jewellery or place some objects in the practice after a short time stop and ask the candidates what might be wrong with your set up then explain the safety issues (2 -3 minutes) i.e. wear nothing that is a danger to yourself or others.



## Warm-Up: Game One



### Key Factors

- Movement
- Motivational Warm Up
- Coordination
- Technique of highball catching
- Assertiveness
- Co-operation/ team building fun

### Organisation:

- 3 v 3 in coned marked area 7 x 10m.

Ask Candidates to provide further progressions.

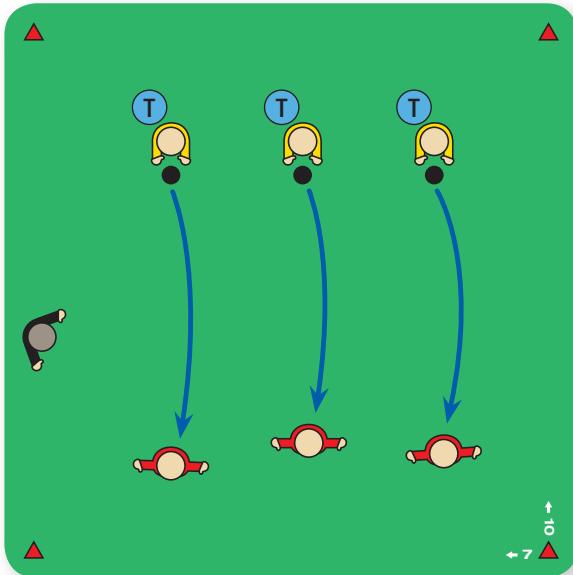
List will include:

- Reduce or increase team numbers
- Use different types of balls (tennis, mini soccer ball)
- Players can only use waist height throws.
- Players must use bounce pass.
- Players only roll the ball.
- Players use all Techniques previously used.
- If numbers are uneven, one player plays for team in possession.

### Rules/ Instructions

- 2 teams play in designated field throwing and catching ball.  
Teams score a point each time they complete a certain number of catches continuously. First team to score 3 wins.
- Possession changes if ball goes out or touches the ground.  
Players can only win the ball in the Air. Players cannot touch player with ball but may crowd.

## Warm-Up: Game Two



### Key Factors

- Motivational Warm up
- Co ordination Training
- Developing a “feel” for the ball.
- Learning running and movement techniques.
- Staying constantly in motion.
- Standing on balls of feet (staying light)

### Progressions

- Use side arm throw
- Player on receiving then looks to score point by rolling ball through partners opened legs (Change after 5 attempts)
- Players stand 4yds apart with a ball each; at coaches signal both throw ball. One throws high one throws low.

### Organisation

- 4-6 Goalkeepers
- 7 x 10m coned grid

### Rules/ Instructions

- Partners stand 5m apart, facing one another and throw underarm one ball back and forth.



## General Principles Notes: Communication / Inclusion Scenarios

In a group hold a short discussion on the following:

- A player has just registered to play but cannot speak English. How would you deal with that?
- A hearing impaired player registers to play. How would you work with this person? What is important when working with these players?

Ask about different types of Communication:

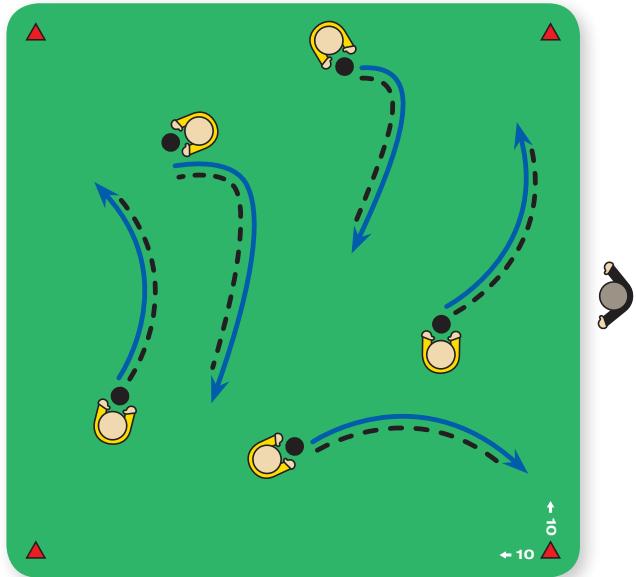
- Why is it important?
- What is important? Body language?

### Tips

- Find out what they can understand
- Demonstrate
- Be where you can be seen
- Don't chew
- Use signs Thumbs up = good / well done
- Smile
- Use a buddy system (they could shadow someone who knows the exercise)



## Co-ordination Game One



### Key Factors

- Motivational Warm Up
- Hand / eye Coordination Training
- Developing a feel for the ball

### Organisation

- 4-5 Players
- 10 x 10 m Grid
- 1 ball per goalkeeper

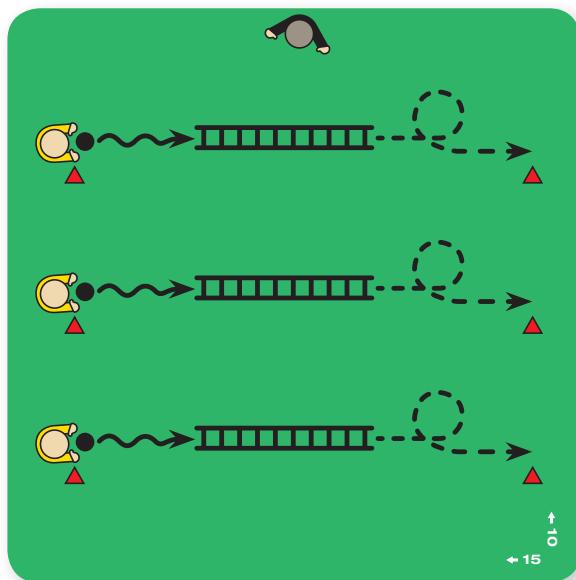
### Rules/ Instructions

- While walking or running, players bounce dribble the ball using right hand only. (switching to left hand after designated period of time)

### Progressions

- Bounce dribble alternating between left and right hand
- Bounce dribble alternating between left and right hand, on coaches signal leave their ball and take over another players ball.
- Bounce dribble using both hands at same time,
- Bounce dribble using both hands at same time a few steps they give the ball a high throw, spin around quickly and continue bounce dribble.

## Co-ordination Game Two



### Key Factors

- General Warm Up
- Motivational (competitive) warm up
- Co-ordination Training.
- Teach technical foot skills.
- Developing Mobility
- Developing a feel for the Ball

### Organisation

- 1-3 Goalkeepers
- 15 x 10 m Grid
- 1 ball per goalkeeper
- 3 Ladders (or cones)
- 9 Poles or Cones

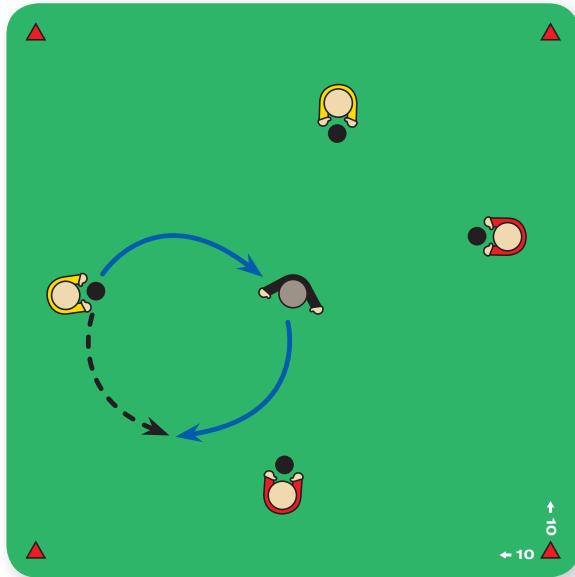
### Rules/ Instructions

- Each GK has a ball and practices alone.
- GK dribbles with right foot for a short distance, picks up the ball, goes through the ladder, and then executing co ordination exercises before end cone.
- GK then recovers back to start cone.

### Progressions

- Player alternates dribbling between the inside of right and left foot
- Player holds ball at hip height, and passes around body clockwise through the course.
- Player holds ball above head
- Player bounce dribble.
- Players passes ball round body, throws above head height catches and then through the course.

## Co-ordination Game Three



### Key Factors

- General Warm up
- Motivational Warm up
- Co-ordination training
- Catching Techniques
- Developing Mobility
- Feel for the Ball

### Organisation

- 10 x 10 m Grid
- 2-4 GKs
- Ball per GK

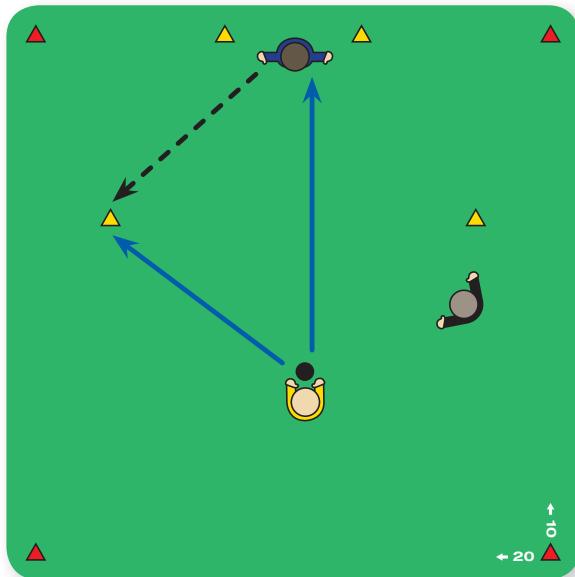
### Rules/ Instructions

- GK practice with the coach, each GK has a ball. Coach runs between the GKs. At the coaches signal, one GK throws to coach.
- Coach throws a high ball to one side, and that GK has to run to catch the ball in the air and continues to move.

### Progressions

- GK throws to coach, does a 360° turn before catching ball
- GK throws to coach, touches own ankles before catching ball

## Set Position



### Key Factors

- Feet approximately shoulder width apart.
- Weight on Balls of Feet, ensuring balanced position.
- Body weight slightly forward.
- Knees slightly flex, with hips square to ball.
- Keep head still “nose in front of Toes”
- Elbows need to be narrow, with chest facing ball.
- The Hands/arms need to be parallel and in front of the body line, and approximately ball width apart.
- Hand position “ Thumbs facing upwards”
- Remain still when ball is kicked.

### Rules/ Instructions

- Server throws to GK and coach observes the set position.

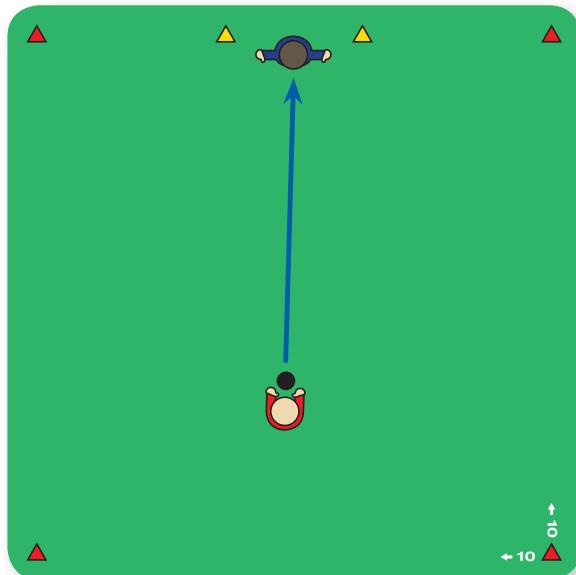
### Progressions

- GK moves diagonal forward to cone, gets set to receive thrown service. Then retreats to start point.
- GK moves laterally to goal cone, to set and receive thrown service, and return to start point.
- Server throws ball to GK at varying heights.
- Server volley serves the above practices.

### Organisation:

- 1-2 GKs
- 1 server
- 20 x 10 m Grid
- Goal 3m wide, 2 cones 1m on a diagonal.

## Scoop Technique



### Key Factors

- Still and set when ball is shot
- Move early into line with ball
- Bend from Knee and Hip
- Rotate on foot furthest from ball to tuck knee into K position.
- Lead with hands palm up.
- Head still, eyes on Ball
- Elbows slightly bent for cushioning

### Progressions:

- GK starts on haunches – server rolls ball
- GK in standing position – server rolls ball
- GK on knees – server passes firmly with inside of foot.
- GK on haunches – server passes firmly with inside of foot
- GK in standing position – server passes firmly with inside of foot.
- GK in standing position – server underarm throws bounced ball at feet of GK

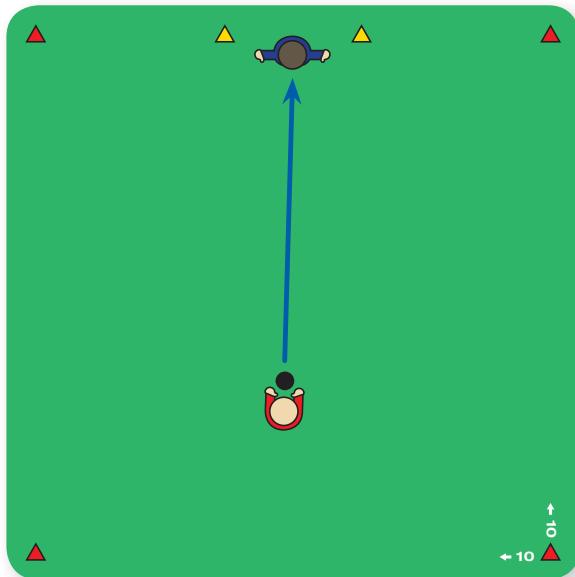
### Organisation:

- 10 x 10 m Grid coned off, goal 3 m wide.
- 1-2 GKs, 1 x server
- GK starts on knees

### Rules/ Instructions

- Server rolls under arm to GK.
- Server passes from foot to GK

## Cup Technique



### Key Factors

- Still and set when ball is shot
- Move early into line with ball.
- Keep chest square of ball.
- Bring hands early into line of ball.
- Palms facing up.
- Elbows tucked in and fingers spread.
- On impact relax body and hide ball.

### Organisation:

- 10 x 10 m grid, goal 3 m wide. Coaching area coned off.
- 1 GK plus 1 server.
- GK starts facing server.

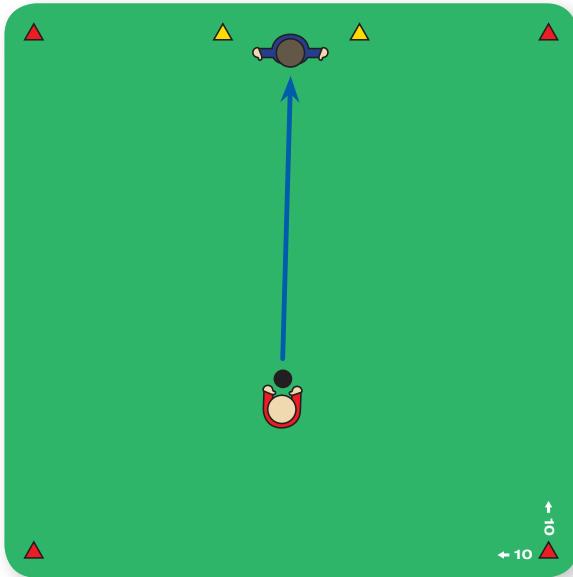
### Rules/ Instructions

- Server throws underarm throw towards GK waist.
- GK returns ball to server.

### Progressions

- Server throws an overhead bounced ball.
- GK moves laterally and server throws underarm.
- GK moves laterally, server throws overhead bounced ball.
- Server volleys into GK waist.
- GK moves laterally as server volleys into waist

## W Technique



### Key Factors

- Still and set when ball is shot
- Move early into line with ball.
- Keep chest square to ball.
- Bring hands forward early in line with the ball.
- Prepare hands, fingers spread, thumbs in W shape.
- Elbows flexed to act as shock absorbers.
- Head still, eyes on back off ball.
- Contact approx 30cm in front of body.
- Hold finished position until ball is secure.

### Progressions

- GK on knees, server volleys towards GK head.
- GK standing, Server throws underarm towards GK head.
- GK standing, Server volleys towards head
- GK moves laterally, server throws underarm.
- GK moves laterally, server volleys toward head.

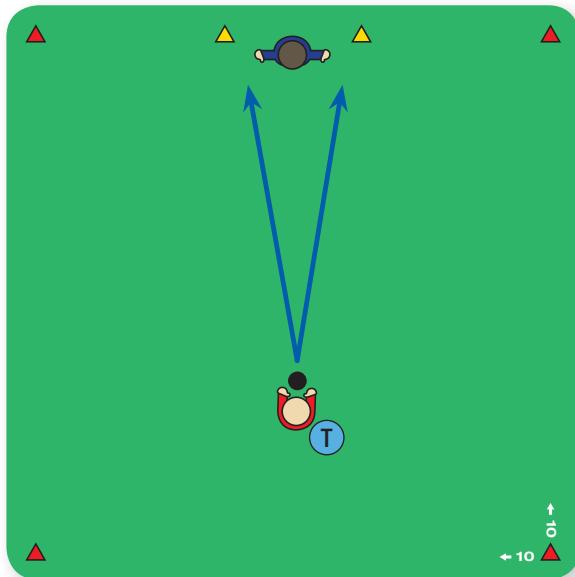
### Organisation:

- 10 x 10m grid, goals 3m wide
- 1 GK and 1 server.
- GK starts on knees

### Rules/ Instructions

- Server throws ball underarm toward GK head.

## Collapse Dive Technique



### Key Factors

- Used when ball is played down the side of the body but close to the feet
- Used if the GK does not have time to move into line and use the "Scoop" Technique.

### Left Collapse Dive

- Collapse at the knees, ensuring nearest or leading hand (left) goes behind the line of the ball.
- Other (right) hand would follow; ensuring body weight comes forward in preparation for contact with the ball.
- Left hand goes behind the ball, with right hand securing it on top - soft hands strong wrists
- Body weight now flows naturally in behind the ball to make a second barrier.
- In ideal situation the contact with ball would made in front of the body with elbows slightly flexed and tucked in.
- Head is then placed in behind the ball, with eyes focused to ensure ball is secured.

### Organisation

- 1 GK
- 1 server
- 10 x 10 m grid

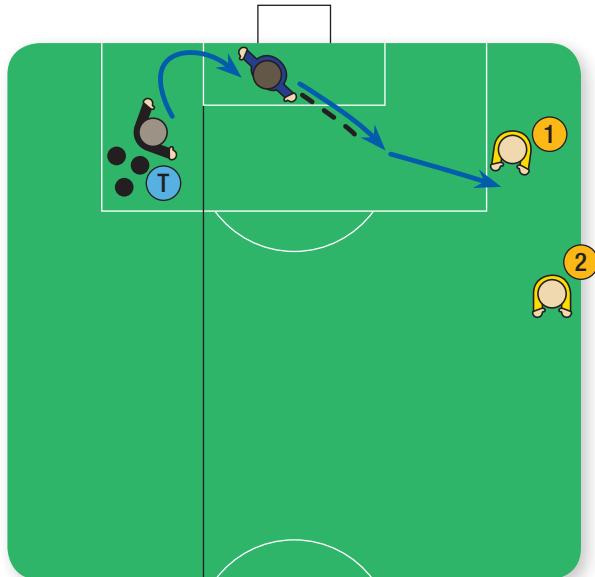
### Rules/ Instructions

- GK in a sitting down position. Server rolls underarm left and right of GK

### Progressions

- GK kneeling, server underarm rolls left and right.
- GK on haunches, server underarm rolls left and right.
- GK standing, server underarm rolls left and right.
- GK standing, server push passes to left and right

## Short Throws



### Key Factors

#### Roll:

- Use over short distances.
- Lower the body, and with the arm extended roll the ball underarm at a low trajectory.
- With right arm extended the left foot is placed forward. It ensures the ball arrives quickly and accurately, and easier to control for the receiver.

#### Sidearm:

- Often used when throwing into wide areas.
- A wide stance with the ball travelling at a low trajectory. Often used to throw to the space in front of players.
- With right arm extended and to the side of the body release the ball in a horizontal plane. Left foot would be forward pointed in the direction of the receiver.

### Organisation:

- 1 GK, 2 receivers.
- Coaching area coned off.

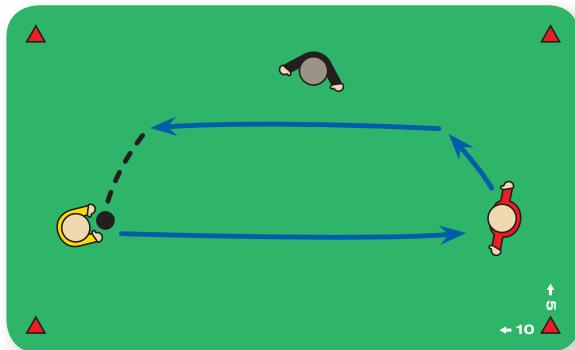
### Rules/Instructions

- Coach throws highball for GK to catch. On catching the GK moves forward and sideward's towards receiver, then delivers an underarm roll to receiver 1's feet.

### Progressions

- Sidearm throw to receiver 2
- Throw to space ahead of receivers
- Movement from receivers, GK to judge choice of throw.
- Introduce defender, to assess decision making.

## Passing and Receiving



### Rules/ Instructions

- GK1 passes ball to GK2 .  
GK2 controls the ball with one touch max.  
GK2 then passes ball back to GK1 with the inside of the foot.

### Progressions

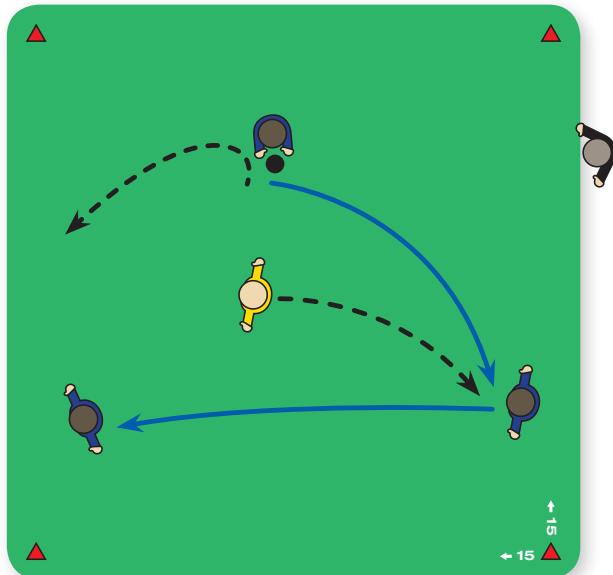
- GK 1 passes ball to either left or right of GK 2, who has to move into line to receive.
- GKS to use weaker foot.
- Move to a 3 v 1 game in a 15 x 15m grid (as per picture below).

### Key Factors

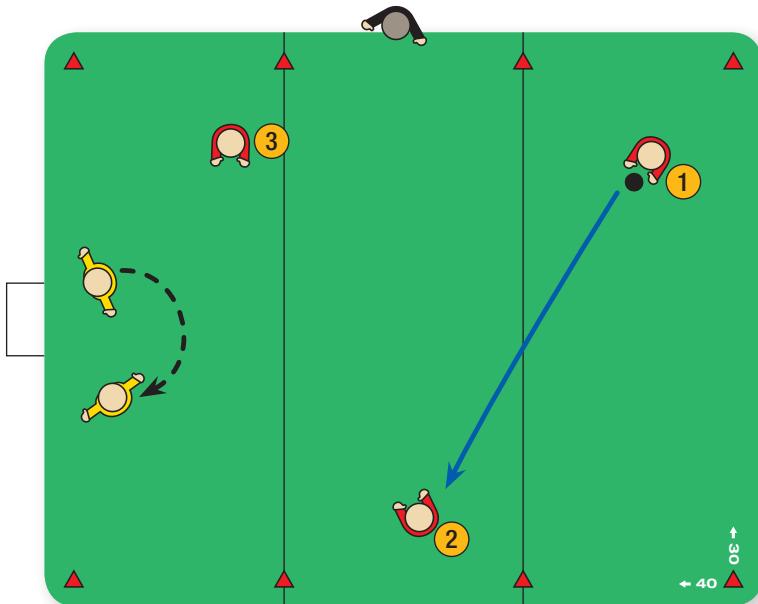
- GK on balls of feet and ready to deal with incoming pass
- First touch forward and across body
- Place non-striking foot next to ball
- Point toe of non-striking foot toward target
- Strike ball with inside of foot
- Keep head and knee over ball
- Strike through the middle of ball
- Follow through and stay balanced

### Organisation

- Mark out 5 x 10m grid
- A GK stands at each end of the grid



## Positional Awareness in relation to ball



### Key Factors

- Keep sight of ball
- Move whilst ball is moving
- Set Position in relation to ball
- Use of all area.

### Rules/ Instructions

- GK starts in relation to player 1 (players stationary)
- Player 1 passes to player 2, GK moves in relation to ball movement.
- Player 2 passes to player 3, GK moves in relation to ball movement.
- Player 3 passes to player 1
- Players must move within their zone once they have passed the ball.

### Organisation

- 40 x 30m Grid (SSG size)
- 8 Cones
- 1 GK plus 3 outfield Players.

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