



FOOTBALL
FEDERATION
AUSTRALIA

FUTSAL COACHING LICENSE

PARTICIPANT MANUAL
COMMUNITY COACHING PATHWAY

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Introduction

In most cases this will be your first introduction to Futsal, this course provides the basic concepts of the principles of the game and to fully understand these principles in depth will take further investigation and sourcing of subject content which will enthral the coach. The challenge for you now is to get that information across to the players in a manner which will benefit those under your control.

Consideration should also be given to the level of maturity that the player possesses and if we understand the four key elements i.e. technical, tactical, physical and mental added to a carefully planned session / season you should reach your coaching goal therefore the athlete should reach both their individual and team goal.

Futsal as I see it is a wonderful highly entertaining game and has definite pathways throughout the world. When studying the game in depth it can be used as the basis of 11-a-side football and can be used to improve the players involvement in that form of the game too.

Steven Knight

Menís National Futsal Coach

I must formally thank those who have helped construct this manual. All those who have assisted are acknowledged on the back of the manuals, we are also grateful to the FIFA technical department for their input allowing us to use some of the practices from their manual. National Futsal coach Steven Knight has provided valuable contributions and support throughout this project and should receive a special mention. I thank you in advance for the work you will do / have done in developing Futsal and wish you all the best in the future.

Norm Boardman

National Manager, Community Coach Education
Football Federation Australia

Special Features of Futsal

FUTSAL IS A KIND OF FOOTBALL THAT IS PLAYED:

- Indoors or Outdoors
- On a reduced sized pitch
- With reduced sized goals
- with smaller teams (4 outfield and 1 GK)
- With a special ball (smaller that bounces less)
- With all players getting more touches of the ball
- With high speed action
- With special rules that make the game fast,dynamic,non violent and enjoyable
- In two twenty minute periods (excluding stoppages)
- With an unlimited number of substitutions
- With no off side



Motivation to play and develop Futsal

Development of players

The characteristics of the game such as fewer players, a smaller pitch, the special Futsal ball and an unlimited number of substitutions.

- increases contact with the ball and shots on goal
- limits time and space to control and pass the ball
- favours rapid decision making
- favours a dynamic playing system and the rotation of positions
- involves and motivates all players
- facilitates accurate passing

and makes Futsal the perfect tool to develop and improve technique, tactical understanding, agility, coordination and also the players' speed in both Futsal and 11 a side football

Accessibility

- Little infrastructure is required
- It is possible to use existing facilities (e.g. schools, universities, sports centres etc..)
- It is easy to start playing because not many players are needed
- It is accessible in regions and communities where it is difficult to play 11 a side football due to climate or because of lack of space (e.g. large cities, isolated communities)
- It is accessible to women and children (e.g. Muslim countries) and the elderly

New Opportunities

- New careers for players, coaches, referees, administrators etc...
- New opportunities for member associations to host and qualify for international tournaments
- New opportunities for cooperation with NGO's, government authorities, private sponsors etc...

New Opportunities

- One of the fastest developing sports in the world
- Associated with Football but avoids its saturated market
- An attractive game (lots of goals, finely honed skills)
- The indoor nature of the game makes it a new focus for marketing and advertising

New Opportunities

- A potential first step to 11 a side football producing high quality players and simplifying the coaching and educational development of many children using fewer resources
- It expands the football base: Futsal attracts more players and fans
- Diversification of the activities of a football association and extension of activities, both indoors and outdoors
- The only version of indoor football approved by FIFA

How do the Certificate and Licence Differ?

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: 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

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 or your Member Federation (contacts at rear of manual).

Method of Re-accreditation

Licence 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.

Certificate level

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. Passing / Striking etc. . . the main part is used to practise the technique using a small sided game 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.

How will I be Assessed?

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.



The Purpose of Change to Teaching Methodology

Purposes of the changes in Presentation / Teaching methods:

✓ TO **ENCOURAGE** MORE PEOPLE TO GET INVOLVED IN FORMAL FUTSAL EDUCATION

✓ TO **SIMPLIFY** THE WAY IN WHICH WE TEACH OUR TEACHERS

✓ TO GIVE THE PARTICIPANTS A **POSITIVE LEARNING EXPERIENCE** SO THAT THEY IN TURN WILL PROVIDE THE SAME FOR THEIR PLAYERS

✓ TO MAKE THE COURSES **MORE ACCESSIBLE** TO ALL

✓ TO HAVE A **UNIFORMED APPROACH** TO THE DELIVERY OF COURSES

✓ TO BE A **LEADER IN SPORTS EDUCATION** AT **COMMUNITY** LEVEL.



Model Session Methodology

The following will apply when you are conducting each **Main Part** of the model session.

- ✓ The message of **C.H.A.N.G.E. I.T.** must be clearly spelt out during the Main Part of the model sessions.

Your role is to show the participant at least one change to make it easier or more challenging (not more than two) and an explanation of why you changed it, e.g. the blue team were not keeping the ball so I changed the rules etc, then point out the effect the change has had.

- ✓ It must be clearly shown to the participant that during a session it is best to keep the rules as simple as possible with only one change at a time to avoid confusion
- ✓ You will show how a coach should behave by not only making changes to the session to improve performance but by encouraging good play and showing good examples, i.e. when you see a player do something that you are looking for, e.g. a shot at goal or a supporting run then let them (as well as the others in the team) know that it was good so that they all get a picture of good performance.

If it needs you/coach/player to show a quick demo then do it! As long as it takes no more than 15 -30 seconds.

- ✓ One of the most important things we want the coaches to keep is their character, we don't want coaches stalking the sidelines and calling every pass and move. We would like to see coaches reinforce the rules, praise effort and good play and encourage as much as possible.
- ✓ Remember that sometimes during a model session you will find the need to explain something in more detail. This will require a little more talk than you would do if you were the coach so you need to make it clear that in one instance you are the Presenter then in the next you are the Coach of the team.
- ✓ The Presenter will probably talk a lot more but the Coach will simply:
 - make a change.
 - observe/encourage
 - show the players a good example if needed
 - make a further change if necessary
 - then restart the process
- ✓ Another useful analogy that can be given is the ladder method, i.e. too difficult for the players go down a couple of rungs, too easy move up a couple

C	Coaching Style Provide feedback in the drink break or change of activities without interrupting the game. Use player role models.
H	How you Score/Win Increase opportunities to score.
A	Area Increase or decrease the game challenges by changing the size/shape of the playing area, i.e. long and narrow, short and wide, smaller/larger.
N	Numbers Use different team numbers of players to overload the advantage of one team or vary the number of turns at goal, etc.
G	Game Rules Change the rules slightly, i.e. no tackling, minimum number of passes, etc.
E	Equipment Vary the equipment used, i.e. a bigger goal, smaller goals, more goals.
I	Inclusion Engage the players in modifying the practices, provide options they could choose from to encourage ownership. Consider what can a player do as opposed to what they can't or your perception of what they can or can't do.
T	Time Reduce or extend the time to perform actions, i.e. how many passes in 20 seconds, get a shot at goal within 30 seconds.

In short, if it's not working:

C.H.A.N.G.E. I.T.

Futsal Certificate License Program

Introduction – Housekeeping (15 - 20 minutes)

Introduce yourself and discussion on benefits of playing / coaching Futsal.

.....

Presenter conducts (4) model sessions (15 minutes each)

Defensive play –

Fundamentals

- Delaying – Transition Defending Presenter to demonstrate 2 Practices from manual – **(15 minutes)**
- Regrouping – Transition Defending Presenter to demonstrate the Practice from manual – **(15 minutes)**
- Covering & Helping – Group Defending Presenter to demonstrate 2 Practices from manual – **(15 minutes)**
- Weak & Strong side – Group Defending Presenter to demonstrate 2 Practices from manual – **(15 minutes)**

Total 60 minutes

The Presenter splits the candidates into groups of two, the first Four (4) groups will have a turn at mimicking the model sessions and all other mobile persons should make them selves available to participate in the sessions... The first person in the chosen group will start the practice, observe and make a change whilst the other will observe and make a further change using the C.H.A.N.G.E.I.T. Philosophy to acheive the desired outcome.

Candidates break for refreshment and planning in groups to practice demonstrating and coaching the activities – **(15 minutes)**

Assessment Practice – Groups 1 - 4 – **(60 minutes)**

In groups candidates are to organize and coach the given (above) topic and receive feedback from the presenter in a group setting so as to improve them and the entire groups' technical understanding of the topic.

.....

Presenter conducts General Attacking Play model session (15 minutes)

- Presenter to demonstrate correct principles of attack using in 5 v 5 Game
-

Presenter conducts sessions on Attacking Formations (30 minutes)

Presenter to inform groups 5 and 6 of their topic; they will plan their practice at lunch.

.....

Break for Lunch – (45 minutes)

Groups 5 and 6 will have a turn at mimicking the model sessions; all other mobile persons should make them selves available to participate in the sessions... The first person will start the practice, observe and make a change whilst the other will observe and make a further change using the C.H.A.N.G.E.I.T. Philosophy to acheive the desired outcome.

Assessment Practice – Groups 5 and 6 – **(30 minutes)**

In groups candidates are to organize and coach the given (above) topic and receive feedback from the presenter so as to improve them and the entire groups' tactical knowledge of the topic.

Futsal Certificate License Program

Presenter conducts model sessions from manual based on:

Defence to Attack Transition

Attack to Defence Transition

- Transition play – Total (40 minutes)

Assment Practice – Groups 7 and 8 will have a turn at mimicking the model sessions; all other mobile persons should make them selves available to participate in the sessions... The first person will start the practice, observe and make a change whilst the other will observe and make a further change using the C.H.A.N.G.E. I.T. Philosophy to acheive the desired outcome.

.....

Candidates break for planning in groups to practice demonstrating and coaching the activities – (10 minutes)

.....

Assessment Practice - (30 minutes)

In groups (7 and 8) candidates are to organize and coach the given (above) topic and receive feedback from the presenter so as to improve them and the entire groups' tactical knowledge of the topic.

.....

Assessment time (10 minutes per candidate)

Each candidate will be given one of the following tasks: **(Allow candidates 10 minutes preperation time)**

- Plan, organize and coach a defensive topic. i.e. Delaying etc...
- Plan, organize and coach an Attacking topic.
- Plan, organize and coach Transition play Defence to Attack or Attack to Defence

.....

• Course conclusion 15 minutes - Total time 8 hours 40 minutes (approx)

Assessment Criteria Definitions

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



Community Coach Education Program – Session plan

Topic (Session objective) _____

Name _____

Organization details: _____

Balls: _____

Bibs: _____

Markers: _____

Players: _____

Game instructions/demonstration: _____

Diagrams: _____

Community Coach Education – Assessment Checklist

Name of participant: _____ Date: _____

Competence / Performance Criteria	Y	N	Comments
1. Was it an activity that looked like futsal? i.e. Game based decisions were being made and the activity had: Area Rules / Objective (target/ goal) Opposition			
2. Were the players engaged in an activity/game within two (2) minutes? Transitions were made from one activity to the next (or modifications) within two (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

Name of participant: _____ 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 futsal. Game based decisions were being made and the activity had: <ul style="list-style-type: none">• Area• Rules• Objective (target/goal)• Opposition		
Players were engaged in an activity/ game within two minutes. Transitions were made from one activity to the next (or modifications) within two (2) minutes.		
Games/activities were 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 may change the session.

Did the coach deliver the following?

Session criteria	Yes / No	Comments
An activity that looked like futsal. Game based decisions were being made and the activity had: <ul style="list-style-type: none"> • Area • Rules • Objective (target/goal) • Opposition 		
Players were engaged in an activity/ game within two minutes. Transitions were made from one activity to the next (or modifications) within two (2) minutes.		
Games/activities were 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.		



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".

Futsal Coaching Certificate Practices

Key

- Unbroken Line = Balls path
- Broken Line = Players' run without the ball
- Unbroken line together with Broken line = player dribbling the ball
-

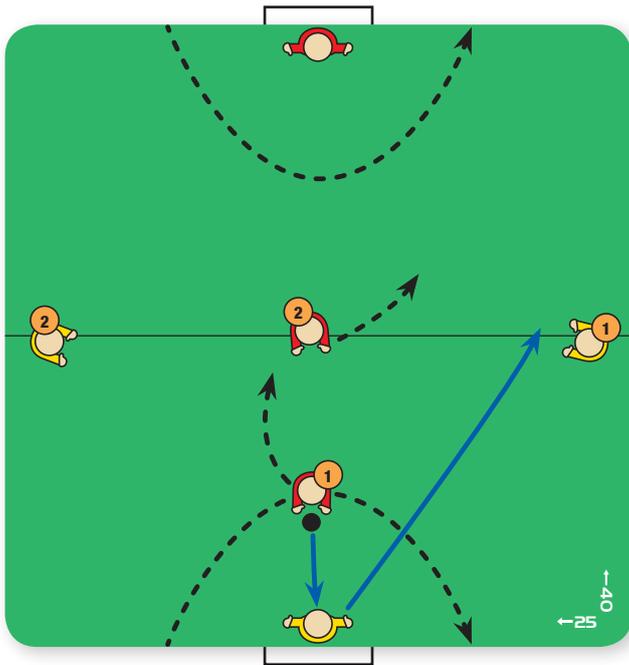
Notes

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



Basic Defensive Fundamentals

Example Of Delaying Exercise – B



Organization:

Full Court

Rules / Instructions:

The red player (1) strikes the ball to the goalkeeper (imitating a shot) once the 'keeper has the ball in their hands the red player (1) runs back to help red (2) who becomes the main defender.

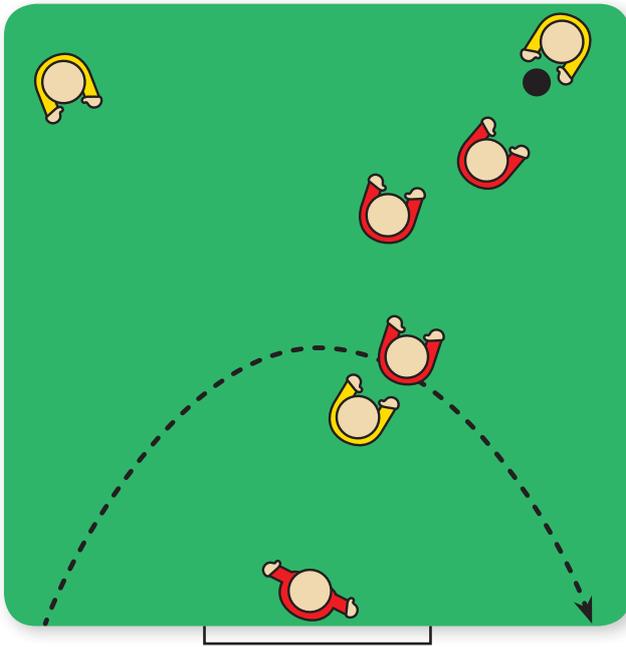
As soon as the keeper has the ball they can throw it to either yellow 1 or 2 who will start an attack to the other goal.

Coaching Points:

- The main defender must close down ball carrier quickly, lead them to the sideline
- Do not over commit by running past the line of the ball thus allowing the a square pass to #3
- Body position is critical
- The recovering defender communicated with the main defender taking up a position to assist

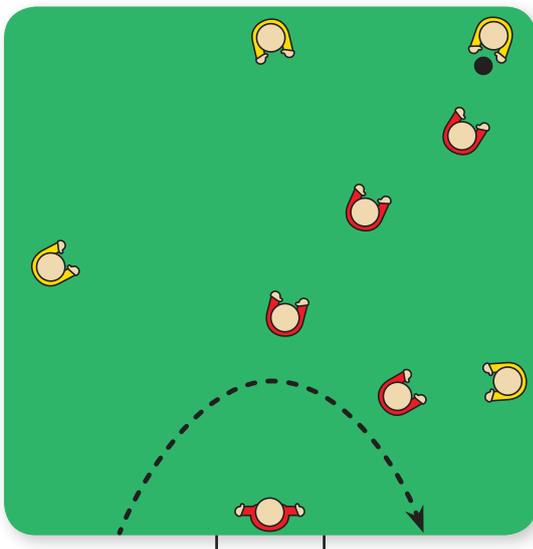
Covering & Helping

- The main objective of covering is:
- To help the defender overtaken by the attacker in possession
- The main types of covering are:



Above: In relation to a defensive line = the central defender covers the middle of the court whilst being vigilant of his own man

The last defender places himself in front of the attacking target player

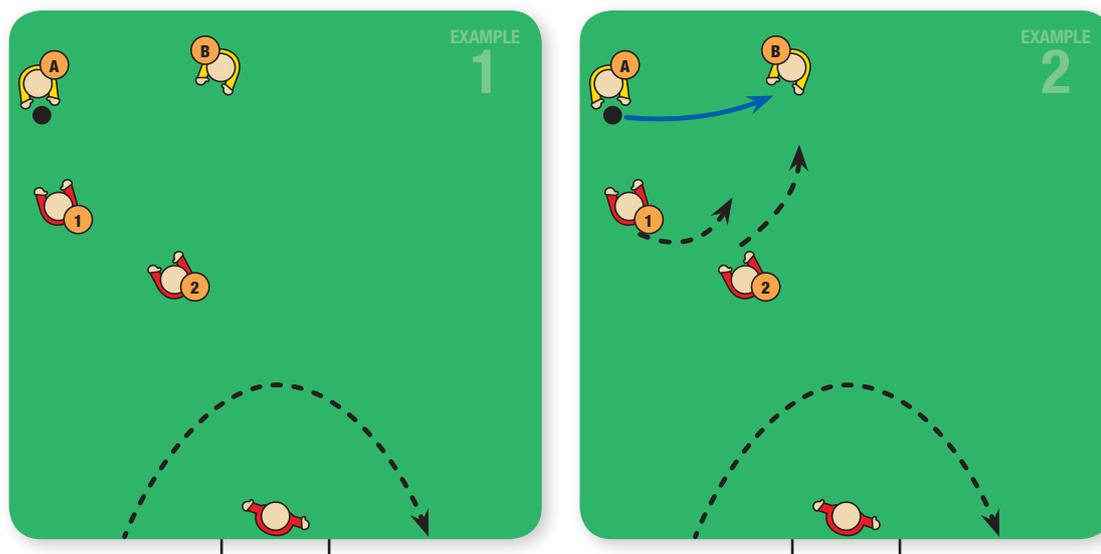


Above: In a diagonal set up

- All the covering defenders populate the side of the court where the ball carrier is and block the passing lanes across to the opposite side line

Covering & Helping

Examples Of Covering Exercises



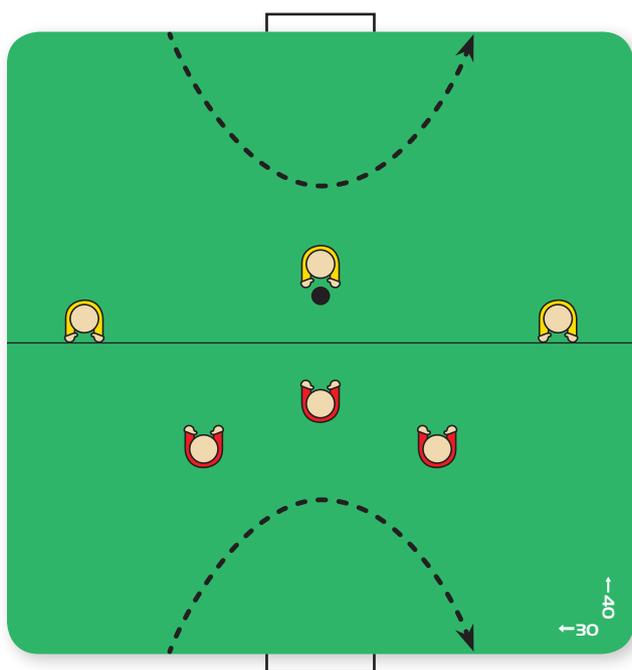
Example 1 shows players (a) and (b) swapping passes whilst player (1) closes down the ball carrier and (2) provides cover

Example 2 shows that as the ball travels from a to b player 2 closes down the ball carrier and 1 provides cover

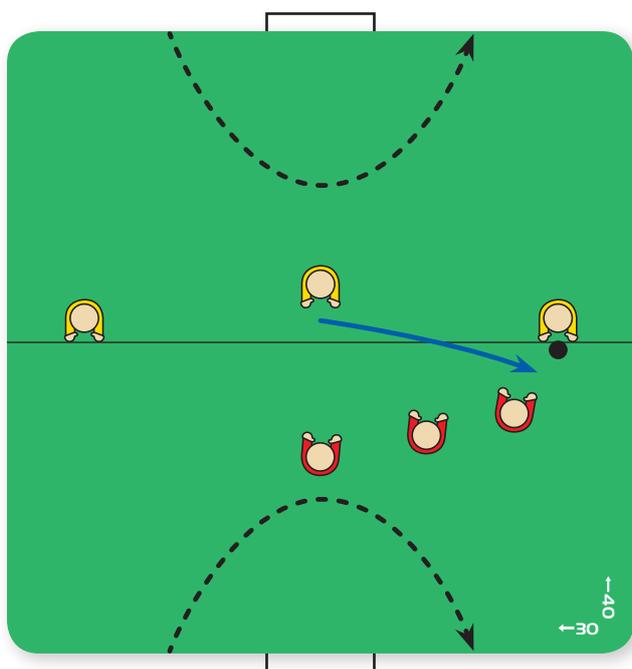
Coaching Points: Close down quickly without over committing, come across in cover as the ball travels

Covering & Helping

In this example the yellow player has the ball in a central position and the defenders arrange themselves as shown with the main defender pressing the ball carrier and the others covering



Below: the ball is with the player in a wider position and the defender closest pressures the ball carrier with the other two covering



These practices can be done by the three yellows passing the ball among themselves but not moving forward whilst the reds practice their pressuring and covering

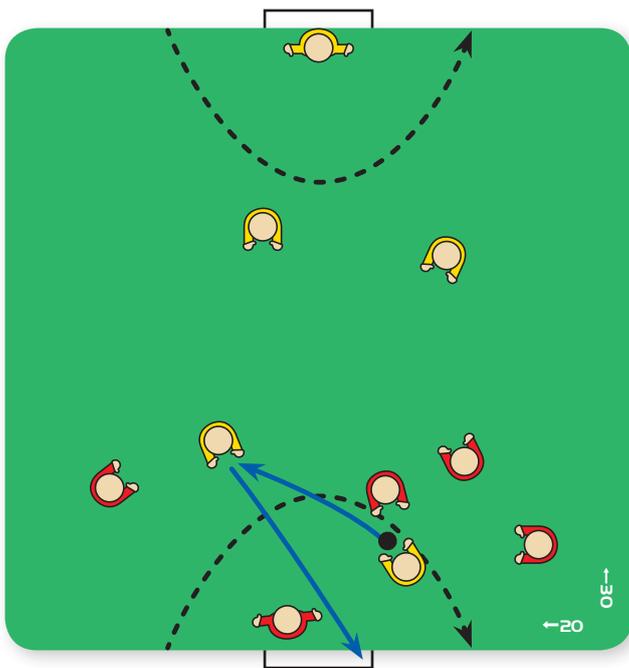
Regrouping - is the re organization of Team Defending

The main objectives of regrouping are:

- To avoid or to minimise the effects of a counterattack
- To regain a defensive set up, quickly and in a organised manner, after the loss of possession
- To minimise numerical inferiority situation

THE REASON THAT IT IS CRITICAL TO GUARD THE AREA AROUND THE CENTRAL PART OF THE "D" IS THAT AROUND 95% OF ALL GOALS SCORED IN FUTSAL ARE FROM THIS AREA.

Examples Of Regrouping Exercises



Organization:

Full court

Rules / Instructions:

Two yellows try to score against 4 reds. The yellows must shoot within 10 seconds or forfeit possession they cannot use the two "resting" yellows in the other half. On the turnover of possession the two yellow attackers must retreat and regroup, the main defender must be one of the "resting" yellows. This will provide practice for the retreating players in regrouping or reorganizing defence.

Variations:

Teams change roles

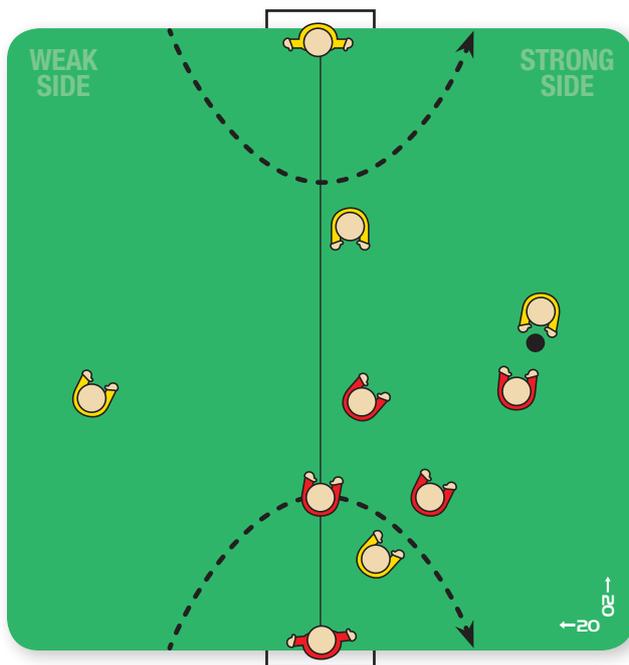
Notes for Presenters / Coaching Points

- The main defender MUST delay the progress of the ball as much as possible without committing themselves to a challenge
- The main area to be covered by the retreating defenders is the top of the "D"

Weak and Strong side Concept

The strong side of the court is the side where the ball is where we need to concentrate our defensive efforts.

The weak side is the opposite side and our marking whilst keeping an eye on our opponents is much looser



Coaching Points to be explained in games

- Put pressure on the ball carrier (main defender) and support the main defender (others)
- To "shepherd" the ball backwards and across to the opposite sideline via their central playmaker
- To block passing lanes across the court

Attacking Play in General Play

Comes from the turnover of possession from the opposition and therefore wherever the turnover happens the first decision of the individual or group is how organised is the opposition is in defence when the turnover has occurred. This then gives the first coaching hints to the attackers as:

- If unorganised can the attackers get to the goal and score quickly? i.e. counter attack
- If organised how do we break open the defence to create uneven or out of balances of the opposition's defence including 1v1 ?

Playing 5v5 the coach is focused on the following coaching points to break open the defensive shape of an organised defence:

- Support options for the ball carrier left right middle and back
- Pace and movement of the pass and run into the next support position
- Movement ideas dependant on defensive shape and organisation i.e. zonal man on man or mixed defence
- Diagonal support positions i.e. player diagonal to the ball as middle ally.
- Support or movement runs between defensive lines
- Isolation of attacking 1v1 opportunities
- Safety pass options if team under pressure
- Movements in and out of targets (pivot) positions if players are trained to be strong on the ball when their backs are to the opposition goal
- Screening or blocking to aid in ball advancement and shooting
- Body positions of supporting players facing towards the middle of the pitch

Obviously ball retention to enable team aim of shooting of goal is dependant on the technical ability of the team in possession. For Junior and inexperienced teams the practice would be reduced in defensive numbers to allow more sequences of passing and would be strengthened to out of balance in defence if the technical ability and understanding become advanced this is the change it philosophy.

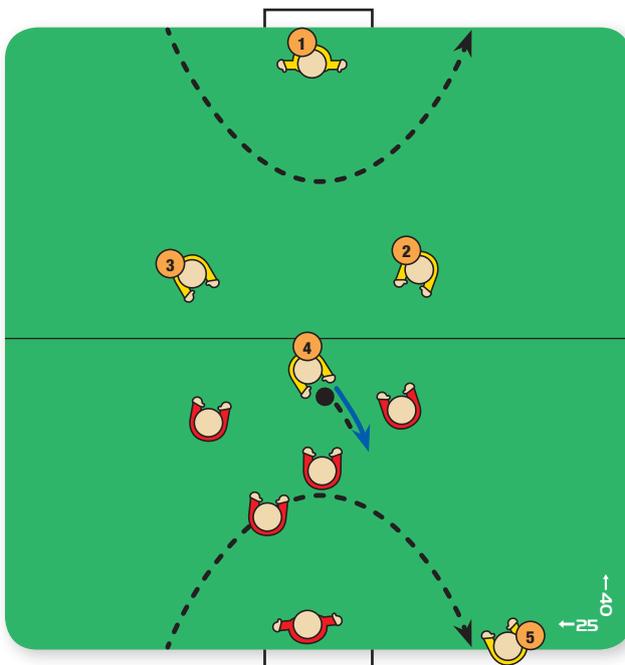
The ability of the team to keep possession of the ball is due to individual technical ability and individual and group movement off the ball. Players who move into non-supporting positions limit the ball carriers ability to make passing options to that particular player so his run has taken him out of play for the seconds he is not a passing option. Therefore it needs to be indicated to all players that running for the sake of running could be wasted energy and unproductive to team build up.

The Presenter conducts a 5 v 5 “real game” showing and discussing the key elements in attacking play.

Attack

Attacking is the phase of play that requires most practice and experience. For a positional or gradual build up attack to be successful requires patience, knowing how to read and understand the game and how to cause the opposing defence to become disorganised and take advantage of this. A quick attack to be effective needs speed, accuracy and an element of surprise.

Exercises: Quick Attack - After winning the ball



Organization:

Full Court.

Rules / Instructions:

The Yellow team attacks with just one against four red defenders. Two other yellows wait in their own half. The fourth player of the attacking team waits just off the court as shown. When the red team wins the ball they launch a quick counter attack, as soon as they win the ball #5 yellow recovers to help whilst the player who lost possession tries to get the ball back. The players on the red team try to score before the yellows can organize themselves.

Variations:

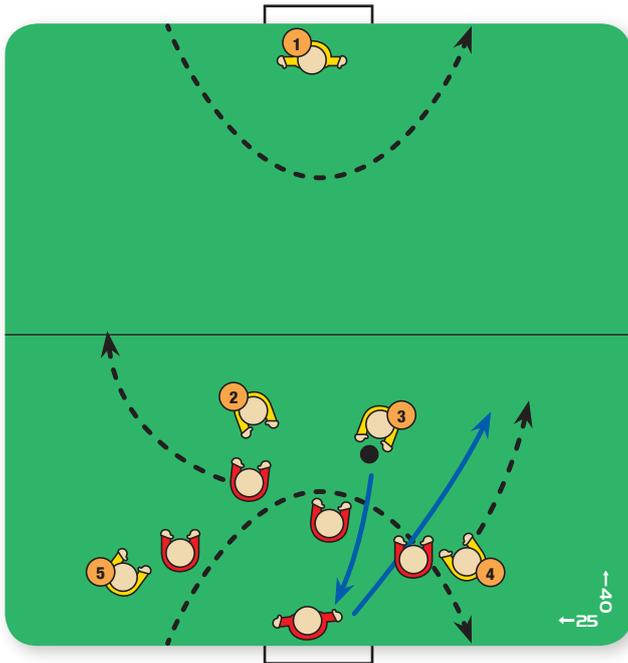
Impose a time limit on the attack

Coaching Points:

- The player who wins the ball has to move toward the centre in order to create two channels for their team mates to use
- Once the ball is won speed is crucial but without losing accuracy
- Always finish even if the ball goes out so that the opponents cannot counter attack

Attack

Exercise: Quick attack on wing – Creating a numerical advantage on the wing by a quick attack



Organization:

Full Court normal game - game starts with both teams in half field as shown.

Rules / Instructions:

The yellows attack against a compact defence. The goalkeeper has a supply of balls. Once the move has finished two players from defending team (red) quickly run out, one to each wing to create a numerical advantage. The goalkeeper passes the ball to the player in the best position.

Variations:

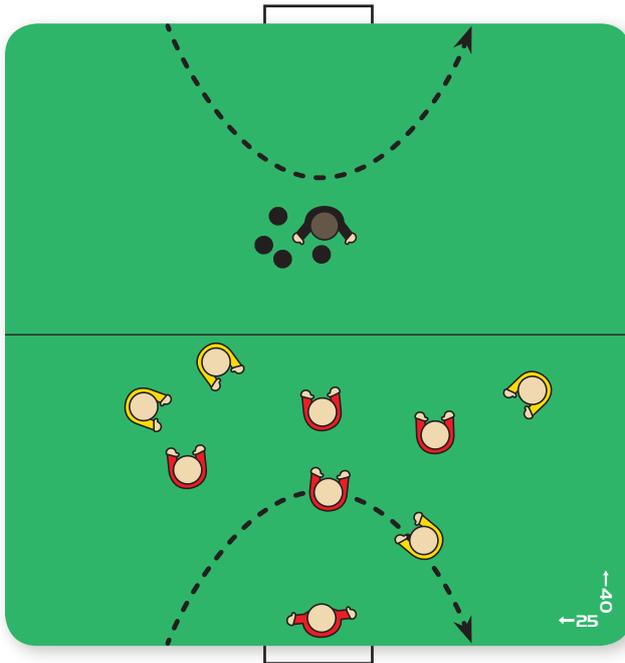
- If the attack ends in a goal the attacking team starts another move
- Set a time limit for both teams

Coaching Points:

- The two players who come out at speed along the wings have to do so one or two seconds apart. The first player is a decoy and the second offers the element of surprise
- The goalkeeper's body language when distributing the ball should indicate the opposite side to that where the ball will actually be played.

Attack

Exercise: Positional or built up attacks - Successive positional attacking practice



Organization:

Half of the court is used

Rules / Objectives:

4 yellows attack 5 reds as shown. The same team always attacks to start with. If the ball goes out or is stopped by the goalkeeper the coach located in the other half of the court will start the game again by passing the ball to the attacking team. The teams change after a certain amount of attacks (determined by the coach).

Variations:

- Set a time limit for each attack
- Minimum number of passes before they can score
- Put a target in the other half for the defenders to get the ball to (this is how they might score)

Coaching Points:

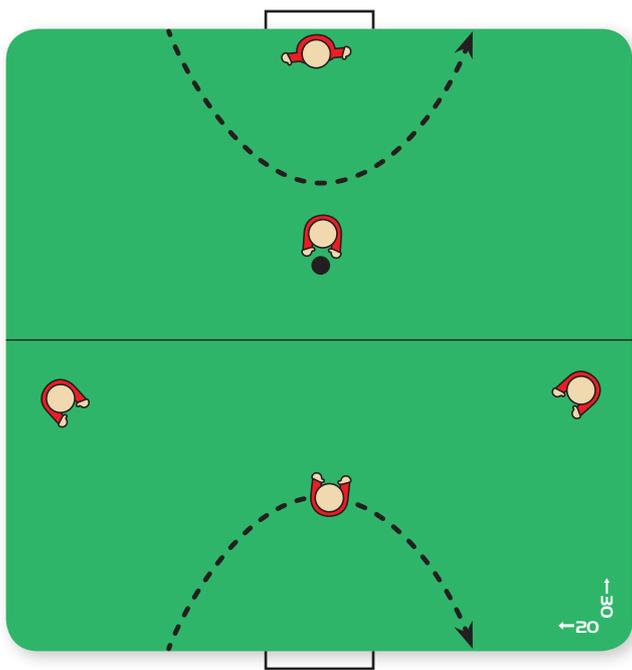
- The speed of the passes is more important than the speed of the players in this case
- Long lateral passes should be avoided as they are dangerous when faced with an organized defence

Futsal Formations

(30 mins) the presenter shows any three practices

When we talk about formations we don't mean rigid organizations but rather the organized occupation of the pitch in accordance with certain objectives, roles and functions. This distribution is used to establish a series of interactions between members of the team (tactics) in order to achieve the objective without losing organizational balance. Formations must be dynamic and flexible as they are constantly being broken down and reorganized during play. Several different formations are used in Futsal nowadays, with the formation selected depending on the players on the pitch, the opponents and the circumstances of the match.

Attacking Formations - 1-1-2-1 (1-3-1)



Advantages

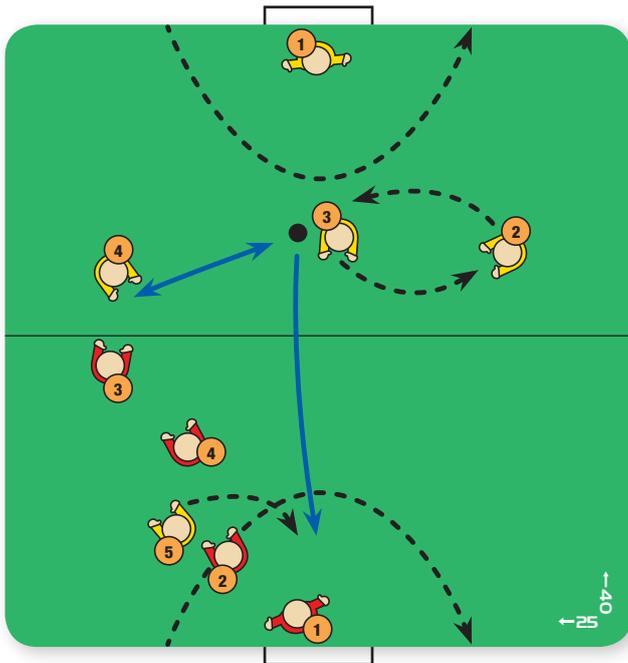
- With three players in the build up zone, the player with the ball is offered support to the left, right and in front, the pace and control of the game can be better dictated
- If possession is lost there is a defensive balance

Disadvantages

- A specialist pivot is required who can play with their back to goal, as well as players who are good at passing and shooting
- If the players are not patient and choose the wrong pass this can lead to counterattacks

Futsal Formations

Exercise B - Creating Passing Channels to the Pivot



Organization:

5 v 5 on a full court as shown

Rules / Instructions:

1.3.1. Attacking position

Three yellows pass the ball among themselves interchanging positions inside their own half until they can find the pivot with a through pass. The reds cannot go into the other half to win possession and the fourth red marks the pivot. Once the ball is passed into the pivot the other two yellows can move to support the pivot leaving one to defend.

Variations:

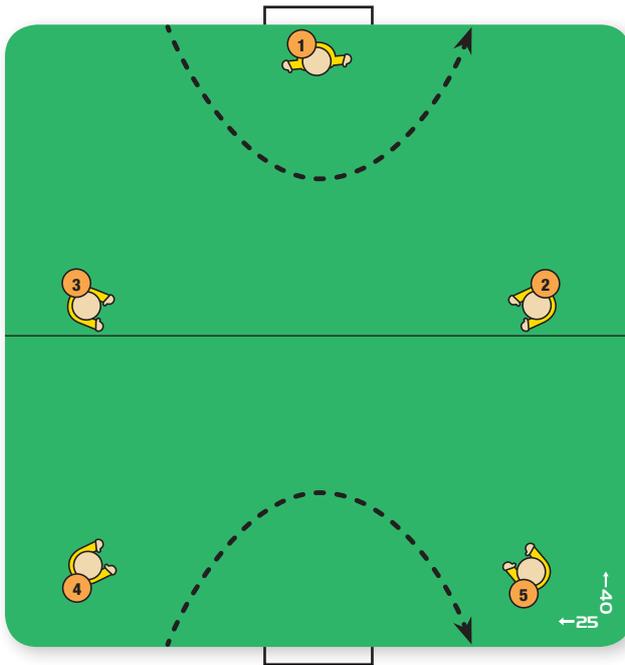
- Set a time limit for passing the ball to the pivot
- Defending team can launch a counter attack once they win possession

Coaching Points:

The same as the previous exercise

Futsal Formations

1.2.2 Formation



Advantages:

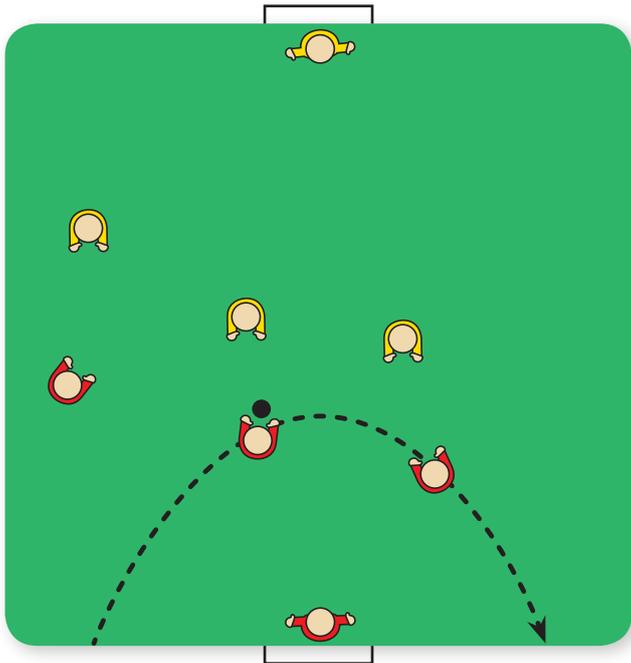
- Very effective if there are two very skilful players in the build up line: numerical advantage can be achieved by winning one against ones
- When the opponents defend very deep, this is a good system for long range shooting or balls to the far post

Disadvantages:

- Support is not very strong. Not much defensive balance if the ball is lost, this is when opponents can easily counter attack
- Limited opportunities for players to interchange positions because of the distance between them

Transitions

Exercise: Reduced Space – Constant repetition of transitions



Organization:

Play a 3 v 3 game on half a pitch with two goalkeepers, a real game. The reduced amount of space means that there are constant transitions, both offensive and defensive.

Variations:

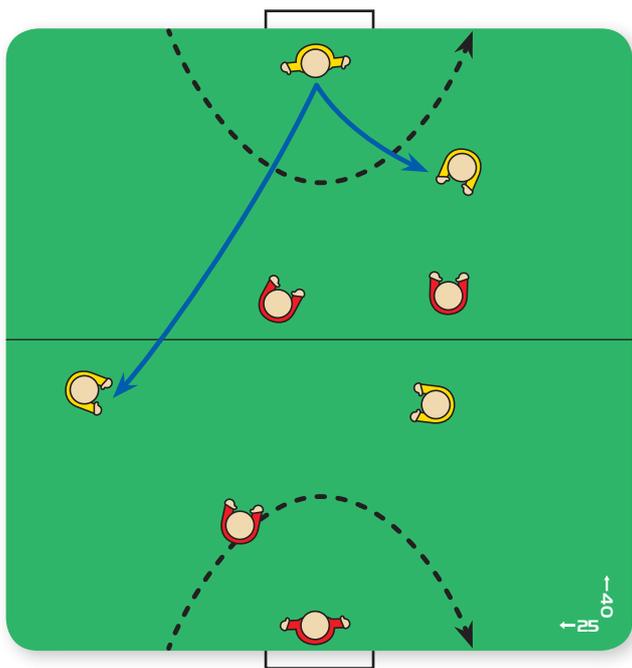
The game can be played one touch, two touch or unrestricted touches.

Coaching Points:

- When a team loses the ball, the players should not be distracted, they should only be concerned with dropping back to defend
- One defender should try to hold up the counterattacking opponent, not to dispossess them but to slow them down and give the other defenders time to get back into position

Offensive Transitions

Exercise: Numerical Inequalities – working on the effectiveness of offensive transitions and numerical advantages



Organization:

Full court

Rules / Instructions:

Both teams have a goalkeeper and a defender in their own half of the court and two attackers in the other half. None of the players can enter the other half of the court. The goalkeeper can pass the ball directly to his team mates in the other half of the court to start a two v one or pass the ball to his team mate nearby. This player must then try to pass the ball to their team mates in the other half. The game starts when the red attacker has a shot and it is saved by the keeper.

Variations:

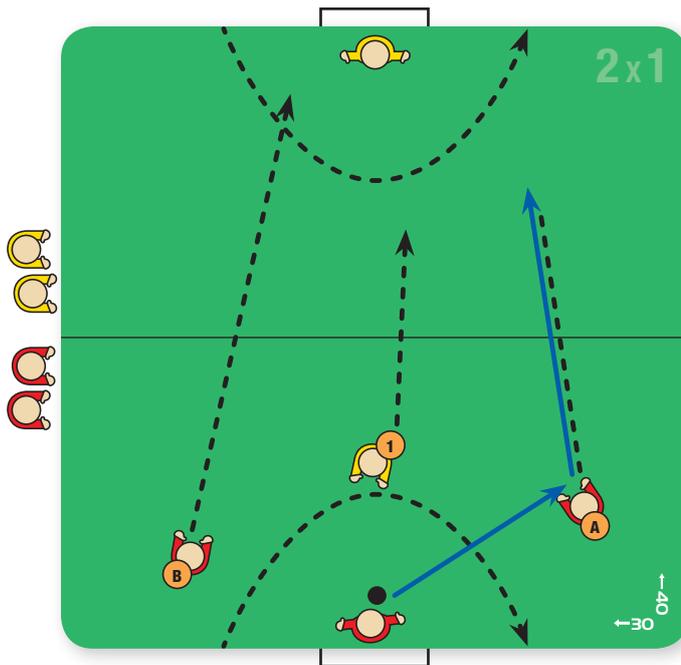
If the attacking team player closest to the goalkeeper receives the ball and manages to pass it to their team mates in the other half they can join the attack to make it three v one attack. This can be played two against three and three against two. Set a time limit on transition before a shot. A limit of touches can be imposed on the transition.

Coaching Points:

- The most important point is that the attacks of the second line open up clear passing channels
- Once the ball is received by the players in the second line, speed is the key.

Offensive Transitions

Transition Exercise 1.



Organization:

Full court

Rules / Instructions:

The game starts when the goalkeeper passes the ball to player (a) who runs with the ball to either score themselves or combine with (b) who supports.

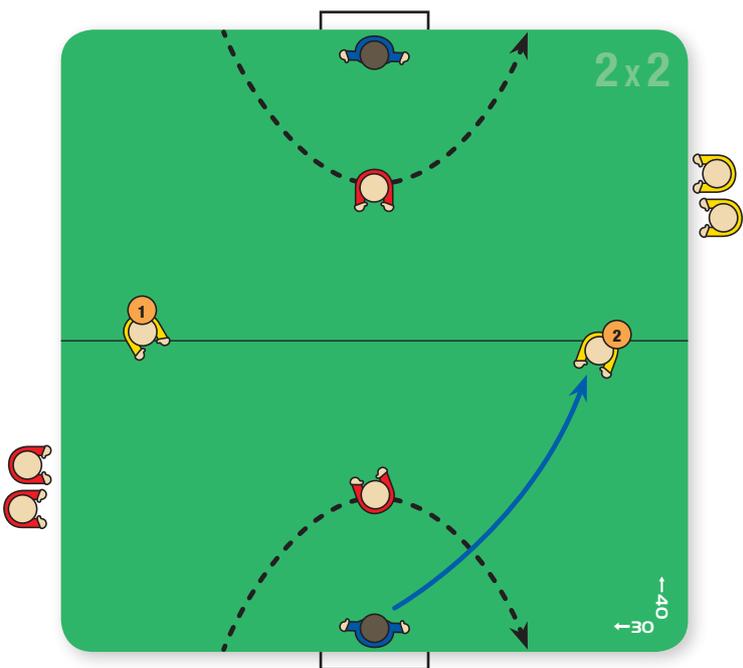
- The attackers have a pre determined time to score
- Should the defender (yellow) win the ball or the keeper make a save the roles are reversed and player (a) comes off and the game starts again when a yellow reserve player comes on to help making it 2 (yellows) v 1 (red) going the other way. (red (b) returns to defend

Variations:

- The defending player (s) start on the half way line

Offensive Transitions

Transition Exercise 2.



Organization:

Full court

Rules / Instructions:

Goalkeeper passes to either # 1 or # 2 (yellow) who can attack any goal and try to score in a pre determined time whilst the defenders respond accordingly. i.e. the red player at the opposite end must recover to help out.

If the defender should win the ball or the goalkeeper makes a save the red team are then able to attack the opposite goal and the yellow team must defend two v two

Coaching Points:

Defence

- Close the ball carrier quickly
- Regroup, Delay, Cover

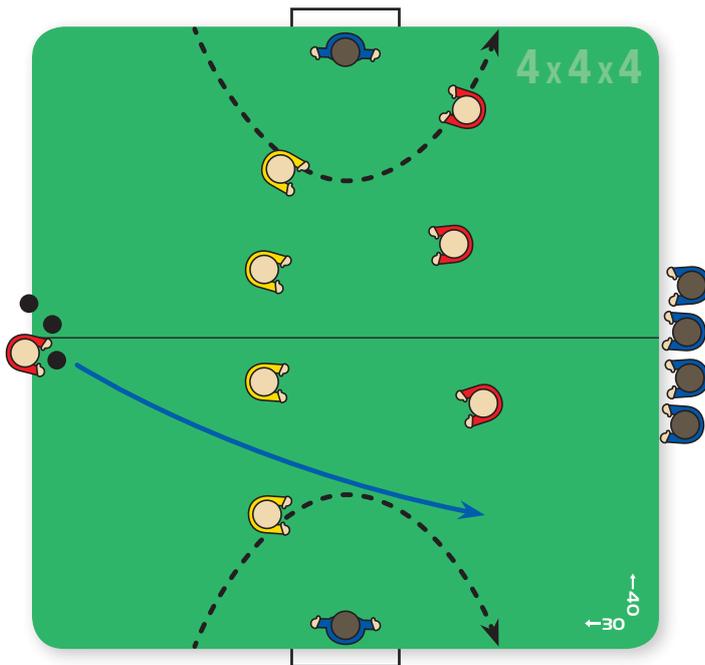
Attack

- Quick ball movement – carry or pass
- Quick effective decision making

Add the substitutes gradually to add realism.

Transitions

Transition Exercise 3.



Organization:

Full court

Rules / Instructions:

The red team starts the game by passing the ball to any one of their players, once the ball is touched by the next red player the yellows can begin to defend.

The goal which the reds will attack is determined by their first touch i.e the direction of that player's first touch.

Naturally the yellows attack the opposite goal once they gain possession as normal.

After 3 minutes change the teams and bring in the blue team

Coaching points:

The ball carrier **MUST** have two support players in front of the ball and one behind at all times or risk losing the ball (determined by the coach)

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 - 2010 - Bruno Garcia – (Azkar Lugo Coach)
 - 2010 - Luis Fonseca - (Real Cartagena Coach)
 - 2010 - Cesar Arcones – (Spanish National G.K. Coach)

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