



FOOTBALL  
FEDERATION  
AUSTRALIA

# GAME TRAINING CERTIFICATE

PARTICIPANT MANUAL  
COMMUNITY COACHING PATHWAY





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## 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 organize 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

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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

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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.

# Game Training Phase



- Preparing players for senior football by teaching them to apply the functional game skills in a team setting using 1-4-3-3 as the preferred formation
- Developing tactical awareness, perception and decision-making through a game-related approach to training

## The Game Training Phase (U/14-U/17)

The most important aspect of this age bracket is the fact that these players are in (or entering into) the **puberty** phase which is a phase of radical mental and physical changes.

Huge changes in the hormonal system cause confusion while the physical changes can also unsettle the youngsters. Physically they may sometimes suddenly look like adults but mentally they often are still children, something that may also confuse coaches. Another aspect for coaches to consider is that in general, girls enter the puberty phase slightly earlier than boys.

The main **mental** characteristics of the puberty phase are:

- Sudden mood changes
- Resistance against authority
- Impulsiveness (first acting then thinking)
- Accelerated intellectual development
- Identity search which leads to a desire to be part of a group

The main physical characteristic of the puberty phase is a sudden acceleration in growth. One of the consequences of this **growth spurt** may be a temporary decrease of coordination and strength.

Because suddenly the bones start growing fast and the muscles and ligaments as well as the nervous system need time to adjust to the new proportions, players may look 'clumsy'. Players are also prone to overuse **injuries** like Osgood-Schlatter disease during this phase.

It goes without saying that it's of the ultimate importance that coaches working with players this age have knowledge and understanding of all these aspects to be able to guide youngsters through this critical development phase in a well-considered way.

While during the puberty phase players' physical and technical development temporarily stagnates or loses ground, their intellectual development accelerates as does their understanding of and appreciation for teamwork. This makes the Game Training Phase exceptionally suited for developing tactical awareness and insight.

Whereas the purpose of the Skill Acquisition Phase is to **acquire** the core skills, the Game Training Phase is about learning how to **apply** them in a functional way. In the Game Training Phase the focus shifts towards learning to play as a team and developing an understanding of the team tasks during the main moments (attacking; defending; transitioning), as well as the specific tasks that go with the individual team positions.

To be able to properly develop the team tasks and the individual player tasks we need the context of a playing formation. After all, team tasks and player tasks may differ depending on the playing formation.

## The 1-4-3-3 formation

**It is important to realise that we did not just take 1-4-3-3 as a starting point! Unfortunately this has been and continues to be widely misunderstood and far too much attention has been devoted to discussions about playing formations.**

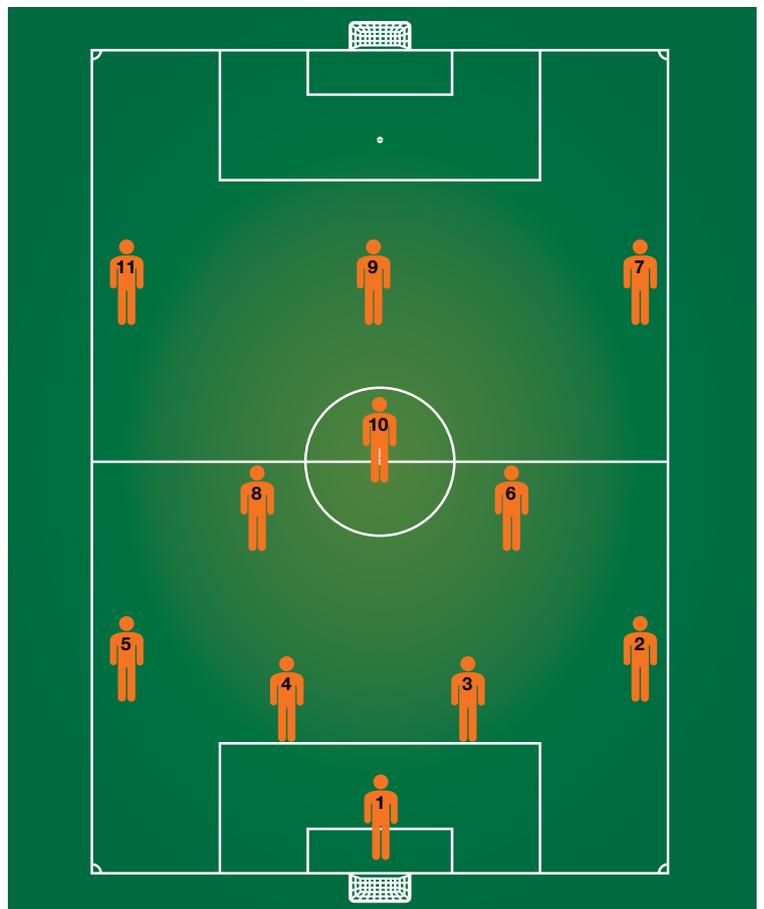
Of course there are many successful styles and formations in football but FFA considers 1-4-3-3 the most appropriate formation to develop an understanding of **team play** in young players.

Our opinion is supported by another very interesting quote from the Chris Sulley research on Europe's most successful academies:

**“There was a clear emphasis on a possession based philosophy and most employed a 4-3-3 model with an explicit attempt to pass the ball through the units. There was a tangible difference in the type of work delivered to the players from what is typically delivered at EPL academies. Early age players typically participated in random and variable practices that involved decision-making tactically. The consistent Talent ID criteria was centred around the player's ability to handle the ball, make good decisions and speed, as opposed to the notions of power, size and strength that still dominate the English youth system”.**

### 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 it 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, recognizable and easy to comprehend. Moreover, every position has a specific number which makes learning to play as a team easier.



# Game Training Phase

## Model Sessions

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Similar to the sessions of the Skill Acquisition Phase, the sessions of the Game Training Phase are also 'themes based'. During the Skill Acquisition Phase the 'theme' of a session focuses on one of the four 'Core Skills' (first touch; running with the ball; 1 v 1; striking the ball)

In the Game Training Phase the 'theme' of a session focuses on one of the 'Main Moments' and the Team Tasks (as well as the individual player tasks) within that 'Main Moment'.

To arrange the Game Training Phase Model Sessions more practically, we have subdivided the Main Moments into 'trainable' themes.

### These themes are:

#### 1. In possession of the ball (BP):

- Playing out from the back
- Midfield play
- Attacking

#### 2. When the opponent is in possession of the ball (BPO):

- Disturbing/pressuring
- Defending/recapturing the ball

#### 3. Transitioning (BP>BPO and BPO>BP)

- Team and player actions when we lose the ball
- Team and player actions when we win the ball

Since Game Training Phase sessions should strive for game realistic scenarios, the practices must include game specific resistances such as opponents, team-mates, direction, rules and appropriate dimensions. As a consequence, in Game Training Phase sessions often all three Main Moments take place continuously, but the focus is on one of them.

Game Training Phase sessions consist of 4 components:

#### 1. Warm Up:

Starting points for the Warm Up are:

- Preferably with ball (e.g. passing practices);
- If possible 'theme related' including a level of decision-making; Avoid warm-ups that are more like conditioning sessions!

#### 2. Positioning games:

The main conditions for quality positioning play are:

- Maximal use of space in order to create more time on the ball (stretching the opponent)
- Triangles (no players in straight lines)
- Support play to create options for the player on the ball
- Anticipation and communication (verbal and non-verbal).

These basic principles form the foundation for proactive possession based football and this explains the importance of the positioning games in training practices.

Through positioning games young players:

- Learn to always create at least 3 options for the player on the ball (through proper positioning)
- Improve their decision-making (by learning to choose the right option)
- Increase their handling speed (less space and time forces quicker thinking and acting)
- Improve their technique (passing and first touch are essential technical skills)
- Learn to communicate both verbally (e.g. calling for the ball) and non-verbally (e.g. through ball speed and ball direction).

**This is the reason why positioning games are on the menu of every Game Training Phase and Performance Phase session.**

#### 3. The Game Training Component:

This is the part of the session where conscious teaching and learning of the designated Team Task takes place. For a proper Game Training practice the coach must therefore:

- Create the proper scenario (organize the practice in such a way that the focus is on the designated Team Task);
- Organize the practice in the right area of the field (where this particular situation takes place during the real game) and with the appropriate dimensions
- Create the proper level of resistance (too easy = no development; too difficult = no success)
- Make effective interventions and provide quality (specific) feedback
- Ask smart questions to develop player understanding and enhance learning

#### 4. Training Game:

This is the traditional game at the end of a session. In our approach however it should not just be a 'free' game. The definition of a Training Game in the context of a Game Training Phase session is:

A game at the end of the session that contains all the elements of the real game but with rules and restraints that see to it that the designated Team Task is emphasised.

During a Training Game the players are playing and the coach is observing if learning has taken place (little or no stop-start coaching but preferably coaching 'on the run').

#### **Clearly, quality coaching is not as easy as it may look!**

As explained earlier, the coach must be mindful of the Growth Spurt. Players going through this stage of maturation will have varying energy levels and are injury-prone. Proper managing of training loads to avoid over-training is essential.

Therefore we consider 3 sessions of 75-90 minutes and one game a maximum safe weekly work load, with the following session planning guidelines:

- 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

# Game Training Phase

On the next pages you will find 12 Game Training Phase Model Sessions and two examples of how you can implement the sessions in 6-week cycles.

The 6-week cycles are based on the assumption that the weekly training sessions are on Tuesdays and Thursdays with the weekly game on Saturday.

Game Training Phase CYCLE 1	Tuesday	Thursday	Saturday
WEEK 1	Playing out from the back <b>MODEL SESSION 1</b>	Midfield play <b>MODEL SESSION 1</b>	<b>GAME</b>
WEEK 2	Attacking <b>MODEL SESSION 1</b>	Disturbing/pressuring <b>MODEL SESSION 1</b>	<b>GAME</b>
WEEK 3	Defending/recapturing <b>MODEL SESSION 1</b>	Transitioning <b>MODEL SESSION 1</b>	<b>GAME</b>
WEEK 4	Playing out from the back <b>MODEL SESSION 2</b>	Midfield play <b>MODEL SESSION 2</b>	<b>GAME</b>
WEEK 5	Attacking <b>MODEL SESSION 2</b>	Disturbing/pressuring <b>MODEL SESSION 2</b>	<b>GAME</b>
WEEK 6	Defending/recapturing <b>MODEL SESSION 2</b>	Transitioning <b>MODEL SESSION 2</b>	<b>GAME</b>

In this cycle the ‘**trainable themes**’ appear in a sequential order.

As a consequence, more time is allocated to the main moment Ball Possession (3 consecutive sessions) compared to Ball Possession Opponent (2 consecutive sessions) and Transitioning (1 session).

The same sequence is continued in the next cycle with Model Sessions 3. When the coach has exhausted the 12 Model Sessions then repeat them using the ‘step up’ options outlined in the Model Sessions (**but only if the players are ready!**)



Here is another option:

Game Training Phase CYCLE 1	Tuesday	Thursday	Saturday
WEEK 1 (BP)	Playing out from the back <b>MODEL SESSION 1</b>	Midfield play <b>MODEL SESSION 1</b>	<b>GAME</b>
WEEK 2 (BPO)	Disturbing/pressuring <b>MODEL SESSION 1</b>	Defending/recapturing <b>MODEL SESSION 1</b>	<b>GAME</b>
WEEK 3 (TR)	Transitioning (BP > BPO) <b>MODEL SESSION 1</b>	Transitioning (BPO > BP) <b>MODEL SESSION 2</b>	<b>GAME</b>
WEEK 4 (BP)	Attacking <b>MODEL SESSION 1</b>	Playing out from the back <b>MODEL SESSION 2</b>	<b>GAME</b>
WEEK 5 (BPO)	Disturbing/pressuring <b>MODEL SESSION 2</b>	Defending/recapturing <b>MODEL SESSION 2</b>	<b>GAME</b>
WEEK 6 (TR)	Transitioning (BP > BPO) <b>MODEL SESSION 1</b>	Transitioning (BPO > BP) <b>MODEL SESSION 2</b>	<b>GAME</b>

In this example, every week the focus is on one **Main Moment**. In week one the focus is on Ball Possession, in week two on Ball Possession Opponent and week three on Transitioning.

Creative coaches who understand the methodology will be able to design 6-week cycles and a season plan that suits their team best. Maybe your team has to improve in possession of the ball and are already sufficiently proficient defensively and in transition. You could then choose to spend a whole 6-week cycle focused on Ball Possession.

When you have 3 sessions per week, our advice is to limit the duration of the sessions to 75 minutes and rest the players the day before as well as the day after the game. If the game is on Saturday this would mean training on Mondays, Tuesdays and Thursdays.

4 sessions per week would only be acceptable in a first class environment, such as a National Training Centre program, where there is a full-time, professional coach and qualified support staff. Player welfare is paramount.

In the wrong setting, 4 sessions per week could be harmful.

The best advice for a coach in this age-group would be to attend the **FFA Youth C Licence course**. This will provide you with more ideas and insight on session, cycle and season planning and developing your team.

# 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 – **FORM**ation 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 – **FORM**ing of **GOOD** playing and Training habits in game like situations

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.

# 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.

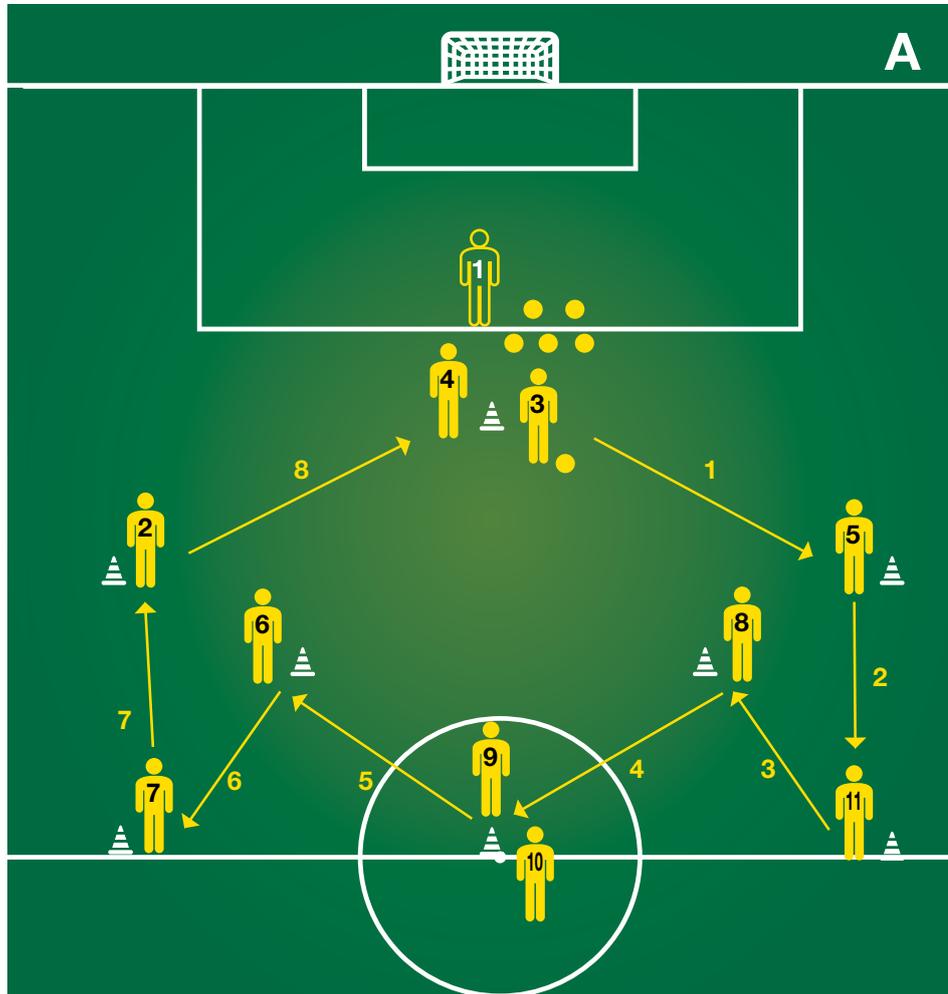
# Game Training Certificate Timetable

Module number	Session	Program information	Time allocated
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 -PLAYING OUT OF THE BACK – STRUCTURED BUILD UP	Presenter conducts model session on Warm Up / Passing Practices component only	20 MINUTES
		Candidates plan to conduct their session	10 MINUTES
		Candidates conduct session on Warm Up / Passing practices (4 x A's)	60 MINUTES (INC DISCUSSION)
3	TOPIC - MIDFIELD PLAY	Presenter conducts model session on Positioning Games component only	20 MINUTES
		Candidates plan	10 MINUTES
		Candidates conduct session on Positioning Games (4x B's)	60 MINUTES (INC DISCUSSION)
<b>END SESSION 1</b>			
	RECAP	Review sessions in group discussion	15 MINUTES
4	TOPIC - ATTACKING	Presenter conducts model session on Game Training component only	20 MINUTES
		Candidates plan	10 MINUTES
		Candidates conduct session on Game Training (4 x C's)	60 MINUTES (INC DISCUSSION)
5	TOPIC – DISTURBING AND PRESSURING	Presenter conducts model session on Training Game component only	20 MINUTES
		Candidates plan	10 MINUTES
		Candidates conduct session on Training Game Games (4x D's)	60 MINUTES (INC DISCUSSION)
<b>END SESSION 2</b>			

Module number	Session	Program information	Time allocated
6	TOPIC – DEFENDING / RECAPTURING	Presenter conducts a model session showing ALL 4 components of the topic	60 MINUTES (INC DISCUSSION)
		Candidates (Group 1) plan	10 MINUTES
		Group 1 conducts a session on all 4 components of Defending / recapturing	60 MINUTES (INC DISCUSSION)
7	TOPIC – TRANSITIONING BP - BPO	Presenter conducts a model session showing ALL 4 components of the topic	60 MINUTES (INC DISCUSSION)
		Candidates (Group 2) plan	10 MINUTES
<b>END SESSION 3</b>			
8		Group 2 conducts a session on all 4 components of Transitioning BP – BPO	60 MINUTES (INC DISCUSSION)
9		Group 3 conducts a session on all 4 components of any of the first 4 topics	60 MINUTES (INC DISCUSSION)
10		Group 4 conducts a session on all 4 components of any of the first 4 topics	60 MINUTES (INC DISCUSSION)
11		Presenter leads discussions on the Six Weeks Cycle. All groups must have an opportunity to present a whole session, should time not permit this because of numbers attending the presenter will use their group management skills	20 MINUTES
12	COURSE CLOSURE	The total time of the last Session will depend on the number of candidates / groups. It is understood that this session will be at least 210 minutes.	10 MINUTES
<b>END SESSION 4</b>			

# Game Training Model Sessions

## Playing out from the back Model Session 1



### 1. Warm-up: passing exercise

- Players in game positions #2; 3/4; 5; 6; 7; 8; 9/10; 11 as shown in diagram A
- If the number of players allows/requires: a similar organisation on the other half of the pitch
- Players #3 & #4 as well as the goalkeeper(s) at the starting position
- The players pass the ball around in a 'logical' sequence (1-8)

### Possible Coaches Remarks:

- "Follow your pass to the next position"
- "Pass precision and ball speed"
- "Now we go in the opposite direction" (to the right)
- "Gradually increase your running speed"

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

<b>S</b>	<hr/> <hr/> <hr/> <hr/>
<b>E</b>	<hr/> <hr/> <hr/> <hr/>
<b>T</b>	<hr/> <hr/> <hr/> <hr/>
<b>U</b>	<hr/> <hr/> <hr/> <hr/>
<b>P</b>	<hr/> <hr/> <hr/> <hr/>

**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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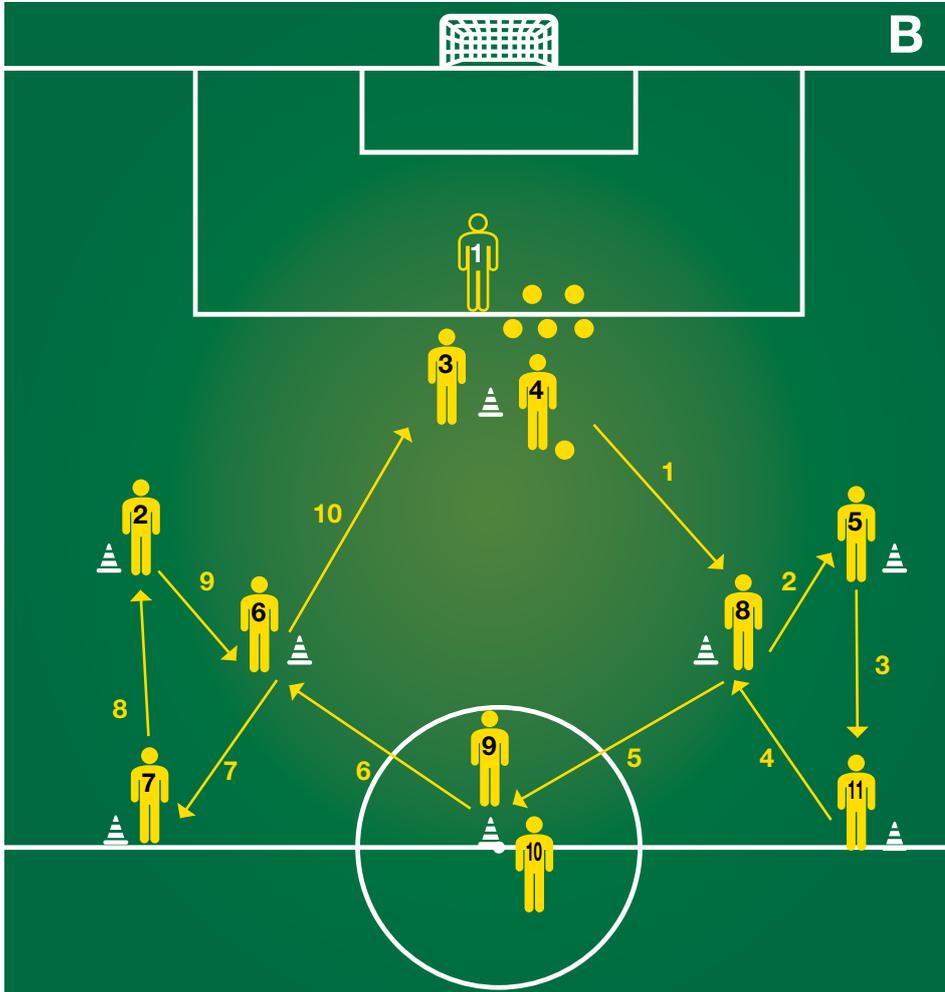
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# Game Training Model Sessions

## Playing out from the back Model Session 1

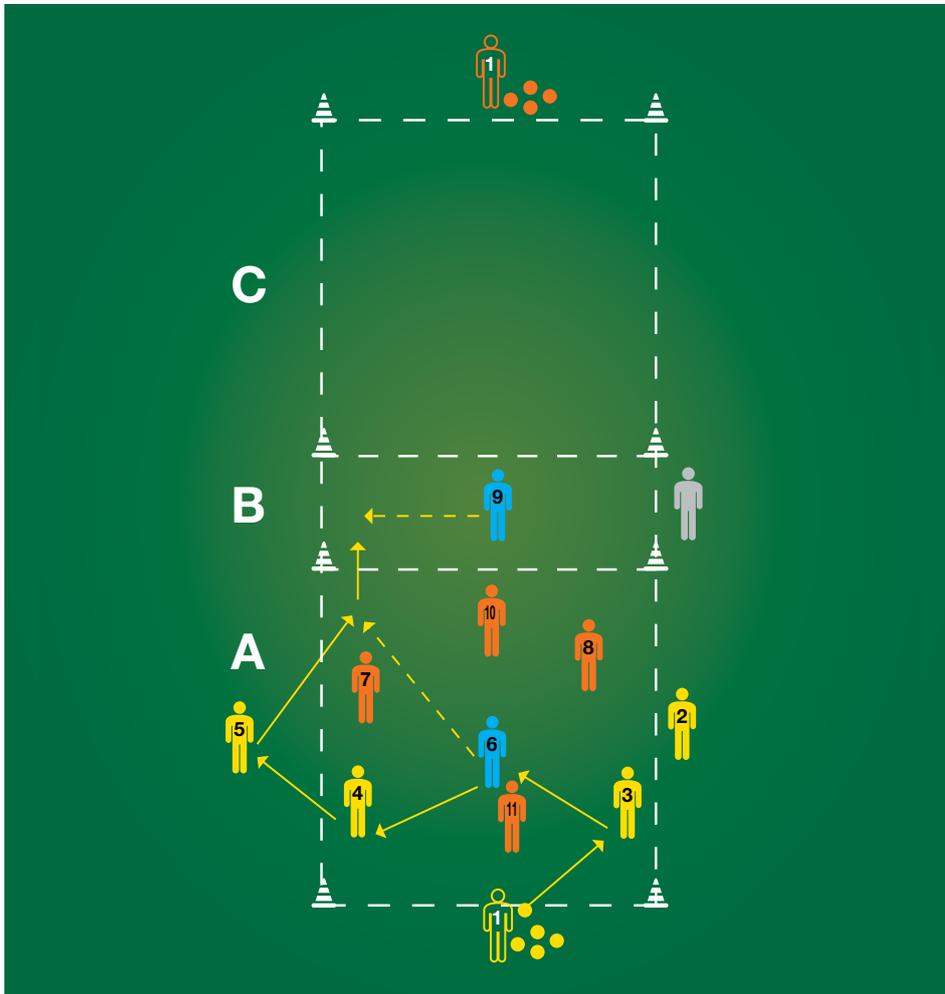


- “Here is another variation” (see diagram B)
- “Now just improvise but use a logical order and every player must touch the ball”

### Progression:

- A 2nd ball can be introduced when the first ball reaches the #9 position.

## Playing out from the back Model Session 1

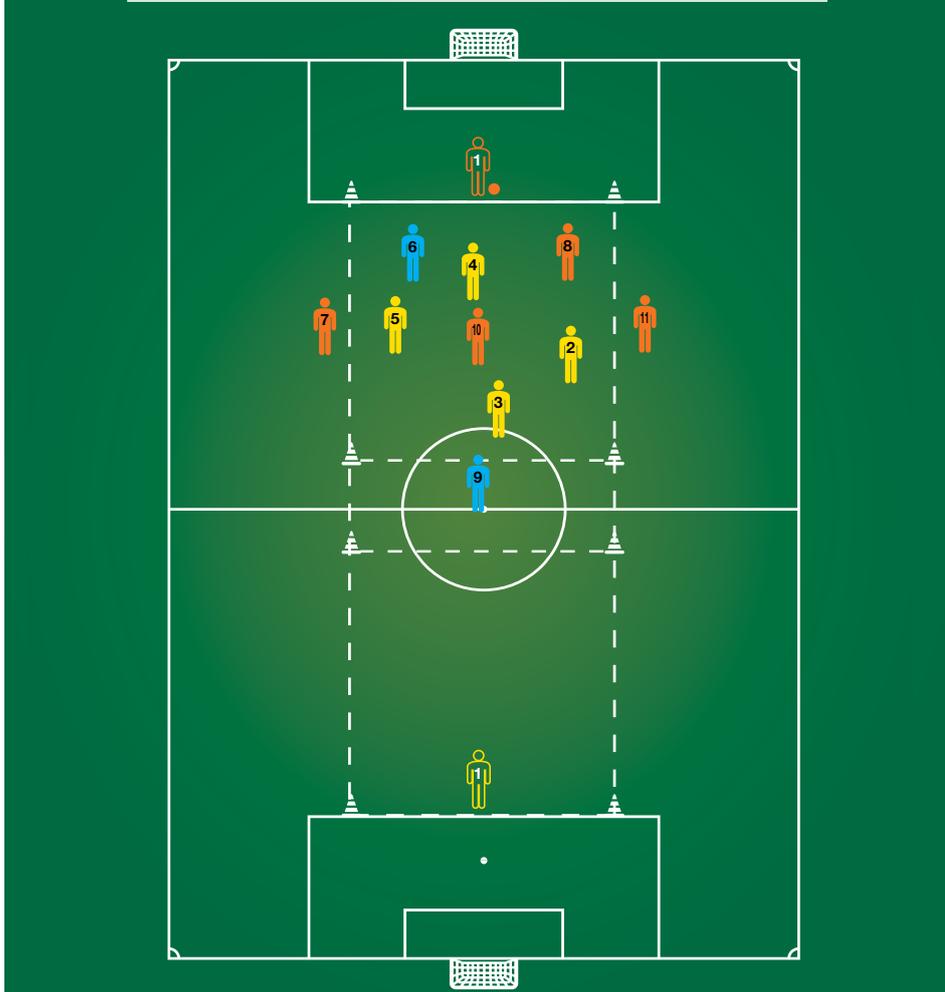


### 2. Positioning game: 7 v 4

- 2 grids of approximately 30m x 30m (A & C) separated by a grid of 10m x 30m (B)
- 2 groups of 4 outfield players
- Yellow consisting of the players #2-3-4-5
- Orange consisting of the players #7-8-10-11
- #9 and #6 are neutral players who always play with the team in possession; #9 in grid B; #6 in the grid where the positioning game takes place (see diagram)
- 2 goalkeepers positioned on each back line
- Players #3-4-6 as much as possible in their game positions with #2 and #5 positioned on the edge of the grid
- #1 yellow starts the game and yellow must try to get the ball to #9 but only #3; 4 or 6 can pass to #9
- If yellow succeeds: start again with #1 yellow
- If orange wins the ball in grid A, they must try to pass to #9 in grid B or their goalkeeper at the far end. All players then cross over to grid B where the game restarts with orange in possession and yellow defending

# Game Training Model Sessions

## Playing out from the back Model Session 1



- Now the orange team in prescribed positions (see diagram)

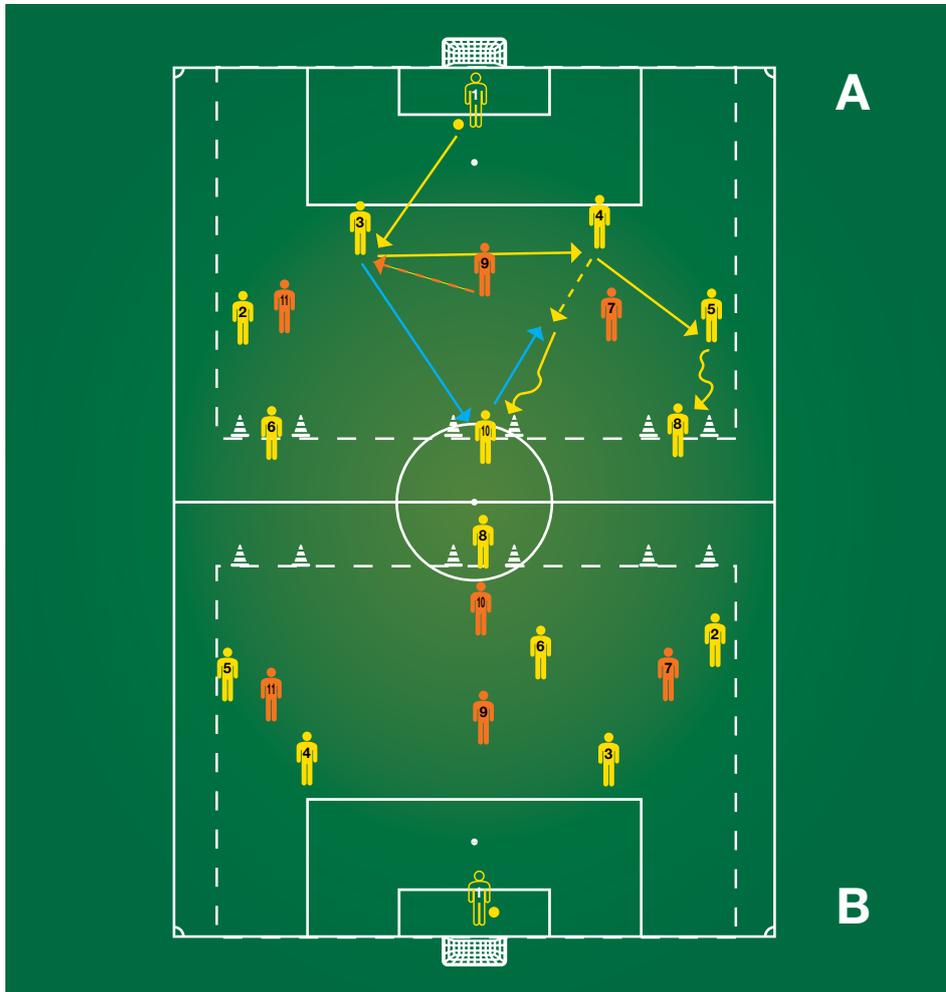
### Steps up or down:

- Make grids bigger/smaller
- Free/limited touches
- Stop-start change of grids/'flying' change of grids
- #9 must pass the ball back in to the hands of #1

### Remark:

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

## Playing out from the back Model Session 1



### 3. Game training component:

Yellow defence (#1-2-3-4-5) playing out from the back against orange attack (#7-9-11)

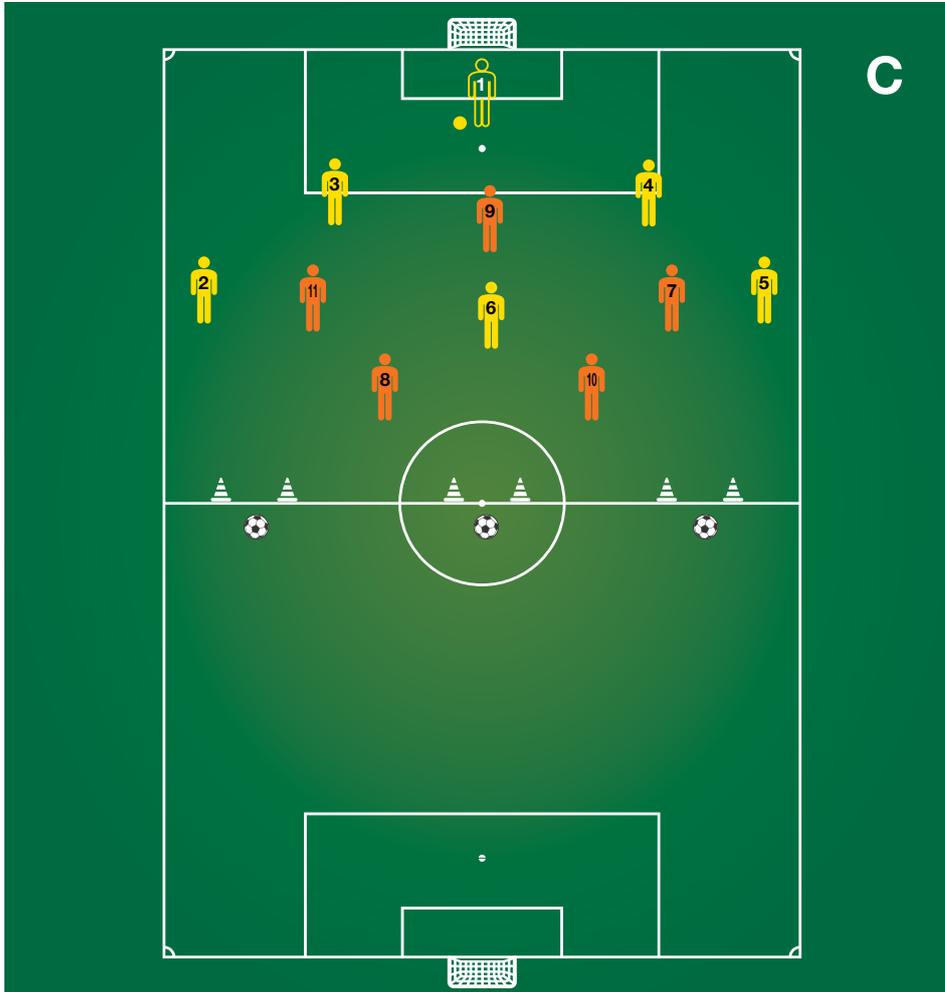
- Goalkeeper (yellow #1) starts by serving the ball to one of the defenders
- The objective for the yellow defenders (#2, #3, #4, #5) is to dribble the ball through one of the three gates (see yellow lines in diagram A)
- Yellow team can also use #6, 8 and 10 as bouncers (see blue lines in diagram A)
- If orange wins the ball, attack the goal and try to score (one attempt only) if orange loses the ball, the action has ended
- Every restart is from yellow goalkeeper

### Progression (see diagram B):

- Yellow #6 comes in as a player to help the yellow achieve their objective
- Yellow #10 joins the **orange** team as a direct opponent of yellow #6 in the field
- This leaves yellow #8 as the only 'bouncer'

# Game Training Model Sessions

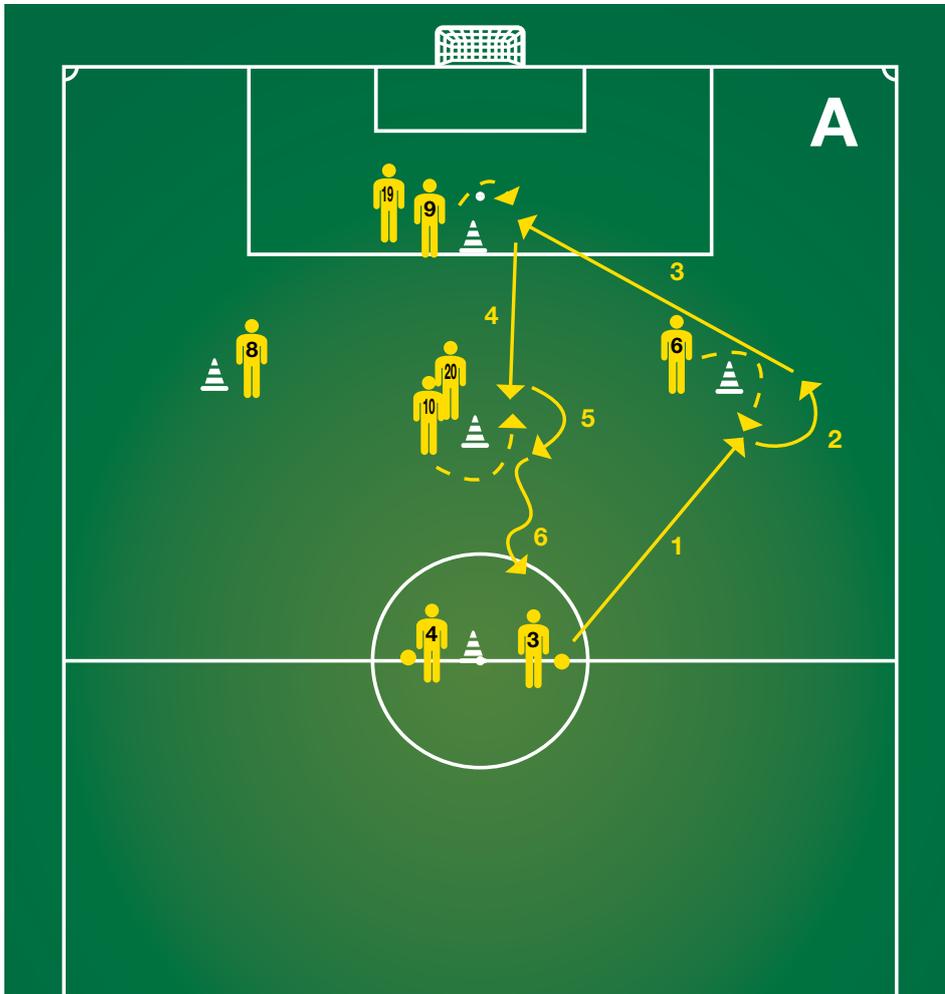
## Playing out from the back Model Session 1



### 4. Training Game: 5 v 5 + goalkeeper

- Yellow defends the big goal; orange defends the three gates on the halfway line
- Orange: try to score in big goal
- Yellow: try to score in one of the gates
- Offside rule applies
- Maintain the organisation/formations

## Midfield play Model Session 1

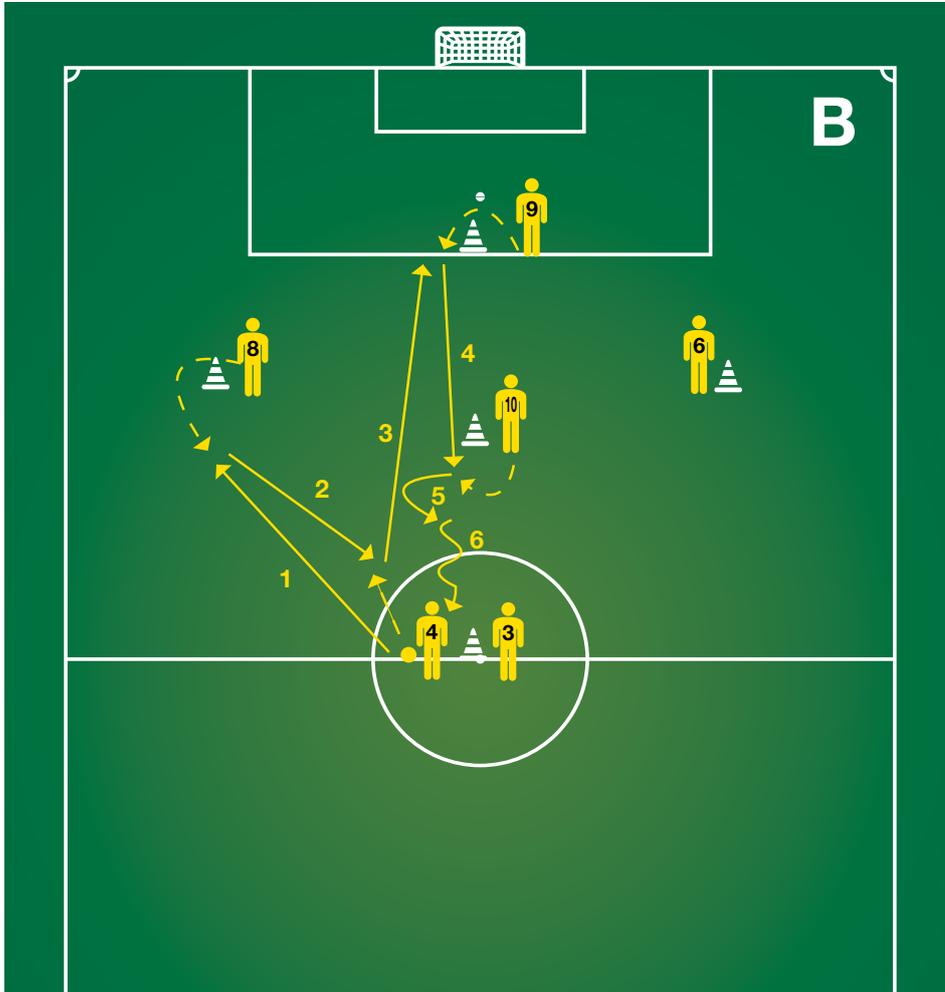


### 1. Warm-up: passing exercise (see diagram A)

- Players in game positions as shown
- At least 2 players in positions #3/#4, #10 and #9
- #6 checks off and asks for the ball; #3 passes to #6 and coaches “turn” (1)
- #6 receives & turns (2) and passes to #9 (3)
- #9 bounces the ball to supporting #10 (4)
- #10 turns away (5) and dribbles to the starting position of #3 (6)
- All players move to the next position (“follow your ball”)
- Now the same via the left side starting with #4 passing to #8

# Game Training Model Sessions

## Midfield play Model Session 1



### Variation 1 (see diagram B)

- #8 checks off and asks for the ball; #4 passes to #8 and coaches “man on” (1)
- #8 bounces the ball back to #4 (2)
- #4 passes to #9 (3) who bounces to the supporting #10 (4)
- #10 receives and turns (5) and dribbles to the starting position of #3 (6)
- Player rotations are as follows: #4 then goes to where #8 was, #8 goes to #9, #9 to #10, and #10 ends up at the beginning where the sequence was started

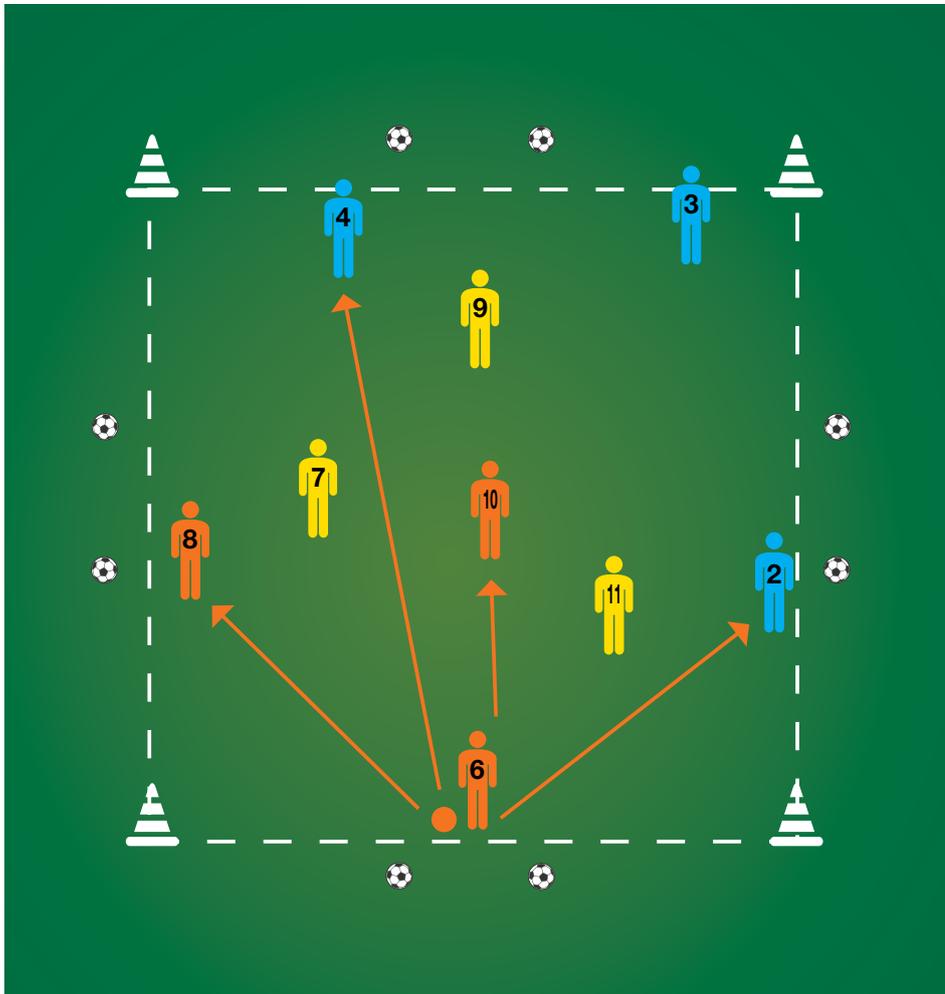
### Variation 2

- Choice of two options for #6 and #8 **depending on whether number 3 and 4 say “turn” or “man on”**
- Early cue from #3 and #4 is now essential

### Coaching points of attention:

- Pass precision and pass direction (to proper foot; proper ball speed)
- Tuning of actions
- Anticipation & movement without ball
- Verbal and non-verbal communication

## Midfield play Model Session 1



### 2. Positioning game: 6 v 3

- Grid of approximately 30m x 30m (dependent on level of players)
- 3 groups of 3; one group consisting of the midfield players #6-8-10
- 6 players (orange and blue) keep possession against 3 defenders (yellow)
- Always one 'link' player in the centre (preferably a midfielder)
- Provide 4 options (left; right; central and far) for the player on the ball through proper positioning
- When the group of 6 loses possession, the whole team of the player that turned over the ball must now defend

#### Steps up or down:

- Make grid bigger/smaller
- Free/limited touches
- Stop-start change of defenders
- 'Flying' change of defenders

# Game Training Model Sessions

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

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

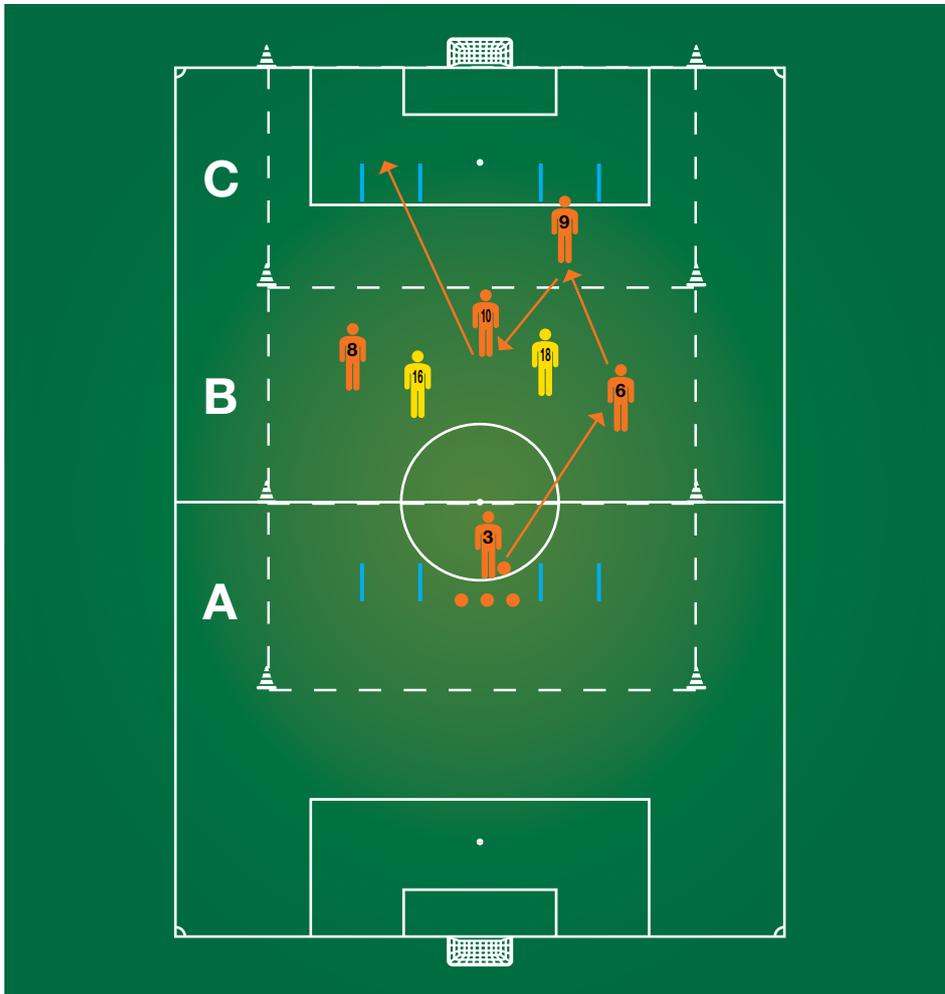
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## Midfield play Model Session 1



### 3. Game training component:

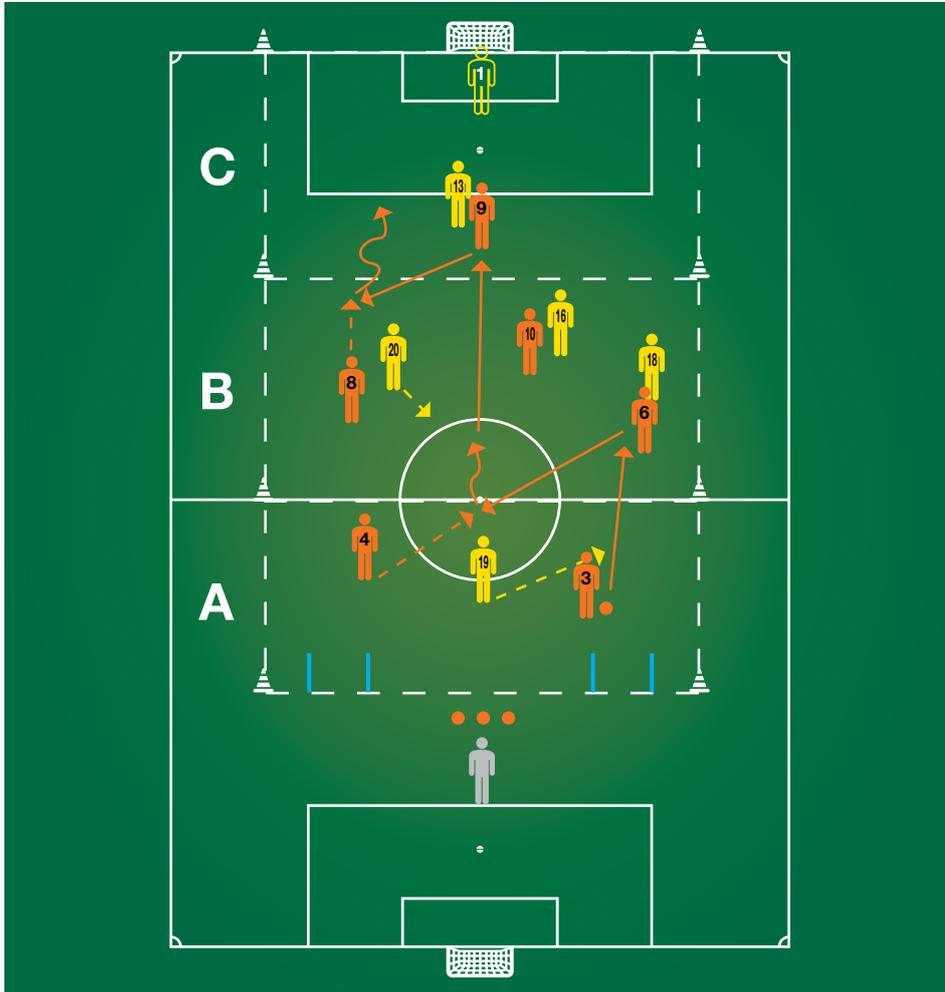
- Starting situation: 3 grids (A;B;C) players must stay in their designated area
- Every attack starts with a pass from orange #3 in grid A to one of the midfielders
- Orange midfielders #6-8-10 play in grid B against 2 opponents (3 v 2) and can use orange #9 in grid C as a 'bouncer'
- When one of the midfield players is free on the ball facing forward, they try to pass through one of the gates in grid C
- When the yellow midfielders #16 or #18 win the ball, they try to pass through one of the gates in grid A

### Progression 1:

- Add another yellow player in grid B (3 v 3)
- 3 v 3 in grid B. #3 orange is now allowed to dribble into grid B and create a numerical advantage (4 v 3)

# Game Training Model Sessions

## Midfield play Model Session 1



### Progression 2:

- Remove the gates from grid C
- Add a yellow defender (#13 yellow) in grid C against #9 orange.
- One player from grid B can now enter into grid C to create a 2 v 1 situation
- Finish on goal against a goalkeeper

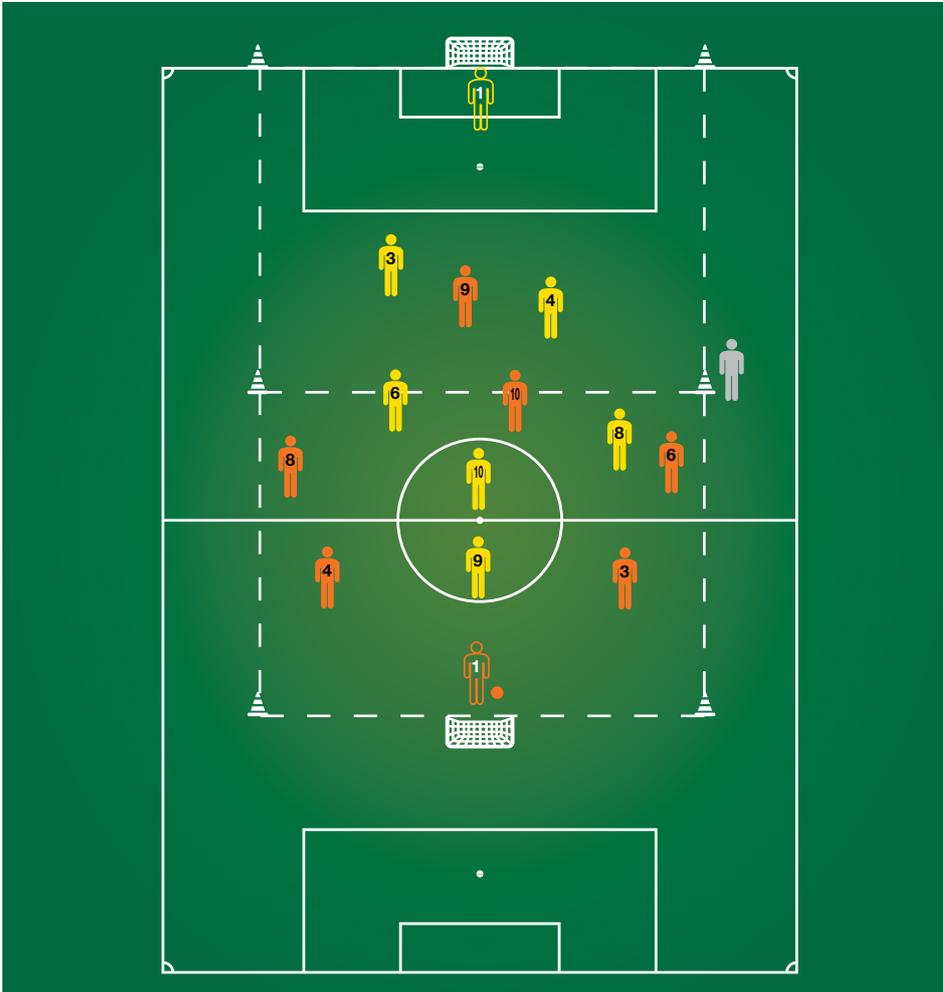
### Progression 3:

- Place the gates in grid A on back line
- Add #4 orange and #19 yellow in grid A (2 v 1)
- Every new action starts with the coach now serving the ball to orange #3 or #4 (see diagram)
- If yellow recaptures the ball in grid A or B, #19 can score through the gates

### Progression 4:

- Narrow the grids (width of the box)

## Midfield play Model Session 1

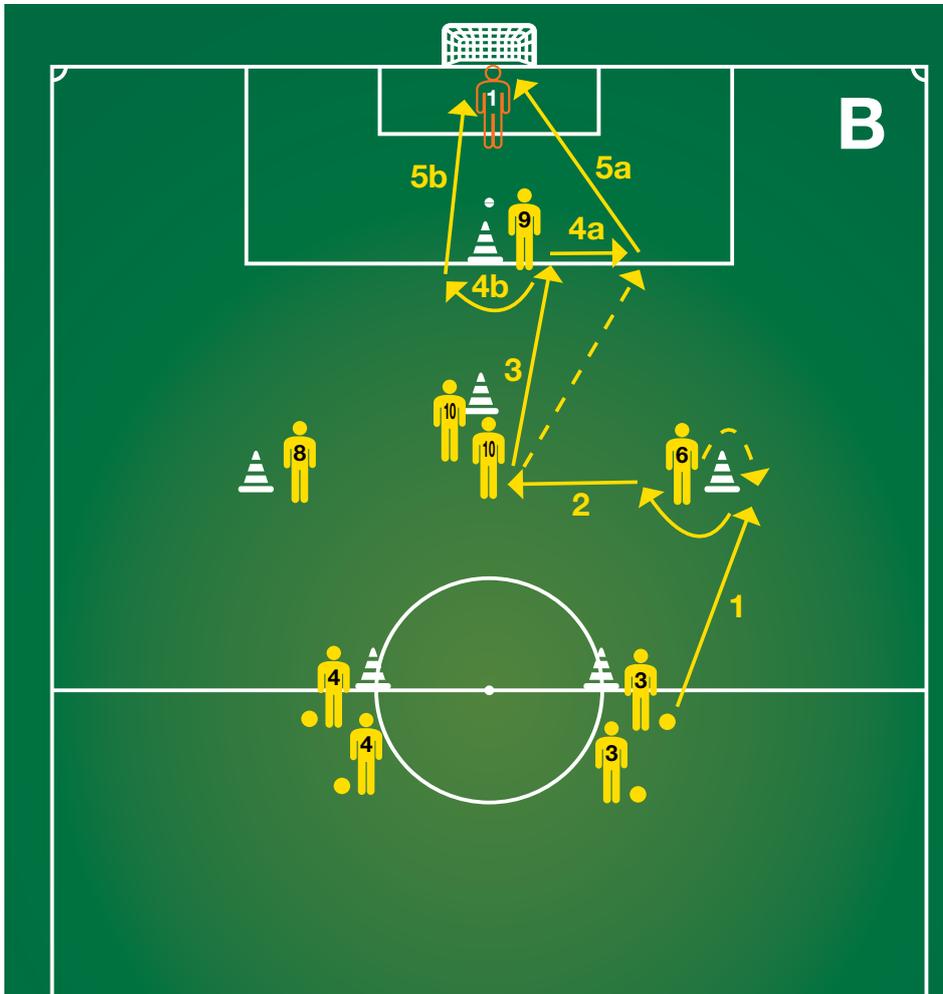


### 4. Training game - 7 v 7 (6 v 6 with goalkeepers):

- Field long and narrow to emphasise midfield play through central axis
- Both teams in a 1 (GK)-2-3-1 formation
- Offside rule applies
- Coaching 'on the run'



## Attacking Model Session 1 (central areas)



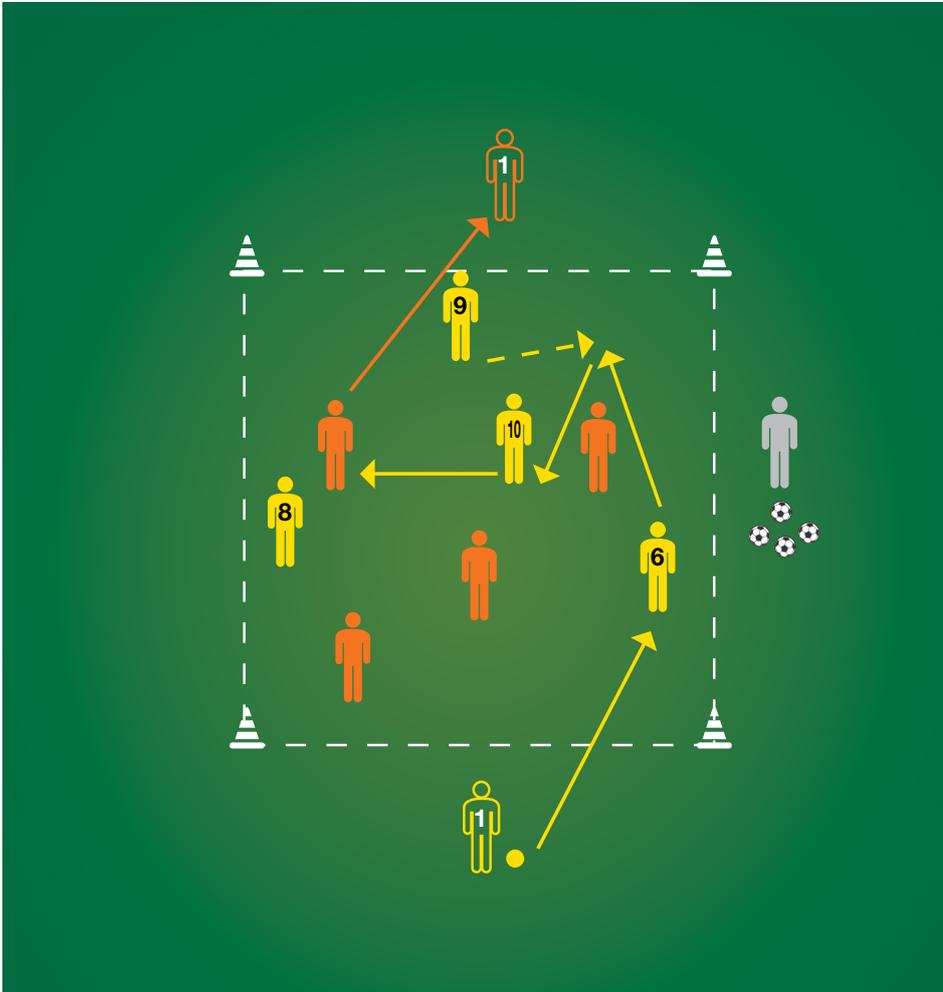
- Introduce a variation (see diagram B)
- Give #9 the option to bounce with #10 (4a/5a) or turn away and finish themselves (4b/5b)

### Coaches focus points

- Pass precision and pass direction (to proper foot; proper ball speed)
- Tuning of actions
- Anticipation & movement without ball
- Verbal and non-verbal communication

# Game Training Model Sessions

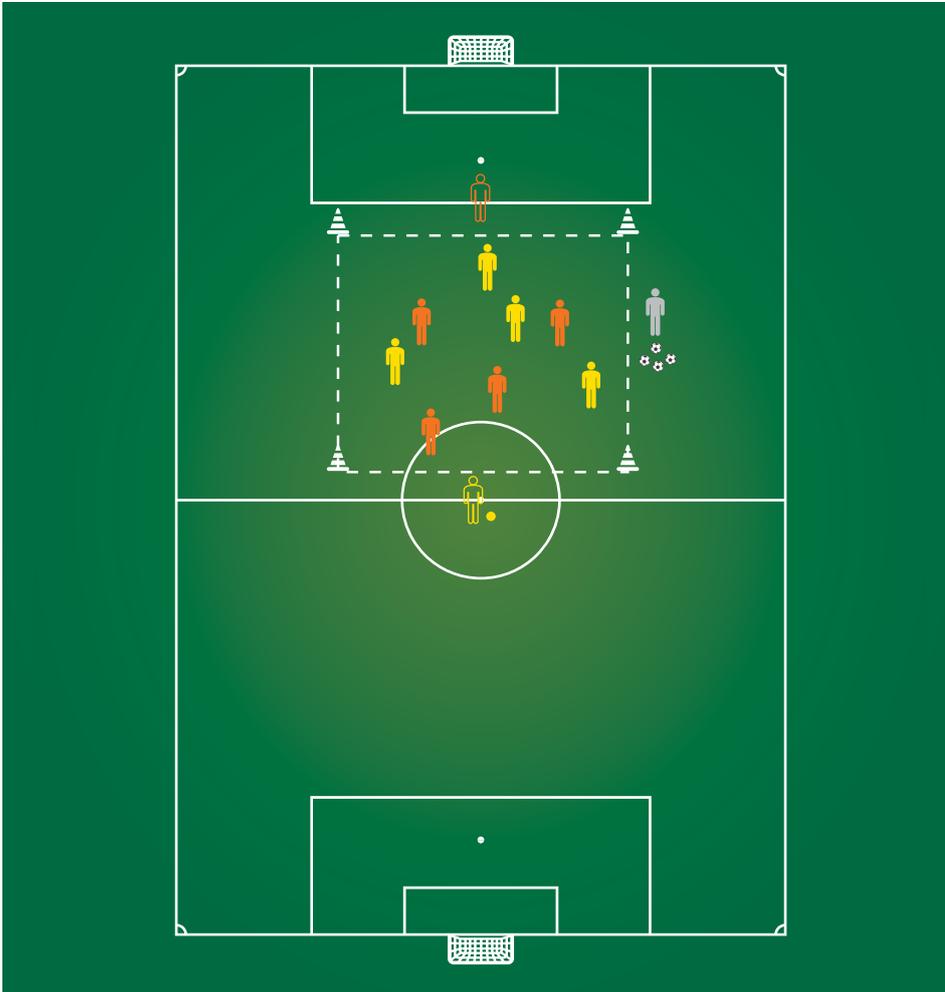
## Attacking Model Session 1 (central areas)



### 2. Positioning game: 5 v 4

- A grid of approximately 30m x 30m (dependent on level of players)
- 2 groups of 4 outfield players; one group consisting of the players #6-8-9-10
- 2 goalkeepers positioned behind each back line
- 5 (yellow) keep possession against 4 (orange)
- Players as much as possible in their game positions, with #10 in the middle (see diagram)
- Provide 4 options (left; right; central and far) for the player on the ball through proper positioning
- When orange wins the ball, they must try to pass to their goalkeeper, 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

## Attacking Model Session 1 (central areas)



### Steps up or down:

- Make grid bigger/smaller
- Free/limited touches

### Remark:

- Position the grid in a 'game realistic' area of the field (see diagram)



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

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**What are the key elements of Game Training?**

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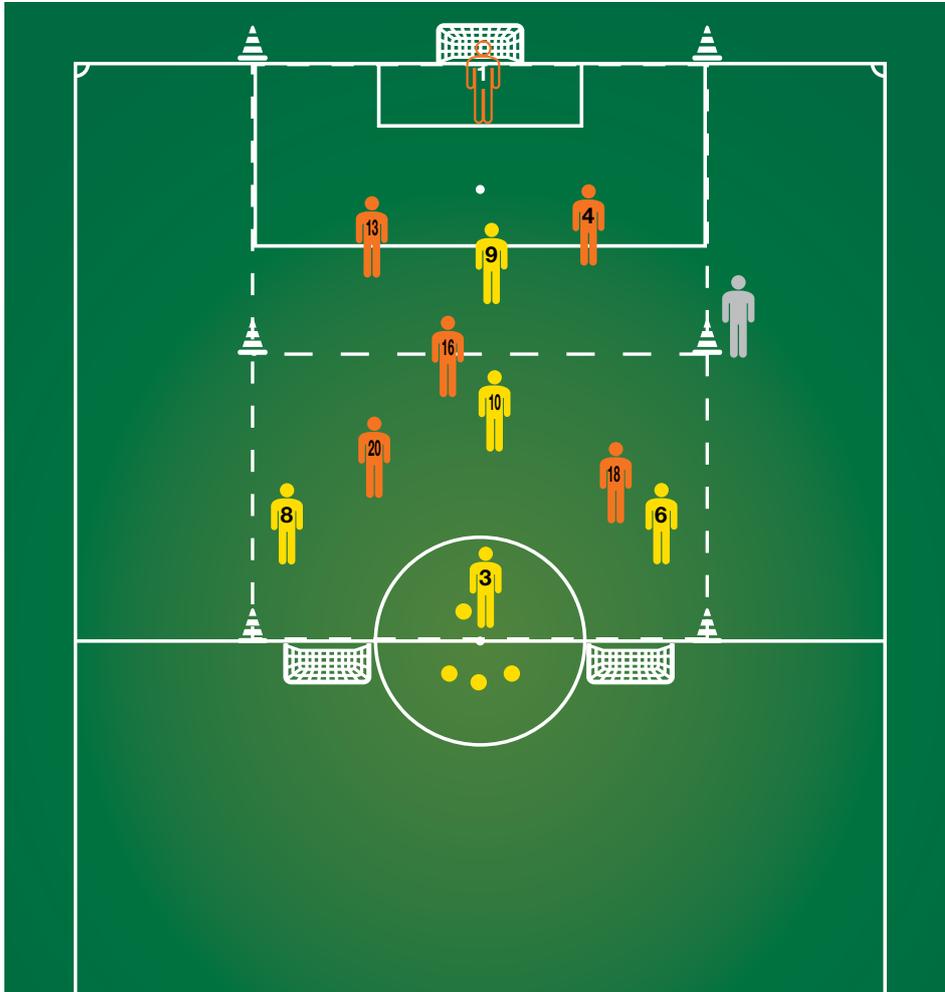
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# Game Training Model Sessions

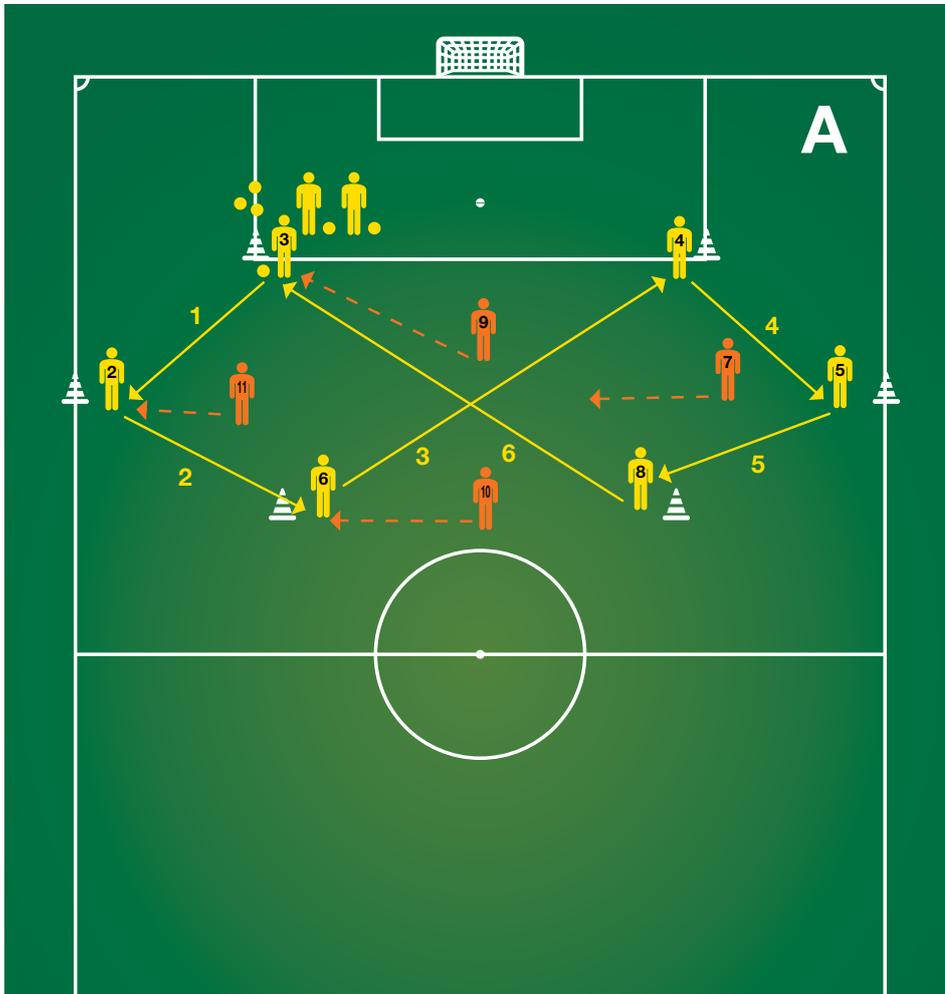
## Attacking Model Session 1 (central areas)



### 4. Training game: 5 v 5 + goalkeeper

- Yellow team attacks the big goal, orange can score in the small goals
- Normal rules, including offside
- Yellow team in 1(DF)-3(MF)-1(FW) formation
- Orange team in GK-2(DF)-3(MF) formation
- Coaching 'on the run'

## Disturbing and Pressuring Model Session 1

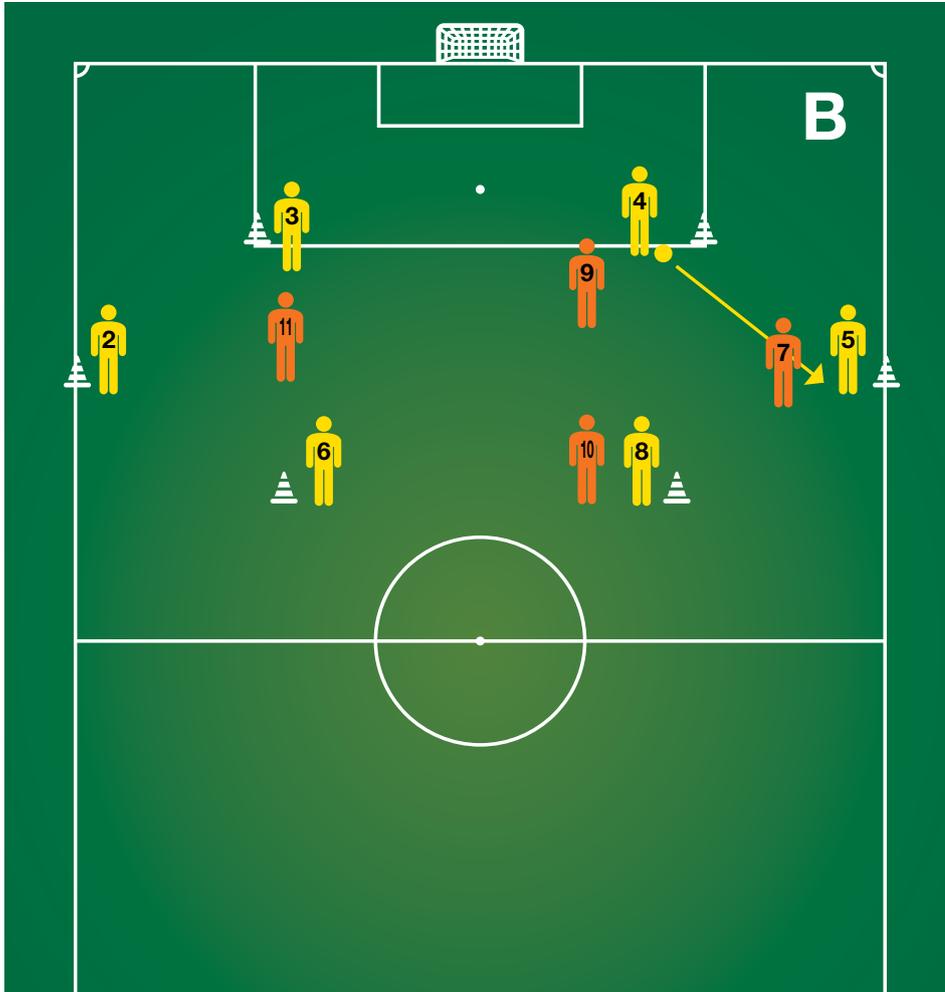


### 1. Warm-up: passing exercise

- Players #2; 3; 4; 5; 6 & 8 yellow and #7; 9; 10 & 11 orange position themselves as shown in diagram A
- At least two players at the starting position (yellow #3)
- At the coach's signal, #3 starts the passing drill as shown (1-6) with the yellow players following their pass to the next position/cone
- As the ball moves the orange attackers must move as a unit too, keeping their relative distances the same
- After pass 1 they must be in the positions indicated by the dotted arrows in diagram A
- Orange #7 must be in a position where they can pressure both #4 and #8 yellow when the ball is on the opposite side (e.g. with yellow #2)
- Every new pass all four orange players shift and adjust their positions

# Game Training Model Sessions

## Disturbing and Pressuring Model Session 1



- At pass 4 the positions of the orange players are as shown in diagram B

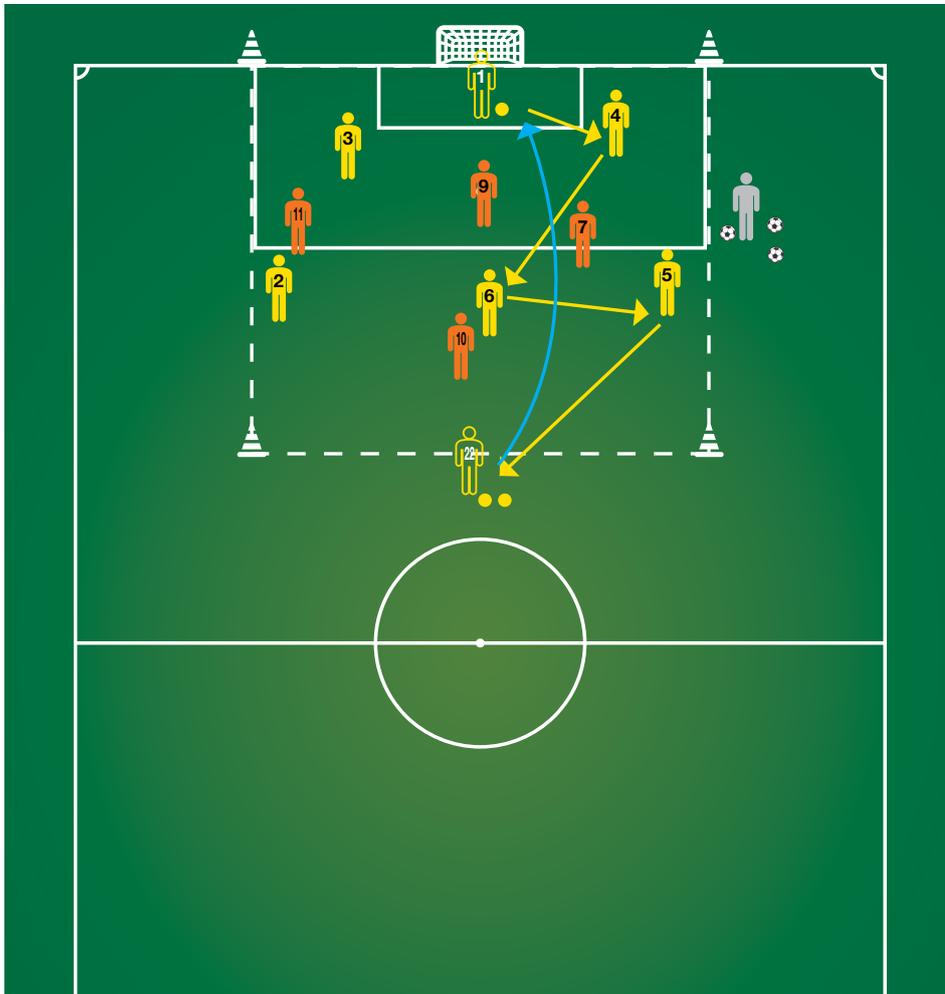
### Progression:

- Increase passing and running speed
- Sudden change of pass direction on coach's call (#3 yellow to #4; #4 to #5 etc)
- Introduce a second passing sequence
- Free instead of prescribed passing sequence

### Remark:

- Rotate the four attackers regularly with another group of attackers

## Disturbing and Pressuring Model Session 1



### 2. Positioning game: 7 v 4

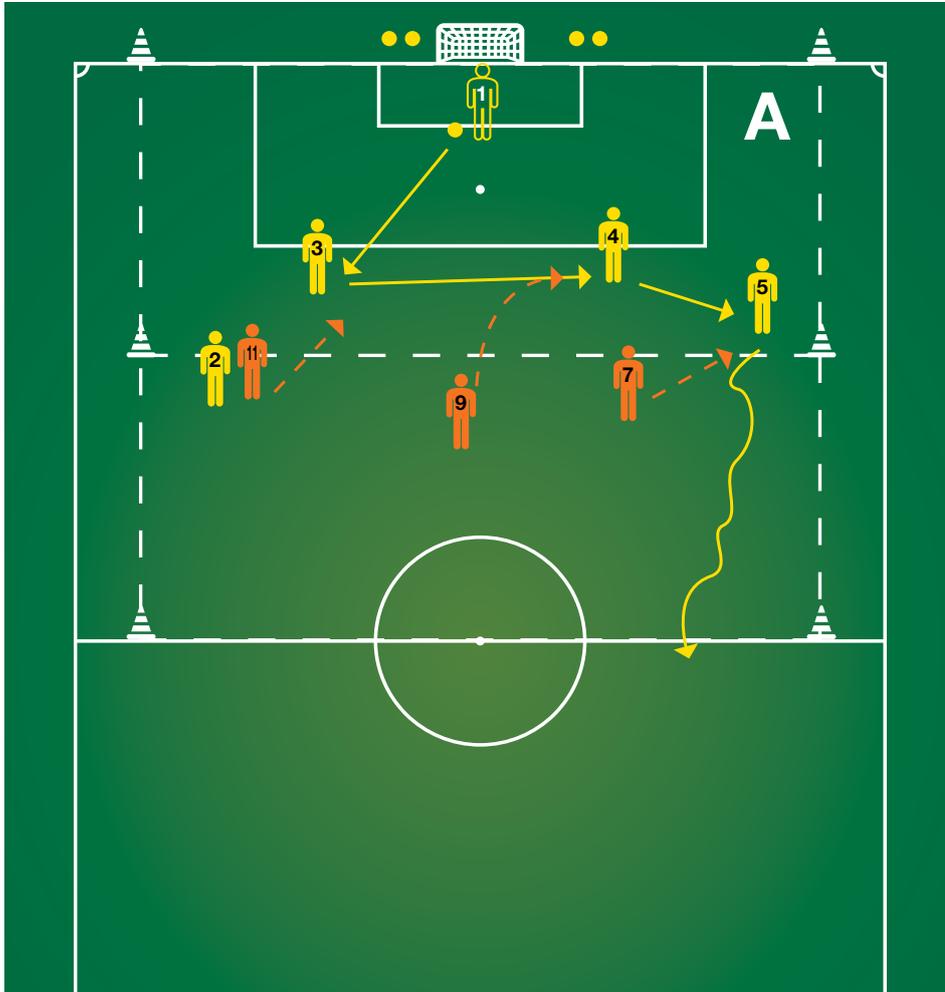
- A grid of approximately 40m x 40m
- 2 teams, orange and yellow
- Yellow consisting of the outfield players #2-3-4-5-6 and the goalkeepers #1 and #22. Orange consisting of the players #7-9-10-11
- Goalkeeper #1 in the goal; #22 positioned on the opposite back line (see diagram)
- Players as much as possible in their game positions
- #1 yellow starts the game and yellow must try to pass the ball on the ground to #22
- #22 must pass the ball back to #1 who must catch the ball inside the 6 yard box
- If they succeed, #1 starts again (1 point for yellow)
- If orange wins the ball they try to score (2 or 3 points for a goal)
- If #1 yellow doesn't catch the ball inside the 6 yard box, the coach immediately serves a ball to orange

#### Steps up or down:

- Make the grid bigger/smaller
- Free/limited touches for the yellow outfield players
- Free/limited touches (1/2) for yellow #22

# Game Training Model Sessions

## Disturbing and Pressuring Model Session 1



### 3. Game training component: 5 v 3

- A grid of approximately 50m x 50m divided by a halfway line (see diagram A)
- Yellow defence (#1-2-3-4-5) playing out from the back, orange attack (#7-9-11) must disrupt and pressure yellow's possession
- Goalkeeper (yellow #1) starts every action by serving the ball to #2-3-4 or #5
- The defenders combine till one player can run with the ball across the back line
- The orange team must prevent this and try to win the ball
- If orange wins the ball "attack the goal and try to score" (one attempt only).  
If orange loses the ball the action has ended
- The offside rule applies

### Possible Coaches Remarks:

- "Work as a unit, keeping your relative distances short"
- "Press the player with the ball"
- "Mark/pressure the players closest to the ball and leave the ones which are the furthest away free"
- "You must stay in your positions and keep your formation"

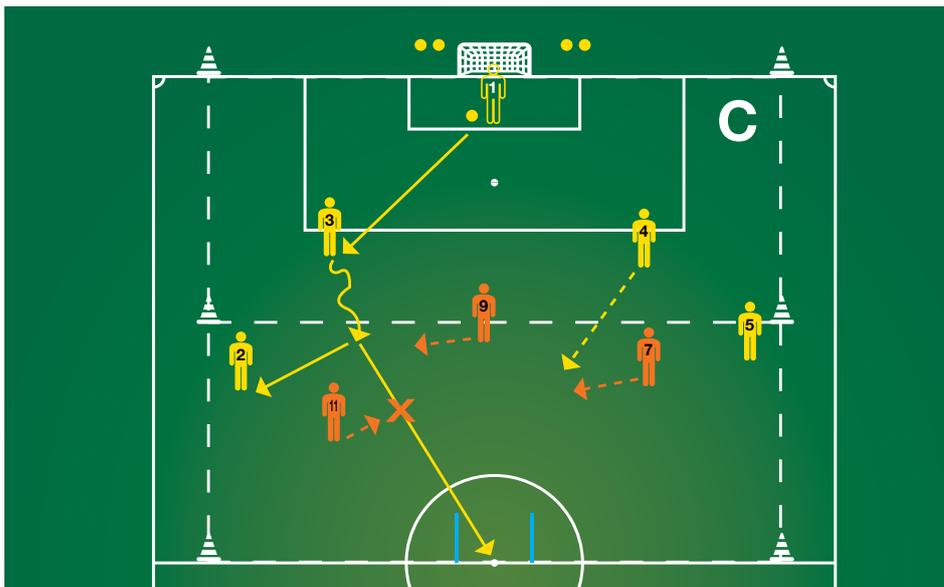
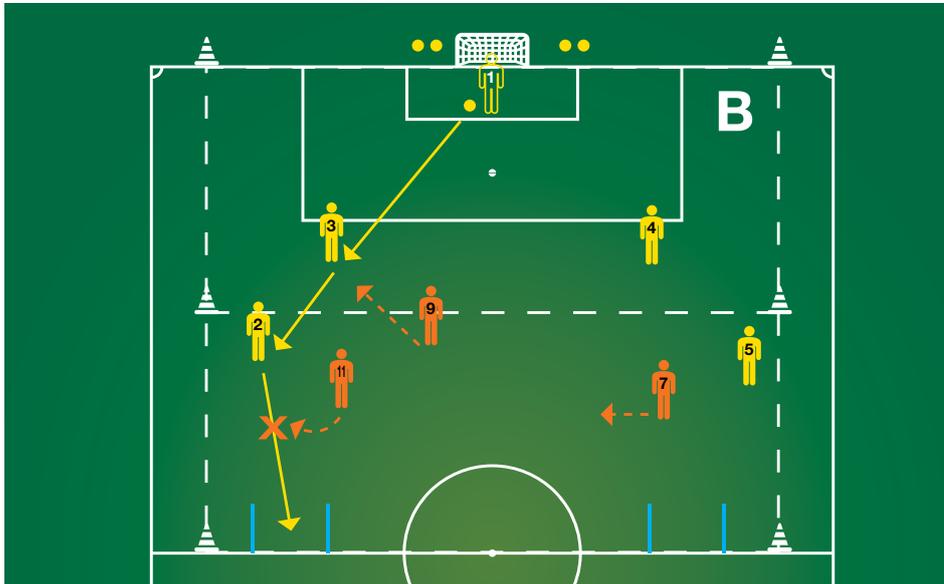
### Step up/down (for orange!)

- Make the pitch wider/narrower
- Free/limited touches (2/3) for yellow
- Free/limited time for yellow to get the ball across the back line

### Remark:

- Yellow is not allowed to go back once the ball has crossed the halfway line of the grid

## Disturbing and Pressuring Model Session 1



### Progression:

- When the ball has crossed the halfway line of the grid, yellow can now score by passing through one of the two gate(s) positioned on the back line

### Option 1 (diagram B):

- Two 5m gates on the wings: this invites yellow to play out using their full-backs. The coach focuses on coaching orange how to prevent/disrupt this

### Option 2 (diagram C):

- One central 5m-7m gate (diagram C): this invites yellow to play out using their central defenders. The coach focuses on coaching orange how to prevent/disrupt this



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

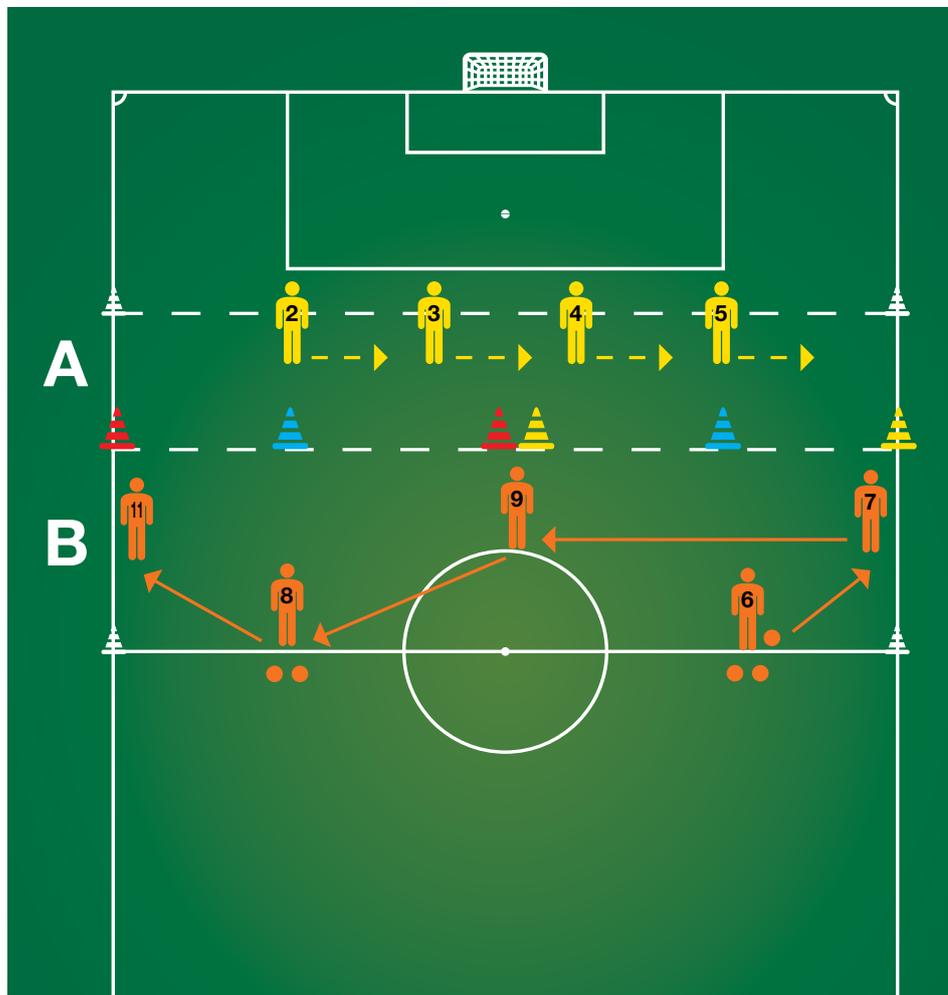
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**What is the main purpose of a Training Game?**

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# Game Training Model Sessions

## Defending/recapturing Model Session 1 (zone defending)



### 1. Warm-up:

- Two grids (A and B) are positioned as shown in the diagram
- Grid A is 10m -15m long and pitch wide. Grid B is approximately 20m long and also pitch wide
- Grids A and B are divided by a line of 3 x 2 cones of different colours positioned across the width of the pitch
- The position of the cones must be exactly as shown in the diagram

1. Blue cones; width of the penalty box

2. Red and yellow cones; sideline-central axis

- Four yellow defenders #2, 3, 4 and 5 position themselves in grid A, spread between the blue cones at an equal distance
- Five (or more) orange players are positioned in grid B, spread across the width of the pitch
- At the coaches signal, the orange players start passing the ball in a random order/direction

- As the ball moves, the yellow defenders must move as a unit too, keeping their relative distances the same
- When the ball goes to #7 orange, they must all be between the yellow cones
- When the ball goes to #9 orange, they must all be between the blue cones
- When the ball goes to #11 orange, they must all be between the red cones
- When the ball is played backwards (to #6 or #8), they must also move slightly forward

### Points of attention for Orange:

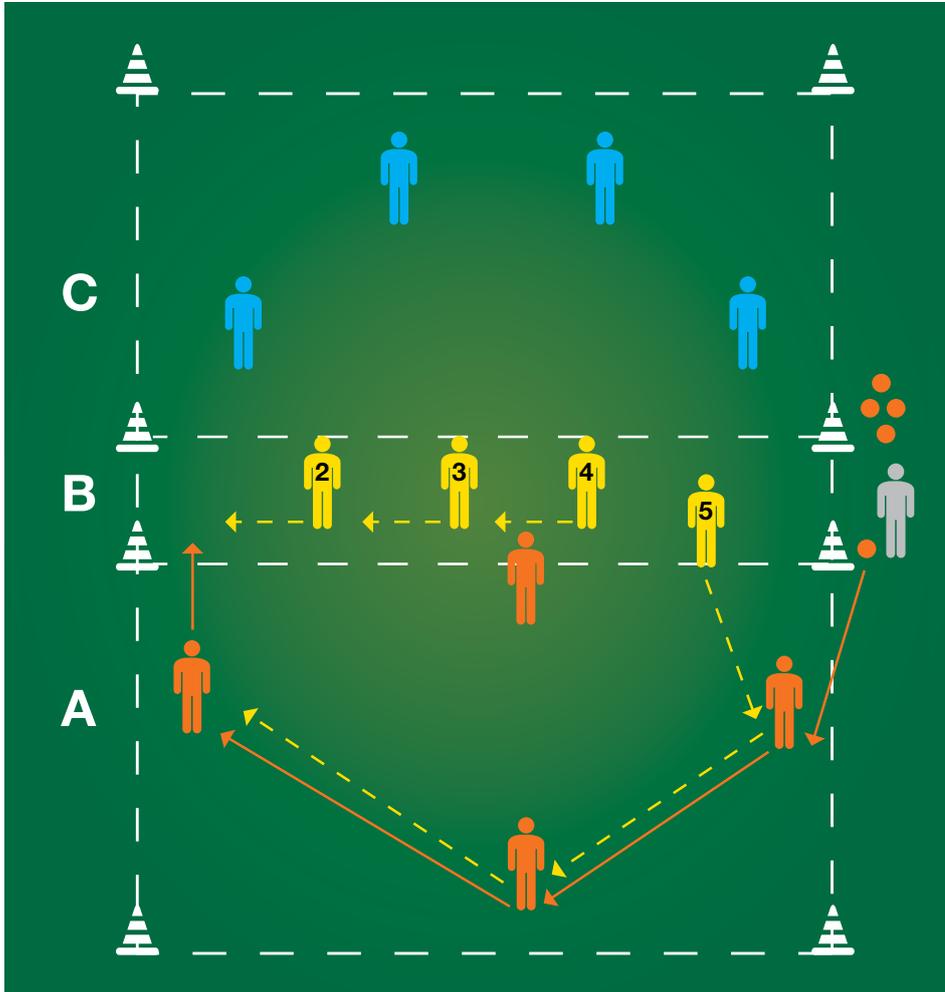
- High ball speed
- Accurate passing
- Quick change of direction

Change defenders regularly.



# Game Training Model Sessions

## Defending/recapturing Model Session 1 (zone defending)



### 2. Positioning game:

- 2 grids of approximately 15m wide and 10m long (A & C) separated by a grid of 15m x 5m (B)
- 3 groups of 4 outfield players in each grid
- Yellow, consisting of the defenders #2-3-4-5, in grid B
- The coach starts the game by passing the ball to an orange player in grid A
- One yellow defender (who is closest) sprints into grid A and chases the ball (4 v 1)
- Orange combines and must try to pass through grid B to a blue player in grid C (ground pass only!)
- The 3 yellow defenders in grid B must work as a unit and adjust their positions depending on the position of the ball

### Steps up or down:

- Make grids wider/narrower (if too easy/difficult for the defenders)
- Make grids A & C shorter/longer (if too easy/difficult for the attackers)
- Free/limited touches for the attackers

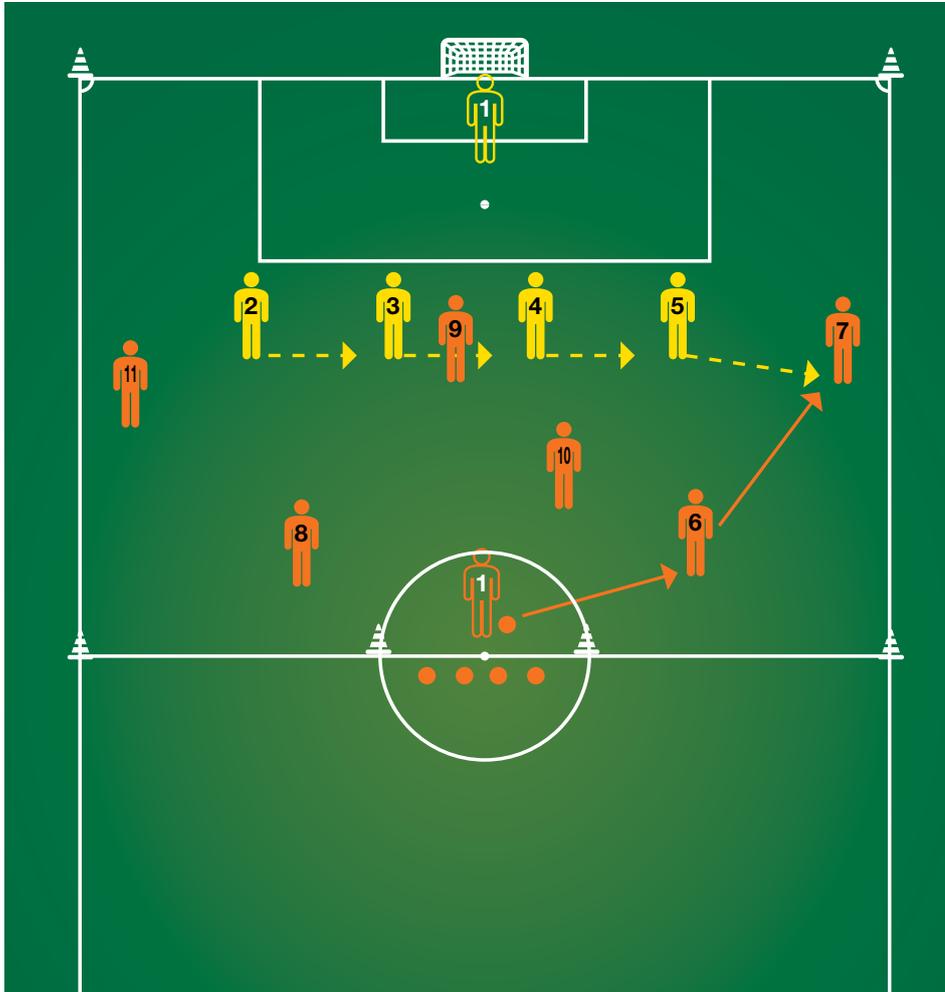
### Remark:

- Encourage attackers to play the killer pass into the opposite zone as often as possible



# Game Training Model Sessions

## Defending/recapturing Model Session 1 (zone defending)



### 3. Game training component: 7 v 5

#### Organisation: 1/2 of a full pitch

- Yellow team consists of (#1-2-3-4-5) defends zonally against orange team (#1-6-7-8-9-10 & 11)
- The orange must try to score by beating yellow's zonal defensive line through combination play; individual actions and/or runs off the ball
- They can use #1 to change the point of attack
- Yellow must stop them by moving as a unit in the direction of the ball ('ball-oriented defending') and pressuring the ball carrier
- The offside rule applies

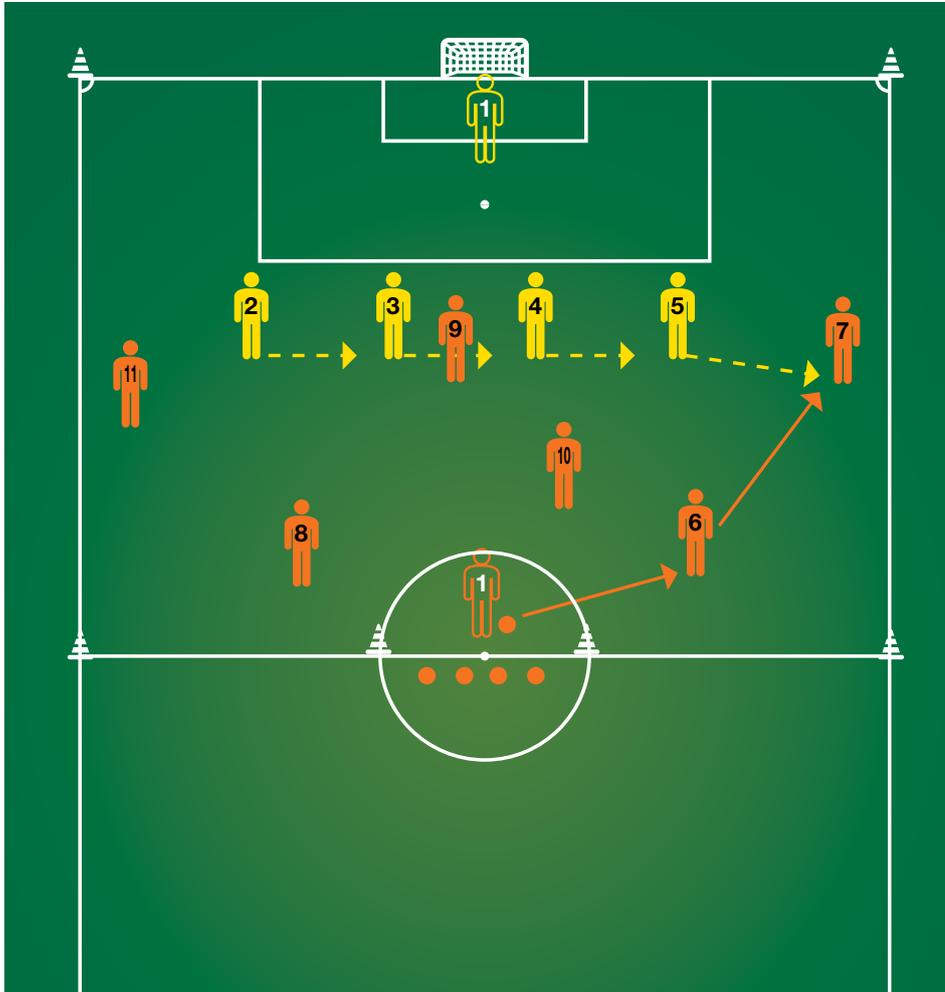
#### Possible Coaches Remarks (with focus on yellow):

- "Keep your relative distances"
- "Cover each other"
- "Press the ball if you can get close to it"
- "Drop as a unit if you see orange is going to play a ball behind the defensive line"
- "Move up if the attackers play the ball backwards"
- "Communicate and coach each other"



# Game Training Model Sessions

## Defending/recapturing Model Session 1 (zone defending)



- If yellow wins the ball: try to pass it into the hands of the orange goalkeeper who must stand in the front half of the centre circle (one attempt only: if yellow loses the ball the action has ended)
- Every restart from the orange goalkeeper

### Step down: (too difficult for the defenders)

- Narrow the pitch
- Limited touches for the attackers

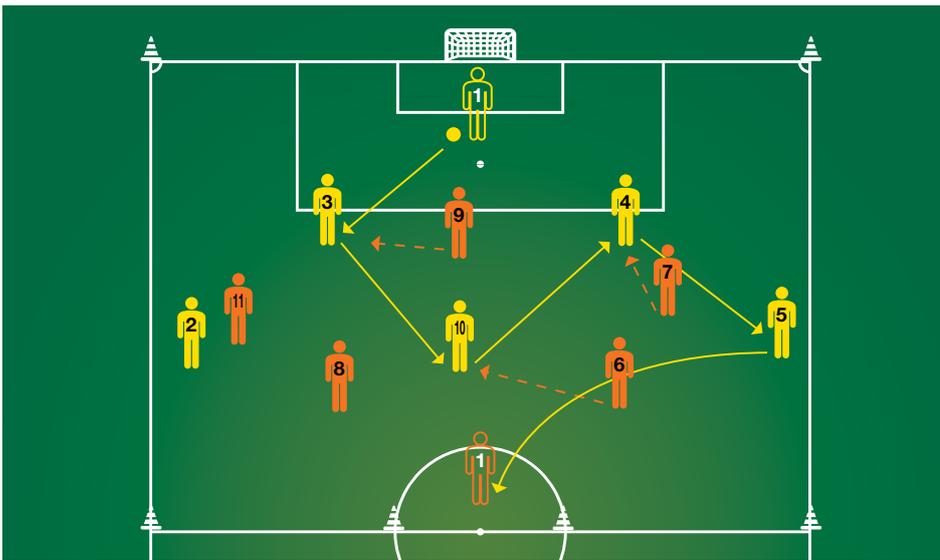
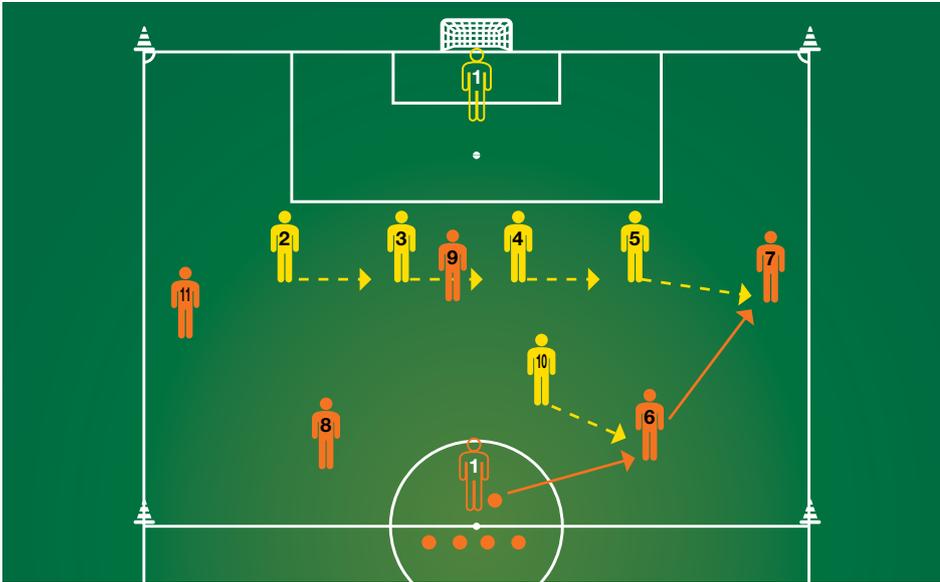
### Progression:

- 8 v 6/9 v 7



# Game Training Model Sessions

## Defending/recapturing Model Session 1 (zone defending)



### 4. Training game: 6 v 6

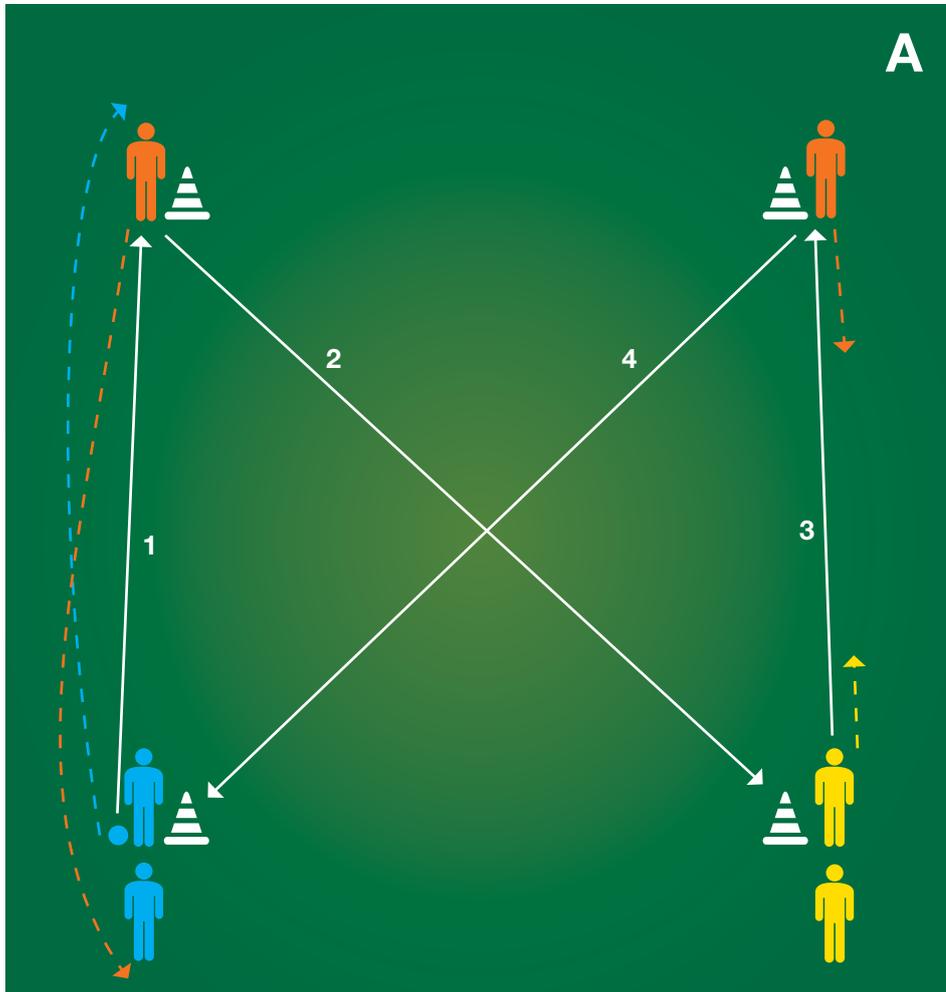
#### Organisation: 1/2 of a full pitch

- Formation yellow: 1-4-1
- Formation orange: 1-2-3
- The orange goalkeeper has a dual role ('joker')
- Offside rule applies
- The orange team must score in the goal defended by yellow #1
- The yellow team scores by passing into the hands of the orange goalkeeper who must catch the ball inside the front half of the centre circle
- **The coach must focus on the zonal defending of the yellow team**

If it turns out to be easier for yellow to score than it is for the orange team:

- Limit the number of touches for yellow

## Transitioning Model Session 1 (BP>BPO)

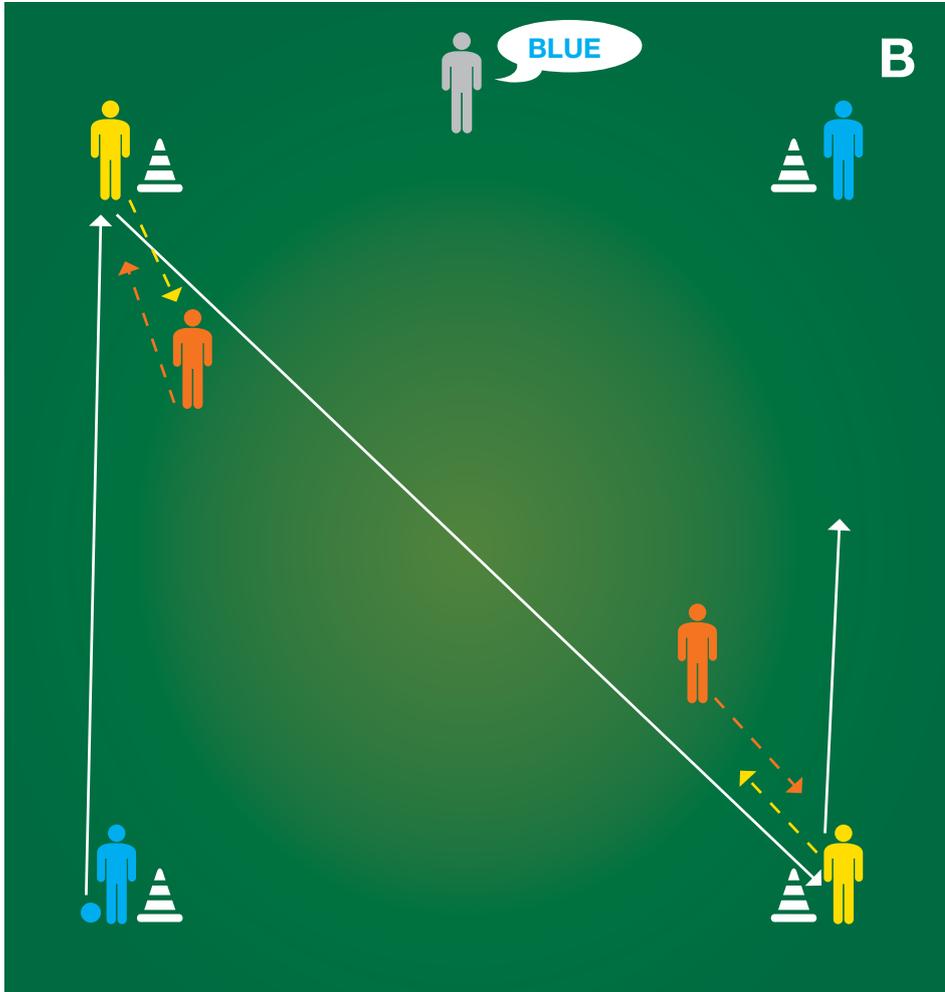


### 1. Warm-up: passing exercise

- 4 cones placed in a 15m x 15m square
- 6 players divided in 3 pairs (different colours) and positioned as shown in the diagram
- Players pass the ball in sequence (1-4). Players only run to their **opposite side** (as indicated by the dotted lines) after passing
- Change direction regularly (pass in opposite directions)
- “Precision and ball speed”

# Game Training Model Sessions

## Transitioning Model Session 1 (BP>BPO)



- Next step 4 players perform the passing drill while 2 players (one pair) defend passively (see diagram B)
- The players now **stay** in the same position
- On the coach's call (colour) the pair that are 'defenders' change with the pair that's been called by the coach:
- 'Flying' change over; no/minimal stop

### Possible Coaches Remarks:

- "Immediately focus on your new task"
- "Know where you have to pass"
- "Which pair makes the least mistakes"

### Progression (advanced only):

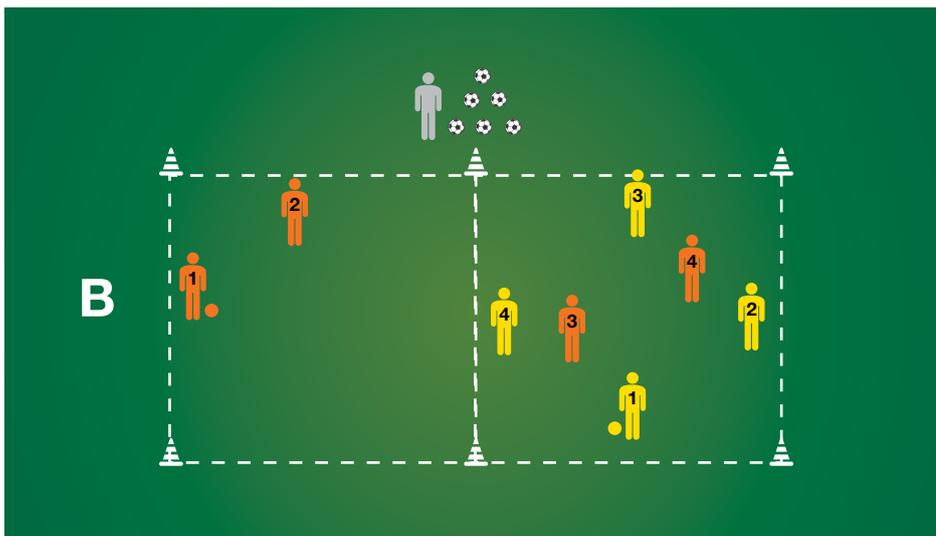
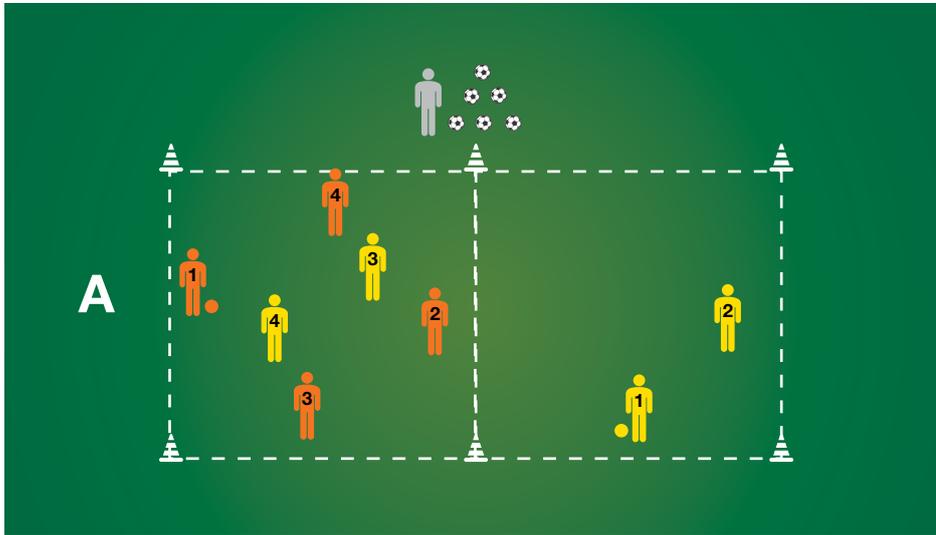
- Regularly change the direction on the run (orientation)
- Players run to opposite cone after passing
- Faster change of defenders

Are the players able to transition and adjust immediately?



# Game Training Model Sessions

## Transitioning Model Session 1 (BP>BPO)



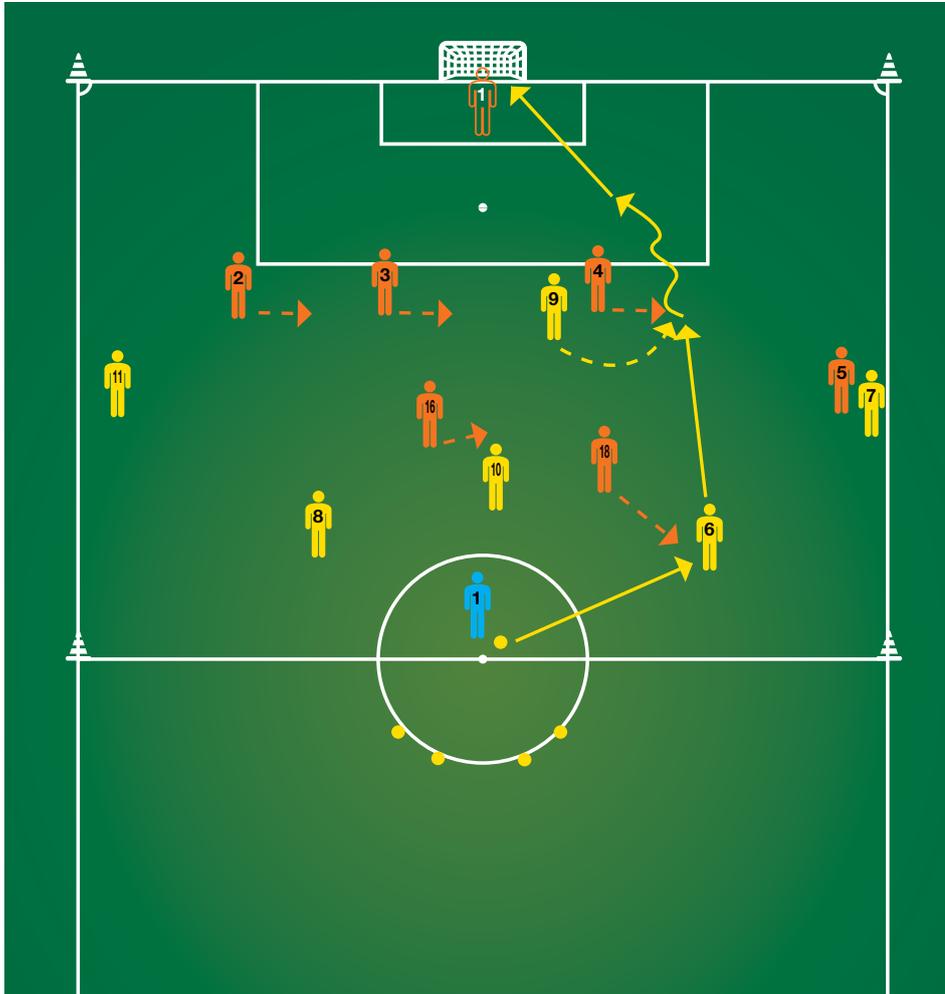
### 2. Positioning game 4 v 2 with 8 players

- 8 players divided in two groups of four (yellow and orange)
- Two adjacent squares of 10m x 10m/15m x 15m (dependent on ability of players)
- 4 (orange) v 2 (yellow) in one grid; 2 yellow waiting with a ball at the end of the adjacent grid (situation A)
- As soon as orange makes a mistake (interception yellow or ball out of grid) the game moves to the adjacent grid (situation B) using the ball that the two spare players have
- Orange #3 & #4 can immediately pressure yellow #1 & #2; this forces yellow #3 & #4 to also make a quick transition to BP
- If orange makes a mistake everyone goes back to their initial starting positions in situation A
- #3 & #4 (of both teams) are the 'shifting' defenders; swap with #1 & #2 (of both teams) every two minutes



# Game Training Model Sessions

## Transitioning Model Session 1 (BP>BPO)



### 3. Game training component:

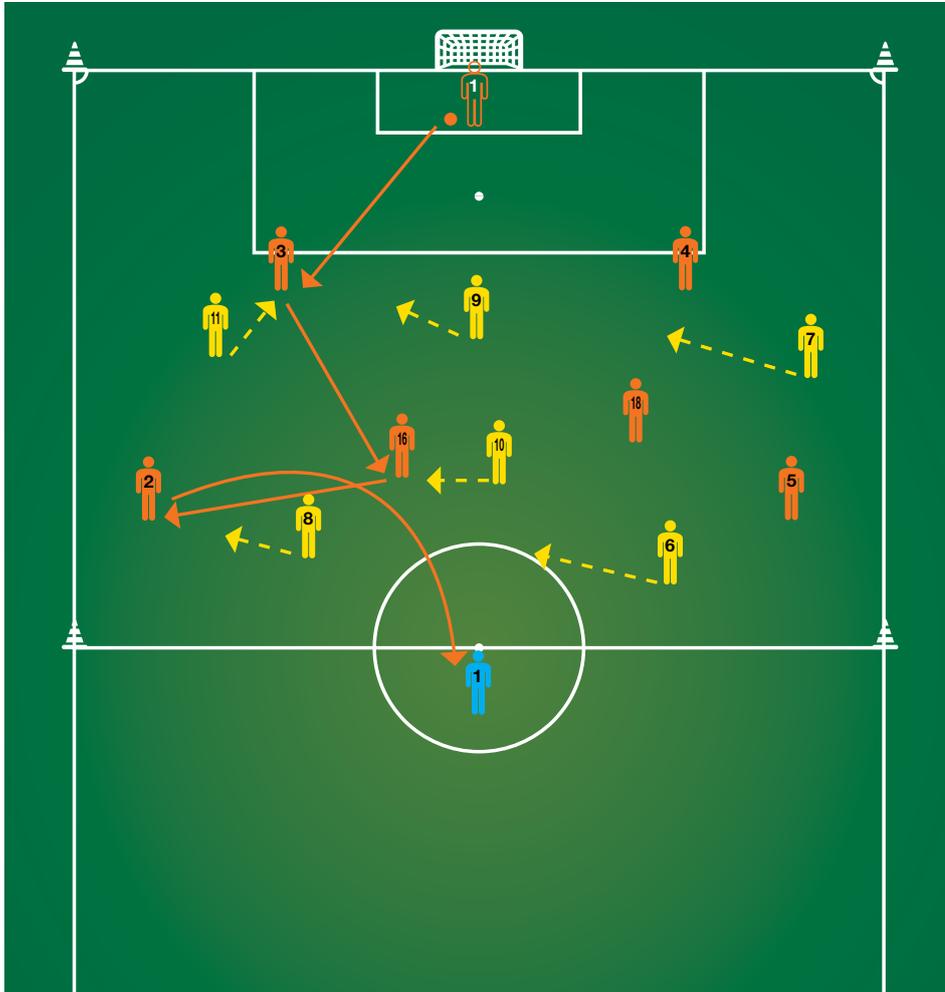
Transitioning BP > BPO for attackers (yellow) and BPO > BP for defenders (orange)

- 6 attackers/midfielders (yellow) against 6 defenders/midfielders + goalkeeper (orange) on one half of a full pitch, everyone in their usual 'game positions'
- The blue goalkeeper on the half-way line has a dual role of playing for both teams in BP
- The 'neutral' goalkeeper starts an attack for yellow by playing to one of the yellow players. As long as the yellow team is in possession, the goalkeeper can stay involved as an **outfield** player but positioned in/around the centre circle (see diagram)
- Yellow tries to build a successful attack and score in the goal defended by the orange goalkeeper



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- When orange wins the ball, they must immediately open up, move into proper BP positions and try to pass into the hands of the neutral goalkeeper who must **catch the ball** inside the centre circle
- The yellow team must try to avoid this by quick transitioning and pressing the ball (see diagram)
- After every sequence (attack yellow; counter attack orange) there is a new restart from the neutral goalkeeper
- The coaching focuses on the speed of transitioning from both teams but **yellow** in particular (**BP>BPO**)

### 4. Training game

- The same organisation but now as a non-stop game with 'coaching on the run'
- 3 points for every goal scored by yellow; 1 point for every time orange succeeds in passing the ball into the hands of the neutral goalkeeper
- Offside rule applies

### If too easy for orange:

- Limited touches (2-3) only for orange
- Decrease the area where the neutral goalkeeper can catch the ball (i.e. only the back half of the centre circle)









# Checklist

This checklist with handy ACRONYMS can assist to recall key points of sessions if you find it is easier for you to refer to this list then it is available here.

The Game Training component should always begin with SETUP then if conducting game training component you can simply refer to SET before looking to FORM. The same would be used with the GAME at the end simply refer to SET then GAME.

WARM UP / PASSING PRACTICES		THE WARM UP / PASSING PRACTICES COMPONENT INTRODUCES THE SESSION OBJECTIVE THROUGH EFFECTIVE ORGANISATION
<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

POSITIONING GAMES / GAME TRAINING		POSITIONING GAMES / GAME TRAINING COMPONENTS ASSIST THE FORMATION OF GOOD PLAYING HABITS
<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.

TRAINING GAME		refer to SET to ensure the start to this component is effective
<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:	
<b>WARM UP / PASSING PRACTICES</b>			
<b>S</b>	<b>SETUP / ORGANISATION</b>	Is the area safe, limited chance of collisions, maximum use of equipment, size of area, brief explanation to “frame” the session and Quick start?	
<b>E</b>	<b>ENGAGE</b>	No long queues, maximum ball contacts, develop passive pressure, encourage communication (coaching each other) the use of both sides of the body.	
<b>T</b>	<b>TASK</b>	The coach must clearly <b>explain</b> and <b>demonstrate</b> the task at hand.	
<b>U</b>	<b>UNDERSTAND</b>	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)	
<b>P</b>	<b>PERCEPTION, DECISION, EXECUTION</b>	The practice puts players into a range of decision making situations where possible. How often are they using these three P,D,E?	
<b>THE SETUP INTRODUCES THE SESSION OBJECTIVE</b>			

CANDIDATE NAME:		TOPIC:	
<b>POSITIONING GAMES AND/OR GAME TRAINING</b>			
<b>F</b>	<b>FACILITATE LEARNING</b>	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?	
<b>O</b>	<b>OBSERVE PLAYER ACTIONS</b>	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	
<b>R</b>	<b>ROLE MODELS</b>	The coach identifies and presents good role models (uses players as examples) of the correct technique and / or skill	
<b>M</b>	<b>MODIFY</b>	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	
<b>THE SESSION HELPS THE FORMATION OF GOOD PLAYING HABITS</b>			

CANDIDATE NAME:		TOPIC:	
<b>TRAINING GAME</b>			
<b>G</b>	<b>GAME</b>	The coach sets up a game that actually replicates a football game with goals, Direction, opponents, objectives and helps to make it competitive!!! (real)	
<b>A</b>	<b>ASSESS</b>	The coach sets up a practice that provides many opportunities for the players to develop their technique into skill	
<b>M</b>	<b>MONITOR / MODIFY</b>	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?	
<b>E</b>	<b>EVALUATE</b>	The players, session and self-reflect on the process. What would I do differently?	
<b>A GAME TO ASSESS PLAYERS AND SELF REFLECT ON SESSION</b>			

# Candidate Self Reflection

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

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

CANDIDATE NAME:		TOPIC:
<b>TRAINING GAME</b>		<b>WHAT COULD I DO DIFFERENTLY NEXT TIME?</b>
<b>G</b>	GAME	.....
<b>A</b>	ASSESS	.....
<b>M</b>	MONITOR / MODIFY	.....
<b>E</b>	EVALUATE	.....
<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:** .....

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# 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

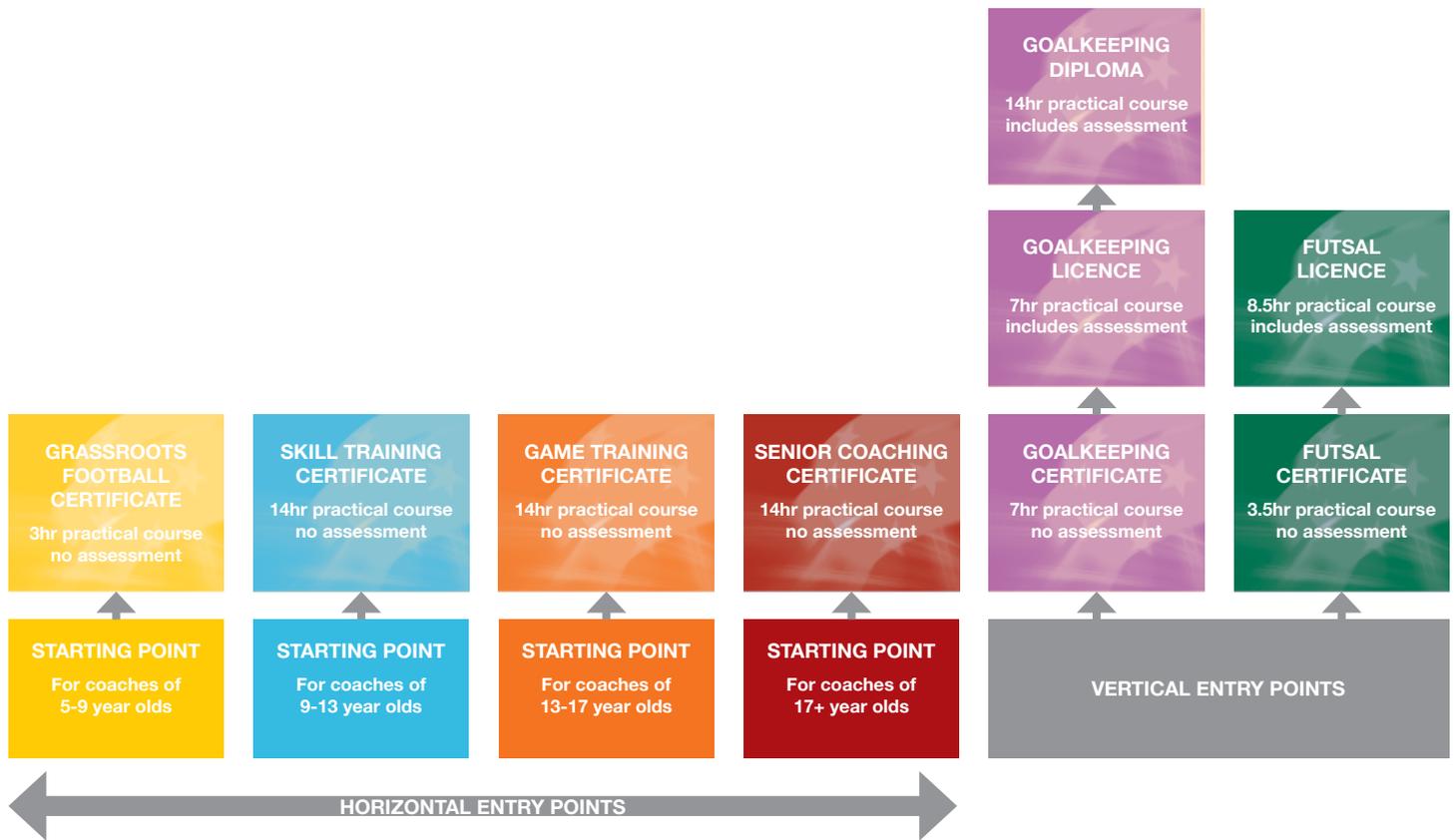
- I will respect the rights, dignity and worth of all players and ensure that everyone is treated equally.
- I will ensure that the players are involved in a positive environment, and that the game and training is a positive and enjoyable experience.
- I will respect all players' individuality and help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

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



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# FOOTBALL FEDERATION AUSTRALIA

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**Better Coaches, Better Football**