

UNDER 9 - 13 COACHING TOOL

Four Core Skills

RWB

Running with the ball

STB

Striking the ball

FT

First touch

1 V 1

Hidden learning skills: Communication & Positioning

Session components

SI

SKILL INTRODUCTION

The Skill Introduction is the warm up to the session ahead, introducing the designated core skill for the session ahead.

Try to use exercises and games that require minimal coaching and includes element of perception, decision making and the execution of the core skill.

ST

SKILL TRAINING

This component is where conscious teaching and learning of the designated core skills occurs. Exercises and games in this component are characterised by lots of repetition of game realistic scenario's, task based coaching, use of effective questioning and effective feedback to improve players skill and technique.

SG

SKILL GAME

Skill Games are preferably small sided games that are organised in a way that the designated core skill is regularly used.

The coach should observe the game to observe whether the core skill is being used in the game scenario. Also take this opportunity to reflect on your session.

Wrap up the session with a quick Q and A to test whether players understand the key learnings from the session.

IS YOUR SESSION:

SAFE

Is the field safe? Free from debris, sharp objects, vehicles, older players, dogs, running water, roads, is there lightning (30/30 rule), is it over 32 degrees?

ORGANISED

Are you organised? Do you have a session plan (if not, see below)? Do you have balls, cones, bibs? Do you know your players?

ENJOYABLE

Are you players smiling, laughing, enjoying themselves? This is the greatest feedback you will receive!

ENGAGING

Are players involved in the sessions and paying attention? Avoid long lines, long drink breaks, confusing set-ups, very challenging tasks. Keep it simple, keep it fun

REGISTER NOW
TO RECEIVE SESSION CONTENT
www.myfootballclub.com.au

Register as a coach on MYFOOTBALLCLUB and you will receive an appropriate session plan EVERY MONDAY during the season.

Additional resources can be found at:
www.ffacoachingresource.com.au

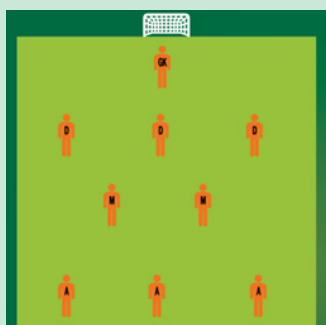
C	COACHING STYLE Provide feedback in the drink break or change of activities without interrupting the game. Use player role models.
H	HOW YOU SCORE/WIN Increase opportunities to score.
A	AREA Increase or decrease the game challenges by changing the size/shape of the playing area, i.e. long and narrow,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

GAME

**Under 8 & 9,
7 vs 7 (1-3-3
formation)**



**Under 10
- 12 , 9 vs
9 (1-3-2-3
formation)**



Pregame

Warm-up – Conduct a Skill Introduction with high repetition, ball contacts and decision making.

Team talk – Encourage players to work on key points and skills you have practiced at training ie. First touch away from defender, passing to move forward.

Mid-Game

Do not over instruct from the sideline, allow players to make their own decisions

Let them play!

Half-time

Link your team talk back to your initial focus of the pregame team talk.

Role model positive player actions:

“Johnny, you moved into the gap perfectly to receive the killer pass”

“Can we try and make the field big when we have the ball”