



# SENIOR CERTIFICATE

## PARTICIPANT MANUAL

### COMMUNITY COACHING PATHWAY





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# Introduction



## FOOTBALL FEDERATION AUSTRALIA

Welcome to the Community Coach Education Program. Regardless of your playing or 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; this resource has all the practices and information you will need to guide you through your community course.

The introductory course is the Grassroots Football 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. As the needs of players change so too does the terminology used to describe each component. In the Skill Training Certificate we use three session components which are Skill Introduction, Skill Training and Skill Game. In the Game Training and Senior Certificate there are four session components which are called Warm Up, Positioning Games, Game Training and Training Game - 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 many coaching opportunities as well as getting continuous feedback by presenters and your peers throughout.

In the opening pages of this manual you will find valuable information regarding the National Football Curriculum and how the Building Blocks of youth development underpin it. Please take the time to read this information as it will help you to better understand the vision and philosophy for Australian Football. I wish you well with your coaching.

**Norm Boardman**

National Coach Education Manager  
Football Federation Australia

# The Building Blocks



The National Football Curriculum distinguishes 6 Building Blocks: 4 training Building Blocks and 2 playing Building Blocks.

The FFA Building Blocks Methodology is the framework that provides practical guidelines for coaches working at all levels of youth development in order to help them in answering questions such as:

- What are the mental and physical characteristics of players in the various development stages?
- What type of practices are best suited for specific age groups and why?
- How long should a session go for and how often should I train?
- How do I plan and design my sessions?
- What are points of interest when I coach my team during games?

With the aim to:

- Develop technically proficient players
- Develop tactically aware, proactive players
- Transform the physical and direct style of youth football in Australia to a successful style based upon technique and creativity

- To instil a lifelong passion and love for football in young players
- To create a real ‘football culture’ in Australia
- The result of this approach must be future generations of players with the skills and habits to make Australia a successful contender on the World stage, both in men’s and women’s football. Does the Building Blocks methodology guarantee we will develop the next Lionel Messi in Australia? Unfortunately the answer is no, but this structured approach will certainly increase the chance.

There is no magic formula for developing special players but recent scientific research (Coyle; Ericsson, Gladwell; Syed et al) does provide some very interesting insights:

- 1. Talent is not ‘innate’.** Messi (or any other outstanding performer in sports, science or art) didn’t receive or inherit special ‘genes’ from birth
- 2. Every world class performer has a history of many years of deep practice** that started at a young age
- 3. A condition for many years of deep practice is intrinsic and sustained motivation**, a characteristic all top performers share. No top performer has ever circumvented these rules!

This doesn’t mean however that geniuses do not exist. The top teachers and coaches Daniel Coyle interviewed for his book “The Talent Code” pegged the genius rate (Messi!) at about one per decade. Let us take a closer look at these insights.

If talent is not innate and excellence is the result of many years of sustained deep practice does that mean that anyone can become a top level player? Theoretically yes, although it’s not that simple.

Many people may have heard of the so-called “Rule of 10,000 hours”. This rule, introduced by the Swedish scientist Anders Ericsson, basically states that it takes 10,000 hours (or 10 years) of practice to reach a level of excellence in sports, science, art or any other field.

It is apparent that the **quality** of that practice is vital although, interestingly, research conducted by UK professor Mark Williams shows that time invested in **non-organised** practice, such as playing with mates in the park or juggling a ball in the back yard, is at least as important.

# The Building Blocks

## Coaching

Quality of practice is clearly contingent on the importance of **good coaching**. Good coaching means **purposeful** practice and quality **feedback**.

Purposeful practice is always aimed at progress: after all, only by working at what you can't do will you turn into the expert you want to become. And quality feedback is the rocket fuel that propels learning. Without it, no amount of practice is going to get you there because "if you don't know what you are doing wrong you can never know what you are doing right". Good coaches are therefore able to design practice so that feedback is embedded in the exercise, leading to automatic adjustment.

**A good way of visualising what 'purposeful practice' means is to picture something 'just beyond the player's reach' or 'just outside someone's comfort zone', so there is a challenge but not one that is too difficult.**



## Motivation

Intrinsic motivation means that the player has developed a true passion for football and the motivation to become the best they can be comes from deep inside.

The chance of developing a passion for football is of course greater when you grow up in an environment with a real football culture, where you have role models and more and better opportunities. That is why developing a real football culture is so crucial for Australia.

It's also important to realise that it is impossible to 'impose' motivation. Pushy parents or coaches will achieve nothing (or the opposite of what they are looking for) if it isn't the player's own choice.

However if the motivation is intrinsic, the effect is very powerful. One of the differences between good performers and the very best is that top performers are able to "push themselves harder for longer" because their motivation level is higher.

Intrinsic motivation by itself however is still not enough, for only **sustained** motivation leads to excellence.

A prerequisite for sustained motivation is what Professor Carol Dweck calls a 'growth mindset', which basically means that mistakes are embraced and deficiencies confronted ("I can master this, I just have to practice harder"). This mindset sees a setback as a motivational factor.

The opposite is called a 'fixed mindset'; for those people, failure is a de-motivator ("I will never be able to do this, I just don't have the talent")

**Here, it is also worthwhile highlighting the fact that coaches also have fixed or growth mindsets, which can affect their own development as well as that of their players.**



## A growth mindset is a characteristic shared by most top performers

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How can a coach or parent stimulate the development of a growth mindset in players?

- Praise effort, not ‘talent’
- Emphasise that abilities can be transformed through application
- Emphasise that challenges are learning opportunities instead of threats

### **“Failure is a great opportunity for improvement”**

To bring all of the above to life, FFA has developed the Building Blocks Methodology, outlining the logical and progressive steps necessary to achieve our long term goals.

Key points:

- Football is a very complex game and takes at least ten years to master
- A step-by-step, phased approach is required, taking into account the age of the player
- The logical approach we have adopted in the Building Blocks can be summarised like this:
  - simplified situations before complex ones
  - individual skills before team tactics
  - football development before physical preparation
- The age groups stated are guidelines not absolute rules; girls and boys develop at different rates, and players of the same age may be at different developmental stages
- Each Building Block has a clear, distinguishable focus, but the player’s development should be viewed as a gradual, ongoing process towards game mastery
- It is an holistic approach, rather than a series of four isolated stages/concepts.

For example, although the focus in the Skill Acquisition Phase is on individual skill development, the player’s tactical insight is being developed at the same time, but using the ‘hidden learning’ approach. The coach uses training exercises which involve as many of the game-specific resistances (team-mates, opponents, direction, goals, etc) as possible, so that game awareness is automatically developed, rather than trying to ‘coach tactics’. Equally, technical development doesn’t stop at the end of the Skill Acquisition Phase; it continues throughout the Game Training and Performance Phases, although it is now not the main focus.

**Development of tactical insight doesn’t suddenly begin in the Game Training phase; it is developed during the Skill Acquisition phase in smaller, simpler situations. Here, the players are introduced to the fundamental individual and team tasks that form the foundation of decision-making in the 11 v 11 game.**

Let’s now have a closer look at each individual Building Block.

# Performance Phase



- Preparing teams for a competition environment where winning becomes the main aim
- Training to focus on solving football problems, based on match analysis
- FOOTBALL CONDITIONING becomes a key part of the program

## Model Sessions

The concept of rotating through pre-determined themes, which serves us well in the Skill Acquisition and Game Training phases, will not apply now. However, the basic structure of the ideal training session is almost identical to those in the Game Training phase:

- Welcome/explanation: 5 minutes
- Warm Up: 15-20 minutes
- Positioning Games: 20 minutes
- Game Training component: 25-30 minutes
- Training Game: 20-25 minutes
- Warm Down/wrap up 5-10 minutes

The differences are:

1. The session themes are based largely on recent match performance, with a view to improvement in the next match.
  - This requires from a coach the ability to properly **analyse** a game, **define** the 'football problems' and **design** sessions to improve the team's ability to solve these football problems.
2. The Training Game can now be used as a Football Conditioning game.
  - Football Conditioning Games are part of the Football Periodisation Model, developed by exercise physiologist Raymond Verheijen, which has been adopted by FFA.

The Football Periodisation Model is based on the principle that it's totally possible to get your players fit for playing football by playing football. This aligns perfectly with our vision that a holistic approach to coaching is not only the most educationally effective way but also the most time effective way. If done in the proper way, football training automatically becomes conditioning and therefore it's unnecessary and unwise to separate fitness training from football training.

In the Football Periodisation Model there are three types of conditioning games:

- The big games (8 v 8 or 9 v 9 or 10 v 10 or 11 v 11)
- The medium games (5 v 5 or 6 v 6 or 7 v 7)
- The small games (3 v 3 or 4 v 4)

Put simply, if these games are conducted in the right way, they develop the qualities of aerobic capacity and aerobic power specific to football players. However, a real understanding of this conditioning method, including football sprints, can only be gained by attending **FFA's Advanced Coaching Courses**.

Regarding the 6-week cycles in the Performance Phase the following points are essential:

- The session with the Football Conditioning Games must always be planned for the beginning of the week to avoid players still being fatigued on the day of the next game
- We consider 4 sessions of 75-90 minutes and one game a maximum safe weekly workload for the Performance Phase (Advanced level only)
- The planning and progression of the Football Conditioning Games requires expert knowledge of the Football Periodisation Model. **It is dangerous to experiment with Football Conditioning without having the necessary knowledge**
- To give coaches a basic grasp of the concepts, we provide three sample Performance Phase sessions, based on hypothetical ‘football problems’ that a team might have. Each sample session shows how the Training Game can be changed to a Conditioning Game (one ‘big’, one ‘medium’ and one ‘small’ game), gaining a football fitness benefit while still working on the team’s ‘football problem’.

### Why?

- In the 1-4-3-3 formation there are 3 lines with a balanced spread of players over the pitch ('triangles' of players). As explained earlier, this is one of the basic conditions for successful positioning play or to put more simply: this creates a range of other, more 'logical', options for youth players. Instead of just kicking the ball forward, players almost 'automatically' start making combinations;
- The 1-4-3-3 formation stimulates the development of creative attacking players; more specifically the 3 attackers and the attacking midfielder(s)
- Defensively 1-4-3-3 also has an advantage since pressurising an opponent's defence line (proactive defending!) is easier to do with 3 attackers as it requires less running and is tactically less complicated
- For youth players, the positions and the attached player tasks are logical, recognisable and easy to comprehend. Moreover, every position has a specific number which makes learning to play as a team easier.



# Important Notes for Candidates

## How will the course be presented?

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### Model Sessions

The presenter will conduct “model” practices on the following topics:  
Playing out, Midfield play, Attacking, Pressuring, Defending and Transitioning.

Within these practices the presenter will demonstrate the 4 components that make up the entire session:

#### **Warm Up – passing practices – Get your **SETUP** right**

Passing practices should be on every training session “menu” preferably at the beginning (warm up) to maintain or improve the technique of striking and receiving the ball. All exercises should be practiced with both feet.

#### **Positioning Games – **FORMing** of GOOD playing and Training habits**

Positioning Games are basic daily drills to train combination / possession play. The ingredients of these exercises are short passing: first touch: positioning and handling speed as well as insight and decision making.

#### **Game Training – **FORMing** of GOOD playing and Training habits**

Specific game related practices to allow players to develop. By basing practices on game like situations there is a strong possibility of training activity being transferred into game performance.

#### **Training Game – A **GAME** at the end of training**

A game involving two even teams although if numbers are uneven one team could have an extra player which is used to conclude the session. It must be directional and have all the elements of a real game of football. Within this game all four main moments are present BP – TRANSITION BP to BPO – BPO – TRANSITION BPO to BP.

## Session Presentation and Peer group Feedback

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After observing / participating in the presenters’ model sessions you will be given time to plan your own component of that session on a given topic. When it is your turn to present an activity you will provide your session plan to the presenter and once the session concludes you will be given feedback in a group setting by your peers as well as the presenter. You will also find a Self-Assessment form within this manual which you will be asked to complete as a method of challenging yourself to improve on your performance.

#### **Checklists - In this manual you will find some forms:**

- The Feedback Checklist and Feedback Checklist Definitions - These show the criteria and explanations which will be used to develop questions around your practice session.
- A Self Reflection Checklist - which you will be asked to fill out following your sessions. This will help you to better understand which areas need more attention and which are already well developed in your practices.
- A Session Planning form - which is to be completed and given to the presenter prior to your practice sessions.

You will need to print off a copy of each of the above documents and bring them with you to the course.

You will also need to print, read, and bring (signed) the code of ethics agreement to the course and hand it in to the presenter these can be found in the manual.

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

<b>C</b>	<b>COACHING STYLE</b> Provide feedback in the drink break or change of activities without interrupting the game. Use player role models.
<b>H</b>	<b>HOW YOU SCORE/WIN</b> Increase opportunities to score.
<b>A</b>	<b>AREA</b> Increase or decrease the game challenges by changing the size/shape of the playing area, i.e. long and narrow, short and wide, smaller/larger.
<b>N</b>	<b>NUMBERS</b> Use different team numbers of players to overload the advantage of one team or vary the number of turns at goal, etc.
<b>G</b>	<b>GAME RULES</b> Change the rules slightly, i.e. no tackling, minimum number of passes, etc.
<b>E</b>	<b>EQUIPMENT</b> Vary the equipment used, i.e. a bigger goal, smaller goals, more goals.
<b>I</b>	<b>INCLUSION</b> Engage the players in modifying the practices; provide options they could choose from to encourage ownership. Consider what can a player do as opposed to what they can't or your perception of what they can or can't do.
<b>T</b>	<b>TIME</b> Reduce or extend the time to perform actions, i.e. how many passes in 20 seconds, get a shot at goal within 30 seconds.

**In short, if the players need to be challenged or it's not working:**

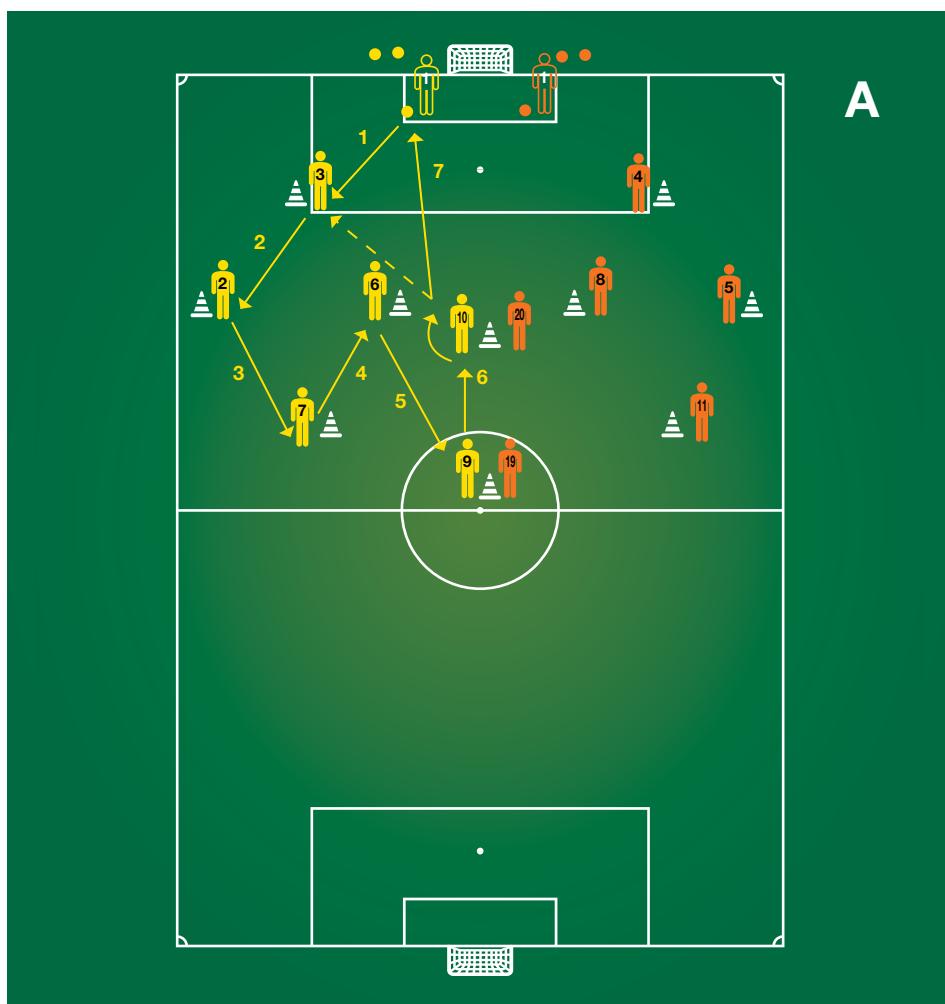
## C.H.A.N.G.E. I.T.

# Senior Certificate Timetable

<b>Module number</b>	<b>Session</b>	<b>Program information</b>	<b>Time allocated</b>
1	HOUSEKEEPING	The presenter will split the larger group into smaller groups of 4 then name the candidates in their respective groups as A, B, C or D. If there are larger or smaller numbers attending the course the presenters must (as much as possible) allocate all candidates equal opportunities to conduct practices throughout the course	15 MINUTES
2	TOPIC - BIG GAMES	Presenter conducts model session on Big Games (all components + discussion)	75 MINUTES
		Candidates (Group 1) plan to conduct their session + break	15 MINUTES
		Candidates conduct session on Big Games	75 MINUTES (INC DISCUSSION)
<b>LUNCH BREAK</b>			
3	TOPIC - MIDDLE GAMES	Presenter conducts model session on Middle Games (all components +discussion)	75 MINUTES
		Candidates (Group 2) plan to conduct their session + break	15 MINUTES
		Candidates conduct session on Middle Games	75 MINUTES (INC DISCUSSION)
		Role of the Coach	15 MINUTES
<b>END DAY 1</b>			
4	HOUSEKEEPING / RECAP	Review sessions	15 MINUTES
5	TOPIC – SMALL GAMES	Presenter conducts model session on Small Games (all components +discussion)	75 MINUTES
		Candidates (Group 3) plan to conduct their session + break	15 MINUTES
		Candidates conduct session on Small Games	75 MINUTES (INC DISCUSSION)
<b>LUNCH BREAK AND CANDIDATES PLAN THEIR SESSIONS BUT WITH DIFFERENT TOPICS ON FOOTBALL PROBLEMS</b>			
6	GROUP?		60 MINUTES (INC DISCUSSION)
7	GROUP?		60 MINUTES (INC DISCUSSION)
8	GROUP?		60 MINUTES (INC DISCUSSION)
<b>COURSE CLOSE</b>			

# Performance Phase Model Sessions

## Performance Phase – Model Session 1 Football Conditioning (Big games)



### Football problem:

"Our team struggles with playing out from the back. Too often we play a senseless ball forward that is easily intercepted by the opponent."

The players do not recognise the right moments to play a forward pass or see the solutions too late.

They are also hesitant to break the line and create a numerical advantage by moving forward with the ball at their feet".

### 1. Warm-up: passing exercise

- Players in game positions as shown in diagram A
- The passing sequence starts with the two goalkeepers (can be simultaneous): one to the right side; the other to the left side
- The players pass the ball in a 'logical' order (1-7) while staying in their positions
- "Pass precision and ball speed"
- "Now follow your pass to the next position" (NB: #10 goes to position #3/4)
- "Gradually increase your running speed"

# Performance Phase Model Sessions

In this Session we will focus on Warm Up / Passing practices below you can fill in what each letter stands for in the acronym

S	
E	
T	
U	
P	

**What is the main purpose of having a good Warm Up and what are the key elements in a passing practice ?**

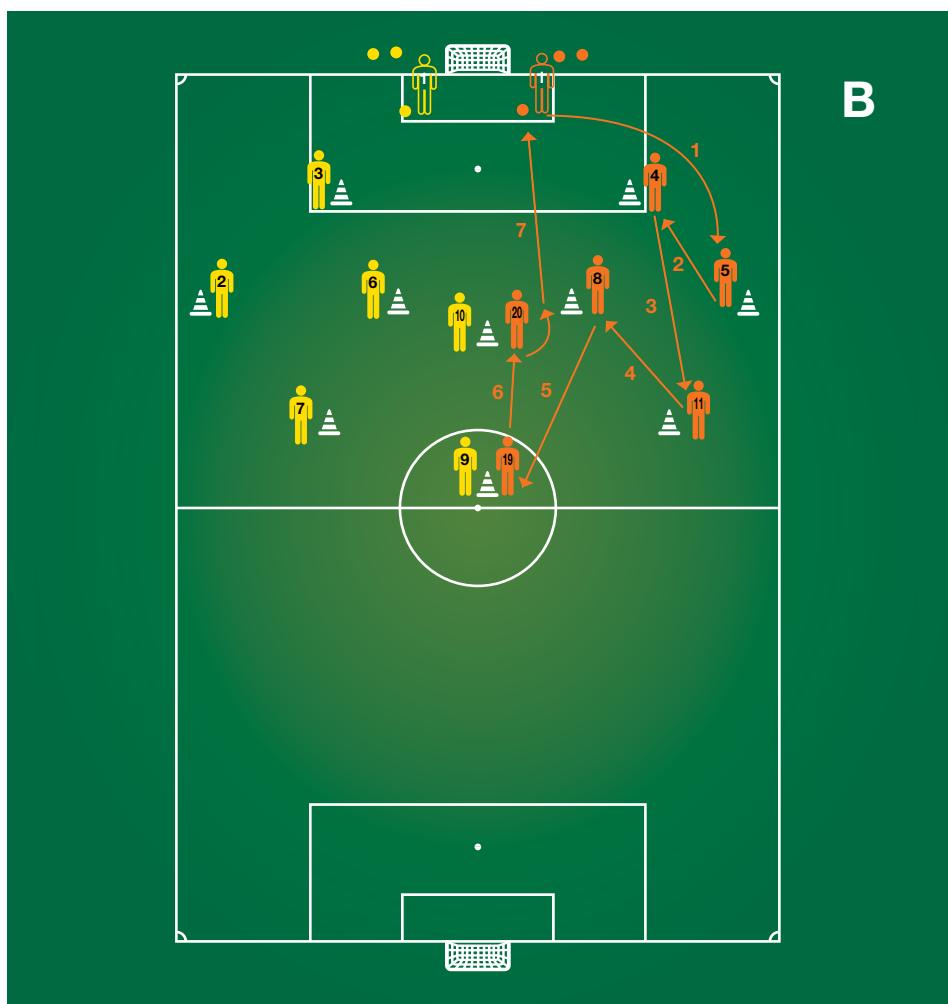
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## Performance Phase – Model Session 1

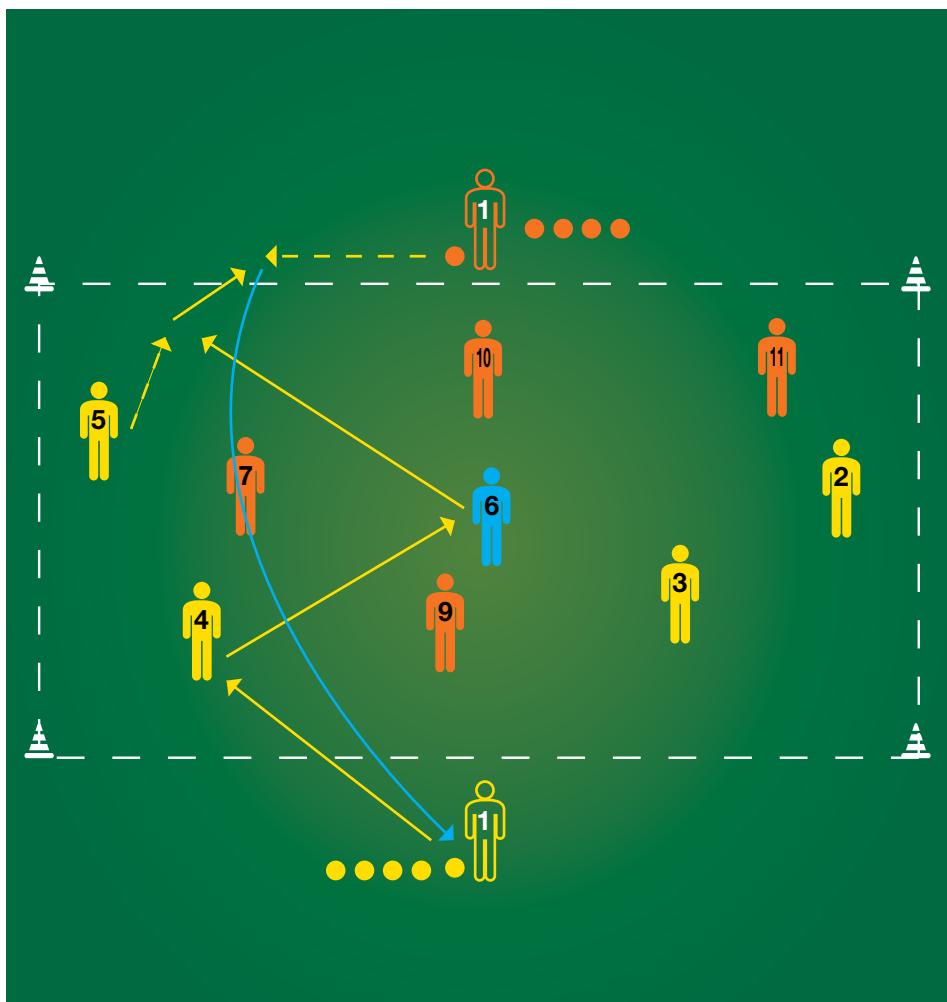
### Football Conditioning (Big games)



- "Here is another variation" (see diagram B)
- "Now just improvise but use a logical order and every player must touch the ball"

# Performance Phase Model Sessions

## Performance Phase – Model Session 1 Football Conditioning (Big games)



### 2. Positioning game: 5 v 4 + 2 (7 v 4)

- A grid of approximately 40m wide x 30m long
- 2 groups of 4 outfield players (orange + yellow)
- Yellow consisting of the players #2-3-4-5
- Orange consisting of the players #7-9-10-11
- #6 is a neutral player who always plays with the team in possession
- The 2 goalkeepers are neutral players who always play with the team in possession and are positioned just behind each back line
- The players as far as the game allows in 'logical' positions
- Yellow #1 starts the game for the yellow team, who must try to pass the ball to orange #1 on the opposite side (see diagram)
- If they succeed, orange #1 must now pass the ball across the grid back to yellow #1 on the opposite side, who must catch the ball and start again
- If orange wins the ball, they must try to pass the ball to orange #1 who restarts the game with orange in possession and yellow defending

In this component we will focus on Positioning Games. Below you can fill in what each letter stands for in the acronym.

F	..... ..... .....
O	..... ..... .....
R	..... ..... .....
M	..... ..... .....

### What are the key elements of Positioning Games?

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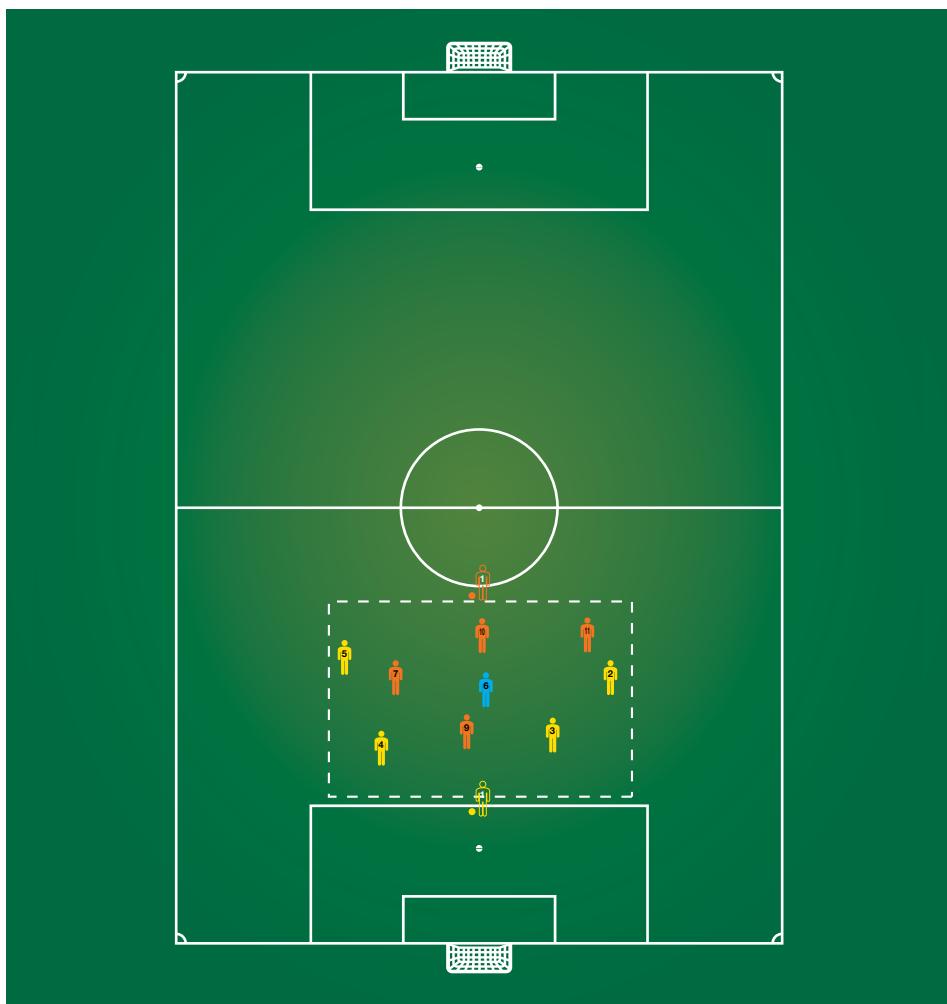
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# Performance Phase Model Sessions

## Performance Phase – Model Session 1 Football Conditioning (Big games)



### Steps up or down:

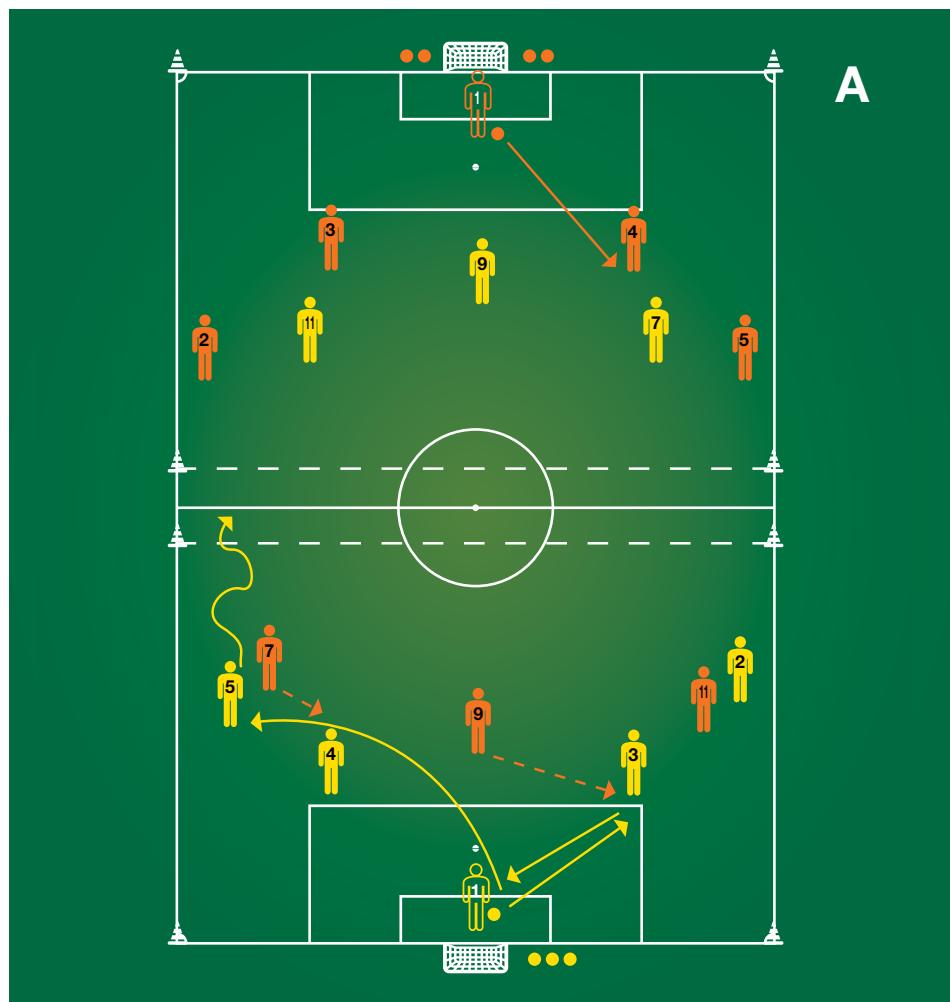
- Make grid bigger/smaller
- Free/limited touches
- Free/minimum number of passes before you can pass to #1
- 1 point for every successful pass from goalkeeper to goalkeeper

### Remark:

- Position the grids in ‘game realistic’ areas of the field (see diagram)

## Performance Phase – Model Session 1

### Football Conditioning (Big games)



#### 3. Game training component:

- Two teams of 8 players each consisting of a full defence line (#1-2-3-4-5) and attack line (#7-9-11)
- 2 grids approximately the width of a full pitch and 45m long as shown in diagram A
- In both grids the defenders of one team play against the attackers of the other team
- The goalkeepers start by serving the ball to one of the defenders (enough balls next to both goals)
- “Get the ball to the ‘free’ player who must run with the ball across the end line”
- If the attackers win the ball, attack the goal and try to score (one attempt only).  
If the defenders win the ball back, the action has ended
- Every restart from the goalkeeper

# Performance Phase Model Sessions

In this component we will focus on Game Training. Below you can fill in what each letter stands for in the acronym.

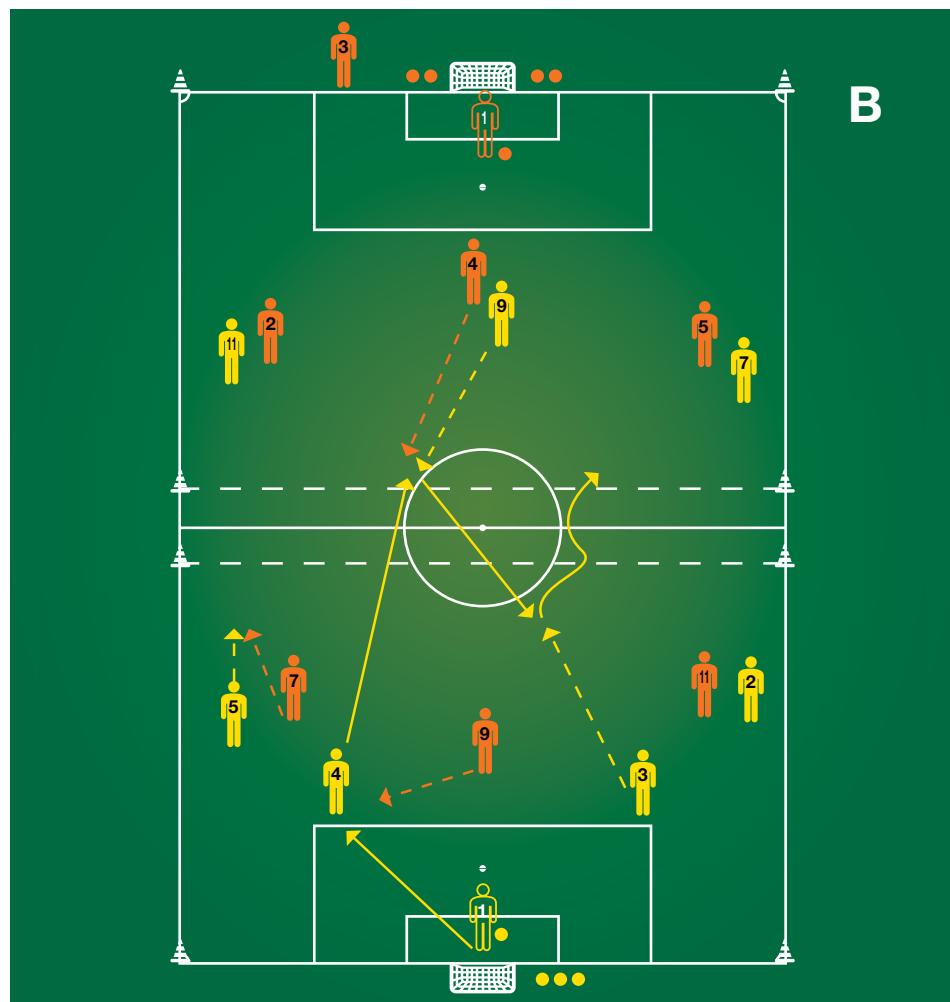
F	..... ..... ..... .....
O	..... ..... ..... .....
R	..... ..... ..... .....
M	..... ..... ..... .....

**What is the main purpose of Game Training?**

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.....  
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## Performance Phase – Model Session 1

### Football Conditioning (Big games)



#### Progression:

- Now we ‘connect’ both grids (see diagram B)
- Yellow starts playing out from the back and tries to get one defender across to the other grid
- They can now also use the yellow attackers in the other grid as bouncers (offside applies)
- One orange defender waits next to the goal
- So yellow has a numerical advantage (4 v 3) and tries to score
- If the yellow team loses the ball in their defensive grid, orange can try to score (1 attempt only)
- If yellow loses the ball in the attacking grid, orange play back to their goalkeeper and the action has ended

# Performance Phase Model Sessions

In this component we will focus on Training Games. Below you can fill in what each letter stands for in the acronym.

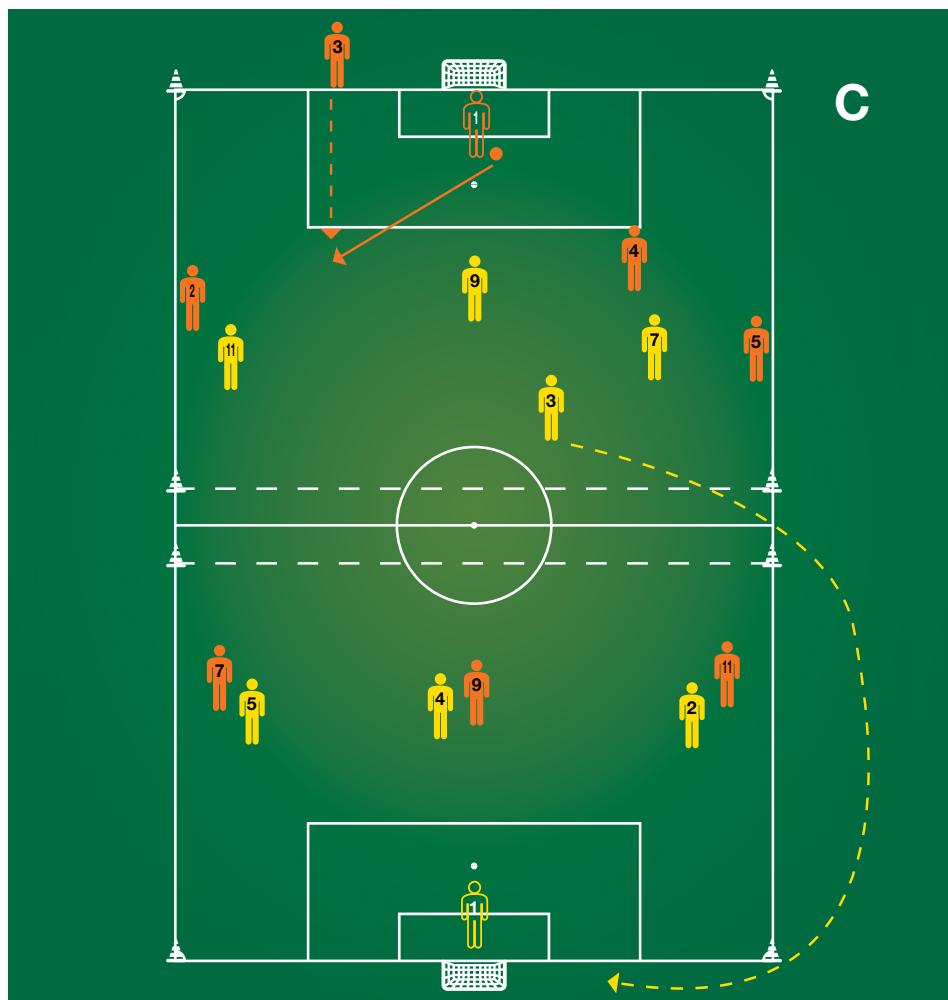
G	<hr/> <hr/> <hr/>
A	<hr/> <hr/> <hr/>
M	<hr/> <hr/> <hr/>
E	<hr/> <hr/> <hr/>

**What is the main purpose of a Training Game?**

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## Performance Phase – Model Session 1

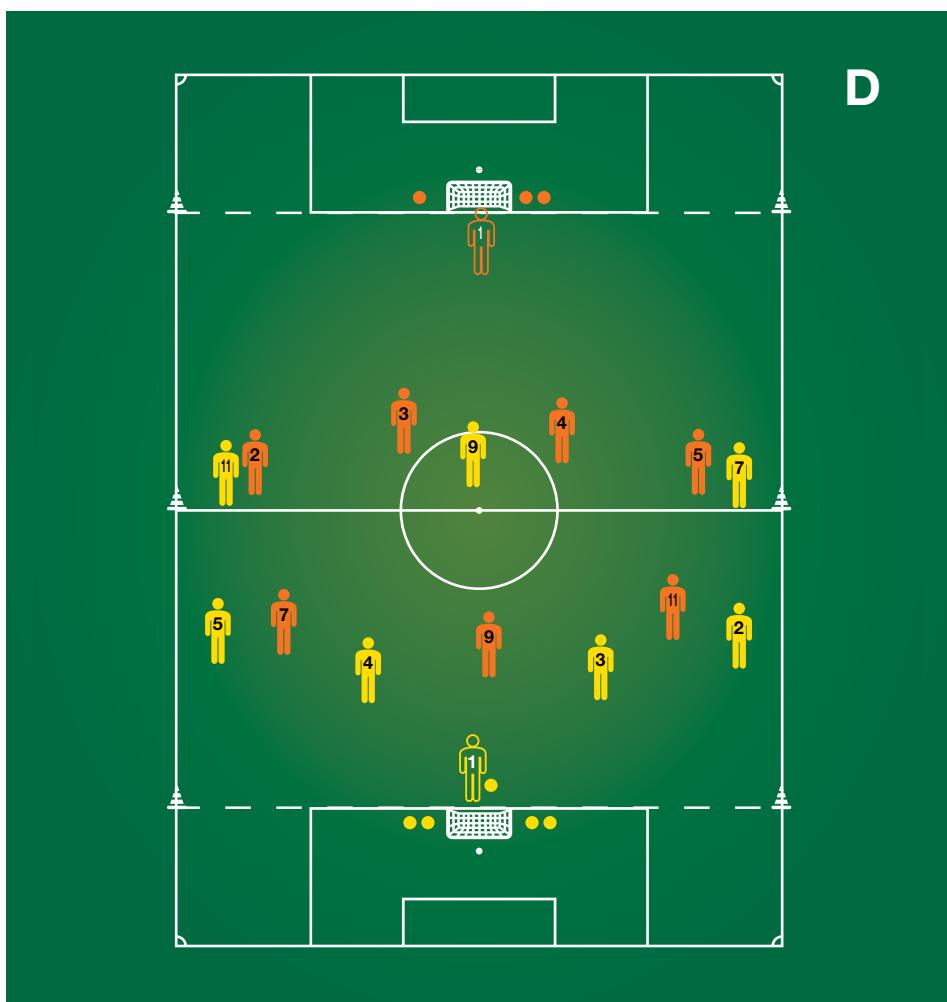
### Football Conditioning (Big games)



- Now the orange defender (#3), who was waiting next to the goal, comes on to the pitch and the yellow defender (#3) that had joined the attack steps out and jogs back to wait next to the goal
- The same action starts again but now with orange playing out and attacking while the yellow team defends (see diagram C)
- The next step up would be to decrease the size of the grids, with portable goals on the edge of each box and narrowing the pitch 5m each side. The halfway line now divides the attacking and defensive halves

# Performance Phase Model Sessions

## Performance Phase – Model Session 1 Football Conditioning (Big games)



### 4. Conditioning Game: 8 v 8 (7 v 7 + goalkeepers, see diagram D)

- Formation of both teams 1-4-3
- All players can move across the whole field
- Normal rules, offside applies
- Pitch size depends on player's ability (see diagram D)

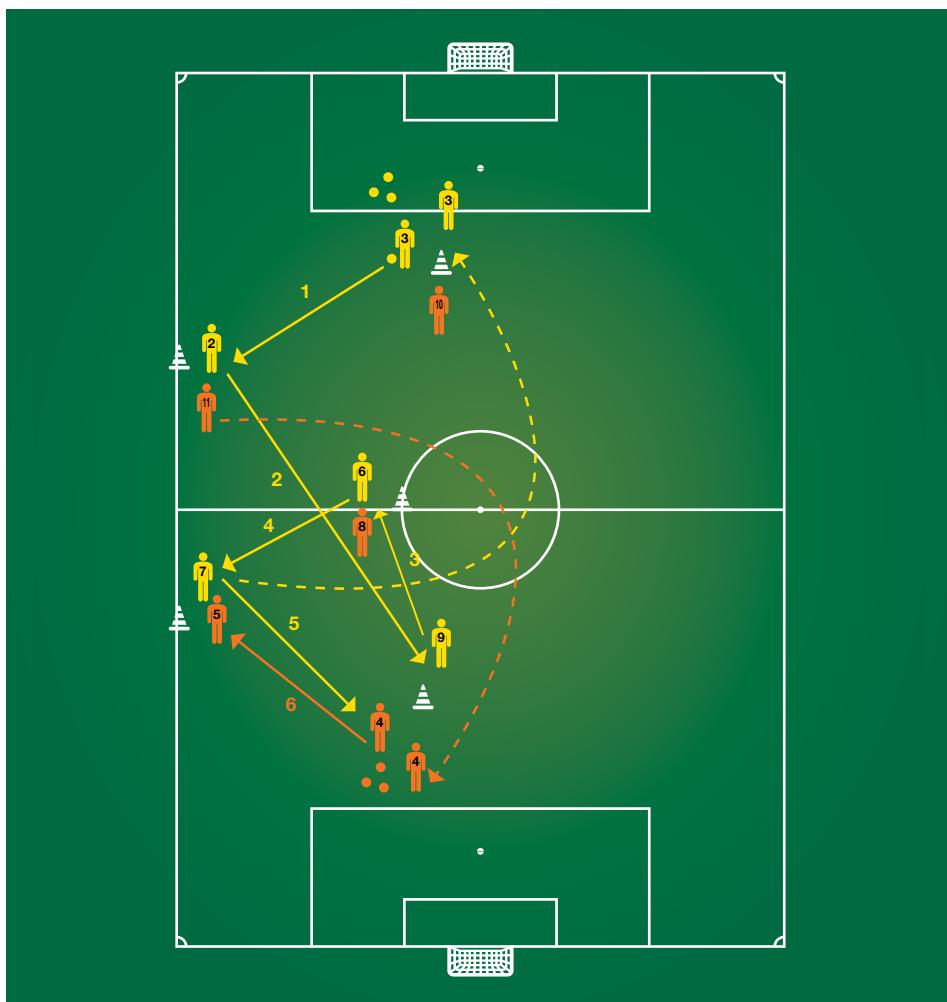
• **Since it's a conditioning game the intensity must be high.** Therefore there are no stops for throw-ins; corners; free kicks or goal kicks. The goalkeeper of the team that should have had the throw-in, corner or free kick immediately serves a new ball (within 3 seconds otherwise the coach serves a ball to the other team)

- Play 2 games of 10 minutes with two minutes rest between the games

## Notes:

# Performance Phase Model Sessions

## Performance Phase – Model Session 2 Football Conditioning (Middle games)



### Football problem:

"Our team is not very effective when we attack in wide areas. The wingers, in combination with the full-backs, too often make wrong choices.

The awareness and decision-making of our wingers and the cooperation with the full-backs must improve to make our wing play more effective".

### 1. Warm-up: passing exercise

- Players in their game positions (see diagram)
- Right side players (yellow) and left side players (orange) opposite of one another but not interfering with each other
- Minimum 2 players in the positions #3 & #4
- In case of bigger numbers: set up a similar organisation on the other wing
- Yellow works from top down; orange from bottom up (#7 yellow passes to #4 orange who starts the same combination in the opposite direction till #11 orange passes the ball again to yellow #3)
- All players follow their pass to the next position but only on their own team

In this Session we will focus on Warm Up / Passing practices. Below you can fill in what each letter stands for in the acronym.

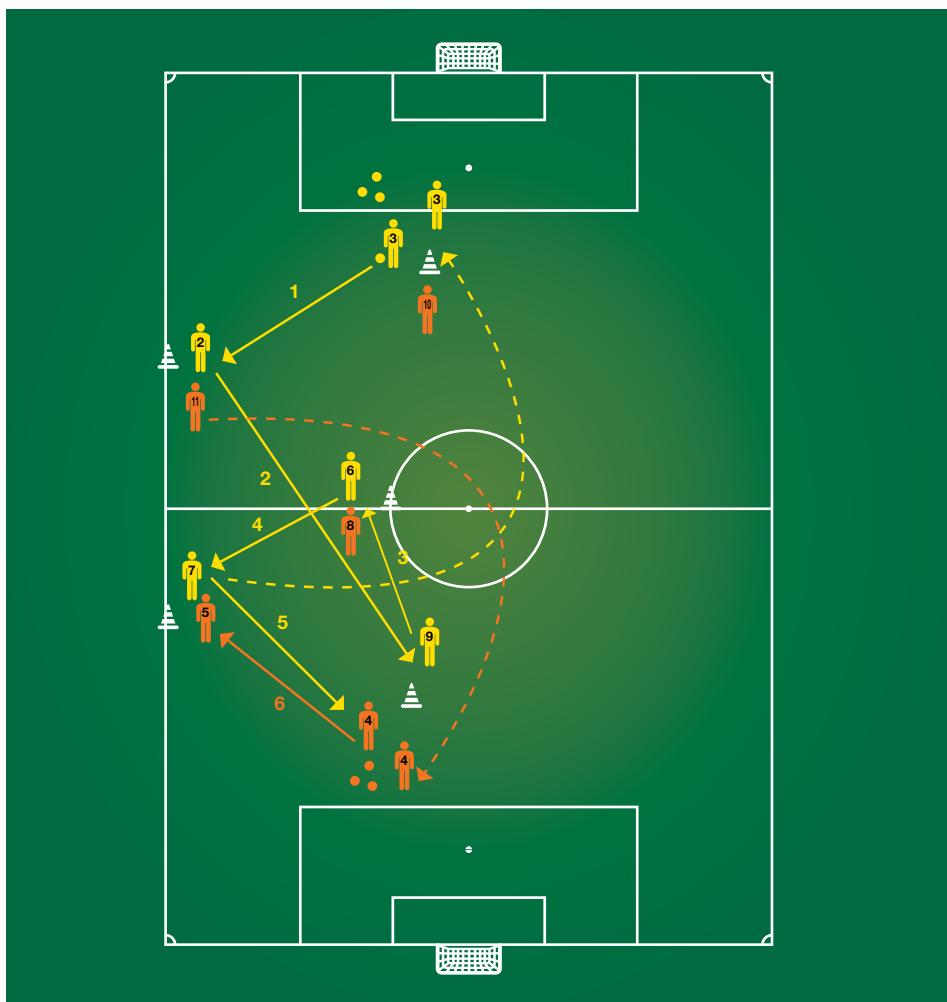
S	..... ..... .....
E	..... ..... .....
T	..... ..... .....
U	..... ..... .....
P	..... ..... .....

**What is the main purpose of having a good Warm Up and what are the key elements in a passing practice ?**

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# Performance Phase Model Sessions

## Performance Phase – Model Session 2 Football Conditioning (Middle games)



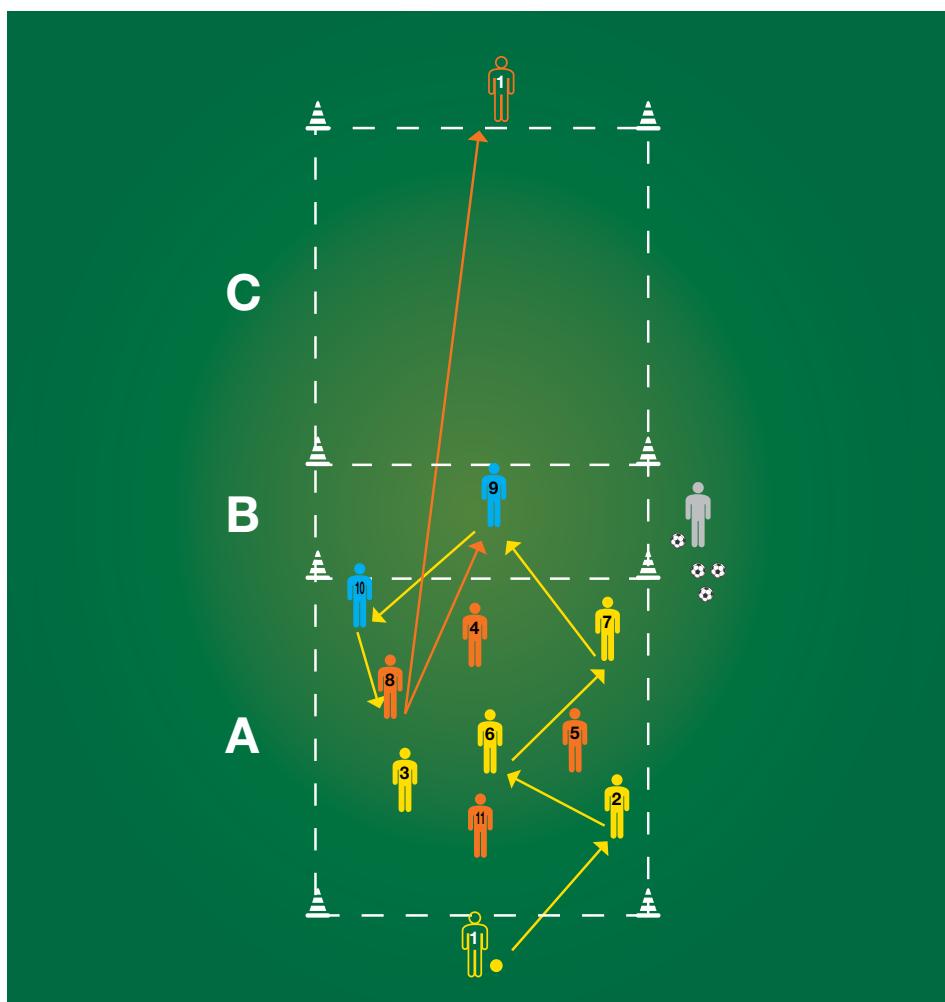
- i.e. After pass 5 to orange #4, yellow #7 goes to the position of yellow #3 (same for orange #11: to position #4).
- Start with prescribed pattern (as shown)
- Introduce a 2nd (3rd?) pattern

### Progression:

- Now yellow passes with passive resistance of orange: choose the right option depending on the defensive positioning of the opposing players (this option is for advanced players only)

## Performance Phase – Model Session 2

### Football Conditioning (Middle games)



#### 2. Positioning game: 7 v 4

- 2 grids of approximately 30m x 30m (A & C) separated by a grid of 5m x 30m (B)
- 2 groups of 4 outfield players
- Yellow consisting of the players #2-3-6-7
- Orange consisting of the players #4-5-8-11
- #9 and #10 are neutral players who always play with the team in possession; one in grid B the other in the grid where the positioning game takes place (see diagram)
- 2 goalkeepers positioned on each back line
- #7 (yellow) keep possession against #4 (orange)
- Players as much as possible in their game positions (especially the team in BP)
- Provide 4 options (left; right; central and far) for the player on the ball through proper positioning
- When orange wins the ball in grid A, they must try to pass to #9 in grid B or their goalkeeper at the far end
- If they succeed, all players cross over to grid C where the game continues with orange in possession and yellow defending
- If a yellow player passes the ball out of the grid, the coach immediately serves a new ball to the orange goalkeeper and the game restarts in grid C with possession for orange

# Performance Phase Model Sessions

In this component we will focus on Positioning Games. Below you can fill in what each letter stands for in the acronym.

F	..... ..... .....
O	..... ..... .....
R	..... ..... .....
M	..... ..... .....

**What are the key elements of Positioning Games?**

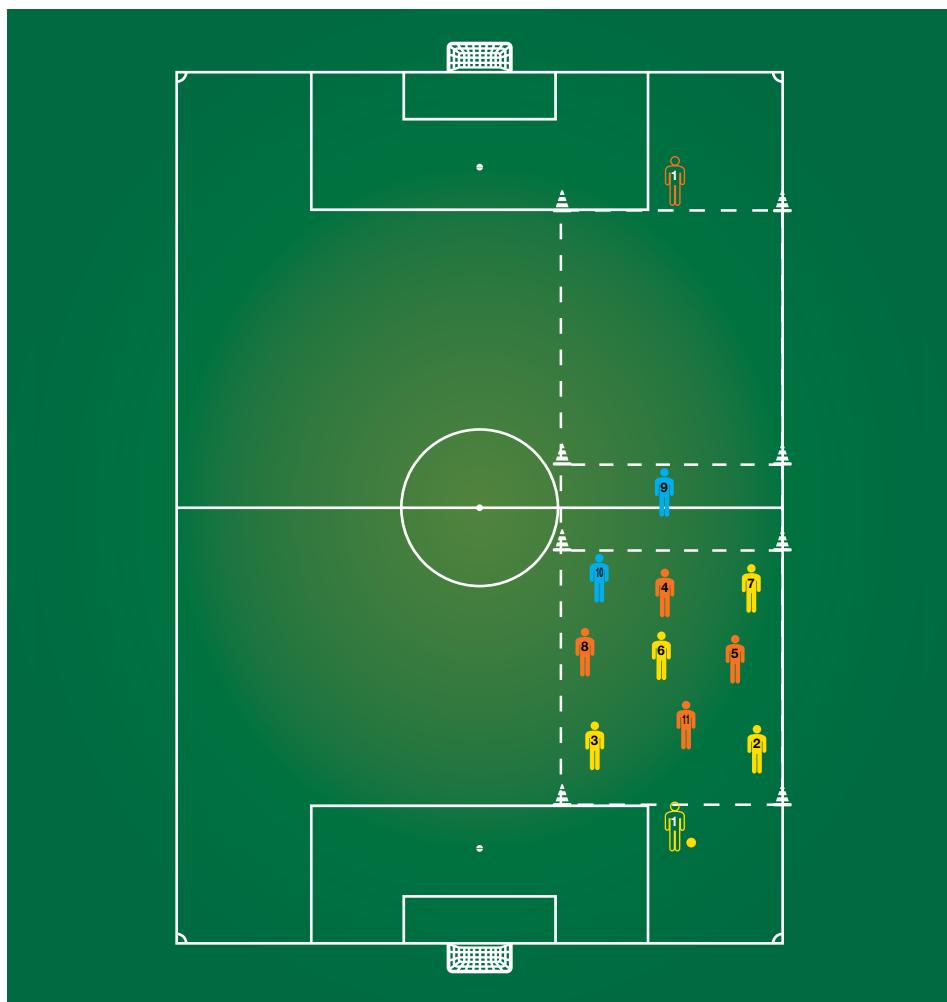
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## Performance Phase – Model Session 2

### Football Conditioning (Middle games)



#### Steps up or down:

- Make grids bigger/smaller
- Free/limited touches
- Stop-start change of grids
- ‘Flying’ change of grids

#### Remark:

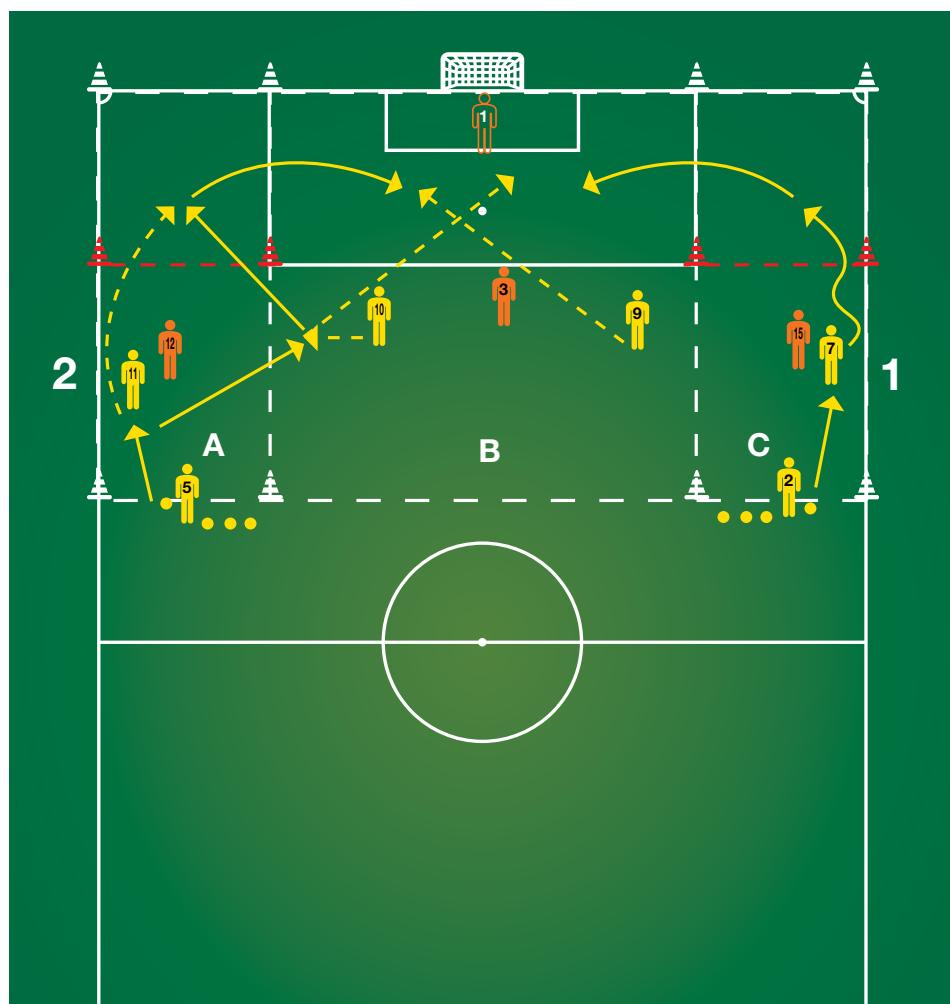
- Position the grids in ‘game realistic’ areas of the field (see diagram)

# Performance Phase Model Sessions

## Notes:

## Performance Phase – Model Session 2

### Football Conditioning (Middle games)



#### 3. Game training component:

- Three grids A, B and C as shown in diagram on the right
- In grid A, #11 yellow and an orange defender (#12); #5 yellow is positioned outside the grid with plenty of balls
- In grid B, #9 & #10 yellow and an orange defender (#3) plus a goalkeeper
- In grid C, #7 yellow and an orange defender (#15) with yellow #2 outside the grid
- #2 & #5 yellow alternately serve a ball to respectively #7 & #11
- #2-7 and #5-11 must beat the orange defenders in their respective grids through effective wing play and deliver a cross to #9 & #10 in grid B who try to finish 2 v 1
- The defenders in grids A & C cannot defend beyond the red dotted line

#### Wing play options:

- The winger beats the defender 1 v 1 (situation 1)
- The winger plays a wall pass with #9 or #10 (situation 2)

# Performance Phase Model Sessions

In this component we will focus on Game Training. Below you can fill in what each letter stands for in the acronym.

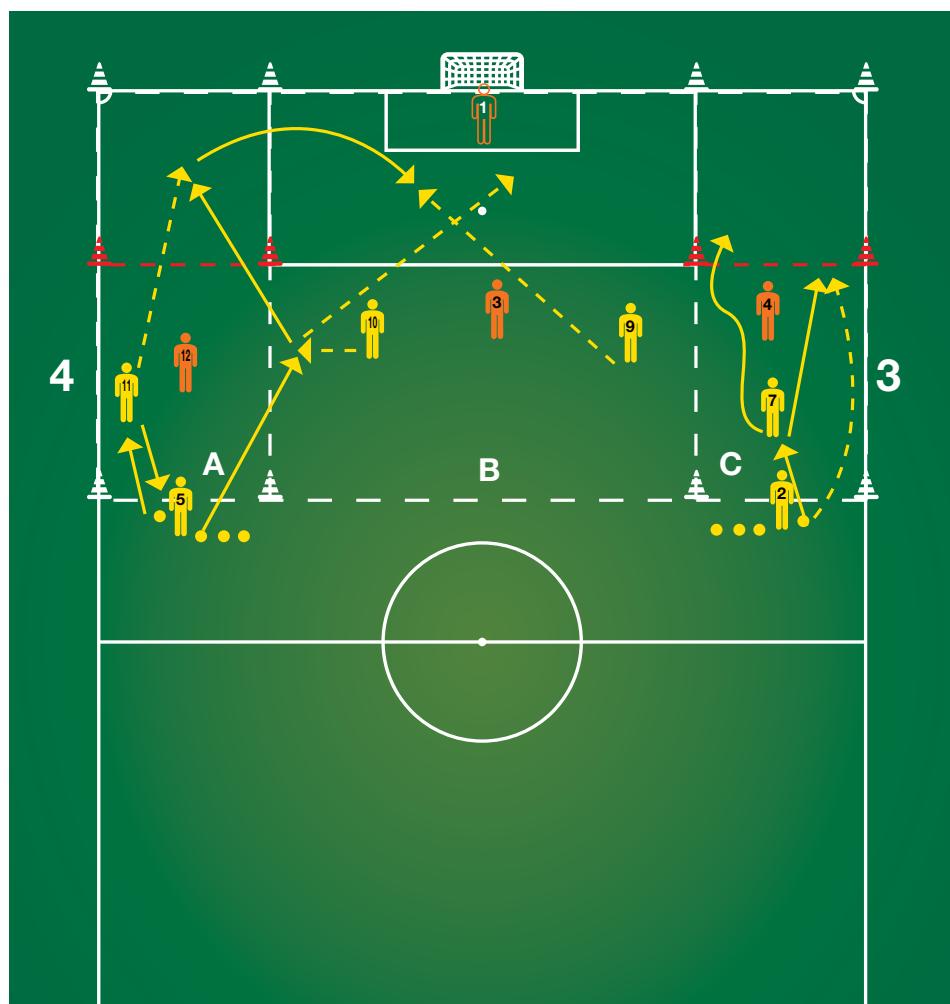
F	..... ..... ..... .....
O	..... ..... ..... .....
R	..... ..... ..... .....
M	..... ..... ..... .....

**What is the main purpose of Game Training?**

.....  
.....  
.....  
.....

## Performance Phase – Model Session 2

### Football Conditioning (Middle games)



#### More wing play options:

- The full-back overlaps the winger to create a 2 v 1 (situation 3)
- The winger bounces with the full-back and becomes the 3rd man via a combination with #9 or #10 (situation 4)

The option selected by the attacking player often depends on the action of the defender. The coach may need to help the players develop their awareness and insight to select the most effective option.

Communication between the players is essential.

Also pay attention to the positioning and finishing of #9 & #10

# Performance Phase Model Sessions

In this component we will focus on Training Games. Below you can fill in what each letter stands for in the acronym.

G	<hr/> <hr/> <hr/>
A	<hr/> <hr/> <hr/>
M	<hr/> <hr/> <hr/>
E	<hr/> <hr/> <hr/>

**What is the main purpose of a Training Game?**

<hr/> <hr/> <hr/>
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## Performance Phase – Model Session 2

### Football Conditioning (Middle games)



#### 4. Conditioning game: 5 v 5 + goalkeepers

- The field is positioned in a wide area of the full pitch (see diagram)
- Pitch length: box to box (70m). Pitch width: central axis to sideline (35m), divided by the halfway line. Two portable goals (or poles) placed as shown (balls next to the goals)
- The coach with balls on the halfway line
- Offside rule applies!
- Players in their usual ‘game positions’
- In this particular game, it means that the right side of the team (#2-3-6-7) + striker #9 plays against the left side of the team (#4-5-8-11)
  - + central midfielder #10. It is essential that the coach maintains realistic positions relative to a full field game (this explains the positions of the goals)
- #9 and #10 to change teams halfway through the game
- **By setting the game up this way, wing play will automatically be emphasised**

• **Since it's a conditioning game the intensity must be high.** Therefore there are no stops for throw-ins; corners; free kicks or goal kicks. The goalkeeper of the team that should have had the throw-in, corner or free kick immediately serves a new ball (within 3 seconds otherwise the coach serves a ball to the other team)

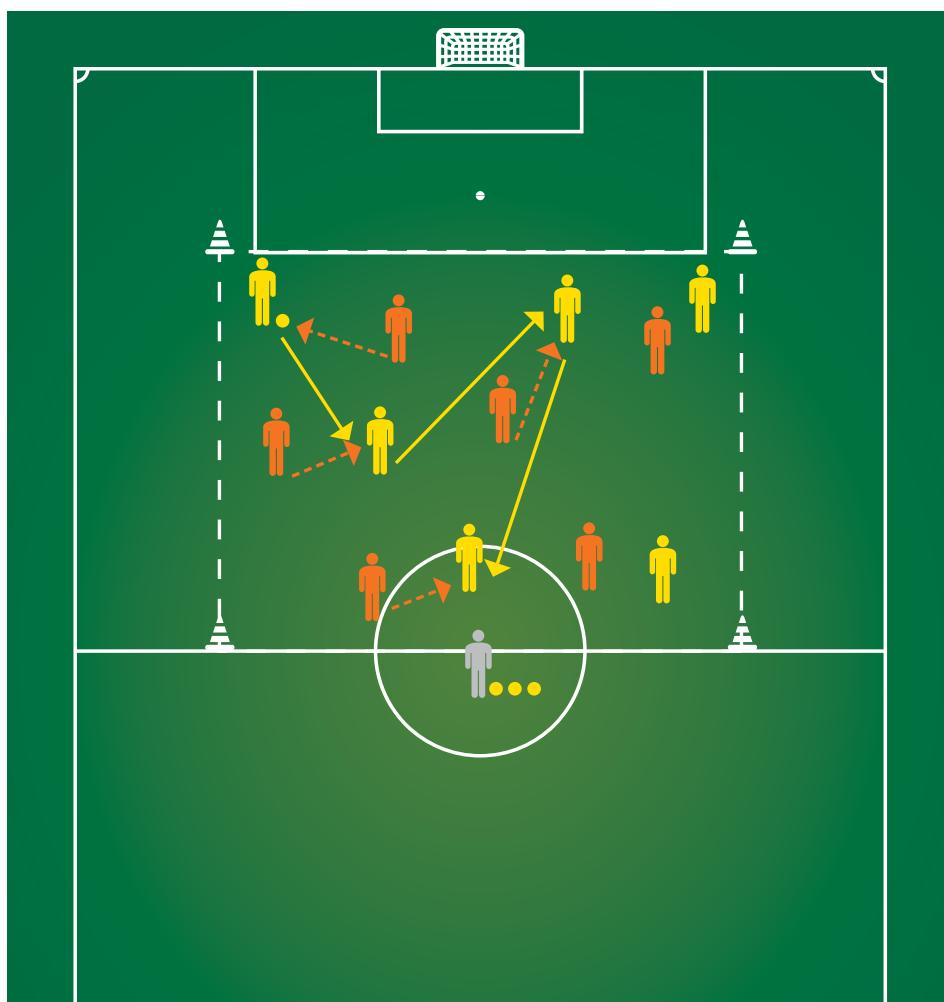
**Play four games of 4 minutes with 2 minutes rest between the games**

# Performance Phase Model Sessions

## Notes:

## Performance Phase – Model Session 3

### Football Conditioning (Small games)



#### Football problem:

"Our team is not good at regaining the ball from the opponent. Our players are generally too passive and give their opponents too much time and space to receive, pass, shoot or run with the ball. We must improve our ability to defend more aggressively as a team as well as individually".

#### 1. Warm-up: passing exercise

- Two groups of 6 players position themselves in a grid of approximately 40m x 40m as shown in diagram
- The yellow players move freely in the grid while passing a ball in an un-prescribed order
- The yellow players must actively ask for the ball, check off, anticipate, etc
- The orange players 'pressure' the ball without intercepting it or disrupting the passing sequence

#### Progression:

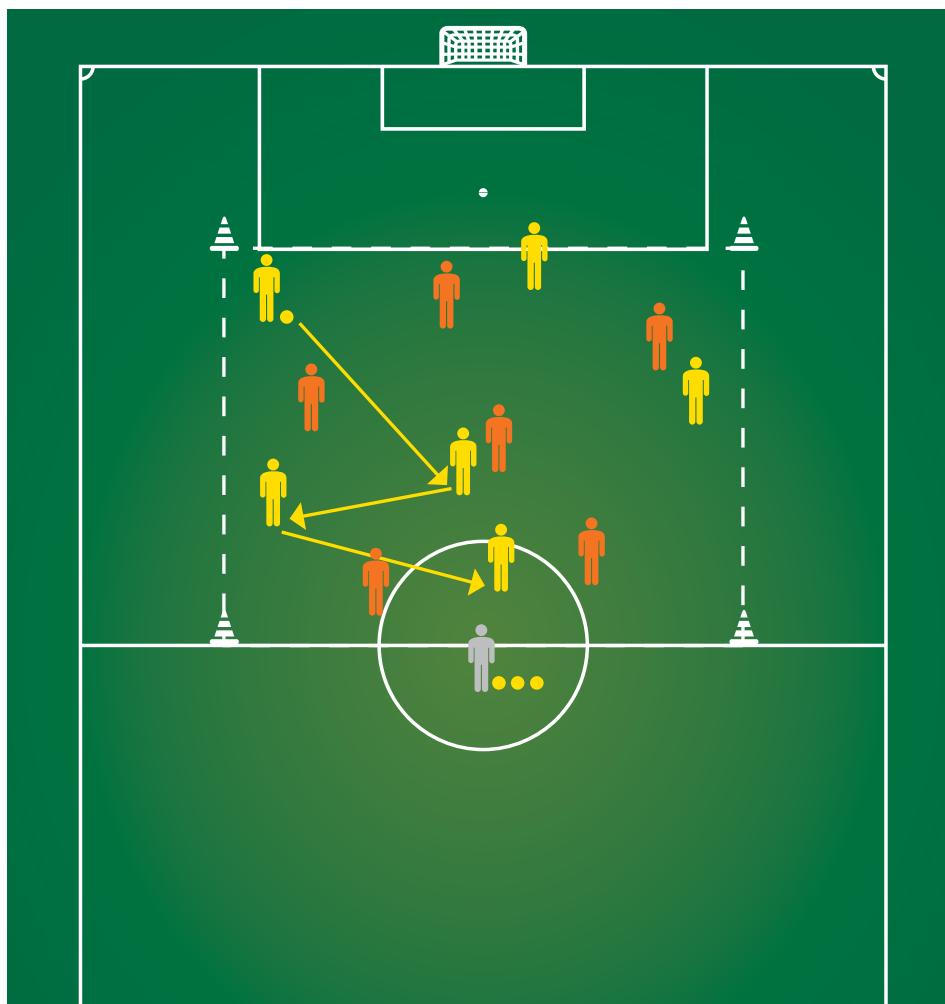
- Change the role of the yellow and orange team regularly
- Dynamic stretches possible in the intervals
- Increase the passing and running speed
- Introduce a 2nd (3rd) ball

# Performance Phase Model Sessions

## Notes:

## Performance Phase – Model Session 3

### Football Conditioning (Small games)



#### 2. Positioning game: 6 v 6

- Use the grid from the passing exercise
- One team keeps possession of the ball while the other team tries to win it back
- Series of 3-4 minutes max with 2 minutes rest in between

#### Steps up or down:

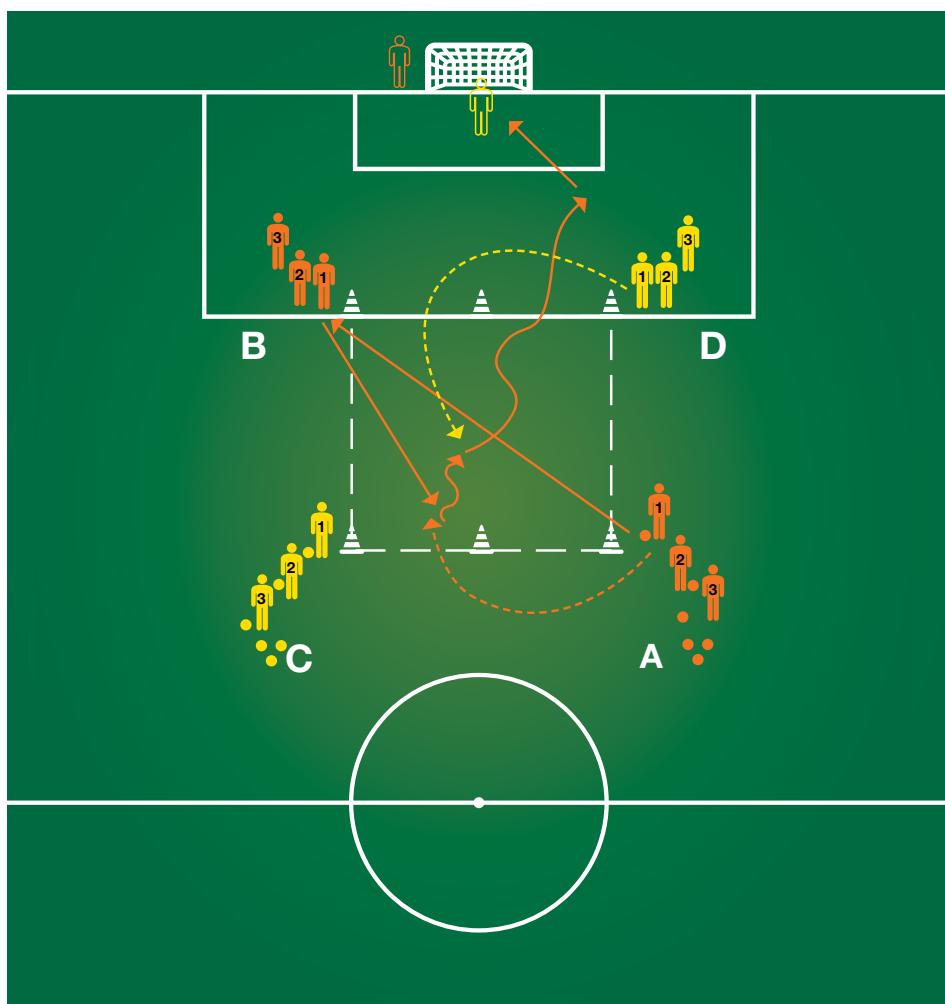
- Make the grid bigger/smaller
- Free/limited touches
- Zonal marking/man-marking

# Performance Phase Model Sessions

## Notes:

## Performance Phase – Model Session 3

### Football Conditioning (Small games)



### 3. Game training component: duel 1 v 1

#### Organisation:

Outside the penalty box is a 15m x 15m grid with 6 cones placed as shown in the diagram.

Two teams (orange and yellow) are divided into 2 groups of equal numbers and positioned as shown.

Groups orange A and yellow C have a ball each. The exercise starts with A1 passing the ball to B1. A1 then runs around the central cone to receive the ball back from B1. At the moment A1 starts their run around the cone, D1 also starts to run around the opposite central cone.

A1 must now try to beat D1 in a 1 v 1 to enter the penalty box and finish on goal. D1 can only defend in the grid and is not allowed to enter the penalty box.

The action stops when A1 has finished on goal; D1 captures the ball from A1 or the ball goes out of the grid.

After the action has finished the players involved move as follows:

- A1 to group B (bring back the ball)
- B1 to group A (bring ball from A1)
- D1 goes back to group D (line up at the back)
- Next sequence is C1 passing to D2 with B2 defending

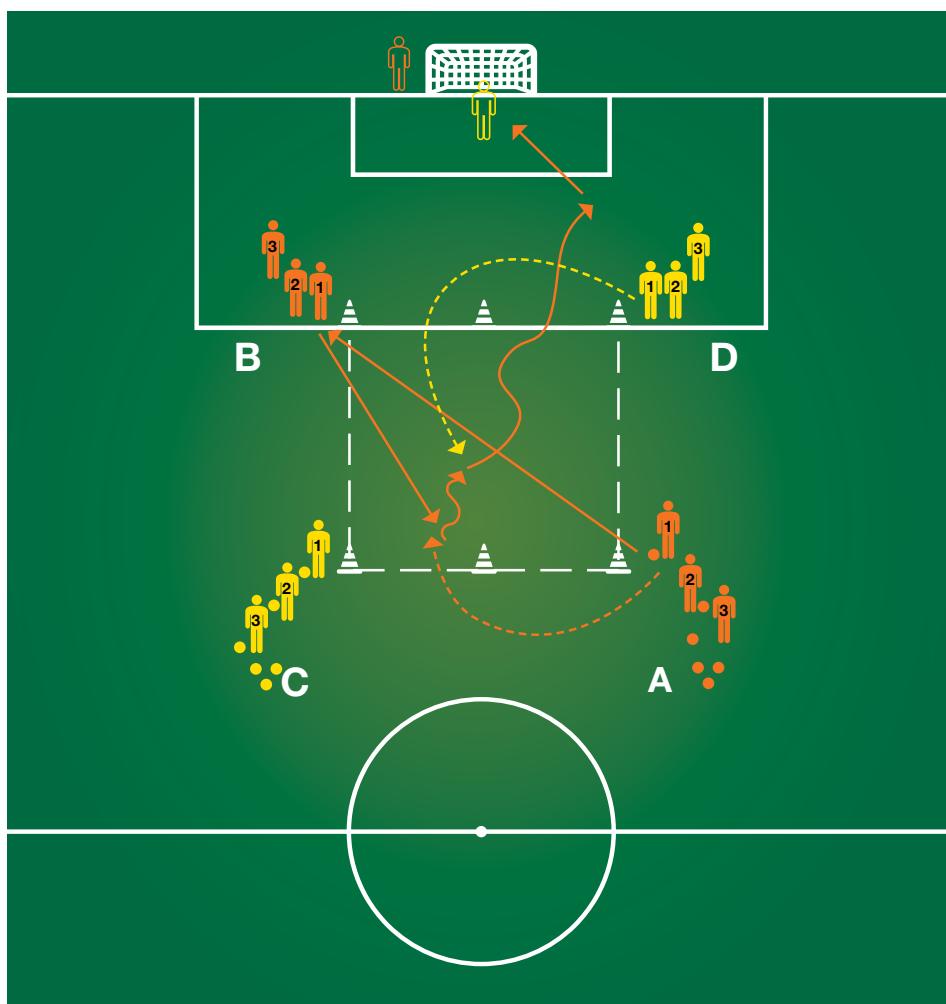
“Which team can score the most?”

# Performance Phase Model Sessions

## Notes:

## Performance Phase – Model Session 3

### Football Conditioning (Small games)



**Remember the coaching must focus on the defenders:**

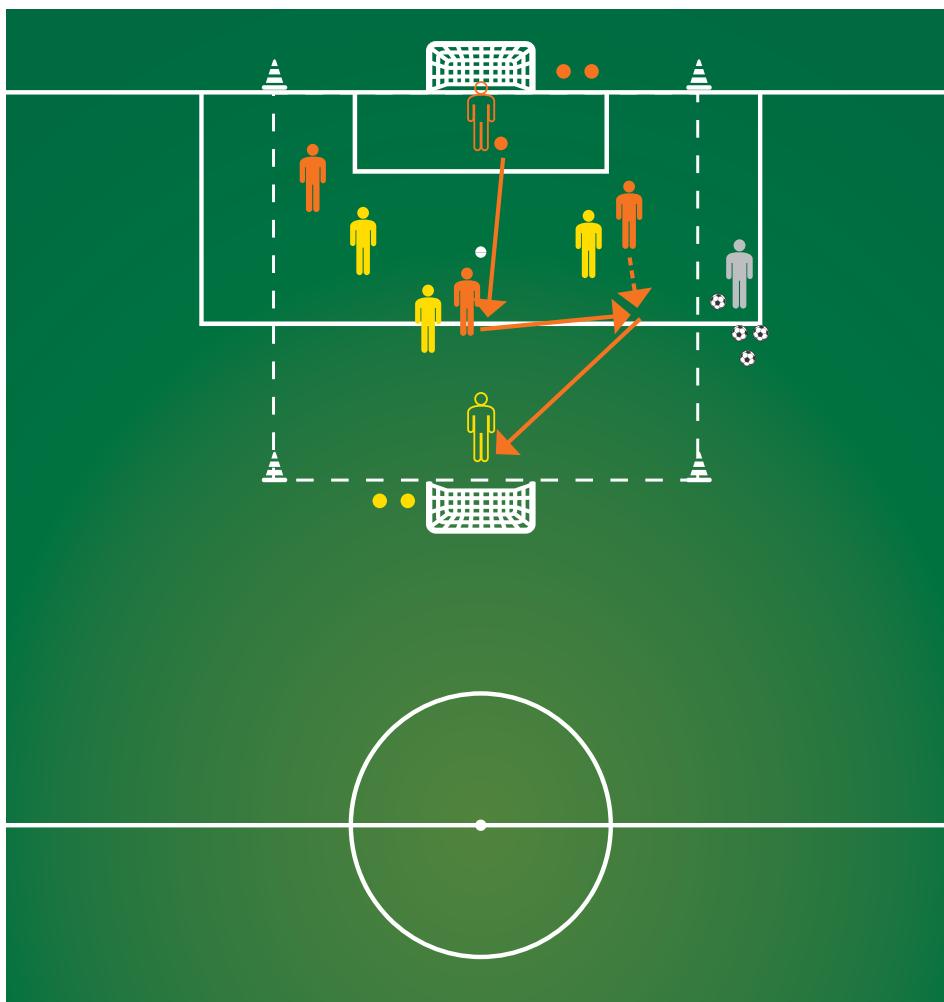
"Make contact and force the attacker to one side"

"Use feint attacks to slow the attacker down"

"Attack the ball aggressively when the opponent loses control of the ball or stops"

# Performance Phase Model Sessions

## Performance Phase – Model Session 3 Football Conditioning (Small games)

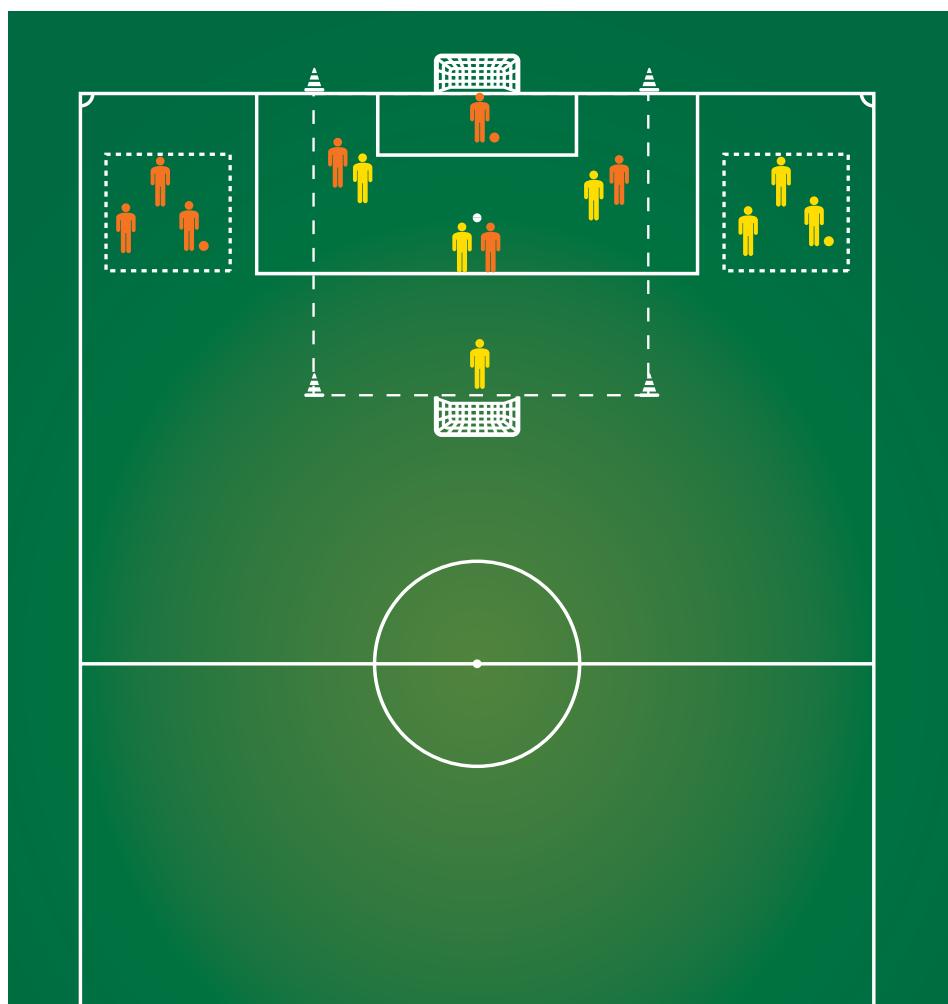


### 4. Conditioning game: 3 v 3 games + goalkeepers

- A field of approximately 30m x 25m with two big goals and plenty of balls next to the goals
  - The coach with balls on the sideline
  - The team in possession must keep a diamond shape to make combination play possible
  - The attackers can score from any position on the pitch, therefore the defenders must mark closely and defend aggressively everywhere
- **Since it's a conditioning game the intensity must be high.** Therefore there are no stops for throw-ins, corners, free kicks or goal kicks. The goalkeeper of the team that should have had the throw-in, corner or free kick immediately serves a new ball (within 3 seconds otherwise the coach serves a ball to the other team)
- Play 12 games of 1 minute with 3 minutes rest between the games and a longer (6 minutes) break after the 6th repetition

## Performance Phase – Model Session 3

### Football Conditioning (Small games)



- The rest periods must be a so-called 'active rest'. This is a low intensity activity like juggling individually or as a group
- This can be done while another group of players is working (see diagram)

## Notes:

## Notes:

# Match Day / Role of the Coach

## Notes:

# Checklist

Handy Acronyms to refer to when conducting sessions

<b>WARM UP / PASSING PRACTICES</b>		<b>THE WARM UP / PASSING PRACTICES COMPONENT INTRODUCES THE SESSION OBJECTIVE THROUGH EFFECTIVE ORGANISATION</b>
<b>S</b>	<b>SETUP / ORGANISATION</b>	Is it Safe? Reduced chances of collisions, Goals secured? Shin pads on? Framing and Quick start. Are the Balls, Bibs, Markers in the right place? Poles, area size? Numbers correct? Shape?
<b>E</b>	<b>ENGAGE</b>	Are all players' involved, maximum touches on ball? Lots of repetitions through efficient group management, Communication (coaching each other) use of both feet
<b>T</b>	<b>TASK</b>	The players' task(s) are clearly explained / demonstrated.
<b>U</b>	<b>UNDERSTAND</b>	Observe the players actions. Do they demonstrate that they understand the task i.e. where to run / pass? If not reinforce by finding a "role model" within the group, use Q and A or as a last resort demonstrate.
<b>P</b>	<b>PERCEPTION / DECISION EXECUTION</b>	As many of these three actions should be present as often as possible.

POSITIONING GAMES/GAME TRAINING – refer to SET to ensure the start to these components is effective

<b>POSITIONING GAMES / GAME TRAINING COMPONENTS</b>		<b>ASSIST THE FORMATION OF GOOD PLAYING HABITS</b>
<b>F</b>	<b>FACILITATE LEARNING</b>	Practices provide enough repetition of the skill to facilitate learning
<b>O</b>	<b>OBSERVE PLAYER ACTIONS</b>	The coach observes and provides positive feedback on things like, players "coaching "each other, shape i.e. One player left and one right.
<b>R</b>	<b>ROLE MODELS</b>	The coach identifies and presents good role models of correct technique and skill i.e. Perception, Decision and Execution.
<b>M</b>	<b>MODIFY</b>	The coach observes to identify the opportunity to modify the session using C.H.A.N.G.E.I.T. to challenge the players.

THE TRAINING GAME COMPONENT HELPS THE COACH ASSESS HOW MUCH LEARNING THAT HAS TAKEN PLACE DURING THE OTHER COMPONENTS.

<b>TRAINING GAME</b>		<b>refer to SET to ensure the start to this component is effective</b>
<b>G</b>	<b>GAME</b>	The game looks like football, i.e. Goals, two teams, objectives, direction.
<b>A</b>	<b>ASSESS</b>	There is opportunity for high volume of repetition of session objective / focus to allow assessment
<b>M</b>	<b>MONITOR / MODIFY</b>	Note how effective the players are in the use of Perception, Decision and Execution. Is there a need to challenge the players further?
<b>E</b>	<b>EVALUATE</b>	Reflect on the effectiveness of the session delivery. Self and Players. How much did they learn?

# Acronym Definitions

CANDIDATE NAME:	TOPIC:
-----------------	--------

## WARM UP / PASSING PRACTICES

S	SETUP / ORGANISATION	Is the area safe, limited chance of collisions, maximum use of equipment, size of area, brief explanation to “frame” the session and Quick start?
E	ENGAGE	No long queues, maximum ball contacts, develop passive pressure, encourage communication (coaching each other) the use of both sides of the body.
T	TASK	The coach must clearly <b>explain</b> and <b>demonstrate</b> the task at hand.
U	UNDERSTAND	The coach uses different methods to assess or reaffirm the players’ understanding such as Q and A, demonstration, role modelling (players perform the correct actions and demonstrate for others)
P	PERCEPTION, DECISION, EXECUTION	The practice puts players into a range of decision making situations where possible. How often are they using these three P,D,E?

## THE SETUP INTRODUCES THE SESSION OBJECTIVE

CANDIDATE NAME:	TOPIC:
-----------------	--------

## POSITIONING GAMES / GAME TRAINING

F	FACILITATE LEARNING	The practice should allow lots of repetition of the given core skill and the group management allows opportunities to learn by doing. How often is P,D,E being used?
O	OBSERVE PLAYER ACTIONS	To aid observation the coach should vary their coaching positions and use various methods to provide feedback on the players’ performances on the run, i.e. thumbs up, well done, good effort etc... check for understanding as well
R	ROLE MODELS	The coach identifies and presents good role models (uses players as examples) of the correct technique and / or skill
M	MODIFY	The coach needs to identify how and when to challenge the players by using the C.H.A.N.G.E.I.T. methodology whilst keeping the integrity of the session

## THE SESSION HELPS THE FORMATION OF GOOD PLAYING HABITS

CANDIDATE NAME:	TOPIC:
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## TRAINING GAME

G	GAME	The coach sets up a game that actually replicates a football game with goals, Direction, opponents, objectives and helps to make it competitive!!! (real)
A	ASSESS	The coach sets up a practice that provides many opportunities for the players to develop their technique into skill
M	MONITOR / MODIFY	How and when the players use the given core skill (P, D, E?) Is the game too easy / too hard? is one team or the other dominating ? or an individual dominating?
E	EVALUATE	The players, session and self-reflect on the process. What would I do differently?

## A GAME TO ASSESS PLAYERS AND SELF REFLECT ON SESSION

# Candidate Self Reflection

<b>CANDIDATE NAME:</b>		<b>TOPIC:</b>
<b>WARM UP / PASSING PRACTICES</b>		<b>WHAT COULD I DO DIFFERENTLY NEXT TIME?</b>
<b>S</b>	<b>SETUP / ORGANISATION</b>	.....
<b>E</b>	<b>ENGAGE</b>	.....
<b>T</b>	<b>TASK</b>	.....
<b>U</b>	<b>UNDERSTAND</b>	.....
<b>P</b>	<b>PERCEPTION, DECISION, EXECUTION</b>	.....
<b>THE SETUP INTRODUCES THE SESSION OBJECTIVE</b>		

<b>CANDIDATE NAME:</b>		<b>TOPIC:</b>
<b>POSITIONING GAMES / GAME TRAINING</b>		<b>WHAT COULD I DO DIFFERENTLY NEXT TIME?</b>
<b>F</b>	<b>FACILITATE LEARNING</b>	.....
<b>O</b>	<b>OBSERVE PLAYER ACTIONS</b>	.....
<b>R</b>	<b>ROLE MODELS</b>	.....
<b>M</b>	<b>MODIFY</b>	.....
<b>THE SESSION HELPS THE FORMATION OF GOOD PLAYING HABITS</b>		

<b>CANDIDATE NAME:</b>		<b>TOPIC:</b>
<b>TRAINING GAME</b>		<b>WHAT COULD I DO DIFFERENTLY NEXT TIME?</b>
<b>G</b>	<b>GAME</b>	.....
<b>A</b>	<b>ASSESS</b>	.....
<b>M</b>	<b>MONITOR / MODIFY</b>	.....
<b>E</b>	<b>EVALUATE</b>	.....
<b>A GAME TO ASSESS PLAYERS AND SELF REFLECT ON SESSION</b>		

# Session plan

**Topic (Session objective):**.....

**Name:**.....

**Organisation details:**.....

**Balls:**.....

**Bibs:** .....

**Markers:**.....

**Players:**.....

**Game instructions/demonstration:**.....

# Coaches Code of Ethics Agreement Form

**PLEASE COMPLETE ALL FIELDS - PRINT CLEARLY**

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

**FFA Accreditation Level .....**

**Mailing Address .....**  
.....  
.....

**State .....** **Postcode .....**

**Phone number - Home .....** **Work .....**

**Mobile .....** **Fax .....**

**Email address .....**

**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.
- 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 License 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) .....**

# Coaches Code of Ethics

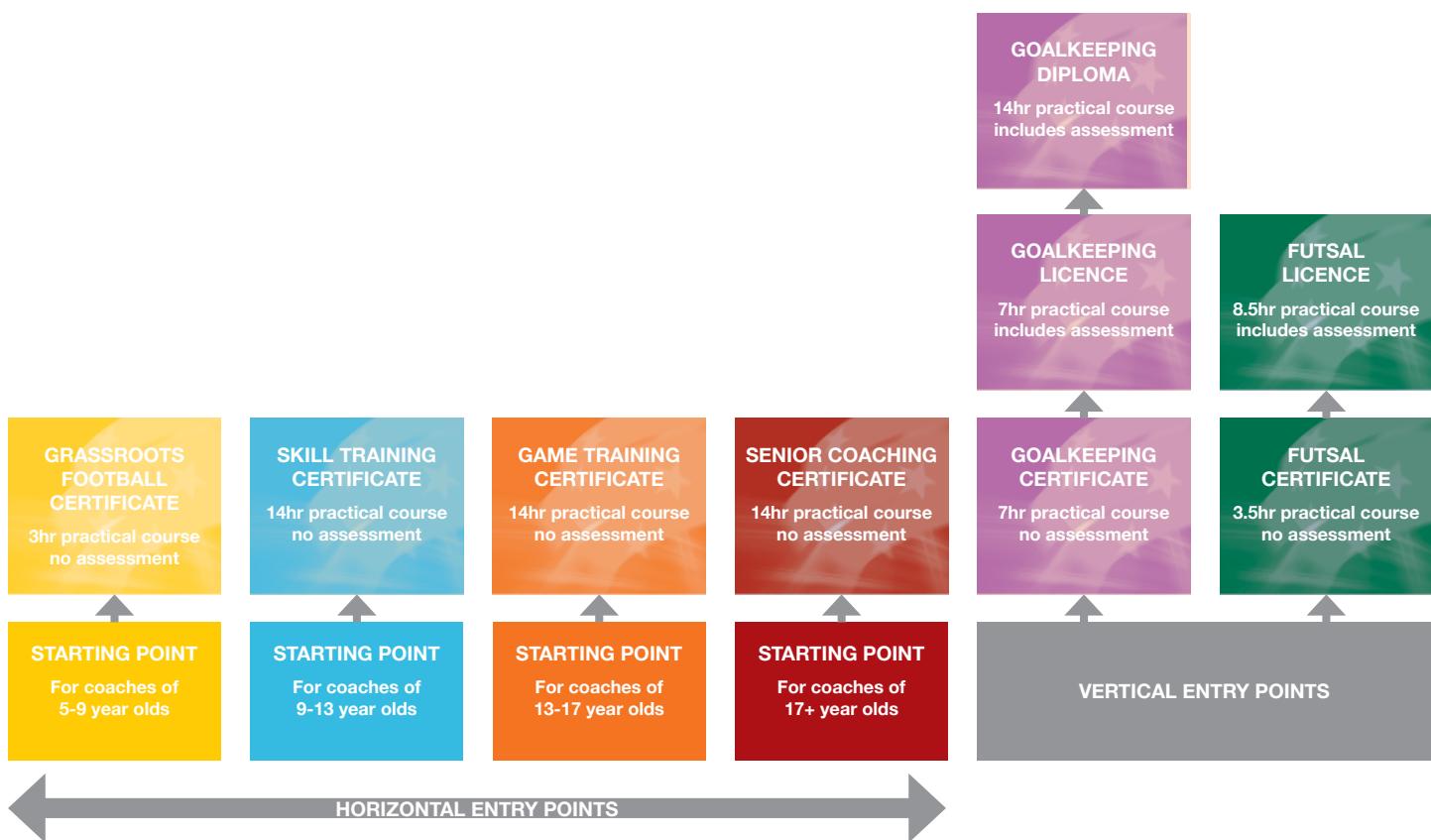
- I will respect the rights, dignity and worth of all players and ensure that everyone is treated equally.
- I will ensure that the players are involved in a positive environment, and that the game and training is a positive and enjoyable experience.
- I will respect all players' individuality and help 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:

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- 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".

# Getting involved



## How do I become a Presenter and / or an Assessor?

Should you wish to become a Presenter and / or an Assessor you must attend the State workshop conducted by your Member Federation annually, however should circumstances prevent your attendance you can be “mentored” in the process by attending and assisting on at least one course (M.F.’s discretion) at the level at which you would like to present and/or assess. An application form is also available on the FFA website which should be processed through your Member Federation.

## What qualification do I need to be able to present a course?

You need to have at least the same level Certificate as the one which you are presenting, i.e. Skill Training Certificate = Skill Training Certificate.

PRESENTER / ASSESSOR LEVEL	TYPE	Accreditation Required to become a Presenter or Assessor
GRASSROOTS FOOTBALL CERTIFICATE	Presenter	Grassroots Football Certificate
SKILL TRAINING CERTIFICATE	Presenter / Assessor	Skill Training Certificate
GAME TRAINING CERTIFICATE	Presenter / Assessor	Game Training Certificate
SENIOR CERTIFICATE	Presenter / Assessor	Senior Certificate

# Acknowledgements

- Norm Boardman
- Han Berger
- Kelly Cross
- Les Bee
- Anthony Frost (FFV)
- Australian Sports Commission
- Member Federations



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AUSTRALIA

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# FOOTBALL FEDERATION AUSTRALIA

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**Better Coaches, Better Football**