



Australian Government
Australian Sports Commission

Active After-school Communities

Helping kids and communities get active

Playing for Life — Football



ausport.gov.au



Acknowledgments

The Australian Sports Commission wishes to acknowledge the contribution of the following people and organisations to the development and production of this resource:

Caron Williams (AASC) for her contribution in the following areas: game development, content review, editing and design of the resource

Kym McMahon (AASC) for her assistance in content review, design review and editing

Kitty Chiller (AASC) for her assistance in content review and editing

Teena Jackson (AASC) for her assistance in content review and editing

Laura Holden (AASC) for her assistance in content review and editing

Matthew Bulkeley (FFA) for his assistance in content adaption and content review

Norm Boardman (FFA) for his assistance in content adaption and content review

Vito Basile (FFA) for his assistance in content adaption and content review

Sean Davey (Football Links) for his assistance in game development

Anthony Frost (FFV) for his assistance in game review

Gayle Rogers (ACHPER/Schools Network), Sue Cormack (ACHPER, Schools Network), Bruce Knights (Keilor Downs Secondary College) and Les Bee developed the content for the introduction and principles for how and when to change activities.

Disclaimer

This resource been designed for use with students aged 4–12. It assumes that each student is healthy and has no medical condition, disability, illness, impairment or other reason that may impact, limit or restrict their involvement in sport or other physical activity.

A student should not be allowed to participate in an activity if any medical, physical or other factor indicates that they are not suited to that activity. Where there are any queries or concern about such matters, the consent of the student's parent or guardian should be obtained before allowing participation.

While care has been taken in the preparation of this resource, the publisher and authors do not accept any liability arising from the use of this resource, including, without limitation, from any activities described in the resource.

© Australian Sports Commission 2013

This work is copyright. Apart from any use as permitted under the *Copyright Act 1968*, no part may be reproduced by any process without prior written permission from the Australian Sports Commission. Requests and enquiries concerning reproduction should be emailed to copyright@ausport.gov.au

For general enquiries:

Tel: (02) 6214 1111

Fax: (02) 6214 1836

Email: asc@ausport.gov.au

Website: ausport.gov.au

For a complete listing of Australian Sports Commission publications, visit **shop.ausport.gov.au**

ISBN 978 1 74013 124 7

Unless otherwise specified, all images are the property of the Australian Sports Commission.

Cover illustrations by Kathryn Wright Design

Content illustrations by G. Robey Design

Design by Swell Design Group

Contents

Introduction to Small-sided Football 1

Playing for Life — what is it? 11

LESSON PLANS

Lesson 1 14

Lesson 2 21

Lesson 3 28

Lesson 4 35

Lesson 5 42

Lesson 6 49

Lesson 7 56

Behaviour management 62

OTHER INFORMATION

Where to from here? 66

Contacts 67



Introduction to Small-sided Football

Did you know?

Small-sided Football:

- > is football designed especially for children
- > allows freedom of expression for players, as there are no set positions
- > helps a child understand the importance of team-mates and working together
- > maintains a strong focus on maximum participation and enjoyment
- > provides more shots on goal and 1 v 1 opportunities for young players.



Football is one of the world's most popular sports and is played in more than 200 countries. It is a simple game requiring only a ball. Football is fully inclusive, catering for both male and female participants, regardless of age, gender, cultural background, religion or ability. With the introduction of Small-sided Football matches, a child who is four years (or older) at the start of the year can join a club and play the game the world is playing!

Small-sided Football is a modified version of the adult game of football. It is designed to meet the developmental needs of younger football players. There are no set positions and no goalkeepers. There are fewer players in a team and the playing area is smaller. This means players have more contact with the ball and are more active due to playing both attacking and defensive roles within a match.

Introduction to Small-sided Football

Playing for Life — Football



This **Playing for Life — Football** coaching manual consists of seven sequential, game-based lessons suitable for primary school-aged children of all abilities. It is based on Football Federation Australia's 5-a-side football, where the focus is on enjoyment and participation. The lessons are designed to help people with minimal experience in football, and to deliver fun, inclusive games in line with the Playing for Life philosophy.

The lessons promote a facilitated approach to coaching. The games can be replicated on a smaller scale, with the children in groups, setting up their game and managing it themselves. This provides the coach with the opportunity to observe and ensure that all players are having fun, while being actively involved in a safe environment, and to provide discrete coaching where necessary.

Coaches and teachers are encouraged to match the game with the ability of the players and **'CHANGE IT'** or replace the game completely.

Each lesson is 60 minutes in length and consists of three sections:

Start out:

games to warm up the players and introduce a skill or movement

Get into it:

minor games to focus on skill development, followed by a Small-sided game

Finish up:

low-intensity, concluding activities followed by a quick review, to allow the coach and players to provide feedback about the skills and games that were played.

Introduction to Small-sided Football

Tips for delivering Playing for Life — Football



- 1 Spare footballs kept near the game will ensure minimal stoppages.
- 2 Encourage the use of both feet at all times.
- 3 Ensure that there is a maximum of five players per team on the pitch during Small-sided games.
- 4 Dispossessing a player of the ball in minor activities and tag games:
 - **Easy** — ball is ‘tagged’ (touched) by the defender’s foot
 - **Progression** — 1 v 1 tackle.
- 5 Instruct players to stop and place their foot on the ball when the signal is given, to ensure players can listen without distraction.
- 6 Use demonstrators and keep instructions as brief as possible, to ensure players are quickly engaged in the activity.
- 7 Different team sizes, for example 4 v 3, can be used to equalise the effects of different player abilities.
- 8 Use games and quick activities to form groups and teams. Avoid nominating two players as captains to choose teams — no-one likes being the last person picked!
- 9 Replicate games on a smaller scale to provide maximum participation.
- 10 As much as possible, allow players an unrestricted area to set up and play their game (minimal boundary lines and marker cones).

Introduction to Small-sided Football



Golden rules of safety

- 1** Provide clear rules regarding kicking the ball in the air during games. In mixed ability/age groups, or when playing indoors, introduce a rule such as: 'if the football rises above waist height, a free kick will be awarded to the opposing team'.
- 2** Coaches and program coordinators have a legal responsibility to provide a duty of care to participants; This includes ensuring players are directly supervised by a nominated staff member at all times.
- 3** Ensure that the playing area is free of hazards and that it is a safe distance away from walls and fixed objects.
- 4** Remind players to look out for others and to look ahead in tagging games.
- 5** Ensure there is a safe distance between groups of players.
- 6** Ensure all equipment is appropriate, safe and working correctly.
- 7** Most acts of contact or misconduct at this level are caused by lack of coordination, with no intent. In these cases try and give the advantage to the attacking team and continue play.
- 8** Stop the activity if you observe dangerous play and explain what is appropriate and expected.



Playing for Life — Football

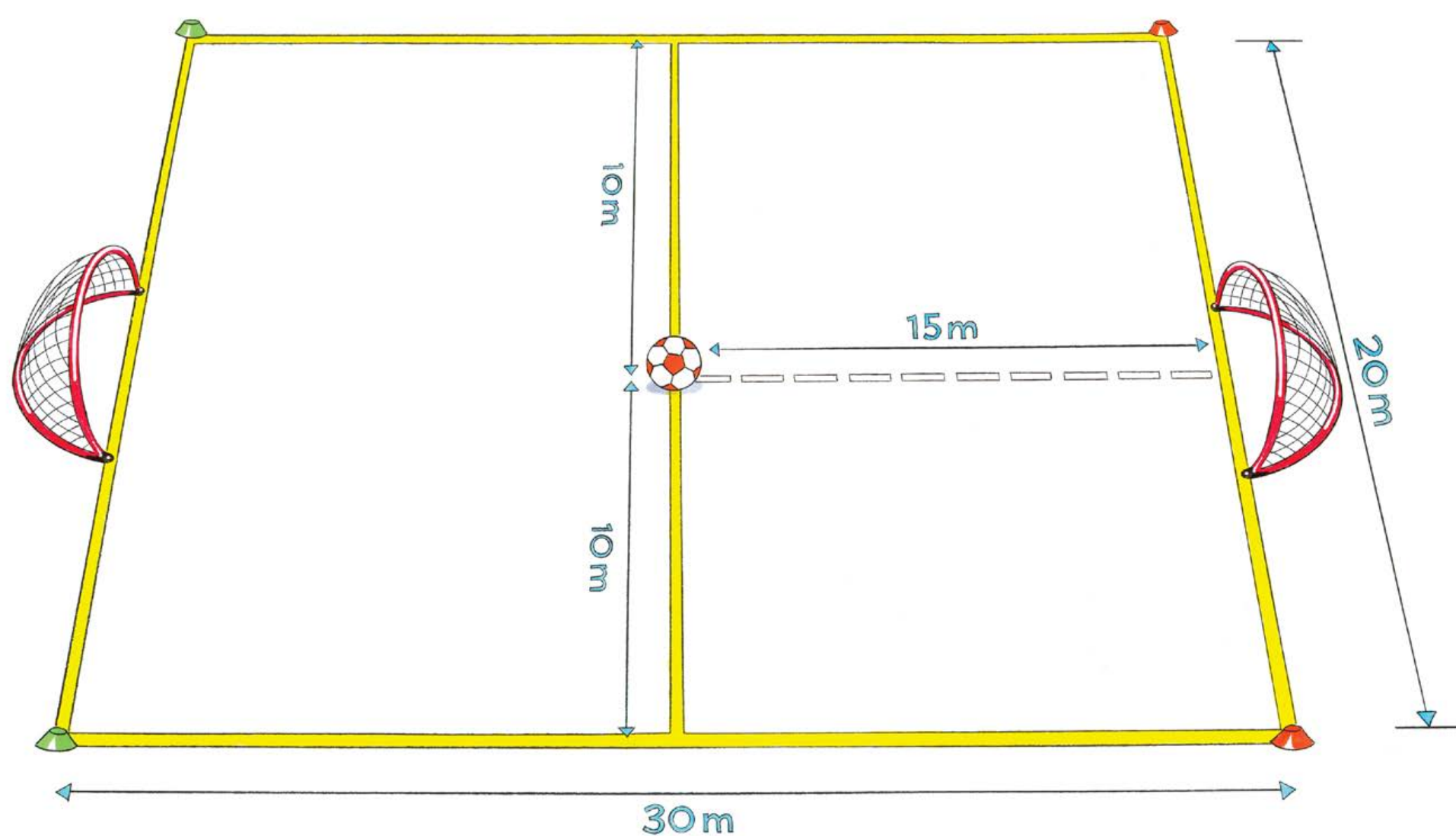
Small-sided Football rules and guidelines



In a typical 5-a-side Small-sided Football game, the following rules should be applied.

Field of play

- > 30 metres x 20 metres
- > The field can easily be divided into smaller pitches using extra marker cones.



Duration of the game

- > 2 x 10 minutes (half-time break three minutes)

Offside

- > No offside

Number of players per team

- > 5 v 5 — no goalkeeper
- > Substitutions can be made while the ball is in play, but players must wait until the substituted player has left the field, (maximum of three rolling substitutes).

Method of scoring

A goal is scored when the whole of the ball passes over the goal line between the goals.

Playing for Life — Football

Small-sided Football rules and guidelines

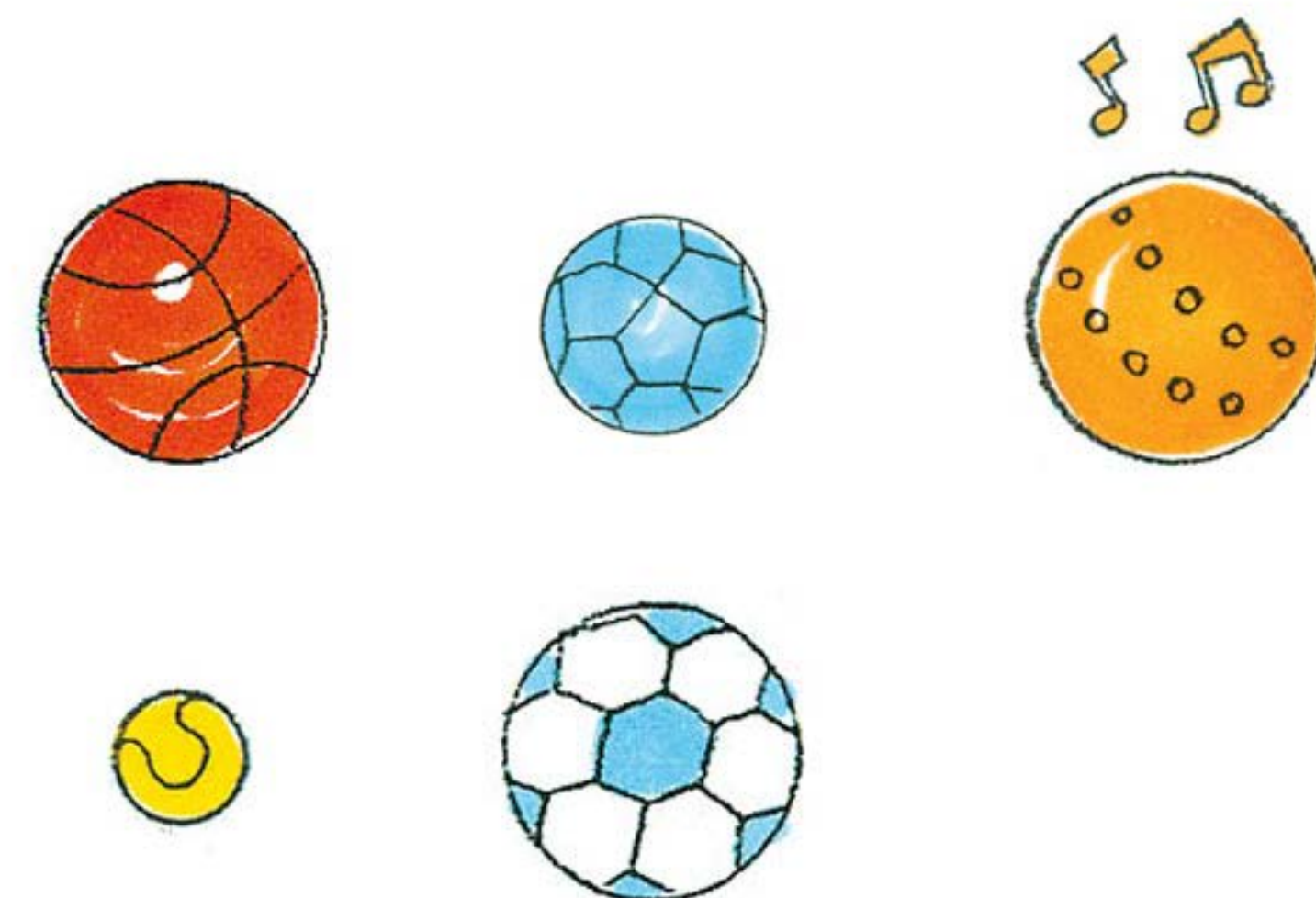
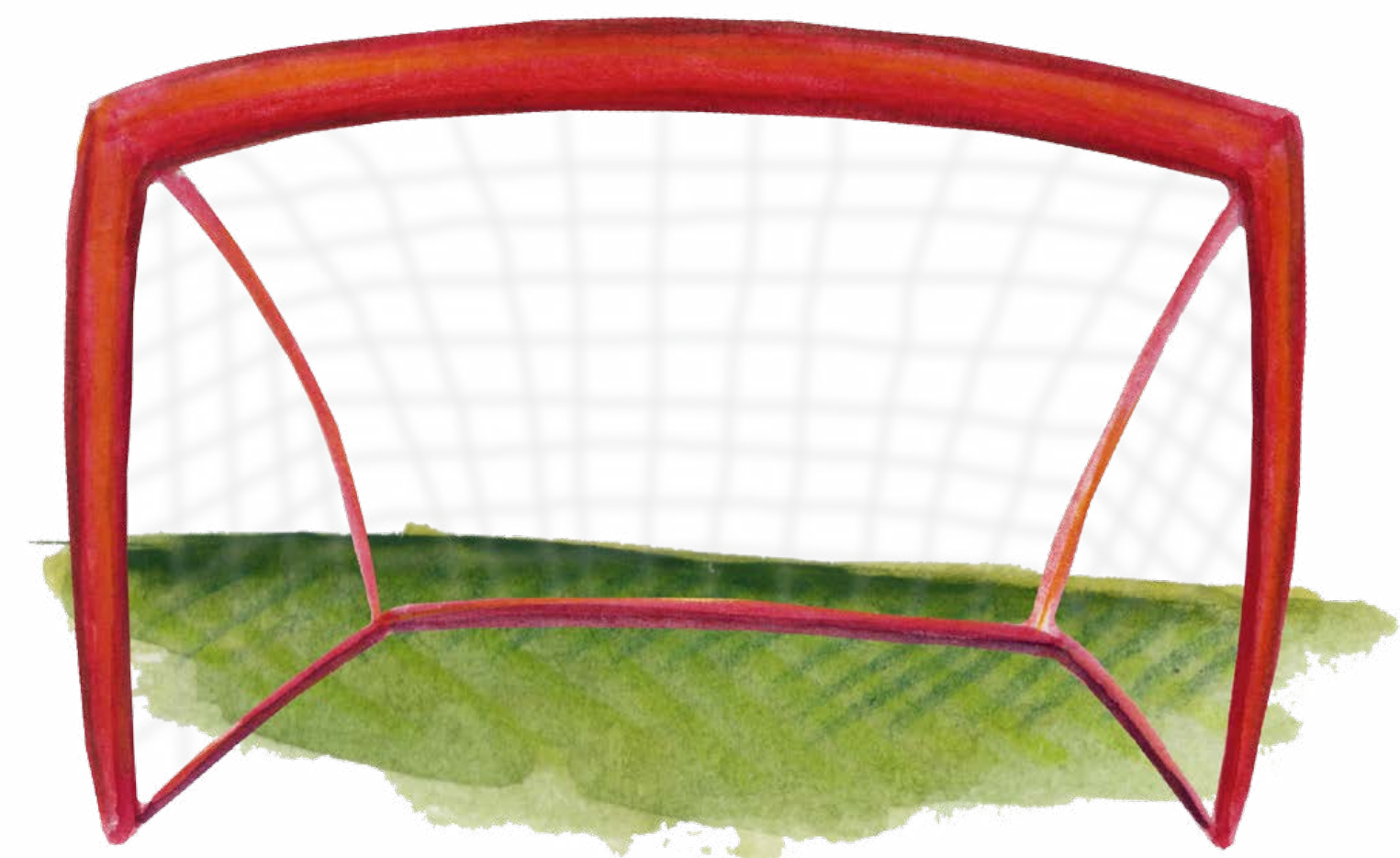


Goals

- > Pop up goals can be used. These will be approximately two metres wide by one metre high. Marker cones are acceptable for the Playing for Life — Football lessons.

The ball

- > A size 3 football is recommended for Small-sided games. However many of the activities in Playing for Life — Football require every player to have a ball, therefore any round ball can be used to ensure maximum participation.
- > High-density foam balls are excellent for use indoors and to encourage young and less-able players to participate in mixed ability groups.
- > A bell ball can be substituted to assist vision impaired players.



Playing for Life — Football

Small-sided Football rules and guidelines



Start of play and re-start after goal

- > Pass forward to a team-mate from the middle of the half-way line. All players must be in their own half of the field of play. Opponents must be at least five metres away from the ball until it is in play. The ball must touch a team-mate before a goal can be scored.

Re-start when the ball crosses touch line

- > There is no throw in. A player from the team that did not touch the ball last places the ball on the touch line and either passes or dribbles the ball into play.
- > Opponents must be at least five metres away from the ball until it is in play. The ball must touch a team-mate before a goal can be scored.

The ball crosses the goal line after touching the defending or attacking team last

- > There is no corner kick. Regardless of which team touched the ball last, a player from the team whose goal line the ball has crossed will place the ball anywhere along the goal line and pass or dribble the ball into play.
- > Opponents must retreat to the half-way line and can move once the ball is in play. The ball must touch a team-mate before a goal can be scored.

Fouls and misconduct

- > Indirect free kicks are awarded for all acts of handball or fouls and misconduct. Opponents must be at least five metres away from the ball when the indirect free kick is taken. (An indirect free kick is where a goal can be scored only if the ball subsequently touches another player before it enters the goal.)

Playing for Life — Football

Small-sided Football basic skills



Passing the ball: main teaching points

- 1 Strike the ball with the large surface of the inside of the foot to increase the opportunity for success.
- 2 Keep eyes on the ball when striking it.
- 3 Perform a short follow through in the direction of the target.

Running with the ball: main teaching points

- 1 Running with the ball requires longer running strides.
- 2 Keep the ball a little further in front of you so you can look up and scan the field ahead for passing, crossing and shooting opportunities.
- 3 For maximum efficiency use the outside of both feet.



Playing for Life — Football

Small-sided Football basic skills



1 v 1

The player with the ball attempts to go beyond or evade an opponent facing them, while maintaining control. There are two main ways to beat an opponent: with a change of direction and / or a change of pace.

Main teaching points

- 1 Keep the ball close and use all parts of the foot to move the ball from side to side and to stop–start as required, to ‘wrong foot’ opposition defenders.
- 2 Keep eyes up to see the position of opposition players and to be aware of passing and striking options.



Playing for Life — Football

Small-sided Football basic skills



First touch

A good first touch will allow a player time to perform their next move. The first touch should absorb the force of the incoming ball. A player's first touch is not limited to the use of feet; other surfaces of the body can be used such as the thigh, chest or head.

The aim is for the player to control or direct the ball with their first touch, which then sets up the player to pass, dribble or defend the ball. A simple way of explaining first touch is to 'pass to yourself'.

Main teaching points

- 1 Get into the line of flight (of the ball).
- 2 Decide which surface you will use (foot, chest, etc.).
- 3 Relax and cushion the ball (take the pace off the ball).



Playing for Life — what is it?

Key concepts

Playing for Life is an approach to coaching that uses games rather than drills to introduce the skills and tactics of the particular sport or structured physical activity being delivered. Each session is designed purposefully, so that the games progressively introduce and develop the particular skill that is the focus of the session.



The game is the focus

Players develop sporting skills and tactics by playing fun games rather than traditional drills

Coach is a facilitator

The coach sets challenges for the players to find solutions through games rather than instructing players on how to perform a skill

Player role modelling

Coaches use players during the game to demonstrate good technique and skilful play

Discrete coaching

Allows players needing extra assistance to be discretely coached on the side in an unobtrusive way while the game is in progress

Ask the players

Questioning players is a valuable strategy to engage the students in changing the activity or providing feedback on whether the game is achieving desired outcomes

Playing for Life — what is it?



CHANGE IT

> Vary any one or more of the following game elements to maximise participation and better meet player needs and game objectives.

It is more important to remember the concept of CHANGE IT than to remember what each letter represents.

If it's not working ...
CHANGE IT!

C	Coaching style	I	Inclusion
H	How you score/win	T	Time
A	Area		
N	Numbers		
G	Game rules		
E	Equipment		

Overview of lessons

	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	LESSON 7
START OUT	<ul style="list-style-type: none"> > Here! There! Nowhere! > Football juggling 	<ul style="list-style-type: none"> > Cross the bridge > Names 	<ul style="list-style-type: none"> > Fox and geese tag > Pairs passing 	<ul style="list-style-type: none"> > Boundary pass > Circle chase 	<ul style="list-style-type: none"> > All in tag > Tunnel pass 	<ul style="list-style-type: none"> > Octopus football > Coach says 	<ul style="list-style-type: none"> > Sharks and islands > Form a team
GET INTO IT	<ul style="list-style-type: none"> > Dribblers and robbers > Back to back 	<ul style="list-style-type: none"> > Krazykeeper > Four-end football 	<ul style="list-style-type: none"> > Space invaders > Double agent 	<ul style="list-style-type: none"> > Tricky goal lines > Pinball 	<ul style="list-style-type: none"> > Change football > Four goal football 	<ul style="list-style-type: none"> > Skittle football > 5-a-side football 	<ul style="list-style-type: none"> > 5-a-side football (round robin)
FINISH UP	<ul style="list-style-type: none"> > Football marbles > What did you like? 	<ul style="list-style-type: none"> > Football juggling > Let's see it! 	<ul style="list-style-type: none"> > Number change > Let's see it! 	<ul style="list-style-type: none"> > Four corners > What did you learn? 	<ul style="list-style-type: none"> > Keepers and strikers > What did you like? 	<ul style="list-style-type: none"> > Untie the knot > What's ahead? 	<ul style="list-style-type: none"> > Keepers and strikers > Where to from here?

Playing for Life — Football

1

OBJECTIVE

To provide opportunities for players to:

- A** experience a high number of touches on the ball and get to ‘know their ball’
- B** develop the basic skills of 1 v 1, which include change of pace and direction
- C** learn to enjoy the game of football through self-discovery, experimentation and personal achievement.

SAFETY

Refer to ‘Golden rules of safety’ section of this manual

AREA

Suitable for indoor gym or outdoor area 30 metres x 20 metres

EQUIPMENT

> 1 x football per player; 1 x set of marker cones (30)

ACTIVITIES

- | | |
|-------------------------|------------|
| > Here! There! Nowhere! | 10 minutes |
| > Football juggling | 10 minutes |
| > Dribblers and robbers | 10 minutes |
| > Back to back | 20 minutes |
| > Football marbles | 5 minutes |
| > What did you like? | 5 minutes |



[RETURN TO LESSON OVERVIEW](#)

Here! There! Nowhere!

On a call from the coach, players run with their football towards the coach ('Here!'), away from the coach ('There!') or perform toe taps on the spot ('Nowhere!').

LESSON 1

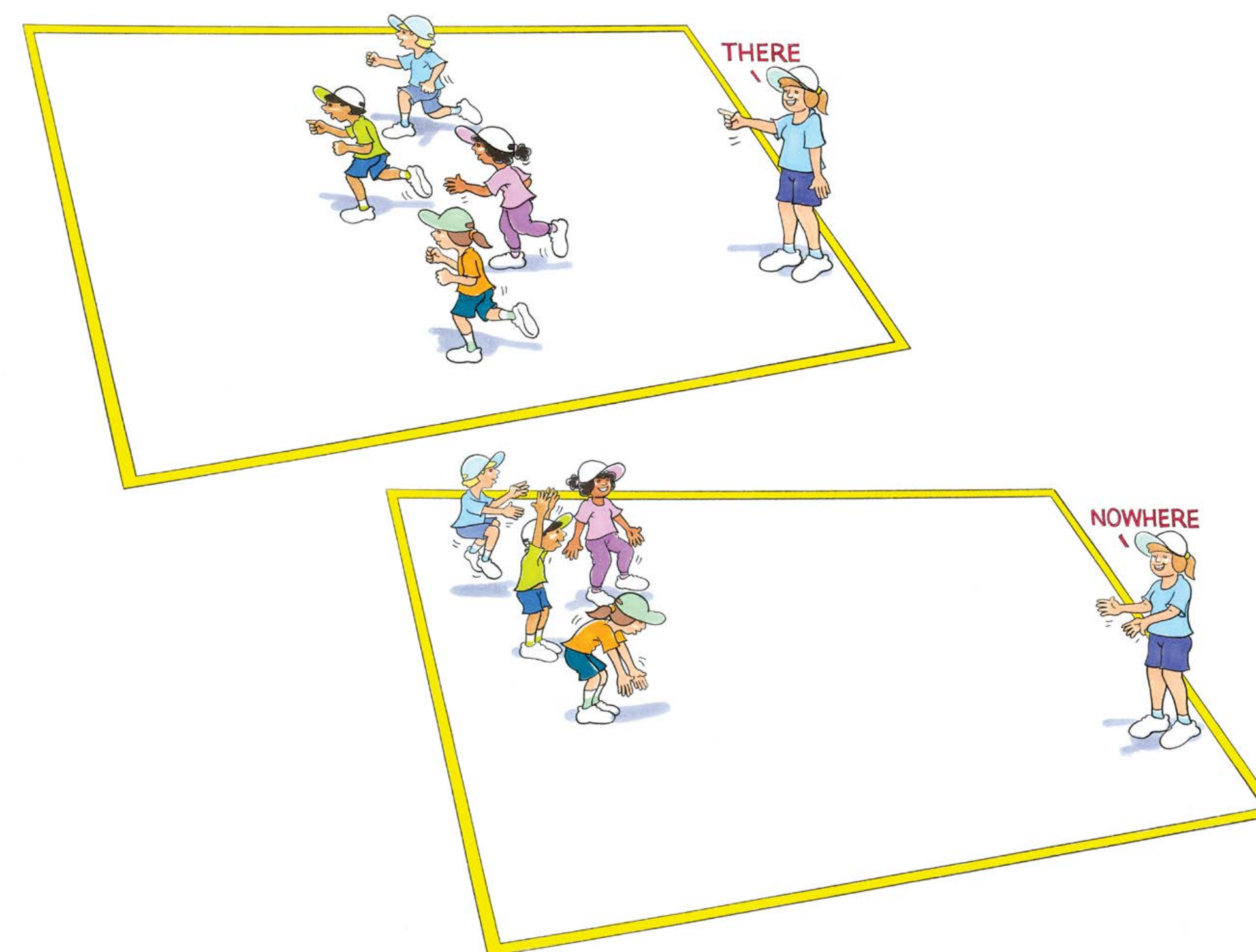
> START OUT / 10 MINUTES

EQUIPMENT

> 1 x football per player

What to do

- > Establish a large playing area to encourage running with the ball.
- > Each player has a ball and performs the actions called by you.
- > You explain the actions then make random calls that the players follow:
 - **'Here!'** — all players run with a ball towards you
 - **'There!'** — all players run with their ball away from you in the direction you are pointing
 - **'Nowhere!'** — all players stand on the spot and alternately tap the ball on top with the ball of each foot.



Tip

- > Encourage players to run with the ball using the **outside of both feet**, so they can change direction very quickly and with little effort.

Change it

- > **Nowhere!** — players must leave their ball and run to another player's ball.
- > **Here!/There!** — players can run with the ball sideways while rolling a foot over the top of the ball.
- > **Progression** — 'Hop and stop' — players do a little hop off one foot and before landing on that foot, stop the ball with the sole of the foot, then land and turn back where they came from taking the ball with them.

Football juggling

Players with a football experiment with different ways to juggle the ball using various parts of their body.

LESSON 1

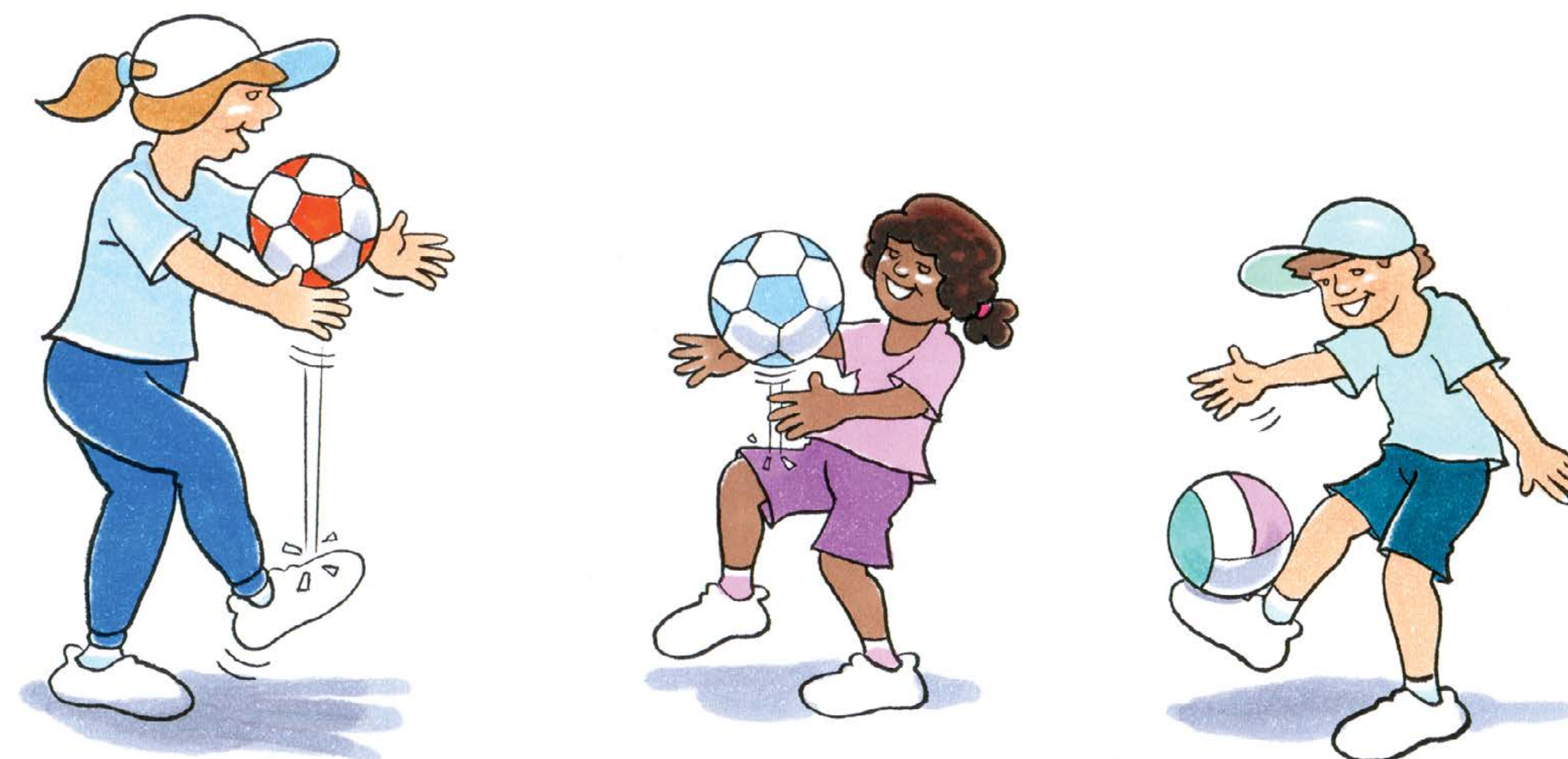
> START OUT / 10 MINUTES

EQUIPMENT

> 1 x football per player

What to do

- > All players have a ball and spread out randomly in the playing area.
- > Demonstrate how to drop the ball on the ground, lightly kick it and catch it.
- > Ask 'How many times can you drop, kick and catch your ball in a row?'
- > Players can experiment with different types of juggling including:
 - drop onto thigh and catch
 - foot to foot
 - catch the ball on the right foot while balancing on the left foot.



Tip

> Ask the players to practise football juggling so that during the next lesson, they can show the group any new juggling tricks.

Change it

> Players can use a softer ball if necessary and try to:

- throw it up, head it up and catch it
- throw it up, head it up and have a partner catch it.

Dribblers and robbers

Players (dribblers) with a football move around the area. One or two players are robbers and attempt to intercept dribblers' balls without making body contact. Play with one robber per seven dribblers.

LESSON 1

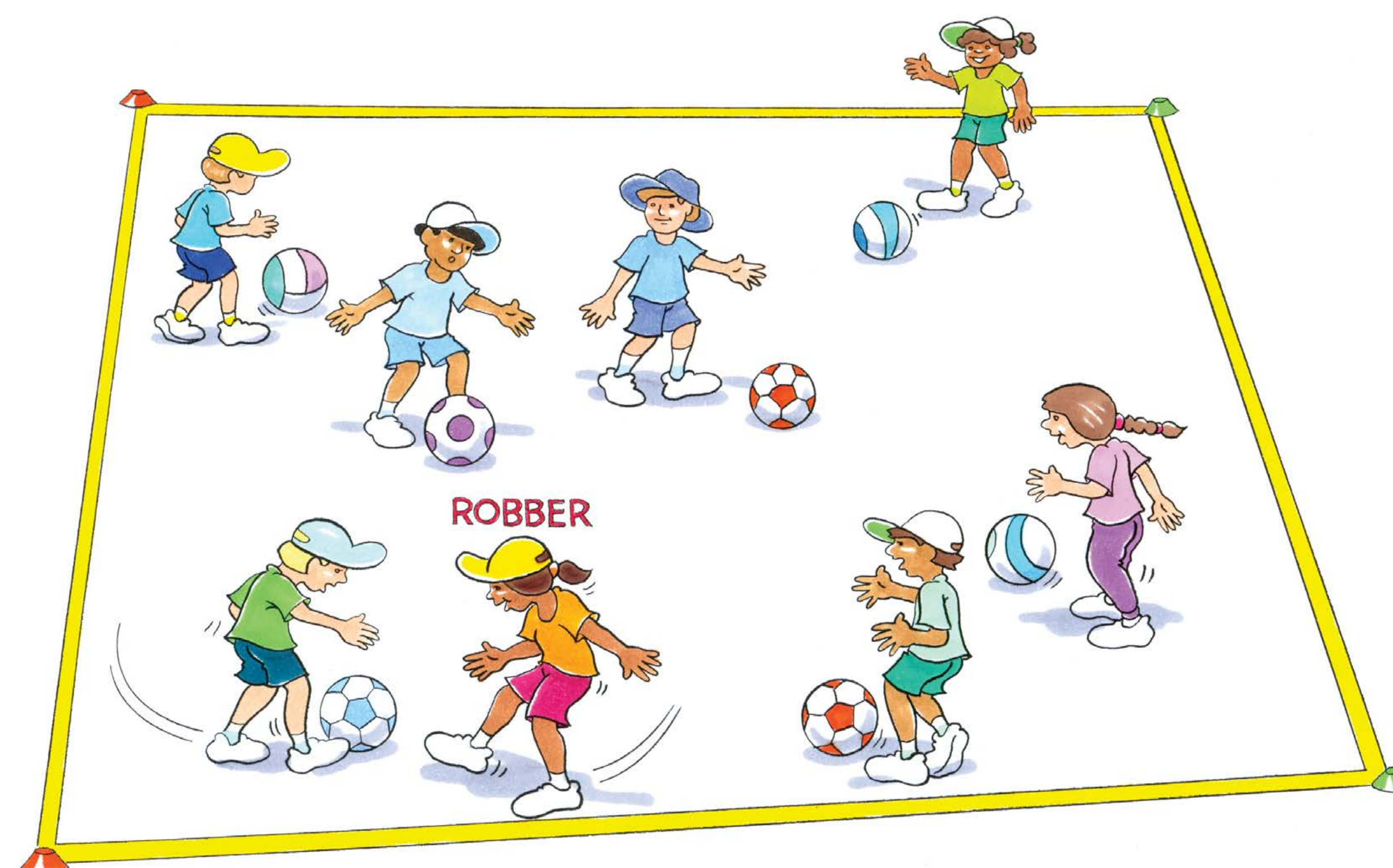
> > GET INTO IT / 10 MINUTES

EQUIPMENT

> 1 x football per player; 4 x sets of marker cones

What to do

- > One or two players are robbers and start without a ball. All other players (dribblers) spread out in the playing area with a ball each.
- > On your signal, robbers attempt to win possession of a player's ball.
- > When a robber wins possession of a ball, the dribbler and robber change places.
- > Play continues until you call 'Time!'



Tips

- > Remind robbers not to kick wildly when attempting to win ball possession.
- > A player will lose possession of the ball if they run out of the pitch to avoid a robber.

Change it

- > All players have a ball and attempt to kick other players' balls out of the area, while maintaining possession of their own ball.
- > Decide how the robber should gain ball possession:
 - **Easy** — ball is 'tagged' (touched) by the robber
 - **Progression** — 1 v 1 tackle.

Back to back

On 'Go!' players standing back to back run around a marker on their goal line then attempt to run the football over their opponent's goal line to score a point. Play in groups of 2–4.

LESSON 1

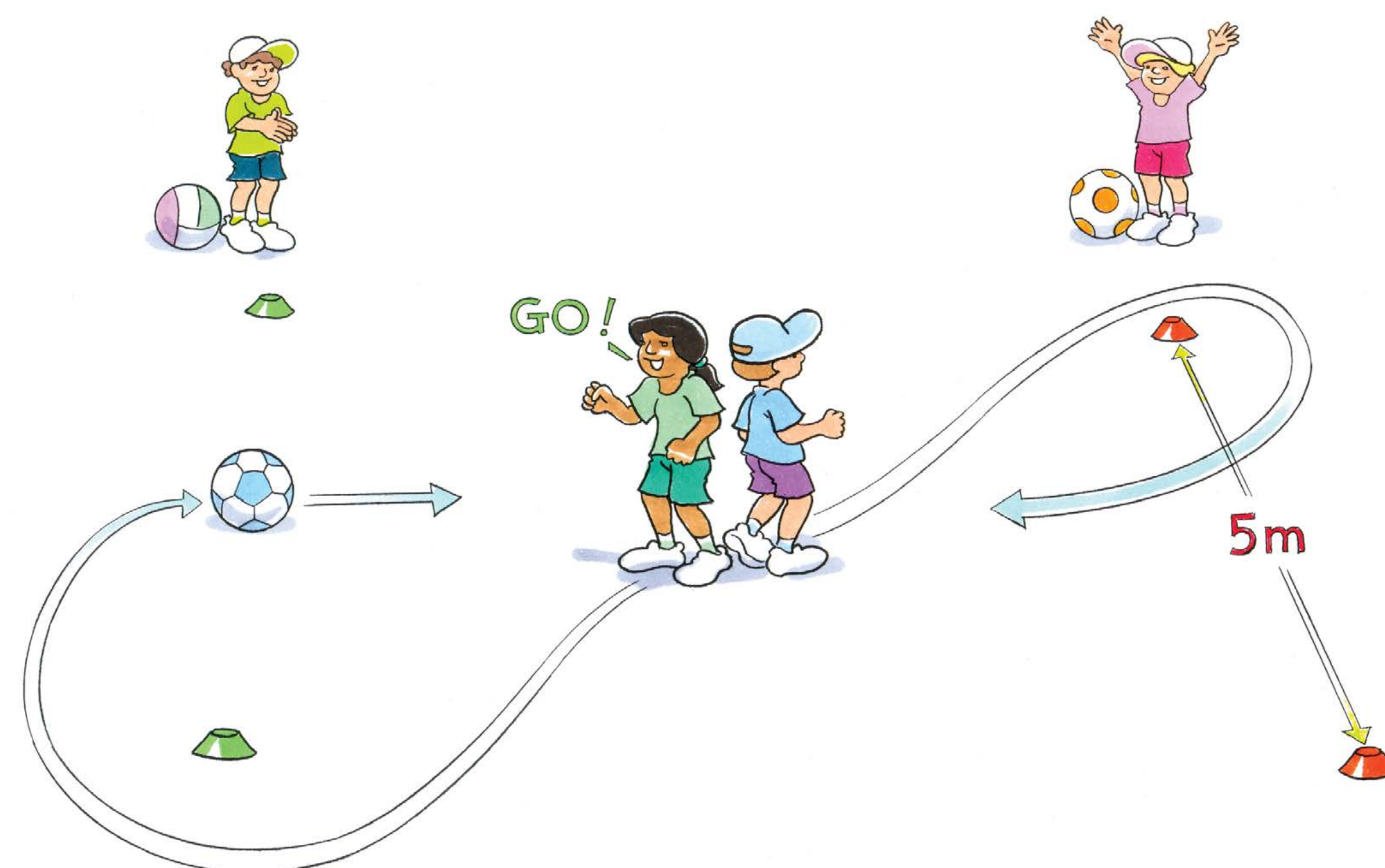
> GET INTO IT / 20 MINUTES

EQUIPMENT

> 1 x football per pair; 1 x set of marker cones (30)

What to do

- > Pairs with a ball collect four marker cones to create their goal lines.
- > A ball is placed on a goal line at one end of the pitch.
- > Pairs start back to back in the middle of their pitch.
- > When the player facing the ball calls out 'Go!', both players run to opposite ends of their pitch and around a marker cone.
- > The player who was facing the ball collects it and attempts to run with the ball over their opponent's goal line to score a point.
- > Players take turns facing the ball and calling 'Go!'



Tips

- > Ensure the defending player moves off the goal line and towards the player with the ball.
- > No side lines means less stoppages. The players will naturally guide the ball back towards the goal lines.

Change it

- > Have four players in each group so they compete in 1 v 1 games against others in their group.
- > **Progression** — play combinations: 2 v 1 or 2 v 2, where the attacking team must complete one pass before they run the ball over the goal line.

Football marbles

Players in pairs attempt to score as many 'ball hits' as they can in a row, by passing their football to make contact with their partner's ball.

LESSON 1

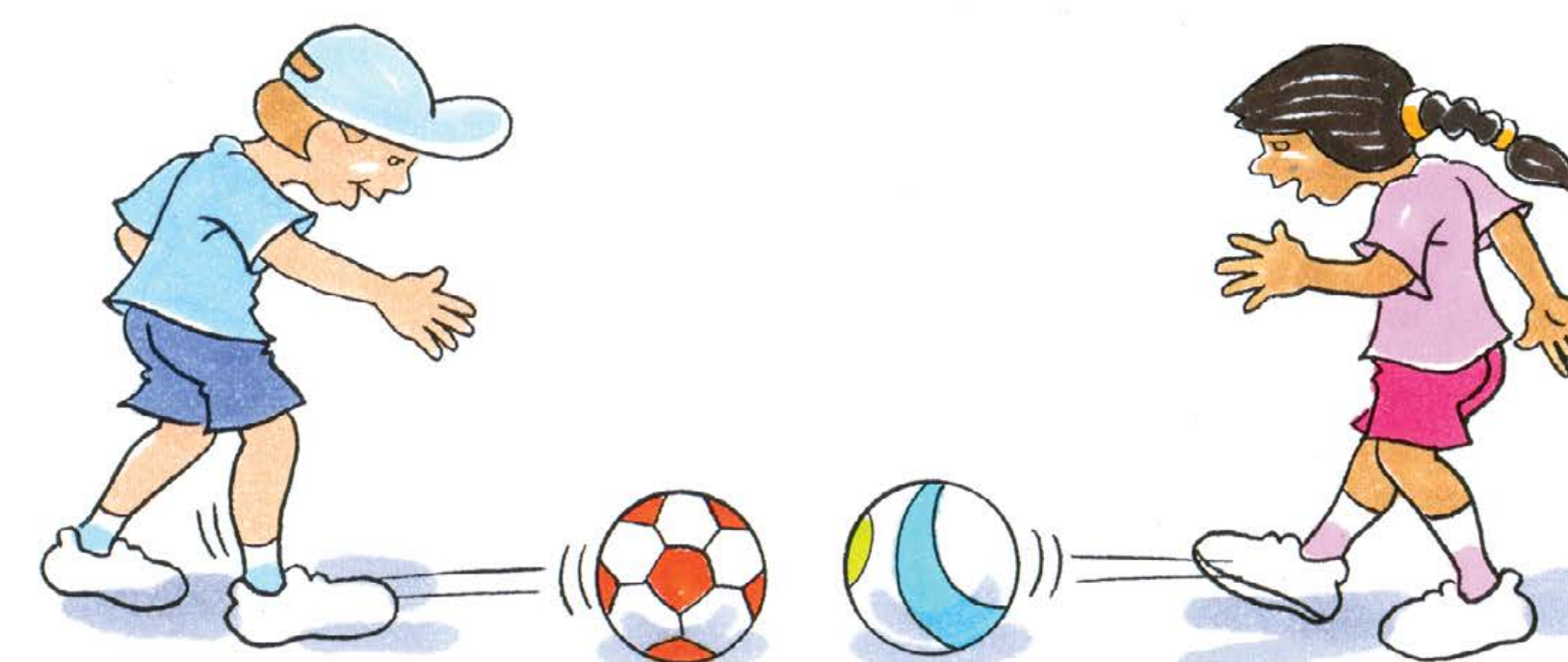
> FINISH UP / 5 MINUTES

EQUIPMENT

> 1 x football per player

What to do

- > Players in pairs, with a ball each, face each other one metre apart.
- > Players take turns to pass their ball to make contact with their partner's ball.
- > Scoring options:
 - the pair with the highest amount of 'ball hits' in a row wins
 - pairs can attempt to beat their own score
 - the team with the highest number of 'ball hits' wins.



Tip

> Ask players what strategies they used to increase their score for 'ball hits'.

Change it

> Introduce a two-touch rule on the ball — the first touch to control the ball, the second touch to pass the ball into the other player's ball.

What did you like?

The coach asks players about the games to receive feedback.

LESSON 1

> FINISH UP / 5 MINUTES



Playing for Life — Football

2

OBJECTIVE

- To provide the players with opportunities to:
- A** practise the skill of running with the ball while keeping their heads up
 - B** develop the skill of passing the ball and continue moving
 - C** participate in a Small-sided game with many opportunities to score goals.

SAFETY

Refer to ‘Golden rules of safety’ section of this manual

AREA

Suitable for indoor gym or outdoor area 30 metres x 20 metres

EQUIPMENT

- > 1 x football per player; 1 x set of marker cones (30); team bibs or sashes; 2 x pop up goals per pitch (optional)

ACTIVITIES

- | | |
|--------------------------|------------|
| > Cross the bridge | 10 minutes |
| > Names | 10 minutes |
| > Krazykeeper | 10 minutes |
| > Four-end goal football | 20 minutes |
| > Football juggling | 5 minutes |
| > Let’s see it! | 5 minutes |



[RETURN TO LESSON OVERVIEW](#)

Cross the bridge

Players with a football each attempt to 'cross the bridge' by running with their ball over the opposite goal line. The bridge is guarded by a troll who attempts to gain possession of a player's ball. Play one troll for every six ball runners.

LESSON 2

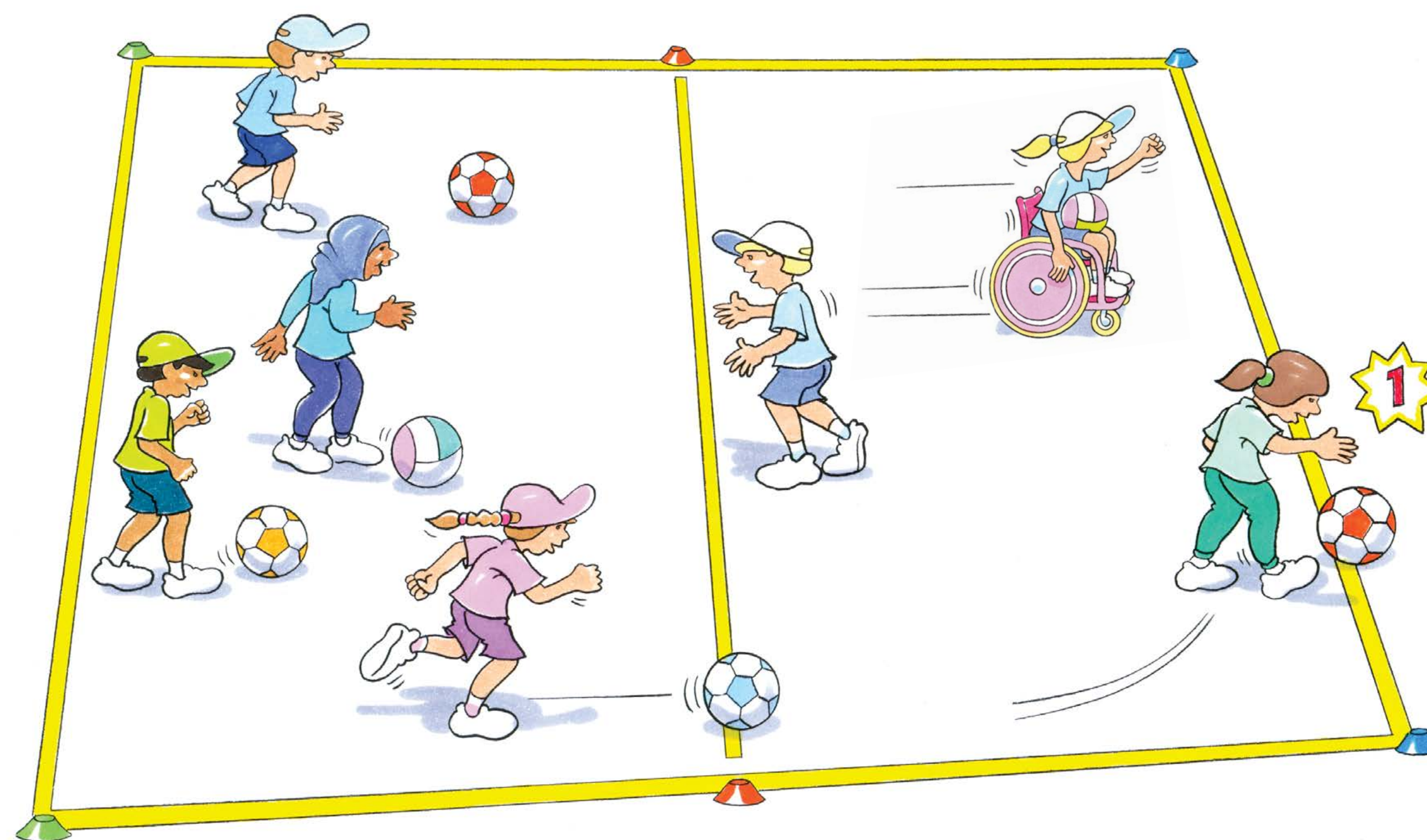
> START OUT / 10 MINUTES

EQUIPMENT

> 1 x football per attacking player; 1 x set of marker cones (30)

What to do

- > One player starts as the troll.
- > All other players start with a ball along the goal line.
- > On the troll's signal, players attempt to cross the bridge by running with their ball.
- > The troll attempts to gain possession of a player's ball before they reach the opposite goal line.
- > The player who loses possession of their ball changes place with the troll.
- > Scoring:
 - one point = player runs with the ball successfully over the goal line.



Tip

> To avoid collisions, players and the troll must wait until everyone is behind the same goal line before crossing the pitch again.

Change it

- > Players who lose possession of their ball must link arms with the troll. Play continues until there are only one or two players left with a ball.
- > Players score two points if they can stop the ball on the opposite goal line with their foot (they run past the ball as they stop it).

Names

Players in a circle call out the name of a player as they pass the football to them. One player can be placed inside the circle to intercept the ball. Play in groups of 4–6.

LESSON 2

> START OUT / 10 MINUTES

EQUIPMENT

> 1 x football per game; 1 x set of marker cones (30) (optional)

What to do

- > Form a circle of four to six players with one ball per group.
- > Play without an interceptor first.
- > The player with the ball calls out another player's name (the receiver) and passes the ball to that player.
- > Introduce the interceptor who attempts to gain possession of the ball.
- > When the ball is intercepted, the player who touched the ball last and the interceptor change places.



Tip

- > Remind the players to pass the ball along the ground to ensure their safety.

Change it

- > Only rotate interceptors on your call, 'New interceptor!'
- > Scoring options:
 - one point = each pass made successfully
 - one point = each intercept of the ball.

Krazykeeper

Players in a team try to score goals by kicking a football past a goalkeeper (krazykeeper) into one of two goals. Play with 4–8 per team.

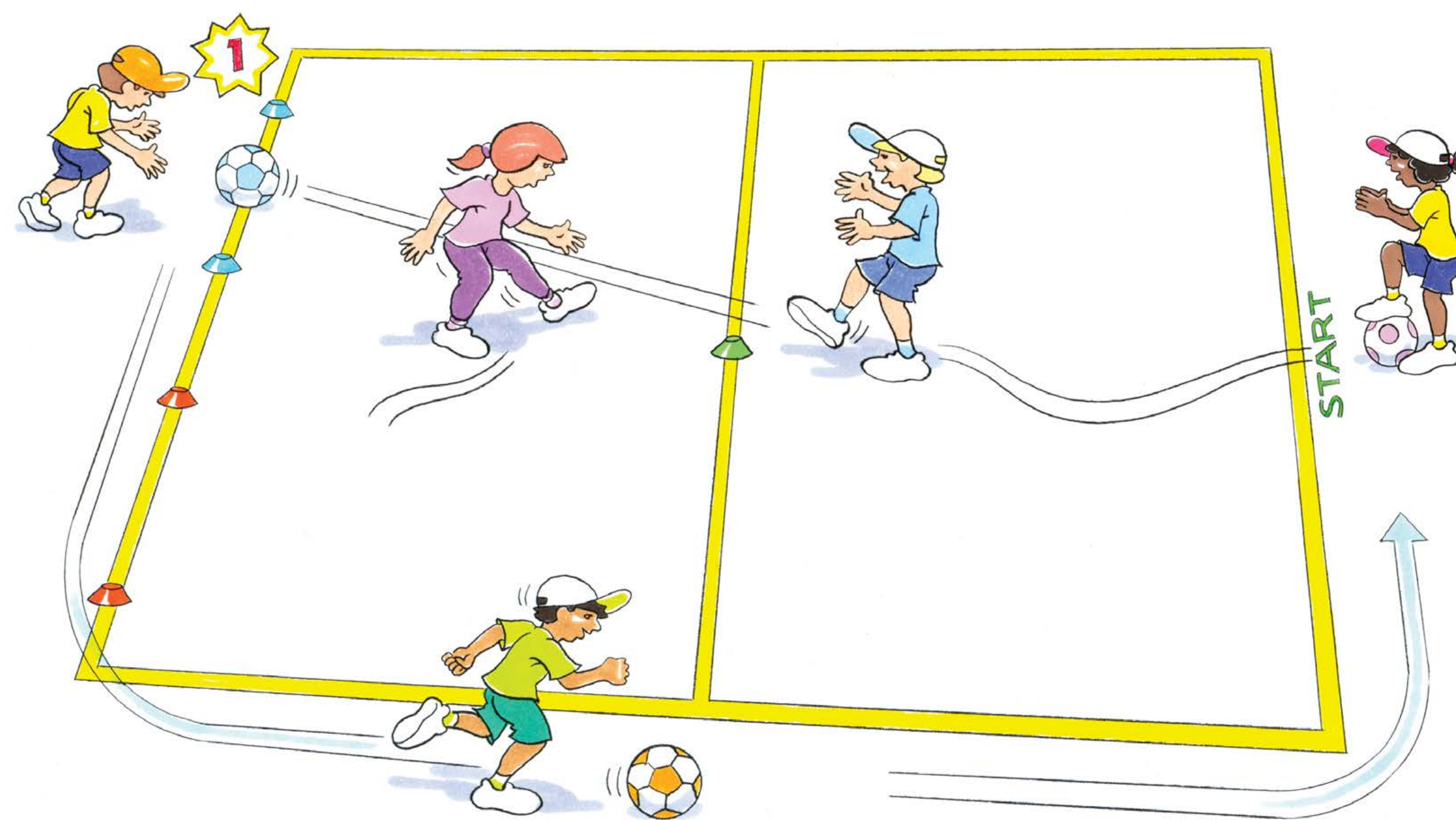
LESSON 2

> GET INTO IT / 10 MINUTES

EQUIPMENT

What to do

- > Teams set up an area as shown.
- > On 'Go!' one player at a time runs to the centre line, shoots at one of the two goals and runs quickly to take the fetcher's place.
- > A fetcher starts behind their team's goal line and collects the ball from a goal attempt. They then run back to the start with the ball in their hands or with it on the ground.
- > A crazykeeper tries to block each goal attempt with their hands or feet.
- > Teams nominate a new crazykeeper and play again.
- > Scoring options:
 - the player with the highest amount of goals scored wins
 - teams try to beat their group score.



Tips

- > Encourage the fetcher to move behind the line of the ball, pick it up with their hands first and either run back to the start with the ball in their hands or on the ground.
- > Passing the ball along the ground is harder for the krazykeeper to defend and safer when playing with mixed ability groups.

Change it

- > Increase or decrease the distance of the shooting line or the distance between goals.

Four-end football

Teams play a modified game of football on a pitch with four goals. There are no goalkeepers and no offside. The rules on how to score can be determined by the coach or players to increase fun and participation. Play with 4–5 per team.

LESSON 2

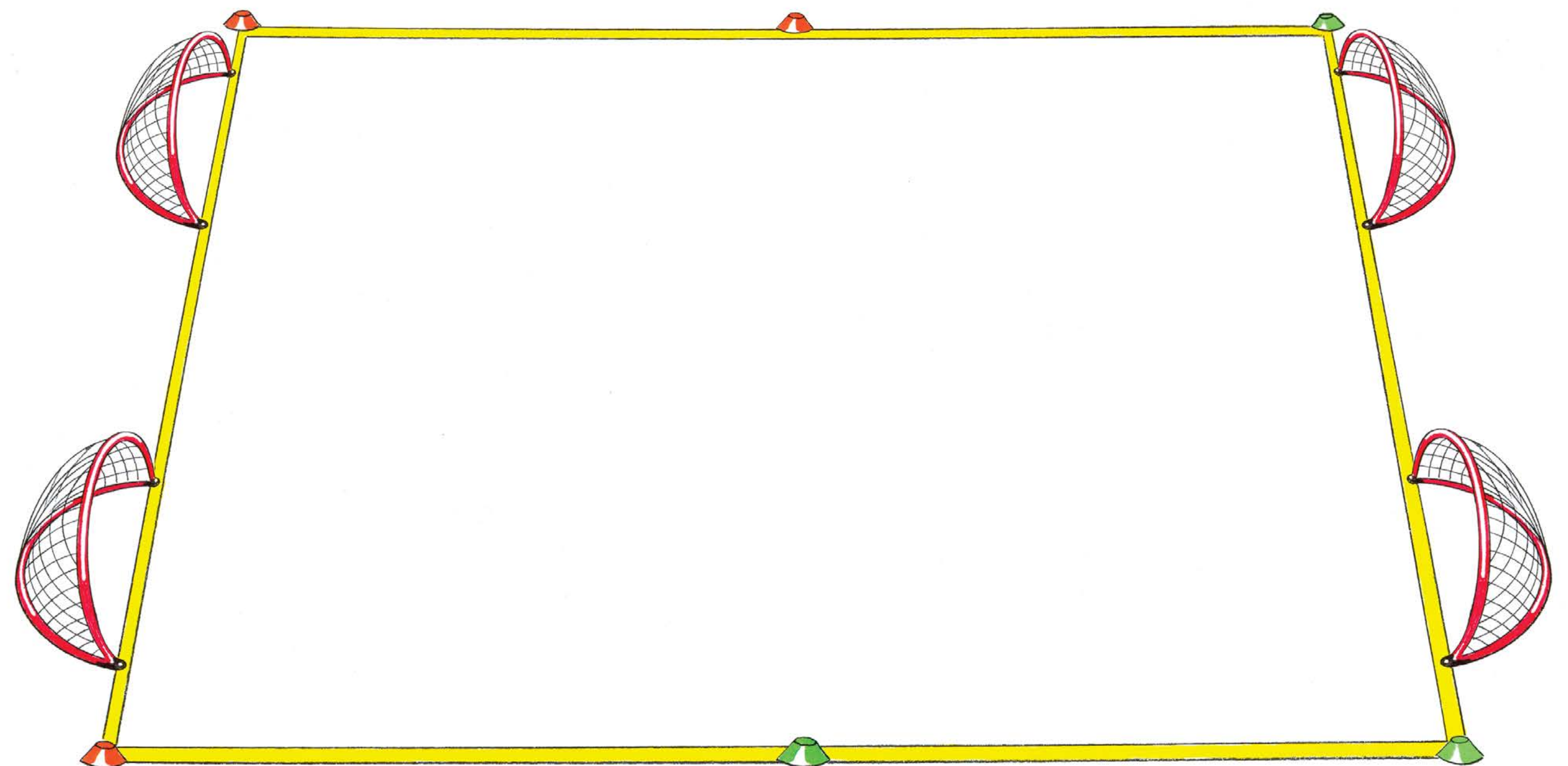
> GET INTO IT / 20 MINUTES

EQUIPMENT

> 1 x football per game; team bibs or sashes; 1 x set of marker cones (30); pop up goals (optional)

What to do

- > Form teams (teams self-referee).
- > All players must be in their own half for the start and re-start of the game (after a goal).
- > Play starts with a pass forward from the middle of the half-way line.
- > A minimum of two players on the team must have touched the ball before a goal can be scored.



Tip

> Playing with four goals on the pitch discourages defenders from remaining stationary and blocking the goals.

Change it

> Make one goal at each end wider and add a goalkeeper.
> The first team to score in all four goals wins.

Football juggling

Players with a football experiment with different ways to juggle it using various parts of their body.

LESSON 2

> FINISH UP / 5 MINUTES

EQUIPMENT

> 1 x football per player

What to do

- > All players have a ball and are spread randomly in the playing area.
- > Demonstrate how to drop the ball on the ground, lightly kick it and catch it.
- > Ask 'How many times can you drop, kick and catch your ball in a row?'
- > Players can then experiment with different types of juggling, for example:
 - drop onto thigh and catch
 - foot to foot
 - catch the ball on the right foot while balancing on the left foot.



Tip

> Ask the players to practise football juggling so that during the next lesson they can show the group any new juggling tricks.

Change it

> Players can use a softer ball if necessary and try to:

- throw it up, head it up and catch it
- throw it up, head it up and have a partner catch it.

Let's see it!

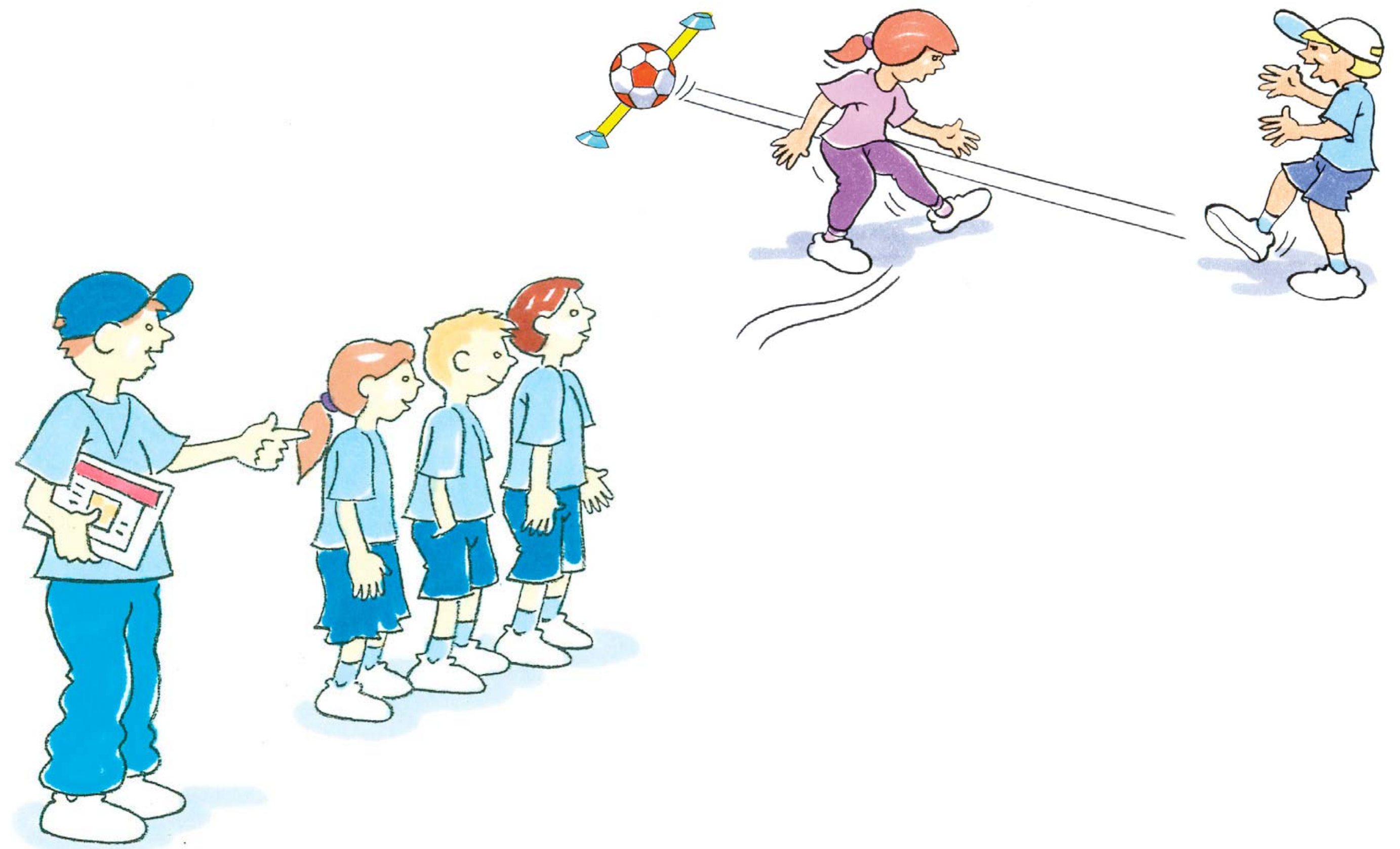
Players are selected to demonstrate actions while the coach asks questions to reinforce the key skills or tactical points.

LESSON 2

> FINISH UP / 5 MINUTES

Coach asks:

- > Where is it best to aim when trying to score a goal?
- > Why is it important to look up when running with the ball?
- > How do you control the ball as you receive a pass?



Playing for Life — Football

3

OBJECTIVE

- To provide the players with opportunities to:
- A practise the skill of first touch (receive the ball first, then pass or dribble)
 - B develop the skill of passing the ball accurately to a team-mate
 - C participate in a Small-sided game to develop teamwork and communication.

SAFETY

Refer to ‘Golden rules of safety’ section of this manual

AREA

Suitable for indoor gym or outdoor area 30 metres x 20 metres

EQUIPMENT

- > 1 x football per player; 1 x set of marker cones (30); team bibs or sashes (3 colours)

ACTIVITIES

- > Fox and geese tag **5 minutes**
- > Pairs passing **15 minutes**
- > Space invaders **10 minutes**
- > Double agent **20 minutes**
- > Number change **5 minutes**
- > Let’s see it! **5 minutes**



[RETURN TO LESSON OVERVIEW](#)

Fox and geese tag

The 'fox' faces three 'geese' who have formed a chain with the baby goose at the back. The fox attempts to tag the baby goose, while the other geese attempt to protect it. Play in groups of 4.

LESSON 3

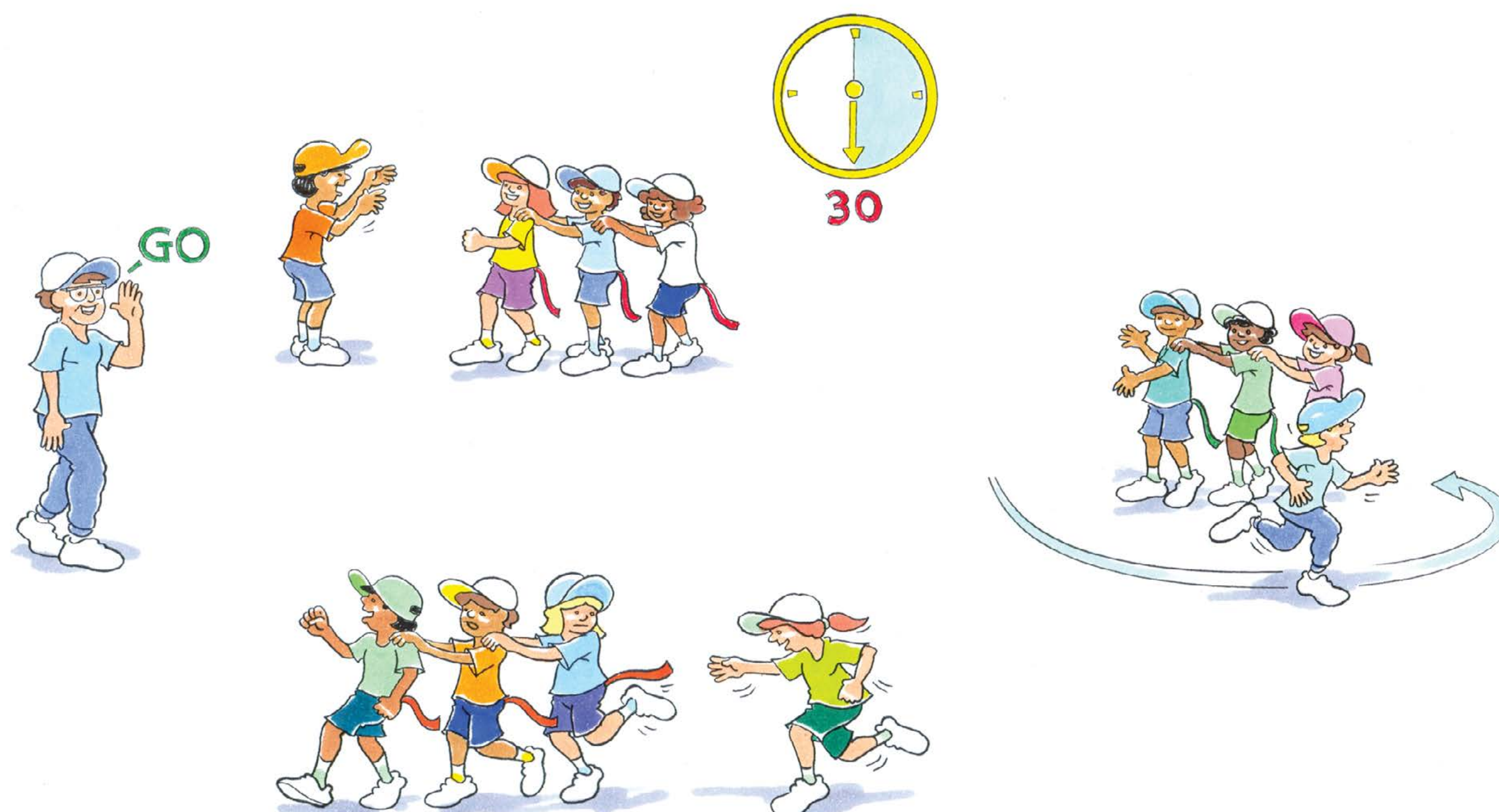
> START OUT / 5 MINUTES

EQUIPMENT

> 1 x stopwatch or clock; team bibs or sashes as a tail for the baby goose (optional)

What to do

- > Form groups of four players.
- > A fox faces three geese who have formed a chain by placing their hands on the shoulders of the person in front.
- > On 'Go!' the fox attempts to tag the baby goose at the back of the chain by tagging or removing their tail.
- > When tagged (or after 30 seconds) the baby goose becomes the fox and the fox joins the front of the chain as a goose.
- > Repeat until all players have had a turn as the fox.



Tip

- > Ensure there is a 6 x 6 metre space for each group to avoid collisions.

Change it

- > The fox can chase any group of geese.
- > When a baby goose is tagged, the fox joins the back of the chain and the front goose becomes a fox.

Pairs passing

LESSON 3

> START OUT / 15 MINUTES

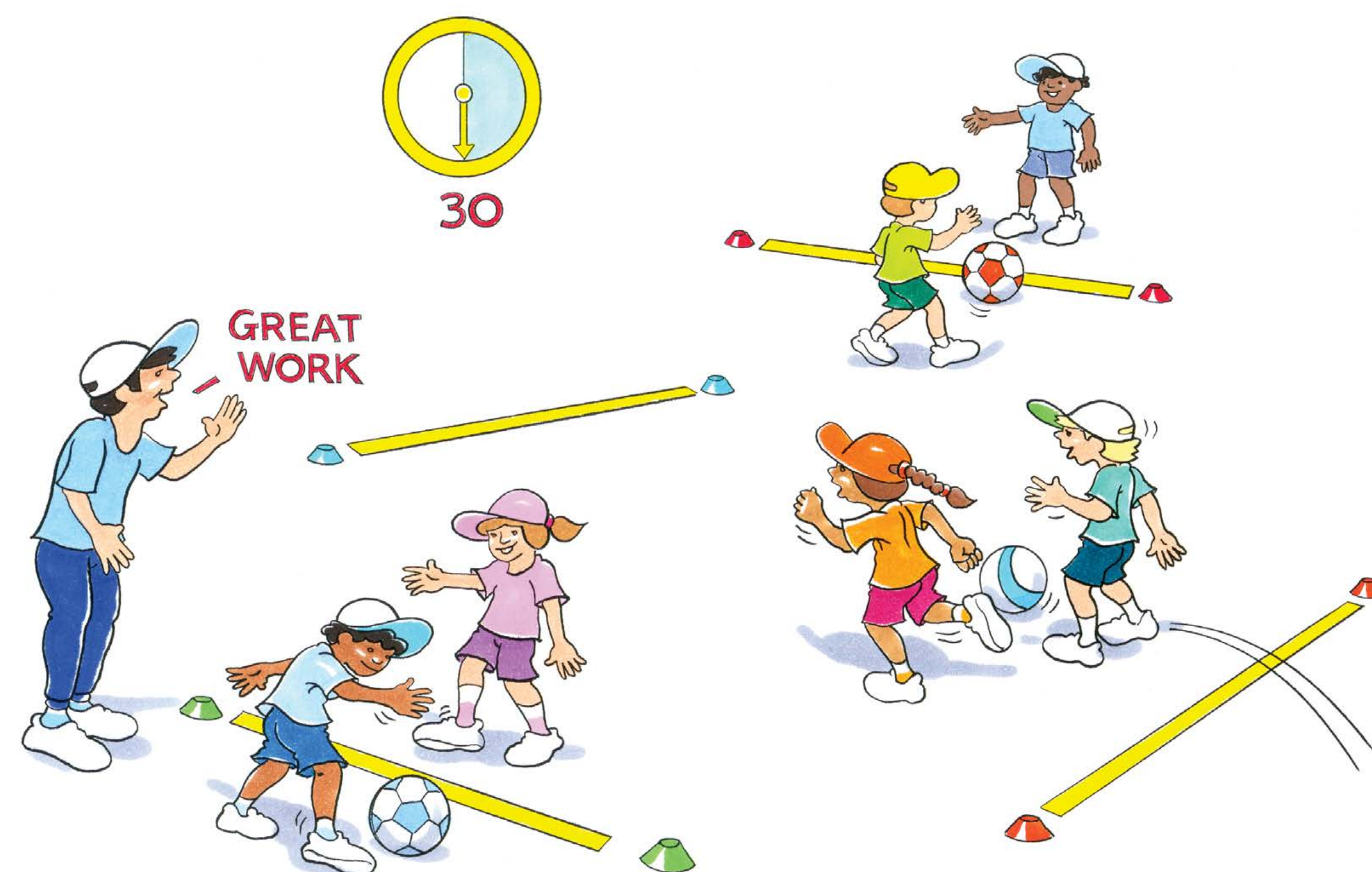
On the coach's signal, players in pairs pass a football to each other three times between a gate, then move to other gates to repeat the activity — continue for 30 seconds. Pairs score a point for each gate they pass a ball through.

EQUIPMENT

> 1 x football per pair; 1 x set of marker cones (30); 1 x stopwatch or clock

What to do

- > Players set up a gate within the playing area and face each other with a ball.
- > On your signal, pairs pass a ball three times to each other, then run with the ball to a free gate and repeat the activity.
- > Continue for 30 seconds until you call 'Stop!'
- > Pairs score one point for each gate they pass the ball through three times.
- > Repeat the activity with pairs trying to beat their own score.



Tips

- > For passing accuracy, the grounded foot should point in the direction the player wants the ball to follow.
- > Allow players two touches on the ball: the first touch to receive the ball, then a pass to their partner.

Change it

- > After three passes, the player without the ball moves to find another player waiting at a gate with a ball.
- > The coach can nominate one or more players to intercept other pairs' balls. The interceptors must be moving for the intercept to count. No body contact.

Space invaders

Astronauts in pairs attempt to pass their cargo (the football) across space to score points. Meanwhile, space invaders attempt to intercept the cargo. Play in groups of 6–10.

LESSON 3

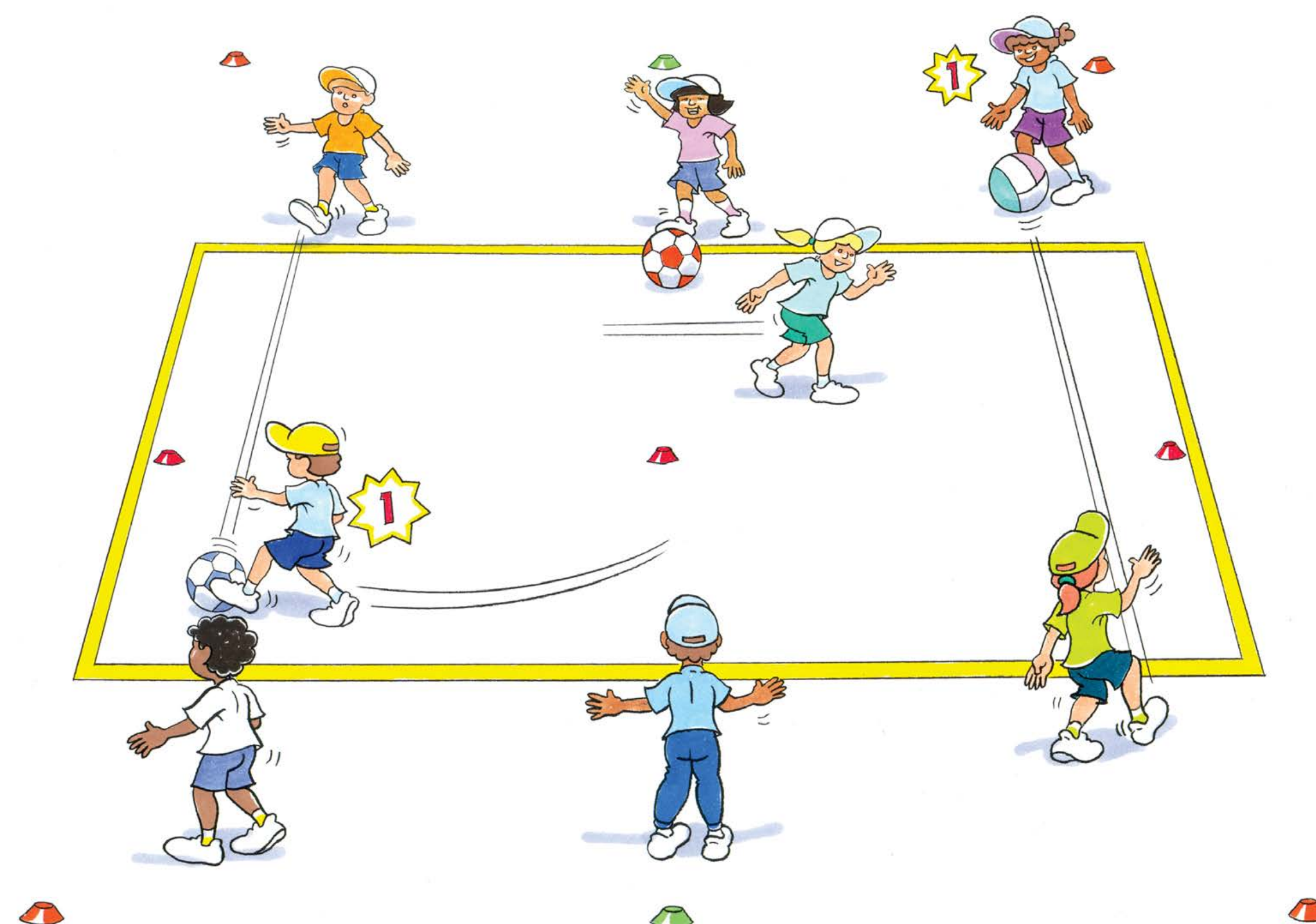
> GET INTO IT / 10 MINUTES

EQUIPMENT

> 1 x football per pair; 1 x set of marker cones (30)

What to do

- > Divide groups into pairs with one ball per pair.
- > One pair starts as space invaders (their ball is set aside).
- > Space invaders keep moving from side to side inside their half of the playing area.
- > Astronauts can only move behind and along their boundary line to pass and receive their ball.
- > Set a time limit (such as one minute) for players to score points.
- > Scoring options:
 - **astronaut pairs** — one point = each successful pass. Highest score is the winning astronaut pair.
 - **space invaders** — one point = each intercept. Highest score is the winning space invader.
- > Change space invaders with astronauts and play again.



Tip

- > Space invaders can choose to block the goal being scored with their hands, feet or body.

Change it

- > To ensure players don't kick the ball too hard or far, introduce a rule that no point is scored if a pair's ball rolls beyond an astronaut's back line.
- > Organise the players into new pairs once they have all had a turn as space invaders.

Double agent

Two teams play a modified game of football. A neutral player is nominated as the 'double agent' who plays for whichever team has possession of the ball. Play in groups of 5–7.

LESSON 3

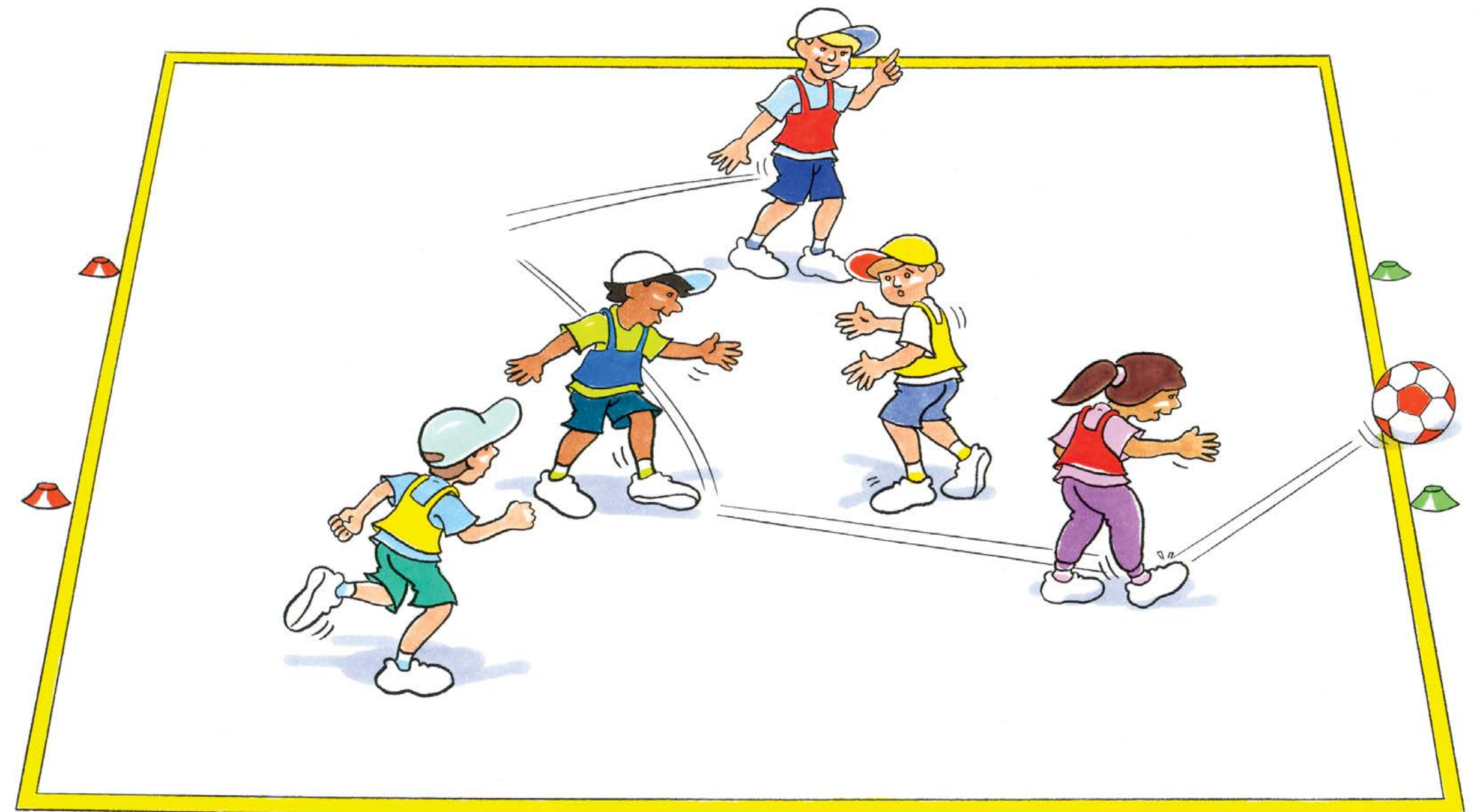
> GET INTO IT / 20 MINUTES

EQUIPMENT

> 1 x football per game; bibs or sashes (3 colours); 1 x set of marker cones (30)

What to do

- > Form teams of two players (red and yellow bibs/sashes) and an extra player to start as the double agent (blue bib/sash).
- > The double agent cannot score goals or defend, they can only pass and dribble the ball to the team in possession of the ball.
- > When a player scores a goal, they exchange places with the double agent.



Tip

- > Enforcing the rule that the double agent cannot score ensures a higher number of passes and both offensive players have more chances to score goals.

Change it

- > Remove the goals and score one point for three successful passes in a row by the attacking team.
- > Increase the number of double agents who play for the attacking team.

Number change

All players are allocated a number. While standing in a circle, players try to change positions before the middle player takes their spot. Play in groups of 8–10.

LESSON 3

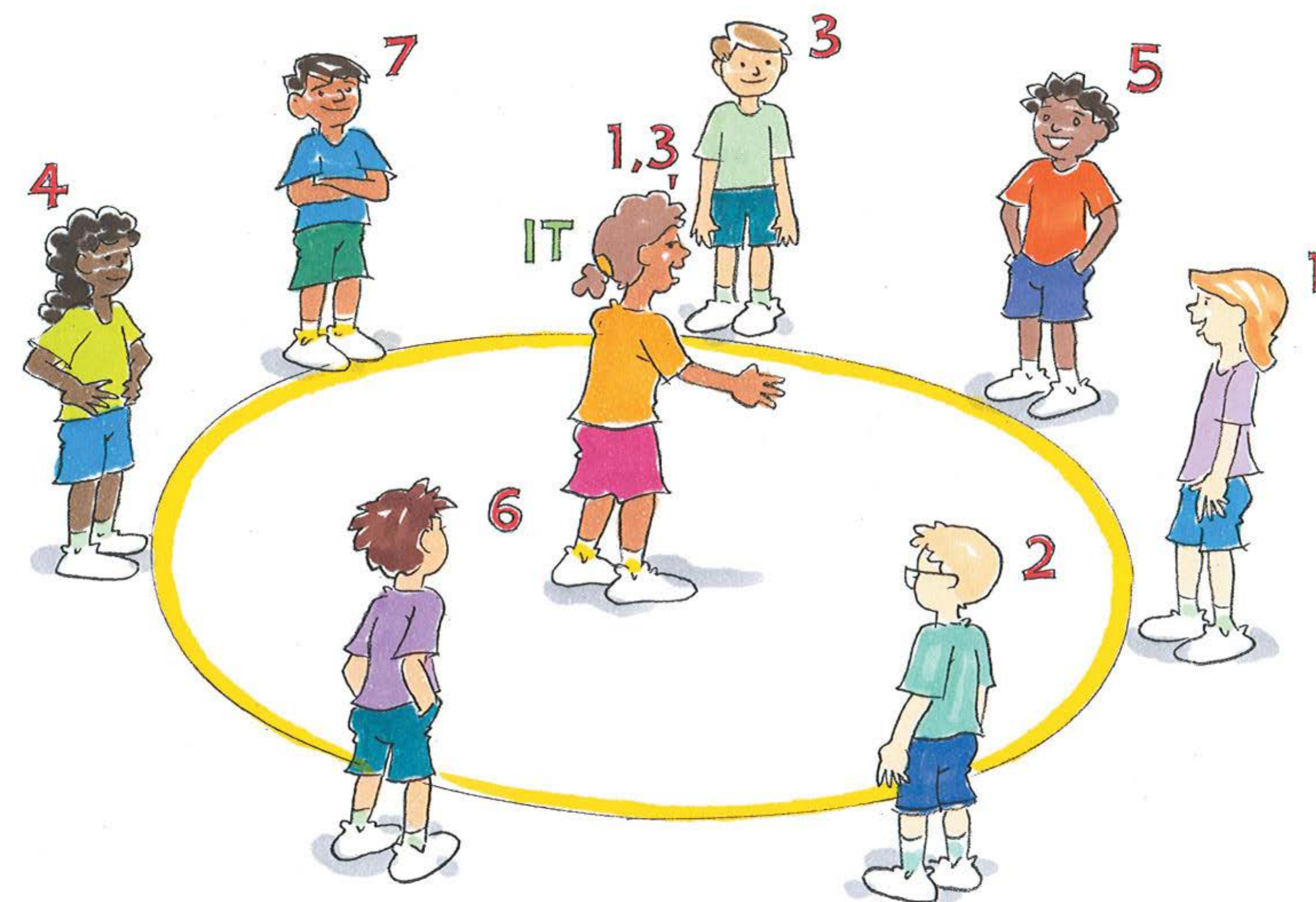
> FINISH UP / 5 MINUTES

EQUIPMENT

> 1 x set of marker cones (30) (optional)

What to do

- > All players are given a number and form a circle in random order.
- > One of the players is 'It' and stands in the centre of the circle.
- > 'It' calls out any two numbers, for example '1 and 3'.
- > These two players try to swap places before the player who is 'It' takes their place.
- > The player who fails to find a vacant position on the circle becomes 'It'.



Tip

- > Before the game begins, all players start on the circle and call out their number starting with player one. 'It' moves to the centre while other players on the circle move to stand in random order.

Change it

- > Vary the type of locomotion used when changing places, such as hopping.
- > All players including 'It' have a ball and dribble it when changing places.
- > Use marker cones to define the circle area for younger players or if the playing area changes size and shape.

Let's see it!

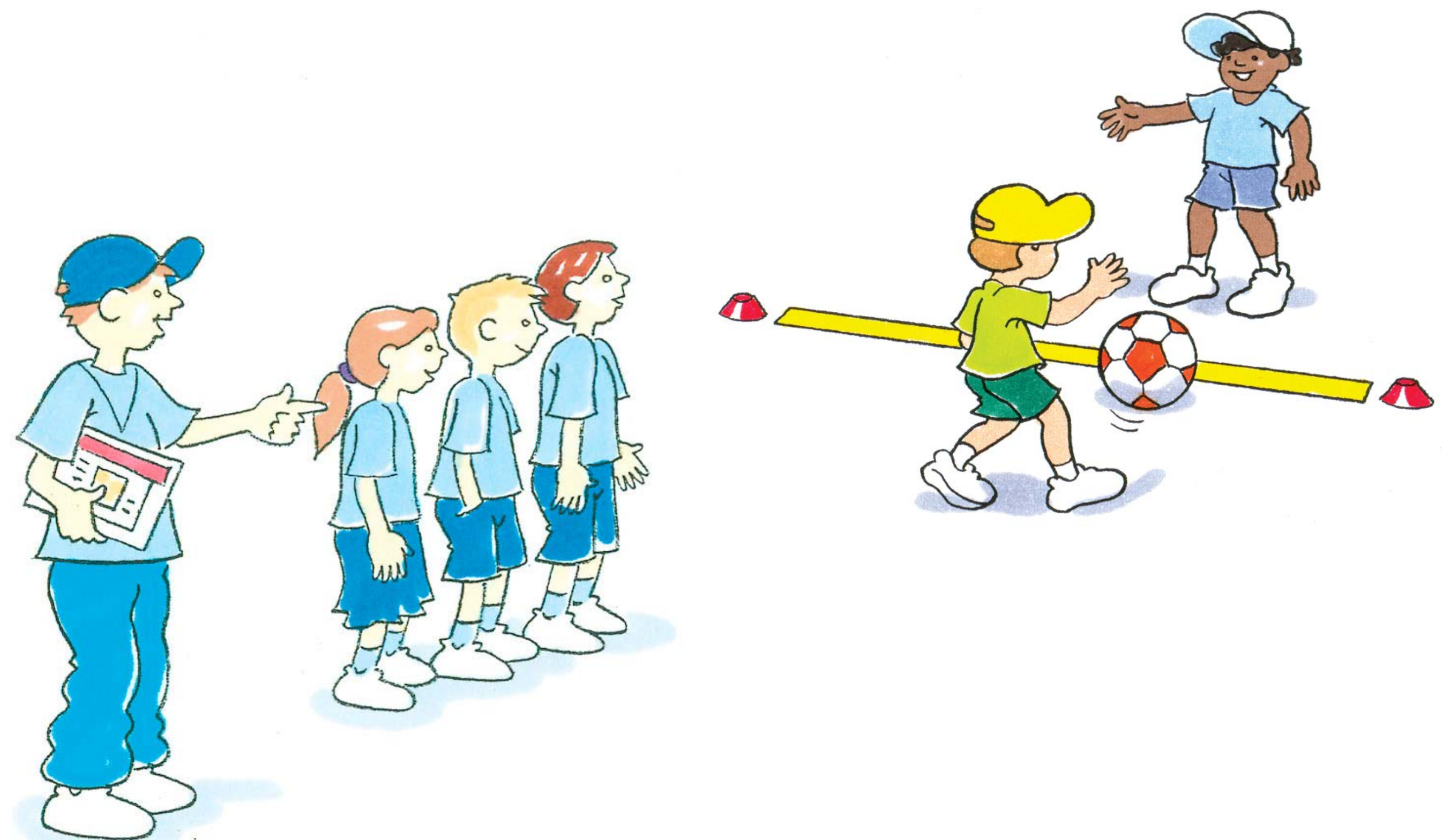
Players are selected to demonstrate actions while the coach asks questions to reinforce the key skills or tactical points.

LESSON 3

> FINISH UP / 5 MINUTES

Coach asks:

- > Where should you move to receive a pass?
- > How do you control the ball as you receive a pass?
- > Where is the best place to keep the ball when running with it?



Playing for Life — Football

4

OBJECTIVE

To provide the players with opportunities to:

- A** experience a high number of touches on the ball and get to ‘know their ball’
- B** further develop the skills of 1 v 1
- C** gain confidence in passing the ball accurately towards a target.

SAFETY

Refer to ‘Golden rules of safety’ section of this manual

AREA

Suitable for indoor gym or outdoor area 30 metres x 20 metres

EQUIPMENT

> 1 x football per player; 1 x set of marker cones (30)

ACTIVITIES

- > Boundary pass 10 minutes
- > Circle chase 10 minutes
- > Tricky goal lines 15 minutes
- > Pinball soccer 15 minutes
- > Four corners 5 minutes
- > What did you learn? 5 minutes



[RETURN TO LESSON OVERVIEW](#)

Boundary pass

In pairs, players try to make as many passes to each other as they can in 60 seconds. To add a challenge, every pass has to be across a different boundary line.

LESSON 4

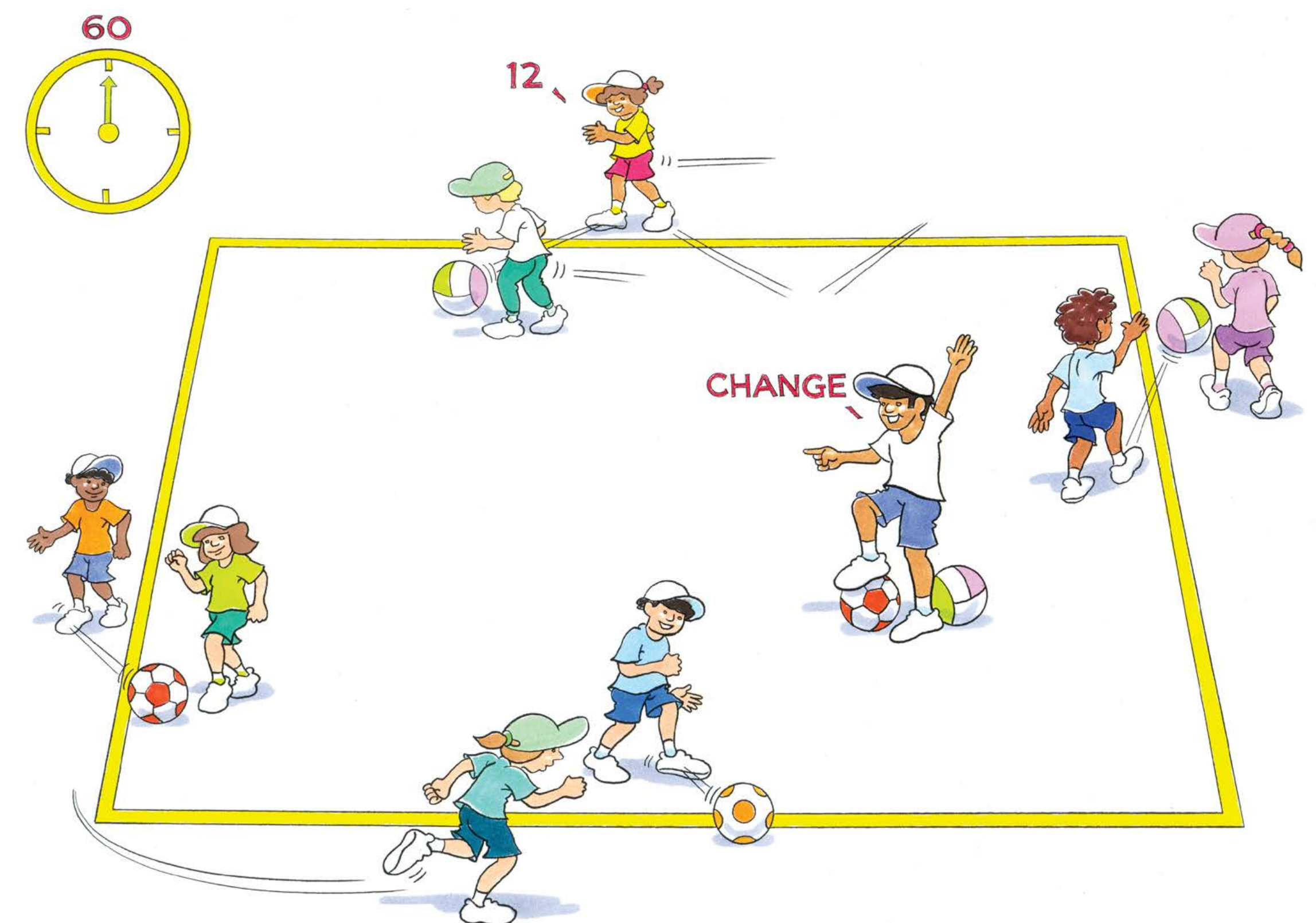
> START OUT / 10 MINUTES

EQUIPMENT

> 1 x football per pair; 1 x set of marker cones (30)

What to do

- > Pairs start within the marked area near the centre.
- > On your signal, pairs move in the same direction and pass the ball to each other across the boundary lines.
- > Pairs score one point for each pass they make within the time limit.
- > The activity can be repeated with pairs attempting to beat their score while running in the opposite direction.



Tips

- > The aim is to encourage the players to run with the ball at speed. Completing only one pass per boundary line will keep players from slowing down to pass.
- > Look for role models to demonstrate how to pass the ball forward over the boundary line to their partner.

Change it

- > Increase the playing area or use several areas to ensure active participation.
- > Try using groups of four with one ball.

Circle chase

Two footballs are passed around a circle from player to player. The aim is for one ball to catch up with the other. Play in groups of 6–8.

LESSON 4

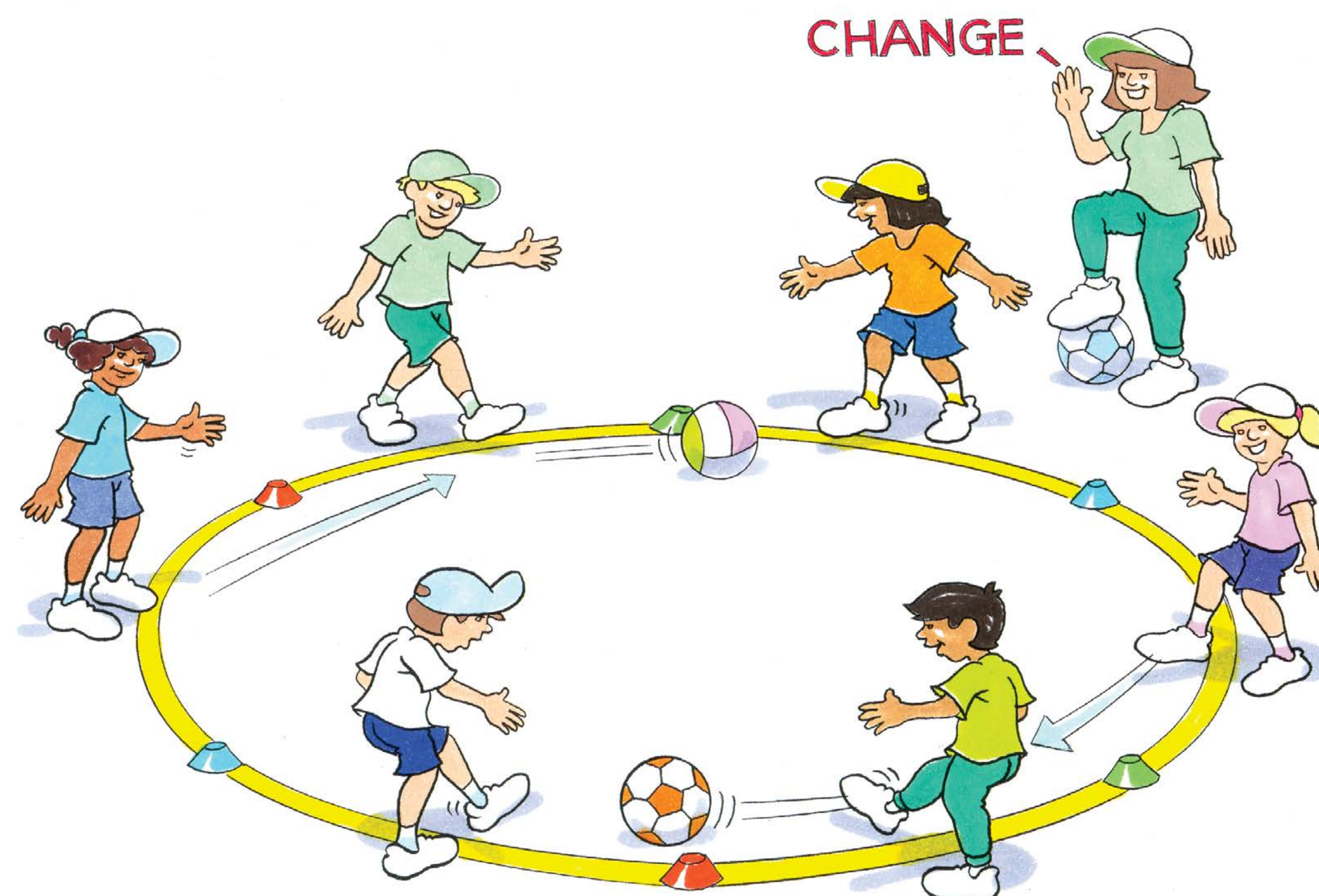
> START OUT / 10 MINUTES

EQUIPMENT

> 2 x footballs; 1 x set of marker cones (30)

What to do

- > Form a circle with markers and direct players to stand between each space.
- > Two players start with a ball and are separated by several players.
- > Players pass the ball around the circle, trying to overtake the ball in front.
- > When you call 'Change!' players must change the direction of the pass.



Tips

- > Remind players to pass the ball along the ground and not in the air.
- > Have one or two spare balls in the centre of the circle to ensure minimal stoppages.

Change it

- > Pass and run — as soon as players pass the ball they run to the next space (in the same direction as the pass).
- > Increase the size of the circle and introduce a third ball.

Tricky goal lines

One at a time, attacking players with a football enter the playing area and quickly choose one of two possible goal lines to run over before being dispossessed of the ball. Play in groups of 8–12.

LESSON 4

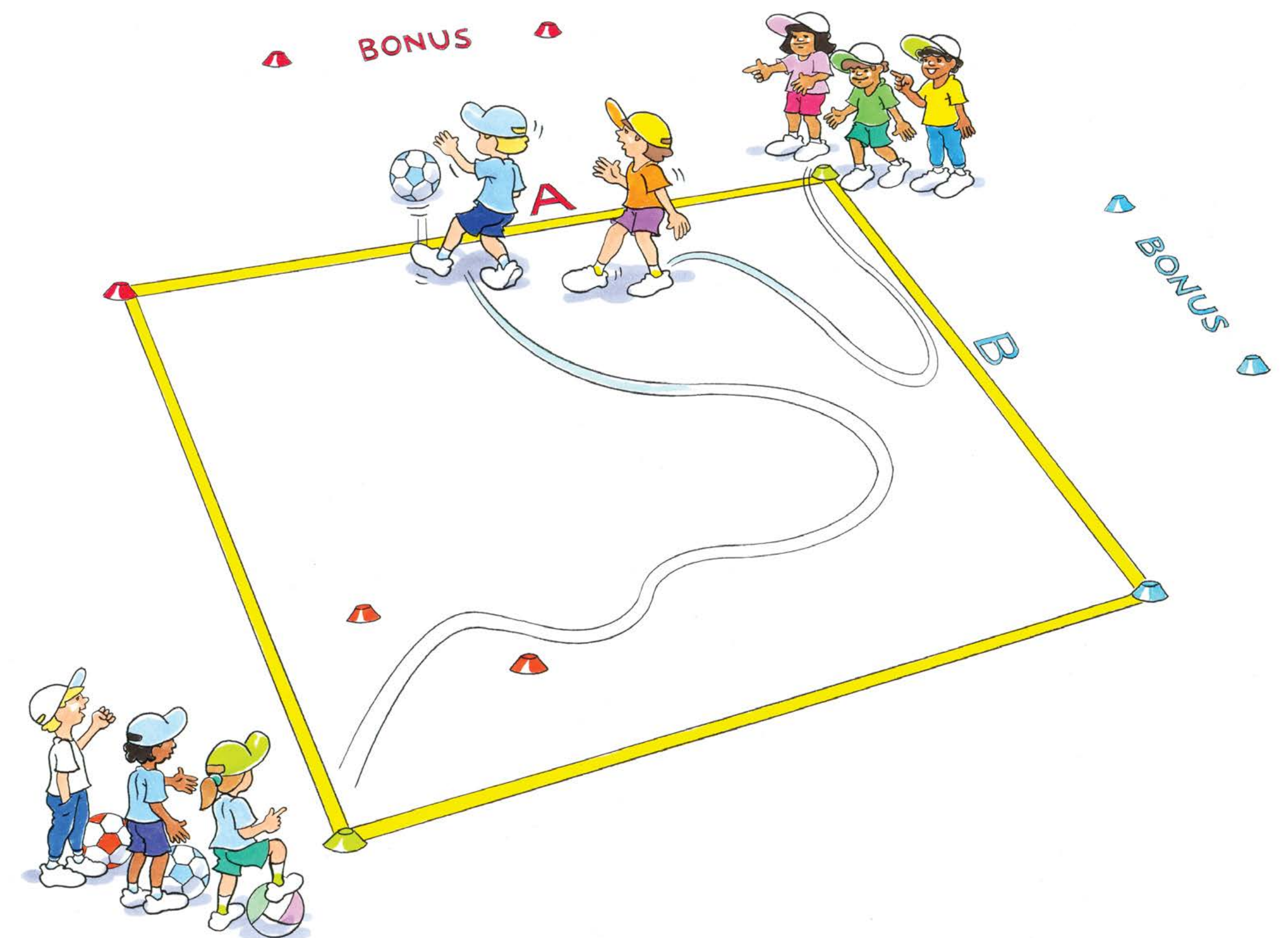
> GET INTO IT / 15 MINUTES

EQUIPMENT

> 1 x football per player on the attacking team; 1 x set of marker cones (30)

What to do

- > Organise players into two groups at diagonal points of the playing area.
- > Attackers line up behind a marker cone with a ball each.
- > The defender must wait for the attacking player to pass through a gate before entering the pitch.
- > Attackers attempt to run with the ball over a selected line before being dispossessed of the ball.
- > Scoring:
 - one point = the attacker runs the ball over a goal line
 - bonus point = the attacker scores a goal.
- > Swap roles when all attackers have had a turn or after each play.



Tips

- > Play should last no longer than ten seconds to ensure waiting time is minimised.

Change it

- > The attacking player must pass the ball through the gate then run around it to collect the ball, before running over a selected line.

Pinball

LESSON 4

> GET INTO IT / 15 MINUTES

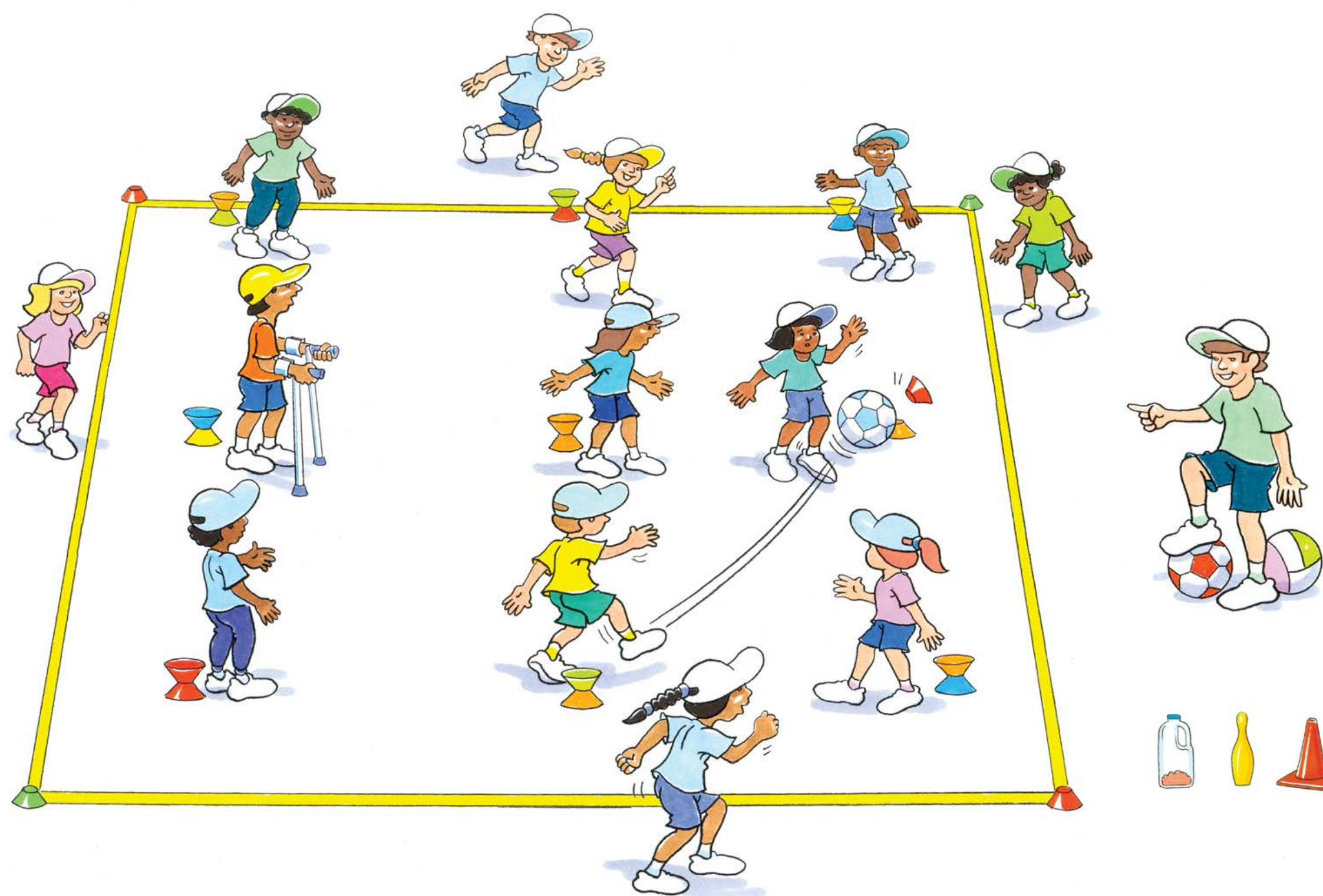
Players attempt to knock down other players' targets using a football struck by the foot. When their target is knocked down, the player in the grid is replaced by the nearest interchange player. Play in groups of ten or more.

EQUIPMENT

> 1 x football per game (plus 2 x spare footballs per game); 1 x set of marker cones (30); 1 x skittle or similar per player (to use as targets)

What to do

- > Eight to 12 players each set up a target in a 10 metre x 10 metre area.
- > Four or more interchange players roam outside the game.
- > On your signal, players attempt to knock down other players' targets using a ball struck by the foot.
- > Interchange players replace a player who has had their target knocked over.



Tips

- > Pinball is a great game to play indoors and in smaller areas. High-density foam balls are recommended when playing indoors.
- > For safety, the ball must remain on the ground or the player will be replaced by an interchange player.

Change it

- > Allow a player's target to be knocked down twice before they are replaced by an interchange player.
- > Add an extra ball to the game.
- > Players can score points for each target knocked down.

Four corners

LESSON 4

> FINISH UP / 5 MINUTES

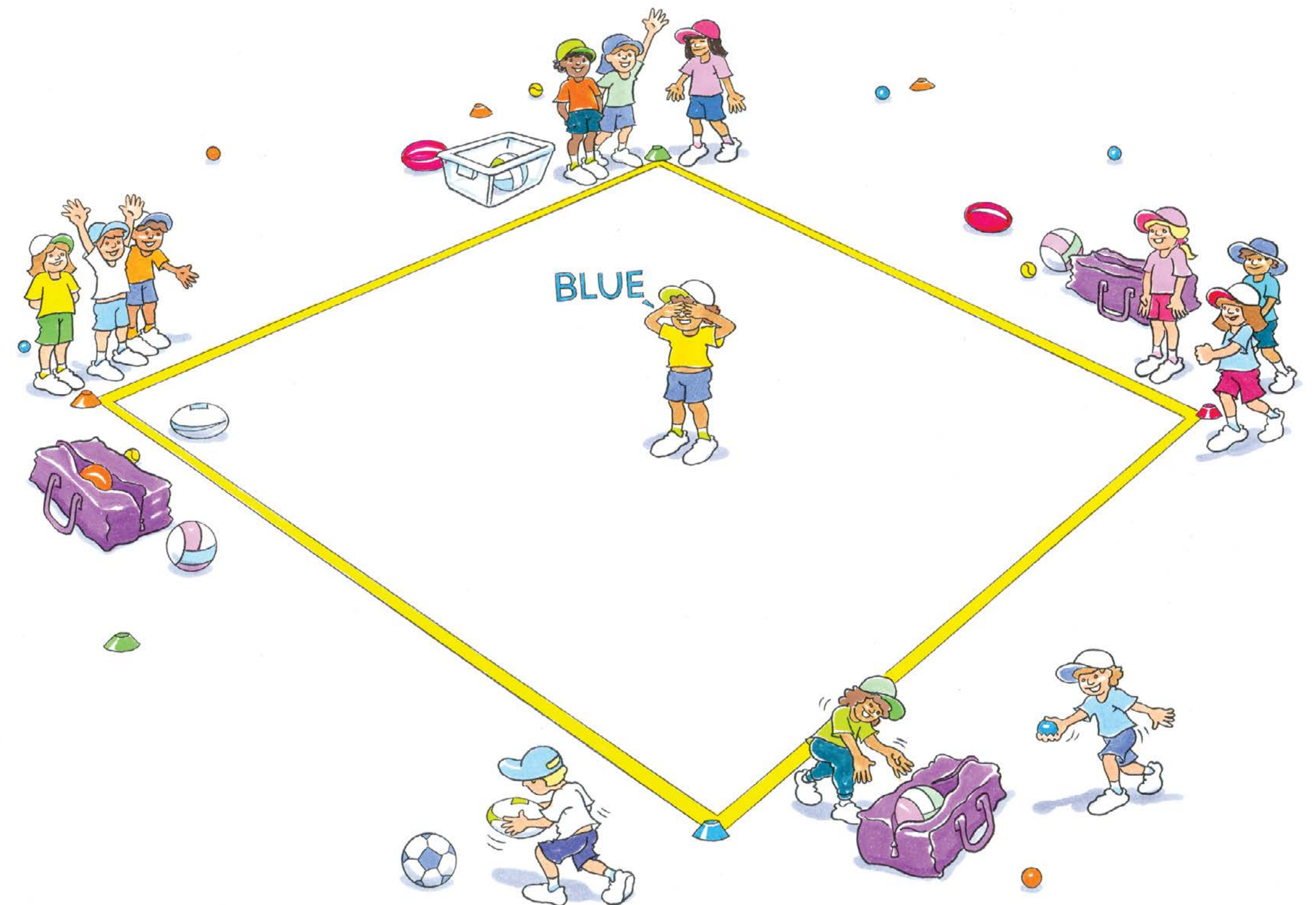
Players choose a coloured corner to stand in. Based on the colour called, players must pack away a piece of equipment then rejoin the game.

EQUIPMENT

> 1 x football per player; 1 x set of marker cones (30); equipment storage bags

What to do

- > Place a different coloured marker in each corner of a square.
- > One player (or you) stands in the middle of the square, shuts their eyes and counts down from ten out loud.
- > While the player is counting, all other players run with their ball to any corner.
- > On zero, the centre player calls out a corner colour.
- > All players in the nominated corner colour must then run and pack their ball, or other equipment such as marker cones, away and then return to the game.
- > The players who still have their ball when time is called are the winners.



What did you learn?

The coach asks questions to reinforce the key skills or tactical points.

LESSON 4

> FINISH UP / 5 MINUTES

Coach asks:

- > How can you beat an opponent who is attempting to take possession of your football?
- > Where should you look when you are striking the ball with your foot?
- > How can you make sure the ball goes in the direction you want it to once you have kicked it?



Playing for Life — Football

5

OBJECTIVE

To provide the players with opportunities to:

- A** gain confidence to run with the ball at speed and with direction changes
- B** develop the skill of passing the ball accurately to a team-mate
- C** participate in a Small-sided game with many opportunities to score a goal.

SAFETY

Refer to 'Golden rules of safety' section of this manual

AREA

Suitable for indoor gym or outdoor area 30 metres x 20 metres

EQUIPMENT

- > 1 x football per player; 1 x set of marker cones (30); team bibs or sashes (3 colours); pop up goals (optional)

ACTIVITIES

- > All in tag **5 minutes**
- > Tunnel pass **10 minutes**
- > Change football **15 minutes**
- > Four goal football **15 minutes**
- > Keepers and strikers **10 minutes**
- > What did you like? **5 minutes**



[RETURN TO LESSON OVERVIEW](#)

All in tag

Everyone tries to tag everyone else! Players who are tagged continue to tag others from a crouch position.

LESSON 5

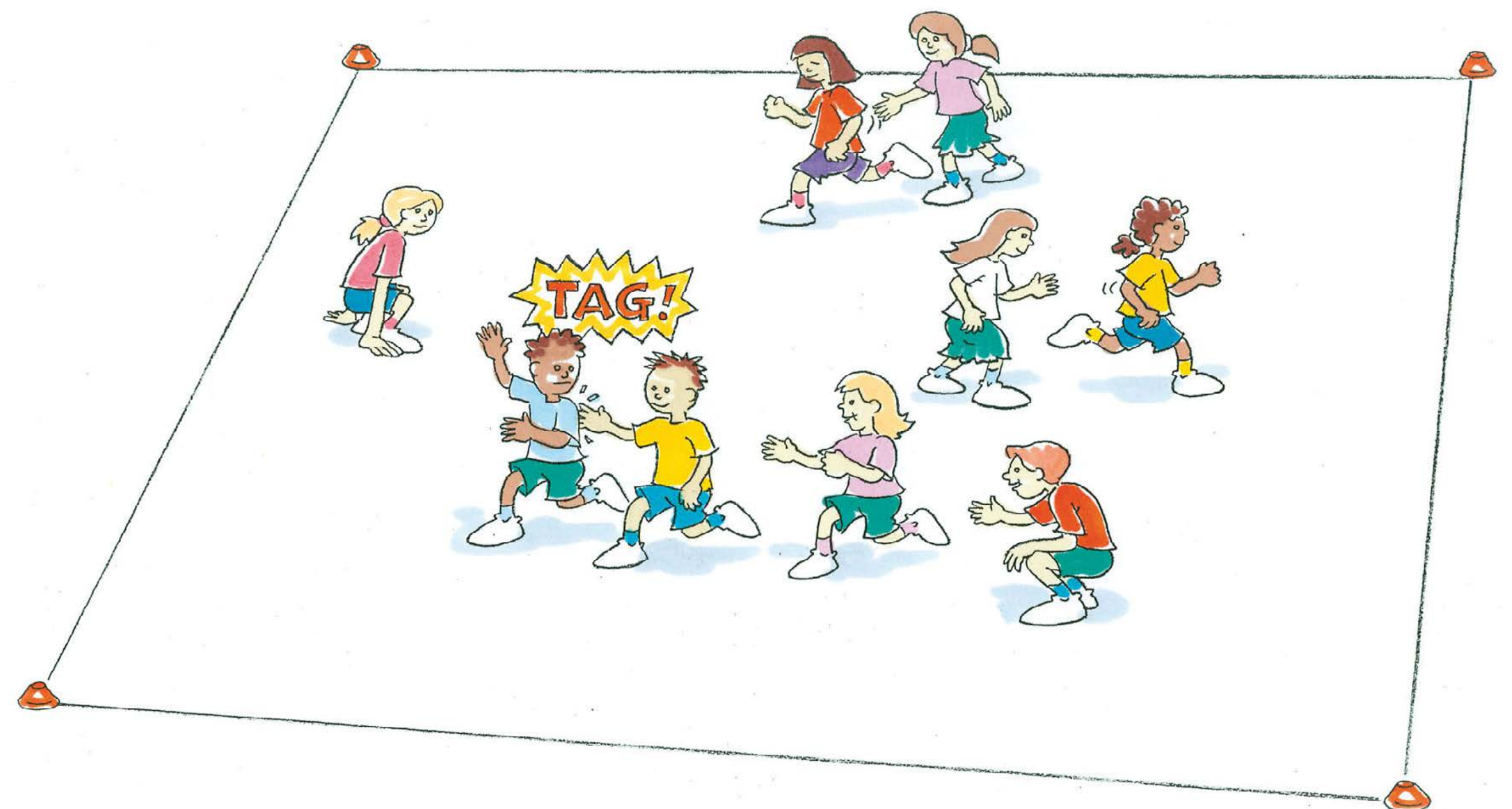
> START OUT / 5 MINUTES

EQUIPMENT

> Marker cones to define playing area

What to do

- > Players are dispersed in a large playing area.
- > On your signal, players run randomly and attempt to tag whoever is nearest to them.
- > Tagged players crouch and continue to tag others, but cannot change their position.



Tip

- > Players can only tag with their hands, not their feet, and should tag below shoulder height.

Change it

- > Vary the locomotion according to the ability of the players (walk, shuffle, skip, jump).
- > When about half of the players have been tagged, the coach can call 'Statues!' and all the running players must freeze and crouch to tag while all the crouchers become runners.

Tunnel pass

Teams form a tunnel to roll their football through. The first team to finish calls 'Stop!' and receives a point. After several games, the team with the highest score wins. Play in groups of 6–8.

LESSON 5

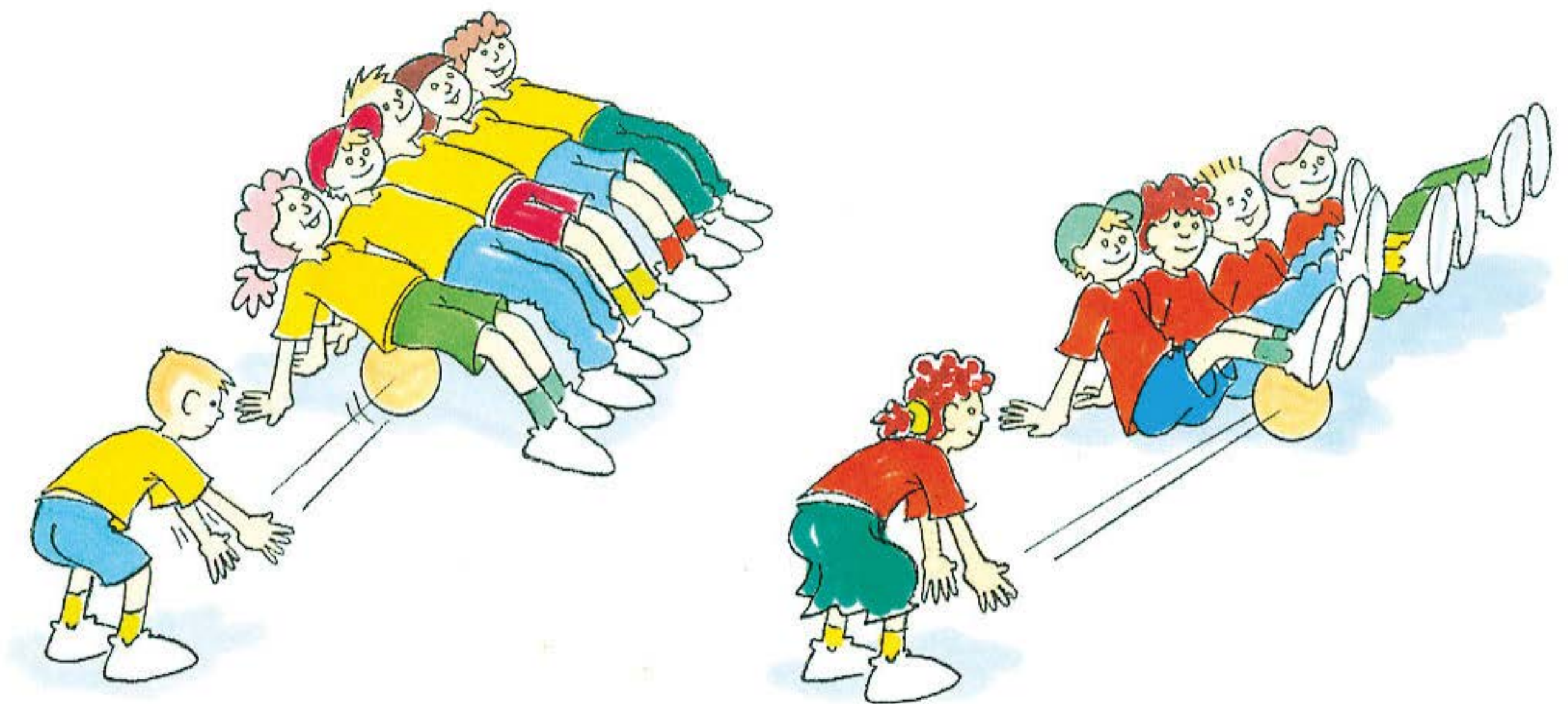
> START OUT / 10 MINUTES

EQUIPMENT

> 1 x football per team

What to do

- > Ask players to form a tunnel with their bodies.
- > One player from each team has a ball and stands at the front.
- > The end player in each team stands at the back to fetch the ball.
- > On your signal, the player at the front rolls the ball through their team's tunnel and immediately joins the tunnel at the front.
- > The fetcher runs with the ball to the front of the team and rolls it through the tunnel.
- > When all members of the team have had a turn, they call 'Stop!' and the first team to complete a set wins a point.



Tip

- > Players start by rolling the ball through the tunnel with their hands to ensure accuracy of the pass and player safety.

Change it

- > Teams can form various types of tunnels.
- > Players can pass the ball through the tunnel with their foot.
- > The fetcher can dribble the ball to the front of the line.
- > Swap team members if the game is too one-sided.

Change football

Two opposing teams are allocated corresponding numbers. When the coach calls their number, those players must run onto the pitch and attempt to score a goal.

LESSON 5

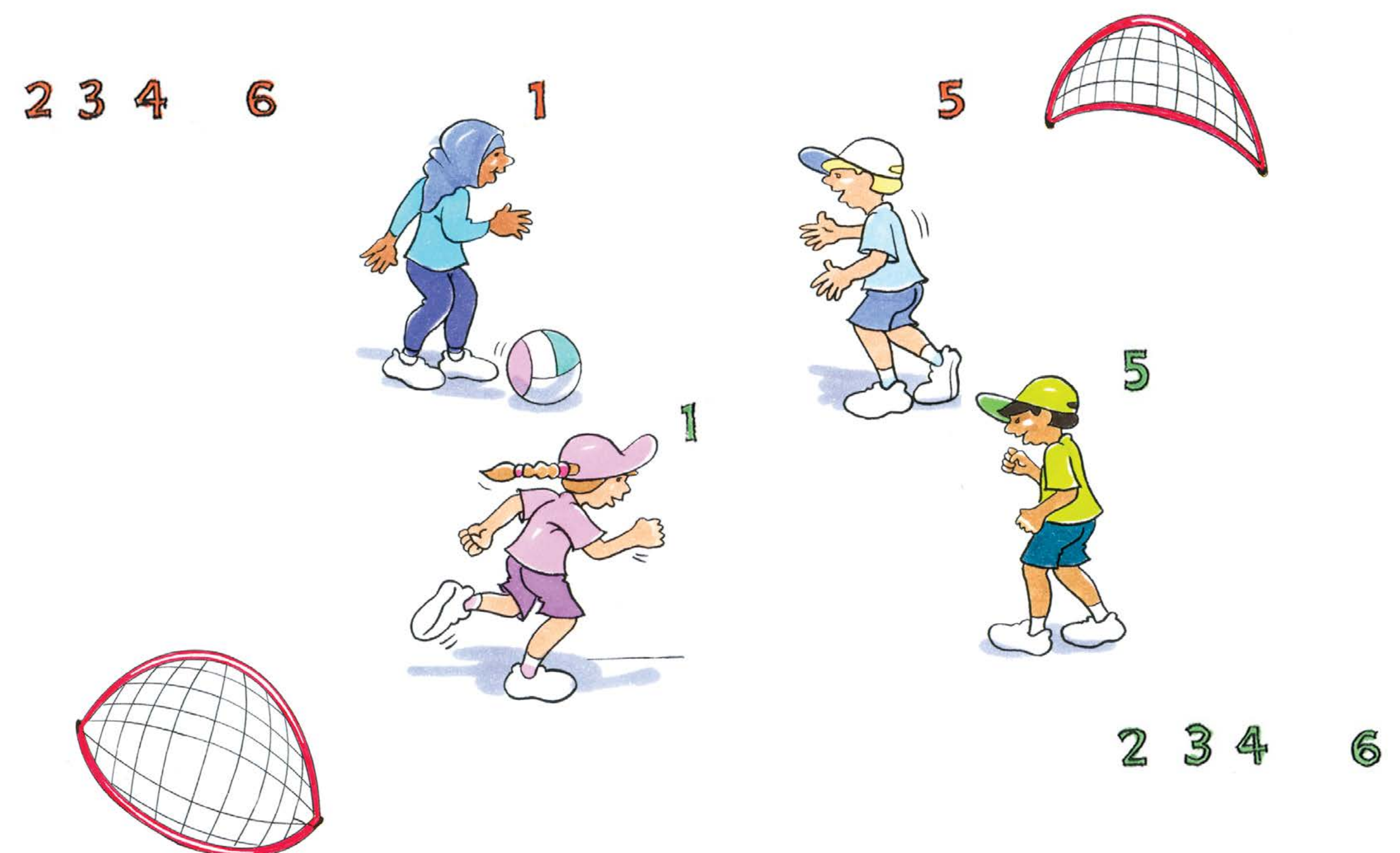
> GET INTO IT / 15 MINUTES

EQUIPMENT

> 1-2 x footballs per game; team bibs or sashes; 1 x set of marker cones (30) or pop up goals

What to do

- > Divide players into two groups and distribute team bibs or sashes.
- > Teams stand on opposite sides of the pitch and are allocated a number (with the corresponding number on the other team).
- > Roll the ball onto the pitch and call two numbers such as '1 and 5'.
- > Players 1 and 5 from each team run onto the pitch and attempt to gain possession of the ball and score a goal.
- > All other players stand on the sideline and can pass the ball back into the pitch if it rolls out.
- > After no more than 15 seconds, call, for example 'Change 3 and 4'. Players who were on the pitch must leave immediately so that players 3 and 4 can take over playing.



Tip

- > Allocate the same number to players on opposing teams who are of similar age/ability.

Change it

- > The coach can call 'New ball' and roll a second ball onto the pitch. Players must immediately leave the first ball and begin playing with the new ball.
- > Gradually increase the number of players called into the playing field until all players are involved in one game.

Four goal football

Teams play a modified game of football on a pitch with four goals. There are no goalkeepers and no offside rules. The rules on how to score can be determined by the coach or players to increase fun and participation. Play in groups of 4–5.

LESSON 5

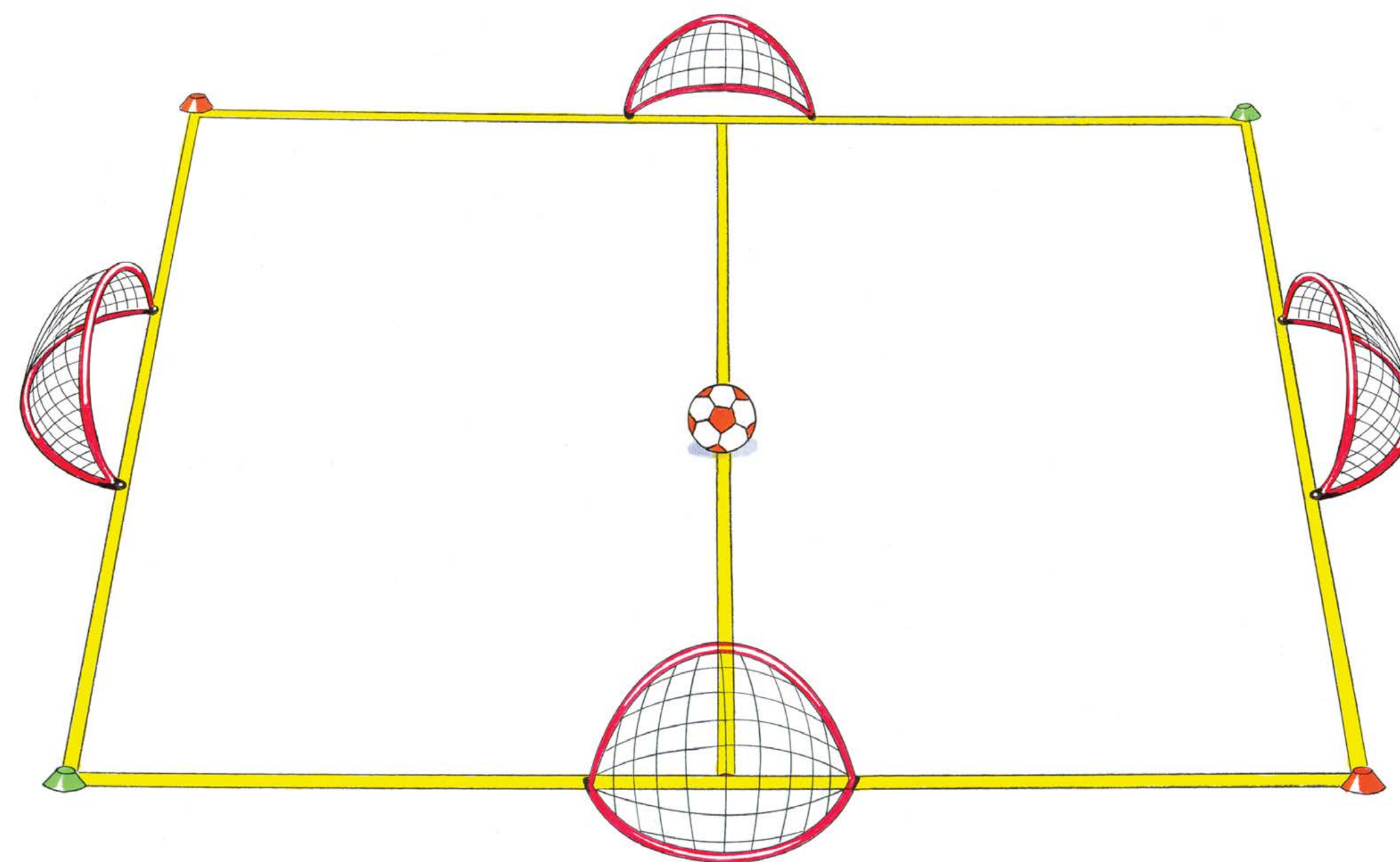
> GET INTO IT / 15 MINUTES

EQUIPMENT

> 1–2 x footballs per game; team bibs or sashes; 1 x set of marker cones (30)

What to do

- > Form teams (teams self-referee).
- > All players must be in their own half for the start and re-start of the game (after a goal).
- > Play starts with a pass forward from the middle of the halfway line.
- > A minimum of two players on the team must have touched the ball before a goal can be scored.
- > Scoring options:
 - one point = side goals
 - three points = end goals.



Tip

- > Allocating the end goals with three points encourages players to move the ball from end to end.

Change it

- > Introduce a second ball into the game (particularly if there are five or more players per team).
- > Make the goals at each end wider and add a goalkeeper.
- > Introduce a rule where teams cannot score in the same goal twice in a row.

Keepers and strikers

A 'keeper' passes a ball into the pitch and immediately runs to defend the goal. At the same time, a 'striker' runs forward to take control of the ball and attempt a shot a goal. Play in groups of 6–10.

LESSON 5

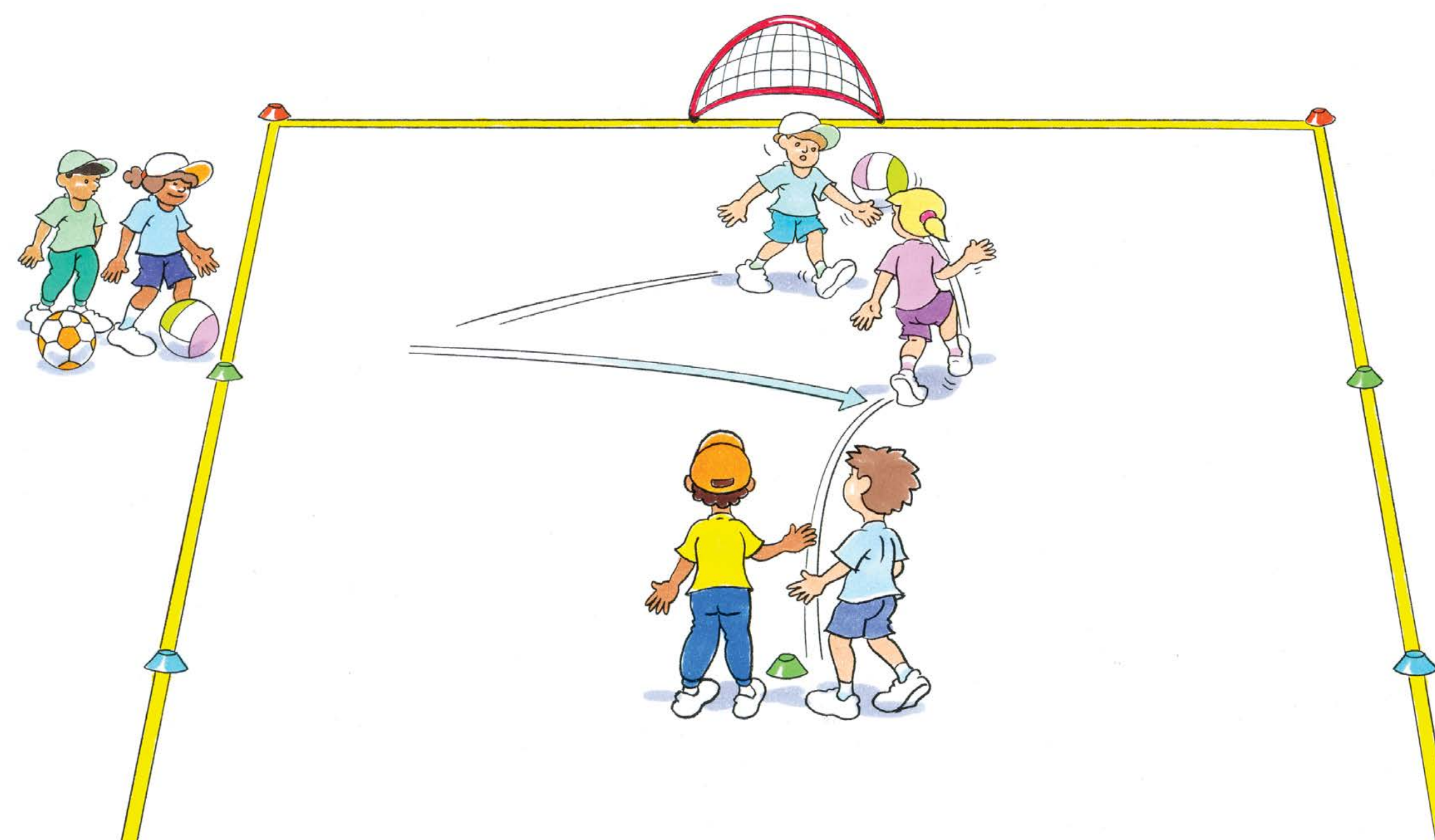
> FINISH UP / 10 MINUTES

EQUIPMENT

> 1 x football for each keeper; 1 x set of marker cones (30) (optional)

What to do

- > Divide players into keepers and strikers.
- > Keepers line up on one side of the pitch with a ball each.
- > Strikers line up on the pitch facing the goal.
- > The keeper first in line rolls or passes the ball into the pitch and immediately runs to defend the goal.
- > At the same time, the striker first in line runs to take control of the ball and attempt a shot at goal.
- > Once a shot at goal has been made, the striker retrieves the ball and both players change places and move to the end of their new line while the next keeper and striker have a turn.



Tips

- > Encourage the striker to control the ball using a first touch before shooting.
- > To minimise time waiting in line, encourage players to move quickly into and out of the pitch.

Change it

- > Make the goal area larger or add two pop up goals together to increase chances for success in scoring goals.
- > Score as a team where each team has two attempts as a striker, then teams change places.

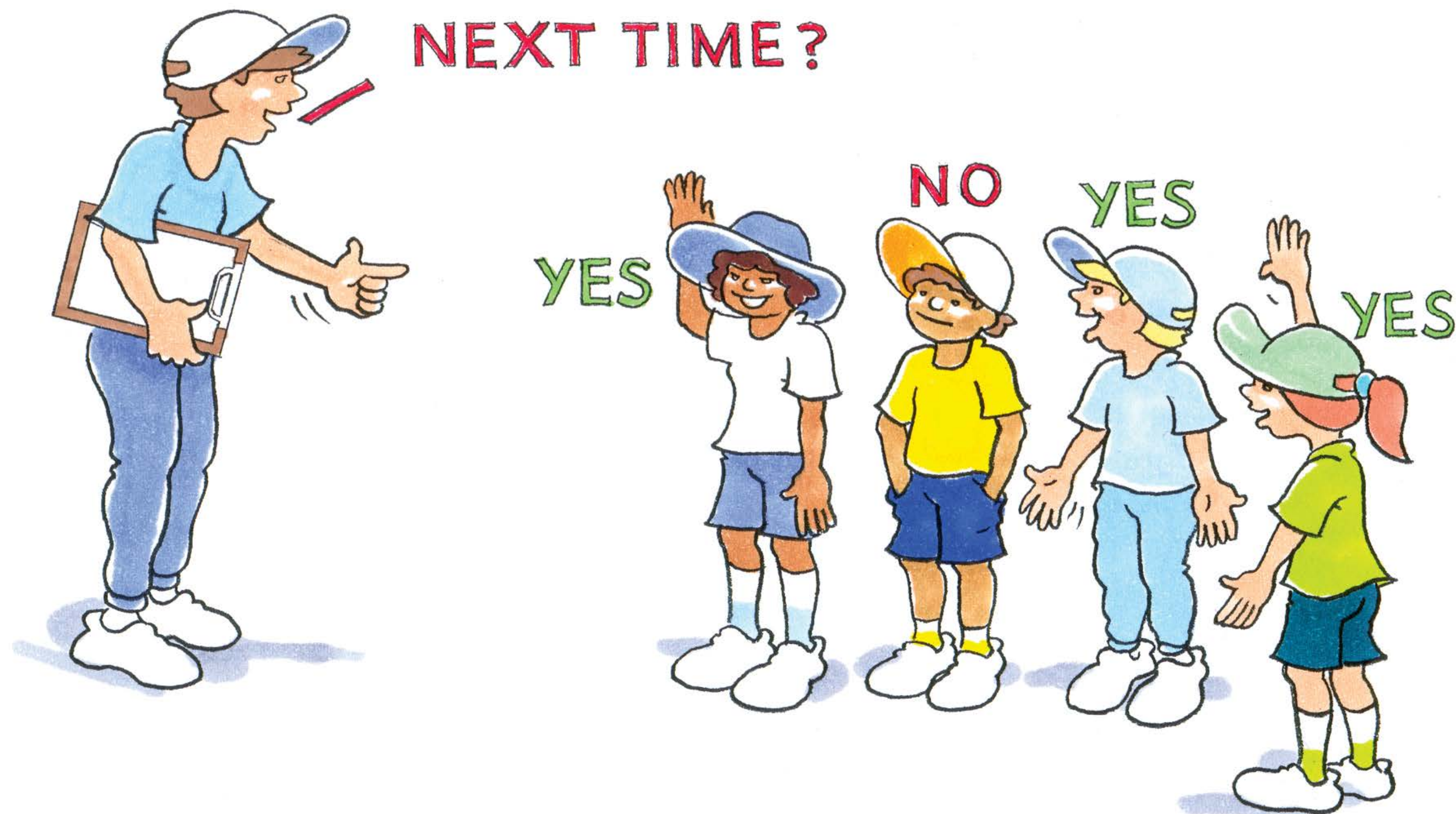
What did you like?

The coach asks players about the games to receive feedback.

LESSON 5

> FINISH UP / 5 MINUTES

WHO WANTS TO
PLAY TODAY'S GAMES
NEXT TIME?



Playing for Life — Football

6

OBJECTIVE

- To provide the players with opportunities to:
- A practise ball mastery including tricks, running with the ball and passing
 - B increase tactical play by participating in Small-sided football games
 - C learn the rules of 5-a-side football.

SAFETY

Refer to ‘Golden rules of safety’ section of this manual

AREA

Suitable for indoor gym or outdoor area 30 metres x 20 metres

EQUIPMENT

- > 1 x football per player; 1 x set of marker cones (30); team bibs or sashes; 2 x pop up goals per pitch (optional)

ACTIVITIES

- | | |
|---------------------|------------|
| > Octopus football | 10 minutes |
| > Coach says | 5 minutes |
| > Skittle football | 15 minutes |
| > 5-a-side football | 20 minutes |
| > Untie the knot | 5 minutes |
| > What’s ahead? | 5 minutes |



[RETURN TO LESSON OVERVIEW](#)

Octopus football

LESSON 6

> START OUT / 10 MINUTES

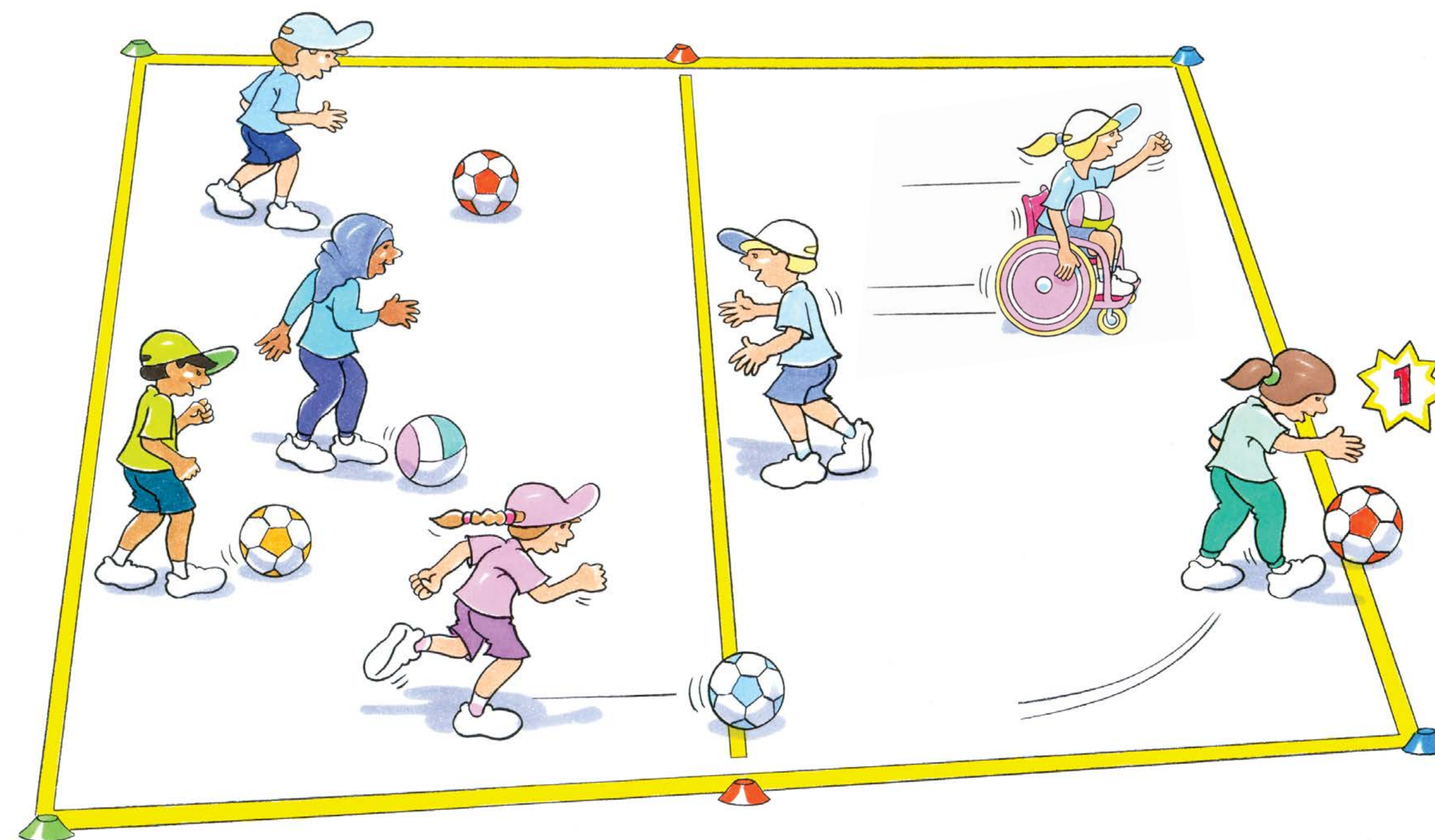
Players with a football each attempt to run over the opposite goal line. An 'octopus' stands in the centre of the pitch and attempts to tag players as they cross. When tagged, players must freeze on the spot and attempt to tag other players running with a ball.

EQUIPMENT

> 1 x football per player; 1 x set of marker cones (30)

What to do

- > One player starts as the octopus.
- > All other players start with a ball behind the goal line.
- > On the octopus's signal, players attempt to cross the pitch by running with their ball and avoid being tagged by the octopus.
- > Tagged players must freeze on the spot and hold their ball under their foot, however they can tag other players that run past.
- > The last player to successfully cross the pitch without being tagged wins.



Tip

- > To avoid collisions, players with a ball must wait until everyone is behind the same goal line before crossing the pitch again.

Change it

- > Play for a nominated time, such as two minutes. Players who have not been tagged when 'time!' is called score a point.
- > Change the octopus regularly.
- > Try the game with the octopus running with a ball too.

Coach says

The coach calls out commands for players to perform various ball mastery skills.

LESSON 6

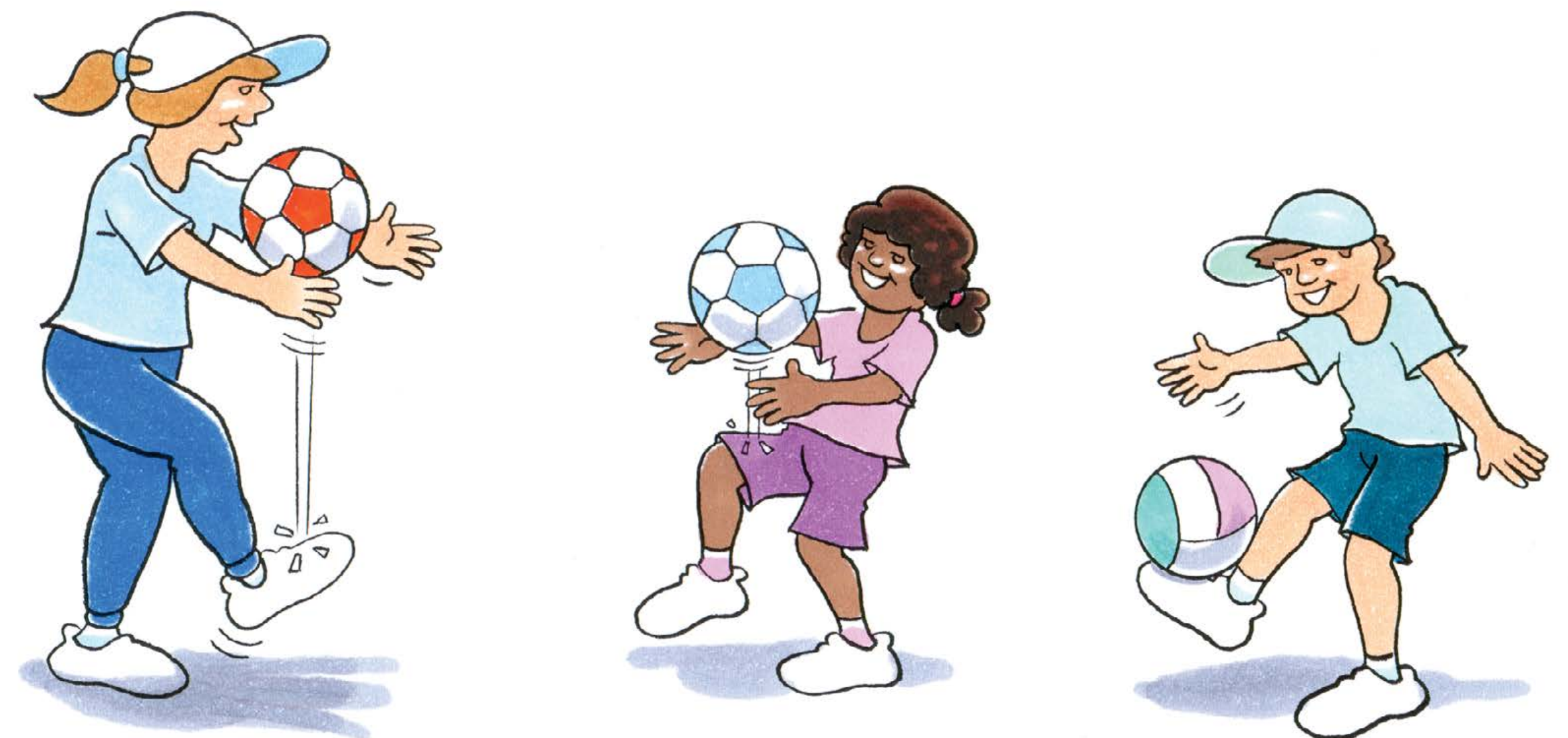
> START OUT / 5 MINUTES

EQUIPMENT

> 1 x football per player

What to do

- > Call out various actions for the players to demonstrate.
For example:
 - ‘Coach says drop the ball onto your thigh and catch it’.
 - ‘Coach says juggle the football from foot to foot’.
 - ‘Coach says balance the football on one foot.’
- > Players who do not freeze are not eliminated. They can perform five toe taps on the spot to rejoin the game.



Tip

- > ‘Coach says...’, is a fun way for the coach to introduce new actions, skills and terminologies to the group.

Change it

- > Designate players to run in a certain direction and perform actions as called.
- > Play in small groups with players taking turns to call out actions.

Skittle football

LESSON 6

> GET INTO IT / 15 MINUTES

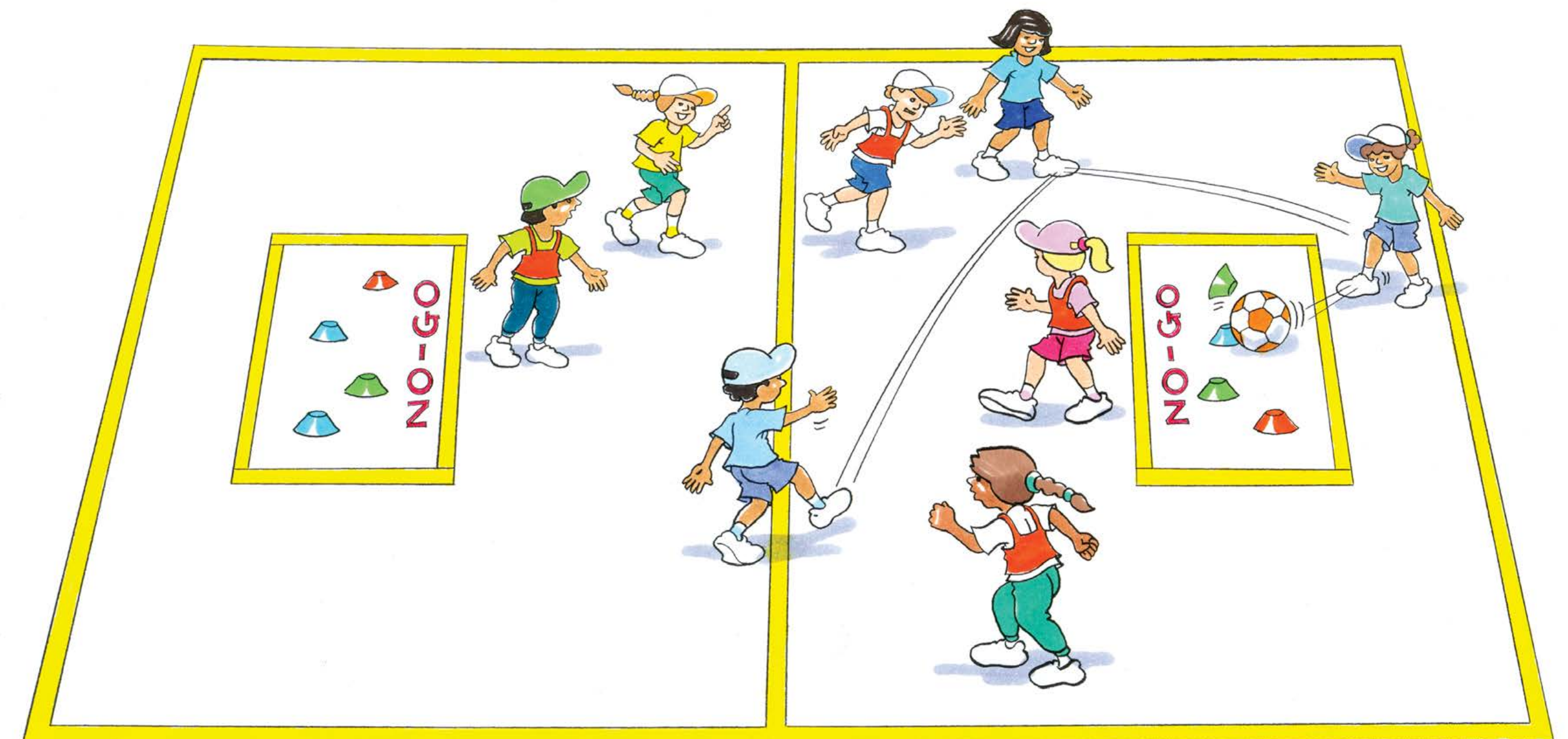
Teams play a Small-sided game of football. There are no goalkeepers and no offside rules. Players can score from the front, sides or back of the goal area. The first team to knock down all the opposing team's skittles wins. Play in groups of 4–5.

EQUIPMENT

> 1 x football per game; 1 x set of marker cones (30)

What to do

- > Form teams (teams self-referee).
- > All players must be in their own half for the start of play.
- > A minimum of two players on the team must have touched the ball before a goal can be scored.
- > After a skittle in the goal area has been knocked over, the team that didn't score starts with the football from the halfway mark.



Tips

- > Encourage players to pass the ball if the zone is being blocked.
- > The ability to knock over skittles from all angles allows the players to move the ball around.

Change it

- > Play without skittles. To score a goal the ball must pass through two sides of the goal from any direction on the pitch.
- > Players can roll the ball using their hands to knock over a skittle if the game is too difficult.

5-a-side football

Teams of five players play a modified game of football on a pitch. There are no goalkeepers and no offside rules. Play in teams of 4–5.

LESSON 6

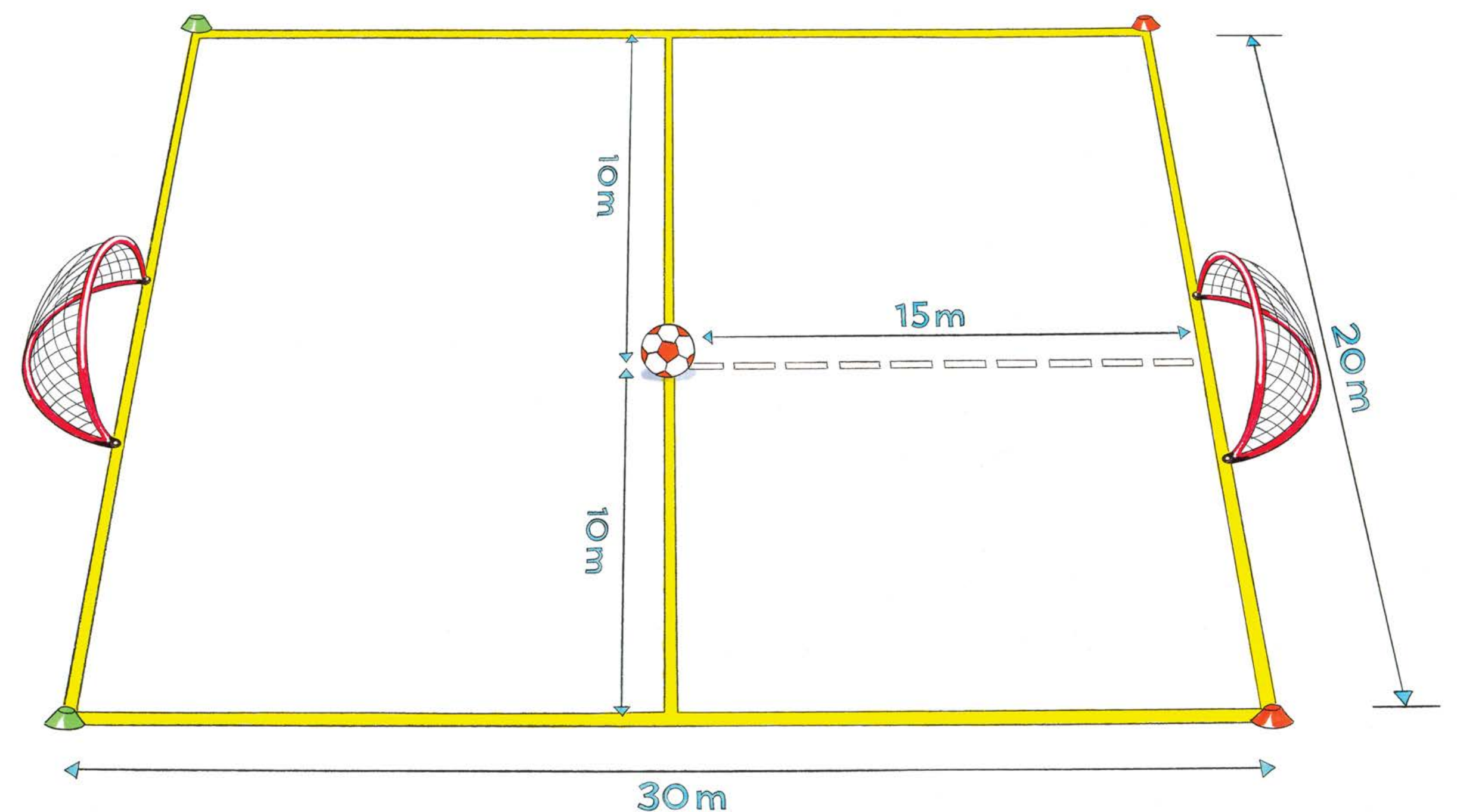
> GET INTO IT / 20 MINUTES

EQUIPMENT

> 1 x size 3 football or similar per game; 1 x spare football per game; team bibs or sashes; 1 x set of marker cones (30); 2 x pop up goals or marker cones

What to do

- > Create a pitch suitable for the area and ability of players (maximum of 30 metres x 20 metres).
- > Form two teams of five players, no goalkeepers.
- > All players must be in their own half for the start and re-start of the game (after a goal).
- > Opponents must be five metres away from the ball until it is in play.
- > Play starts with a pass forward to a team-mate from the middle of the halfway line.
- > A goal (one point) is scored when the whole ball passes over the goal line between the goals.



Tips

- > Different team sizes, for example 5 v 4, can be used to equalise the effects of different player abilities.
- > A maximum of three substitute players per team can rotate during the game.

Change it

- > In mixed ability/age games, introduce a rule that the ball must not be kicked into the air.
- > Introduce zones whereby two players from each team must remain in a half, with one player from each team able to cross both zones (rotate zoned players regularly).

Untie the knot

Each player holds the hands of two different players. The aim is to untangle the knot without letting go. Play in groups of six or more.

LESSON 6

> FINISH UP / 5 MINUTES

What to do

- > Players in groups of six or more stand in a circle.
- > Each player must hold hands with two different players (not a player beside them).
- > Players slowly move to untie their knot by stepping over and moving under their joined hands.
- > To ensure safety, the game should not be played as a race.



Tip

- > This game encourages communication and teamwork. It can also assist coaches to identify players who take on the role of lead communicator.

Change it

- > Players can hold a bib or sash each instead of holding hands.
- > Set a time limit, for example two minutes, to ensure players remain engaged.

What's ahead?

The coach provides a brief explanation about the lesson to come after discussing preparations with the supervising staff.

LESSON 6

> FINISH UP / 5 MINUTES

Coach asks:

- > Next week is our last lesson. Who wants to invite someone to come along and watch the game?

OR

- > Next week is our last lesson and we have visitors coming from the local junior football club. Who wants to join a club?

OR

- > Next week we are going to the local junior football club to have some fun. Has everybody got a note to get signed so they have permission to attend?



Playing for Life — Football

7

OBJECTIVE

To provide the players with opportunities to:

- A** play games of 5-a-side football against other teams
- B** have fun with passing the ball into a goal, past a goalkeeper
- C** learn about the pathways for juniors to play football at clubs and school.

SAFETY

Refer to ‘Golden rules of safety’ section of this manual

AREA

Suitable for indoor gym or outdoor area 30 metres x 20 metres

EQUIPMENT

- > 1 x football per player; 1 x set of marker cones (30); team bibs or sashes; 2 x pop up goals per pitch (optional)

ACTIVITIES

- > Sharks and islands **10 minutes**
- > Form a team **5 minutes**
- > 5-a-side football (round robin) **30 minutes**
- > Keepers and strikers **10 minutes**
- > Where to from here? **5 minutes**



[RETURN TO LESSON OVERVIEW](#)

Sharks and islands

On the coach's signal one or two players who are 'sharks' attempt to tag players who are 'turtles' not on an island. Play in groups of ten or more.

LESSON 7

> START OUT / 10 MINUTES

EQUIPMENT

> 1 x football per shark; 5 x marker cones as islands

What to do

- > Place the islands randomly in the playing area.
- > Two players are sharks and carry a ball to tag turtles.
- > Turtles and sharks move into the playing area and on your signal begin running — sharks trying to catch turtles and turtles trying to avoid sharks.
- > Only one turtle at a time is allowed on an island, and they can only move from the island when another turtle arrives to take their place.
- > To avoid collisions, turtles approaching an occupied island must yell, 'Shark is coming!' to get the other turtle to move off the island.
- > When a shark tags a turtle in the water, they exchange places i.e the shark gives the tagged turtle the ball and play continues.



Tips

- > Ensure sharks do not throw the ball when tagging players. They must tag while holding the ball.
- > Any ball can be used to identify the shark from the turtles.

Change it

- > Increase or decrease the number of sharks.
- > Increase or decrease the number of islands.

Form a team

Players with a football each move around in random directions, avoiding body contact with other players. The coach calls a number and players dribble their ball as they form groups of that size.

LESSON 7

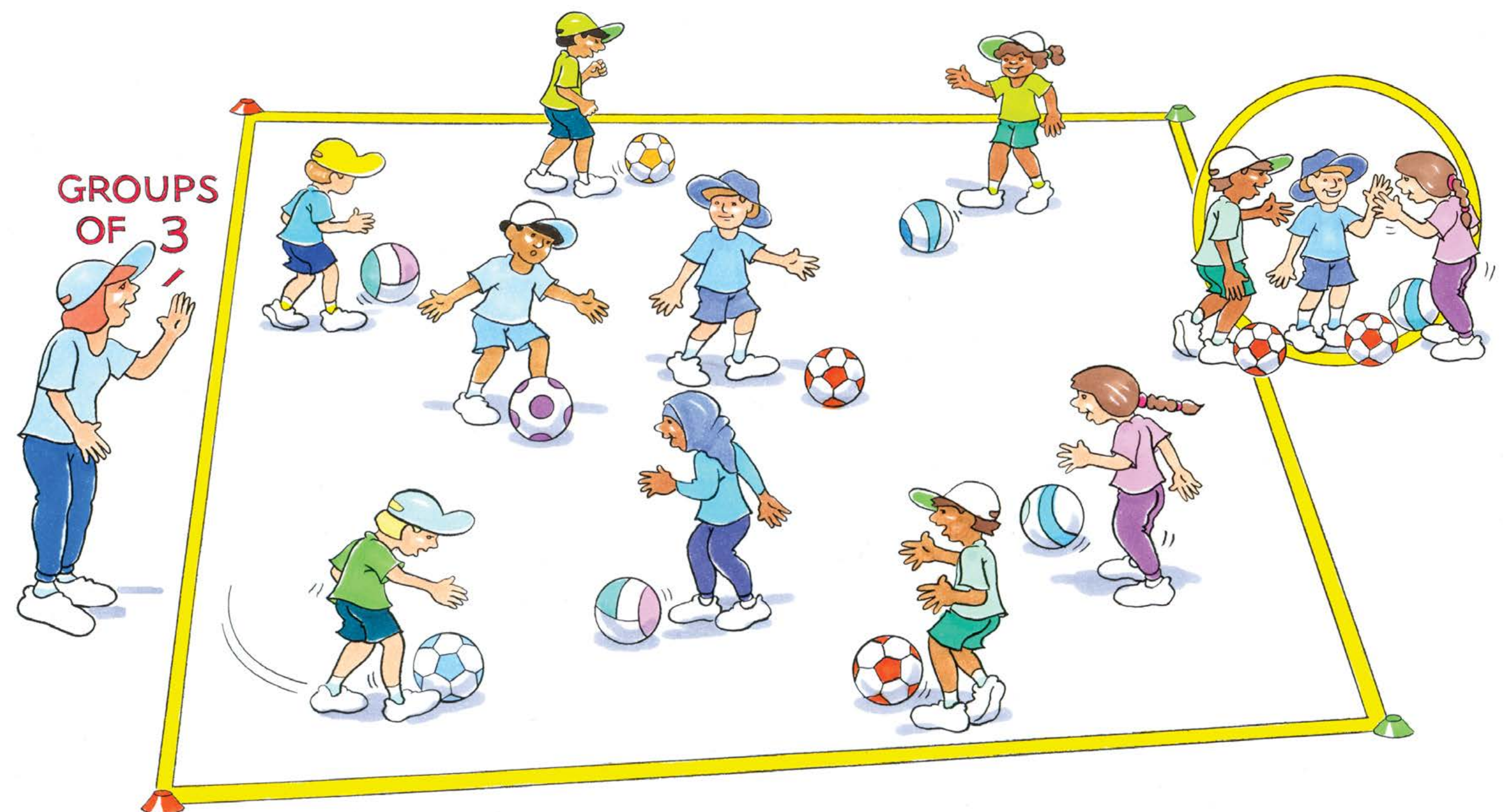
> GET INTO IT / 5 MINUTES

EQUIPMENT

> 1 x football per player; 1 x set of marker cones (30)

What to do

- > All players with a ball each spread out randomly in a defined playing area.
- > Players begin moving randomly around the area while running/walking with their ball.
- > Vary group sizes and finish with the number required for the next activity. For example start by calling, 'Twos' then 'Fours' and finally the group size required such as, 'Fives'.



Tips

- > Give players time to huddle and decide on a team name.
- > If necessary, add new players into a team to match abilities.

Change it

- > Coach can call, 'All change!' and all players must stop their ball on the spot and run to find another player's ball and continue play.
- > Play without a ball and vary the locomotion, such as short bursts of running, hopping or fast walking, before calling a group size.

5-a-side football (Round robin)

LESSON 7

> GET INTO IT / 30 MINUTES

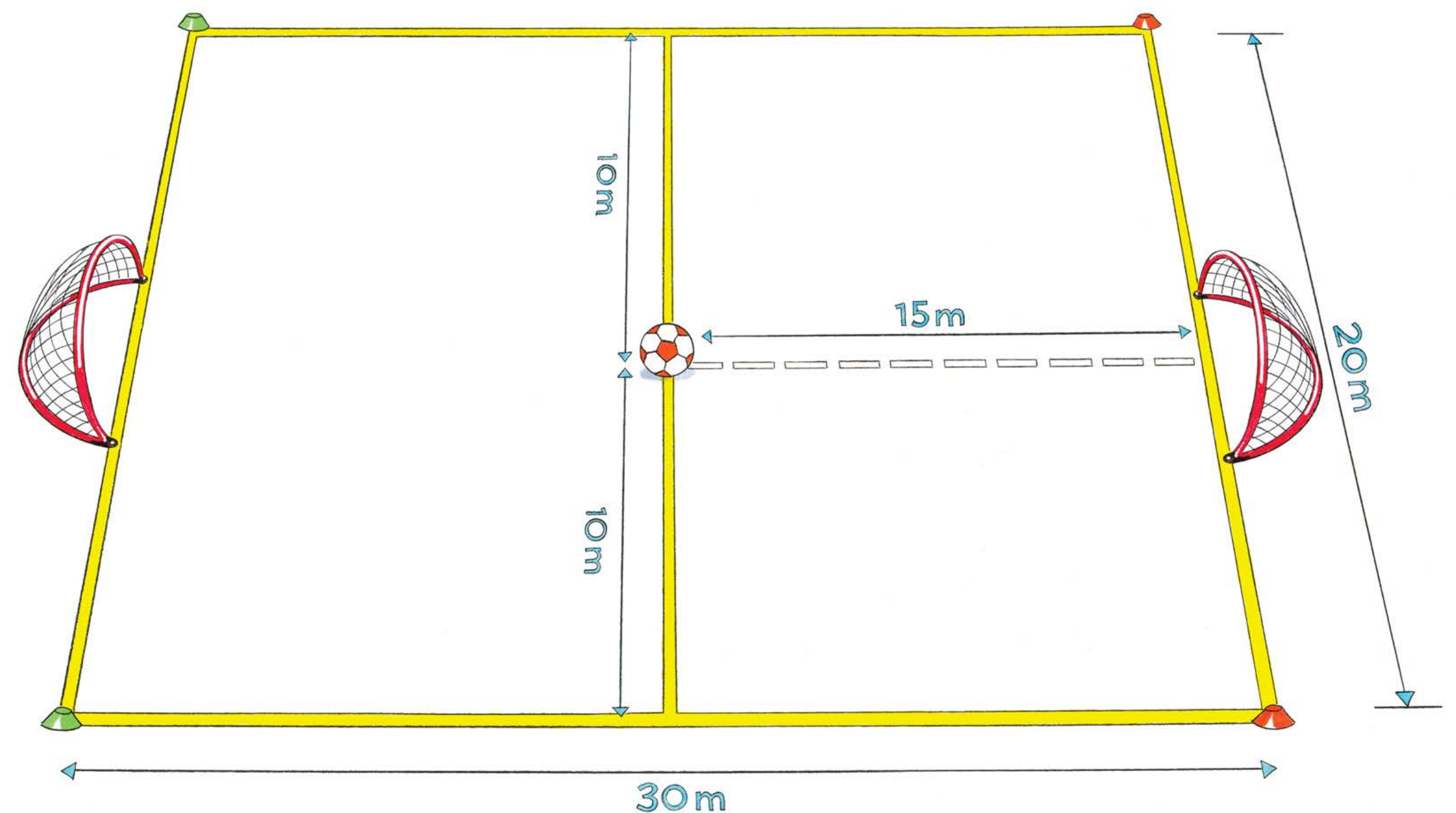
Teams of five play a game of modified football. After ten minutes, teams rotate to play a new team. There are no goalkeepers and no offside rules. Play in groups of 4–5.

EQUIPMENT

> 1 x size 3 football or similar per game; 1 x spare football per game; team bibs or sashes; 1 x set of marker cones (30); 2 x pop up goals or marker cones

What to do

- > Create several pitches suitable for the area and ability of players (maximum of 30 metres x 20 metres).
- > Form teams of five players, no goalkeepers.
- > All players must be in their own half for the start and re-start (after a goal).
- > Opponents must be five metres away from the ball until it is in play.
- > Play starts with a pass forward to a team-mate from the middle of the halfway line.
- > A goal (one point) is scored when the whole ball passes over the goal line between the goals.
- > Call 'Time!' after ten minutes of play and teams rotate to play a new team.



Tips

- > Different team sizes, for example 5 v 4, can be used to equalise the effects of different player abilities.
- > A maximum of three substitute players per team can rotate during the game.

Change it

- > In mixed ability/age games, introduce a rule that the ball must not be kicked into the air.
- > Introduce zones whereby two players from each team must remain in a half, with one player from each team able to cross both zones (rotate zoned players regularly).

Keepers and strikers

A 'keeper' passes a football into the pitch and immediately runs to defend the goal. At the same time, a 'striker' runs forward to take control of the ball and attempt a shot a goal. Play in groups of 6–10.

LESSON 7

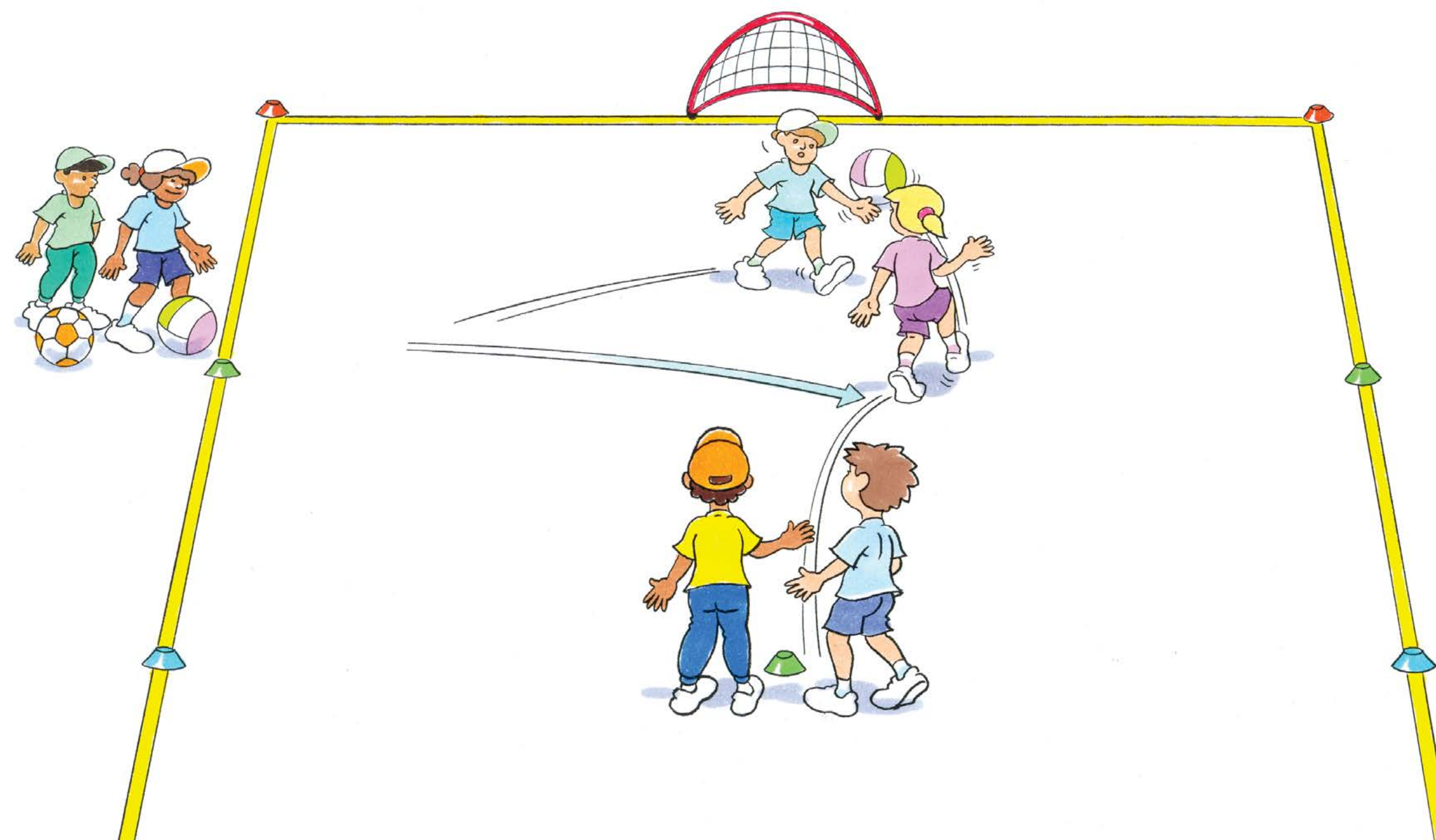
> FINISH UP / 10 MINUTES

EQUIPMENT

> 1 x football for each keeper; 6–8 x marker cones

What to do

- > Divide players into keepers and strikers.
- > Keepers line up on one side of the pitch with a ball each.
- > Strikers line up on the pitch facing the goal.
- > The keeper first in line rolls or passes the ball into the pitch and immediately runs to defend the goal.
- > At the same time, the striker first in line runs to take control of the ball and attempt a shot at goal.
- > Once a shot at goal has been made, the striker retrieves the ball and both players change places and move to the end of their new line while the next keeper and striker have a turn.



Tips

- > Encourage the striker to control the ball using a first touch before shooting.
- > To minimise time waiting in line, encourage players to move quickly into and out of the pitch.

Change it

- > Make the goal area larger or add two pop up goals together to increase chances for success in scoring goals.
- > Score as a team where each team has two attempts as a striker, then teams change places.

Where to from here?

The coach provides a review of the Small-sided football lessons and invites local club visitors or the participants to discuss the benefits of joining a club or Football Federation Australia's Schools 5-a-side football competition.

LESSON 7

> FINISH UP / 5 MINUTES

Coach asks:

- > What were your favourite football activities played in the last few weeks?
- > Who belongs to a junior football club and can tell us the name of your club?
- > Who knows where the nearest football club is?



Tip

- > The coach or football club official may wish to hand out participation certificates and junior football information for children to take home.



Australian Government
Australian Sports Commission

Behaviour Management

Good behaviour management and strategies to deal with misbehaviour are essential to carrying out a coaching session. Strategies aimed at conducting effective and safe sessions go a long way to preventing misbehaviour.

Common causes of misbehaviour

Inappropriate behaviour and/or a lack of interest and attention may be caused by:

- > insufficient equipment for group size
- > limited supervision and lack of interest shown by the coach
- > activities which are slow to start, due to too much talking by the coach
- > activities that run for too long
- > children waiting in long lines for their turn
- > activities that are boring and not challenging enough
- > unclear rules and expectations.

In other words, sometimes the coach's program, organisation or style can contribute to disruptive behaviour.

Strategies to prevent misbehaviour

- > Create a team atmosphere: be positive and encouraging and give feedback.
- > Ensure children have a clear understanding of rules, routines and appropriate behaviour. Manage inappropriate behaviour as soon as it occurs.

- > Understand pre-existing rules and routines, and what strategies and approaches work well with a particular group or individual.
- > Learn about any children with physical, behavioural, emotional or social problems.
- > Look for good behaviour and reward through praise and privileges.
- > Provide fun and variety, and high levels of activity.
- > Challenge more experienced children and make discrete allowances for those less skilled.
- > Use inclusive coaching practices, that is, adapt and modify coaching practices to ensure all children have the opportunity to participate.
- > Remember to use the CHANGE IT principle.
- > Plan activities that follow on from each other, thus reducing waiting time.



How to manage misbehaviour

The following table provides a suggested routine for dealing with misbehaviour. Ensure you are consistent and patient in following the suggestions as some misbehaviour may need time to correct.

Misbehaviour presents	Quietly correct	<ul style="list-style-type: none"> > Do so without delay. > Non-verbal cues may be appropriate. > Join in and partner with the misbehaving child without comment. > Divert the child's attention. > Ask a skill-related question, such as: 'How is that serve coming along?' > Remind the child discretely of group rules and appropriate behaviour. > Address the behaviour of the child, not their character.
Misbehaviour still an issue	The coach's next step...	<ul style="list-style-type: none"> > Relate the problem back to team rules. > Explain how their behaviour is impacting others. > Ask the child: 'What are you doing?' and: 'Is this against the rules?'. Follow on with: 'What should you be doing?'
Misbehaviour continues	Explain the consequences	<ul style="list-style-type: none"> > Be polite, calm, brief and specific. > Do not use punishment, blame, shame, sarcasm or cause pain. > Do not ignore the child. > Forgive and forget. > Remove the child from the activity; use a time-out away from other children but close enough to supervise. > Provide an opportunity for the child to rejoin the group, if they agree to abide by the rules.
Referral	<ul style="list-style-type: none"> > If the problem is not rectified, refer the matter to an appropriate person. 	



Over Competitiveness

A desire to win at all costs may promote negative behaviours and discourage the cooperation and participation of others.

Identifying behaviours

Children may:

- > Not cooperate during group activities
- > Break rules to win the game
- > Criticise other children and their abilities
- > Disrespectfully celebrate a win

What you can do

Simple changes to activities may help to address over competitive behaviours. Remember to address a child's behaviour and not their character, and be a good role model at all times.

- > Highlight examples of cooperative play and good sportsmanship. Issue bonus points to reward desirable behaviour.

- > Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges.



- > Use activities in which personal bests can be achieved.
- > Use small group activities, or circuits, to narrow children's attention to their own performance.



- > Encourage team building routines, such as handshakes and three cheers at the end of the game.
- > Select a 'spotter' who rewards sportsmanship.

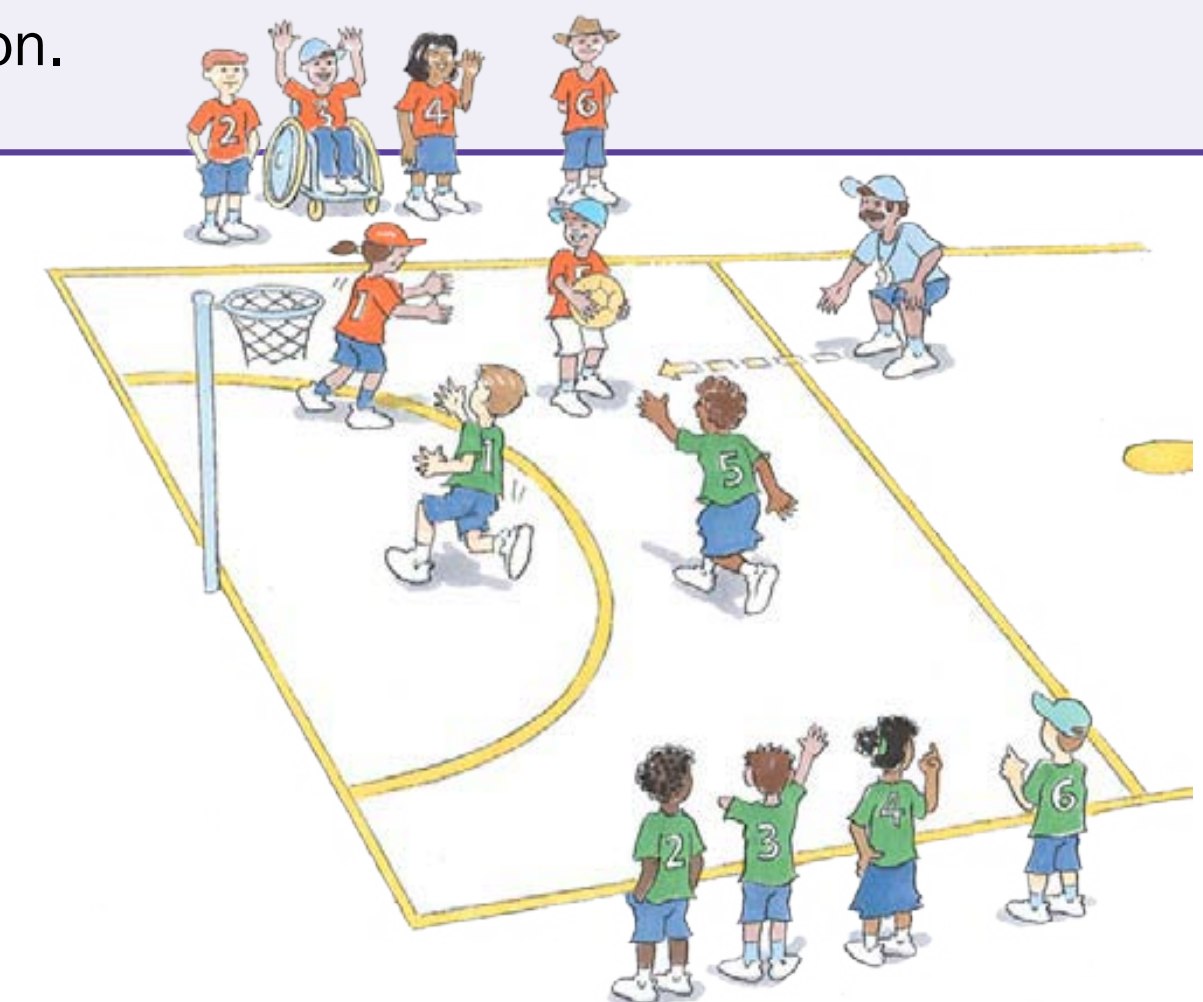


Example:

During a netball game one of the players, Rachel, was becoming increasingly frustrated and yelling at her team-mates each time they made an error. This resulted in the team becoming discouraged and no longer enjoying the game.

This behaviour escalated until the coach, Roger, decided to stop the game, and introduce a game of Numbers netball where the focus was on team work and cooperation.

Roger observed that Rachel was not offering any encouraging comments, but, when it was her turn to shoot, the other children gave plenty of encouragement. Roger strongly encouraged the team's supportive behaviour until, eventually, Rachel started providing positive comments, even when a player missed their shot. Roger then rewarded Rachel's behaviour through praise, and felt ready to try another game of netball.



Domineering Behaviour

All groups will include children of varying skill levels, abilities and experience, who may intentionally or unintentionally dominate sessions. This can become disruptive to the coach and affect the involvement of others.

Identifying behaviours

Children may:

- > Assume team leader roles and direct other children
- > Dominate discussions and questions by the coach
- > Continually influence the pace and direction of activities
- > Intentionally or unintentionally ignore those less skilled in the group
- > Dominate the games or activities

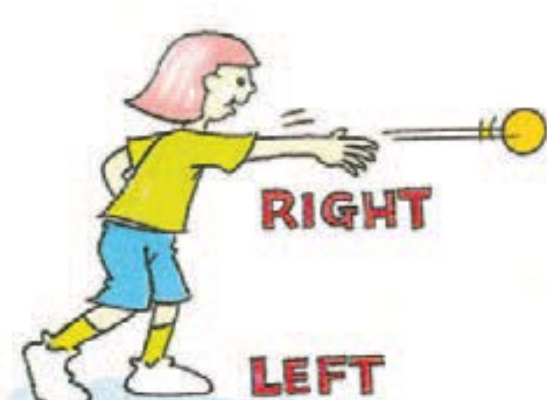
- > Highlight examples of cooperative play and issue bonus points to reward desirable behaviours.



What you can do

Simple changes to activities may help to address domineering behaviour in group activities. Remember to address a child's behaviour and not their character, and be a good role model at all times.

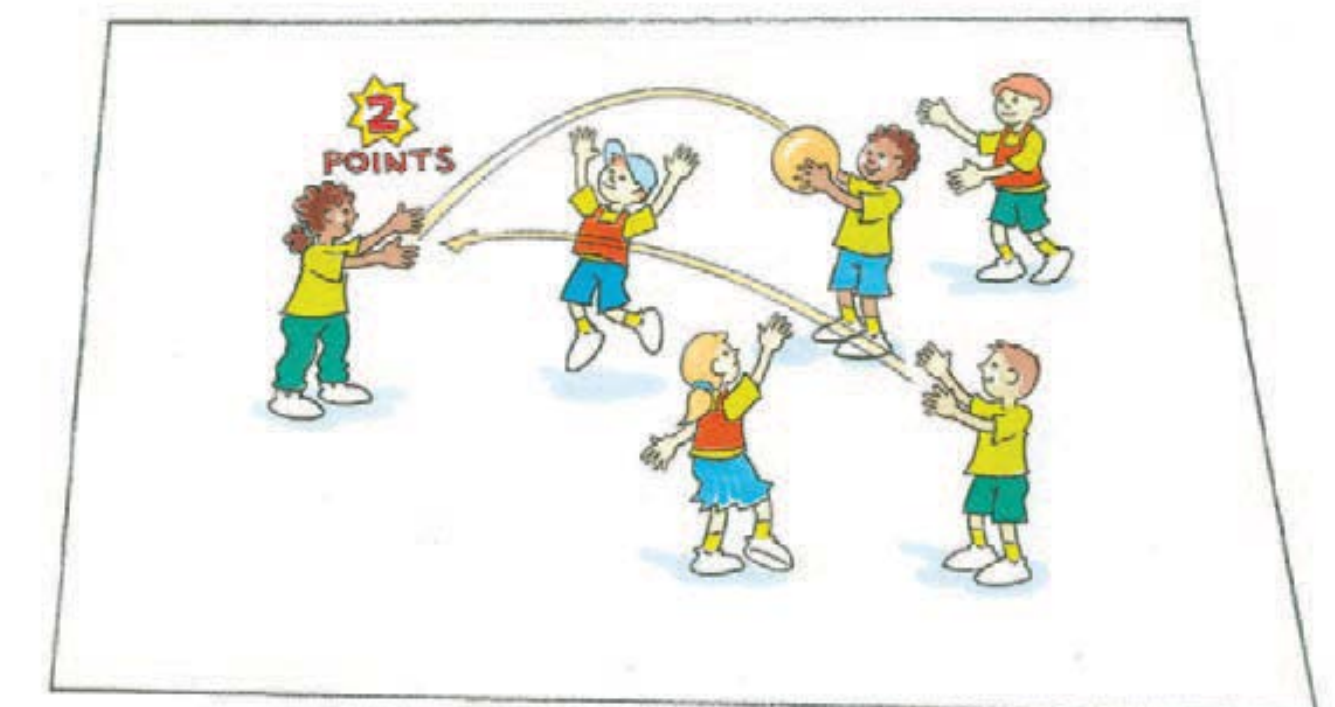
- > Use smaller groups and evenly space out more experienced children between teams.
- > Allow more experienced children to demonstrate a skill.



- > Score in a way that allows children to individually challenge themselves to achieve success.
- > When questioning children about changing an element of an activity, use responses such as: 'That was a very valuable suggestion, does anybody else have another idea that we could use?'. Recognising comments in this manner will help to increase esteem and create an environment in which others feel comfortable contributing.



- > Delegate extra roles to more experienced children as part of an activity, such as keeping count of the number of passes, to provide more of a challenge.

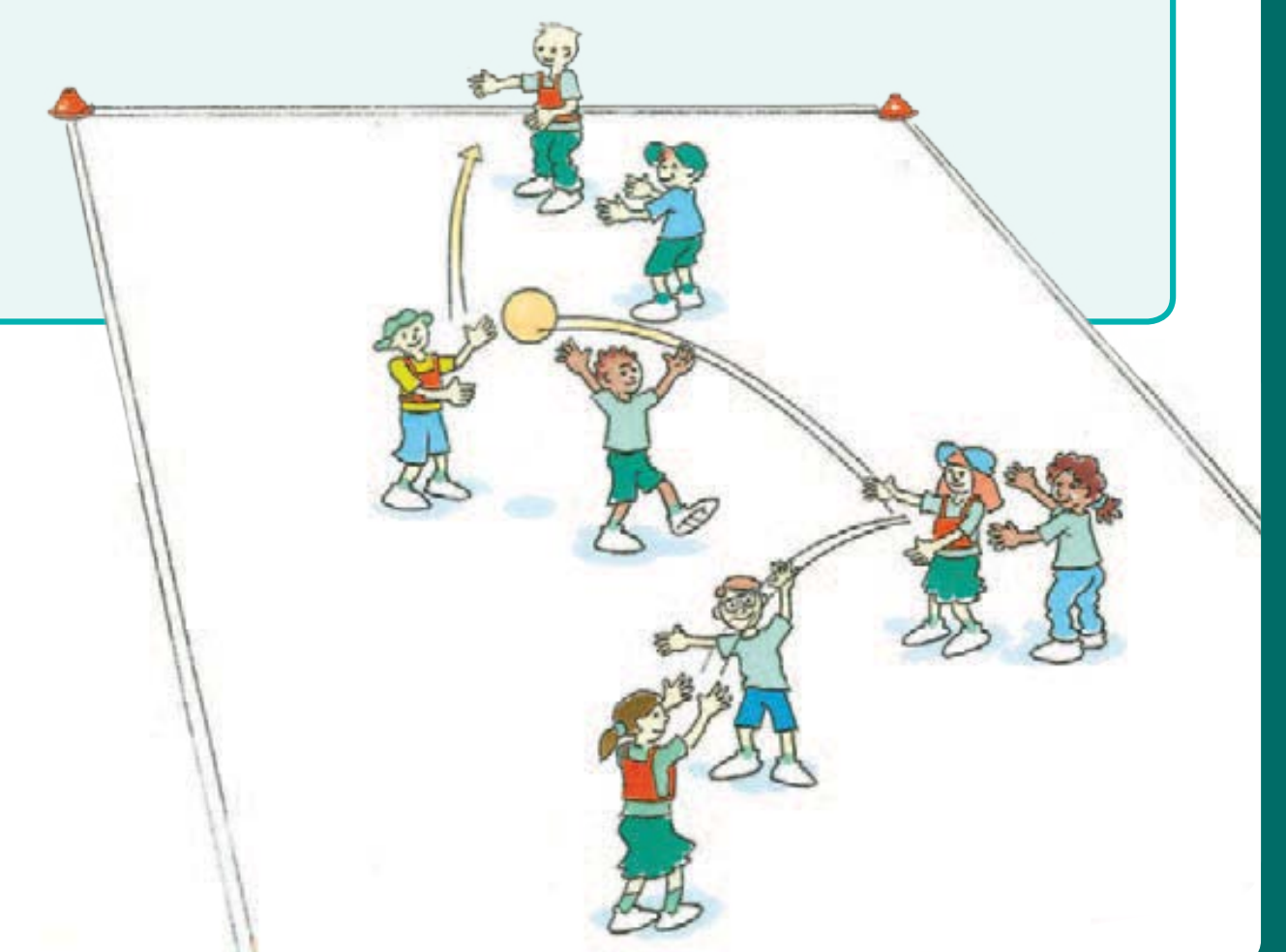


Example:

Susie decided that the children would play a game of hockey as part of the day's session. She knew that a couple of the children, Jodie and Ryan, had played for the school team and had a greater skill level than the others. Susie broke the group into two teams, with Jodie in one and Ryan in the other. As the session progressed, Susie observed children losing interest and getting frustrated as Jodie and Ryan were dominating the game. Susie paused the game and asked the

group what changes could be made, to ensure every player got to touch the ball. They decided if the ball was passed to three different team-mates before scoring, that team should receive bonus points.

Once the game started again Susie saw a big change: Jodie and Ryan were doing their best to include their team-mates in order to get those bonus points.



Non-participation

Children may not participate in activities for a number of reasons. As these reasons may not be obvious, understanding and patience are essential, to ensure all children feel they have an opportunity to get involved.

Identifying behaviours

Children may:

- > Refuse to participate in activities
- > Not agree to play certain roles as part of games
- > Make no effort or attempt to engage with other children

What you can do

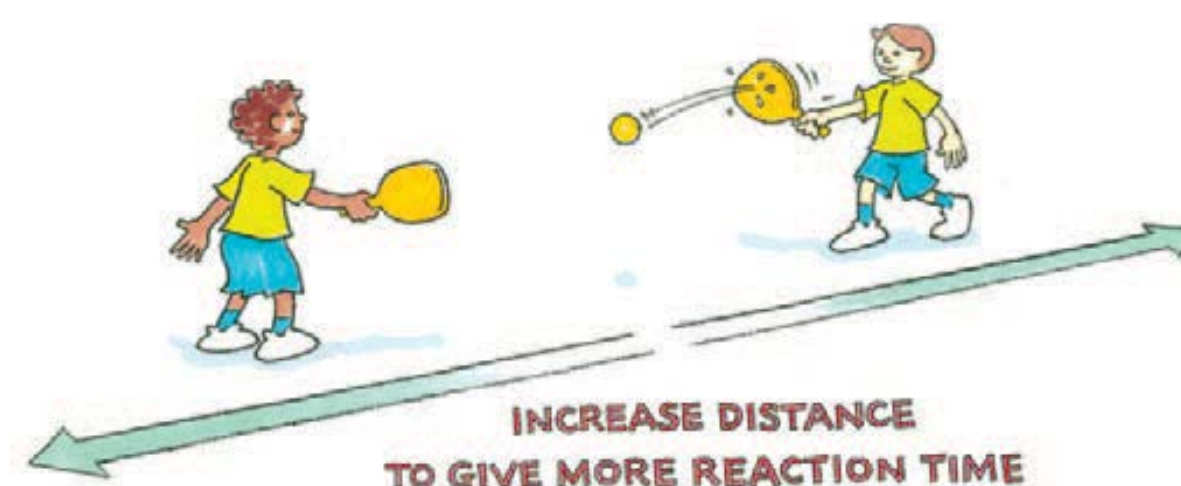
Once illness or injury or cultural considerations have been ruled out, simple changes to activities may help to encourage participation. Remember to address a child's behaviour and not their character, and be a good role model at all times.

- > Partner with the child to encourage their involvement in the activities.

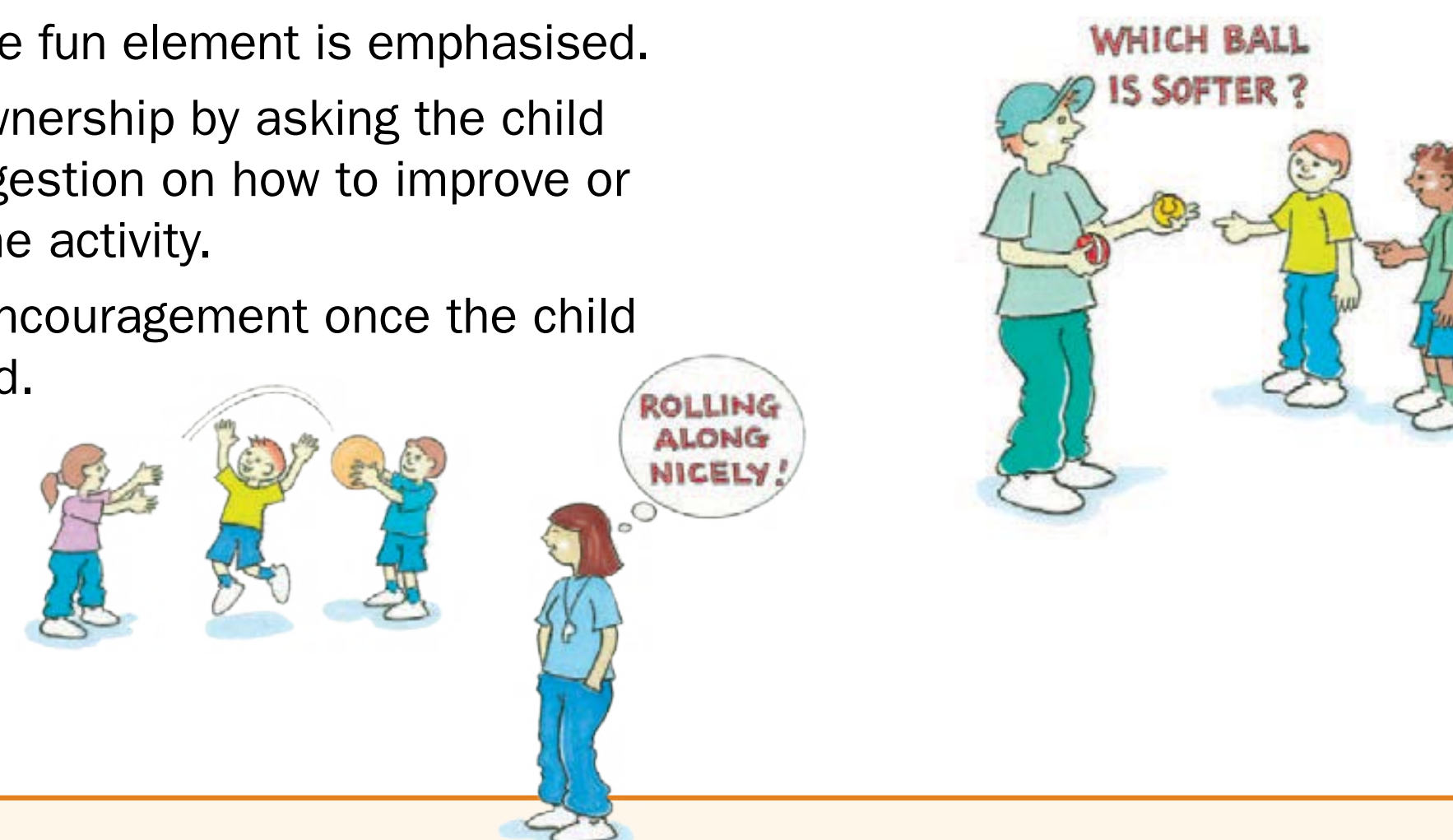
- > Ask one of their friends, or a more experienced child from the group, to encourage their participation in the activities.
- > Think of new and varied roles that can be played: for example, scorer or umpire.



- > Look for signs of interest during the activities, to invite participation.
- > Use changes that increase or decrease complexity of the activity to provide more opportunities for success.



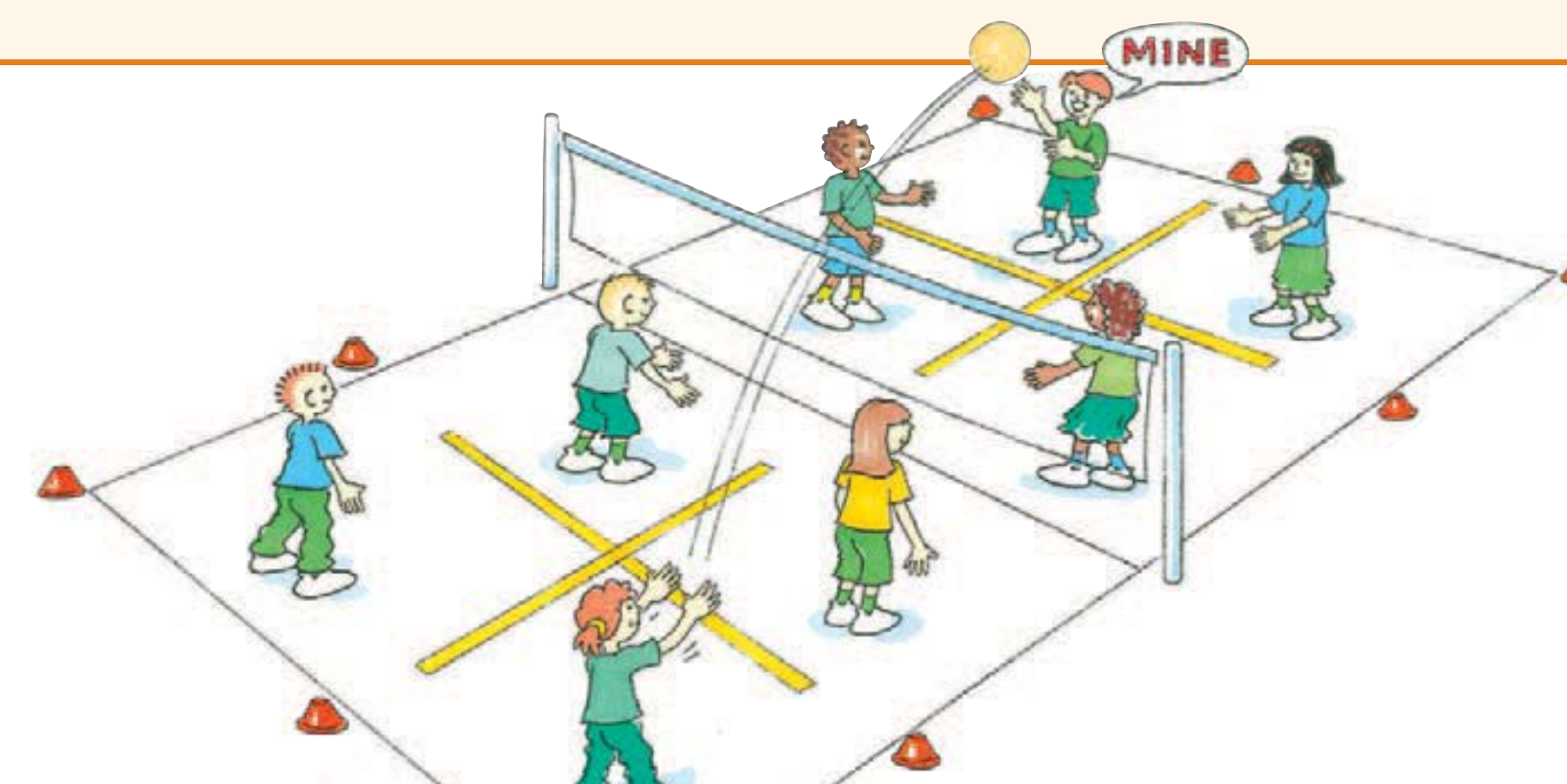
- > Ensure the fun element is emphasised.
- > Create ownership by asking the child for a suggestion on how to improve or change the activity.
- > Provide encouragement once the child is involved.



Example:

After a five minute warm up, Sarah brought her group of children together to introduce the next activity: volleyball. Peter immediately tensed up and said, 'I don't want to play this game, I don't like volleyball'. The last time Peter played volleyball he was unable to serve the ball over the net, but the other children could. Peter wanted to avoid further embarrassment and so sat out.

After a quick one-on-one discussion with Peter, Sarah changed one of the game rules to allow children to serve from different spots around the court. Sarah made the rule for the whole group, not just Peter, so all of the children could choose the spot they felt most comfortable with to make a serve. After watching the game with this new rule in play, Peter decided to join in, and Sarah provided encouragement throughout the session.



Where to from here?



Football is a sport that provides endless opportunities across all levels of the game. Football Federation Australia (FFA) is the governing body for the game in our country. FFA's member federations implement and facilitate a number of diverse participatory programs, coaching and refereeing courses, and other initiatives that cater for all and assist with the growth and development of football in Australia.

One school participation program that is likely to be of particular interest to teachers and their students is the FFA Schools 5-a-side program. FFA, in partnership with its member federations, delivers the program nationally. These free, participation focused events bring together a number of local schools to participate in football matches on smaller fields in a round robin format at local venues.



School students will also have the chance to represent their school in a number of football challenges throughout the day. Providing a fun opportunity for boys and girls throughout Australia, schools are required to enter three teams — boys, girls and mixed. The FFA Schools 5-a-side program provides students — who may or may not have played before — with the opportunity to experience and be introduced to football in a fun environment. The focus is entirely on **enjoyment and participation** as there are no winners or scores recorded.

The FFA Schools 5-a-side gala day caters for Years 1 and 2 or students in Years 3 and 4. A great day of football fun, it is strongly recommended that you encourage all schools to take part in this event.



Contacts



Capital Football

Football House
Unit 2/3 Phipps Close
Deakin ACT 2600

P: +61 2 6260 4000
F: +61 2 6260 4999
E: info@capitalfootball.com.au
W: www.capitalfootball.com.au

Football Federation Northern Territory

Sports House
Lot 3730 Waratah Crescent
Fannie Bay NT 0820

P: +61 8 8941 2444
F: +61 8 8941 8644
E: office@footballnt.com.au
W: www.footballnt.com.au

Football Federation South Australia

108 South Road
West Hindmarsh SA 5007

P: +61 8 8340 3088
F: +61 8 8340 3188
E: info@ffsa.com.au
W: www.ffsa.com.au

Football Federation Tasmania

KGV Football House
18 Grove Road
Glenorchy TAS 7010
P: +61 3 6273 3299
F: +61 7 6272 8868
E: admin@footballfedtas.com.au
W: www.footballfedtas.com.au

Football Federation Victoria

Level 3
436 St Kilda Road
Melbourne VIC 3004

P: +61 3 9474 1800
F: +61 3 9474 1899
E: myfootballclub@footballfedvic.com.au
W: www.footballfedvic.com.au

Football Queensland

Queensland Sports and Athletic Centre
Kessels Road
Nathan QLD 4109

P: +61 7 3420 5866
F: +61 7 3420 5944
E: info@footballqueensland.com.au
W: www.footballqueensland.com.au

Contacts

Football West

Gibbney Reserve
Ferguson Street
Maylands WA 6051

P: +61 8 9422 6900

F: +61 8 9271 7299

E: daniel.gibbons@footballwest.com.au

W: www.footballwest.com.au

Football NSW

235-257 Meurants Lane
Glenwood NSW 2768

P: +61 2 8814 4400

F: +61 2 9629 3370

E: info@footballnsw.com.au

W: www.footballnsw.com.au

Northern NSW Football

235 Old Maitland Road
Hexham NSW 2322

P: +61 2 4964 8922

F: +61 2 4964 8921

E: reception@northernnswfootball.com.au

W: www.northernnswfootball.com.au

