



SANDRINGHAM SC COACHING PHILOSOPHY

Introduced in 2013

WHY HAVE A COACHING PHILOSOPHY?

- Enhance club **reputation** (most don't have one)
- Improve ability to **recruit** new players
- Better for **developing** players (emphasis is on development)
- Provides guidance and **direction** for coaches
- **Consistency** throughout all teams (for long term success)

THIS PHILOSOPHY IS FOR YOU

- It's your club: coaches, players and parents
- This philosophy was designed and guided by our coaches
- It's based on FFA's National Curriculum (it will be recognised)
- You (coaches) will be implementing it (good challenge)
- But we are doing it for the **players** – that's why we're all here

OUR PHILOSOPHY IS BASED ON DEVELOPMENT – WE DECIDED AS A CLUB THAT WE WANT TO FOCUS ON:

- Long term development over short term winning
- Creating better players over fitter players
- A possession based style of play over 'kick and chase' or 'fightball', that we will refer to as **'Touch'** Football, and that consists of
 - Playing out of defence as a means to an end
 - Passing more than necessary to build play up patiently, and passing with more ball speed when under pressure
 - Combination play to create better chances instead of more chances, with positional rotation and 1v1 encouraged in attack
 - Defending proactively as soon as possession is lost to regain it
- Using the 1-4-3-3 formation to support player development and our style of play over other less suitable options

WHAT IS **'TOUCH'** FOOTBALL?

"Touch Football is Good Football"

Fun Football: where the focus is on attack and all players **touch** the ball as much as possible (not just watch their team with it)

Beautiful Football: which involves skill and where players **touch** the ball to control and pass it (not boot it or kick and chase)

Smart Football: patient and simple, with the ball played on the ground to teammates in **touch** (not aerially and/or long range)

Creative Football: where players are challenged both on and off the ball to find ways to create good chances to score

HOW WILL WE ACHIEVE THIS STYLE OF PLAY?

- By playing football 55 out of 60, or 85 out of 90 minutes of training, and **not wasting precious playing time** with activities such as
 - Static stretching (only after)
 - Laps or running without a ball
 - Pure fitness work
- By fully adopting the approach to allow players to **discover and learn how football works** in the goalkick age group (U7 and younger)
- By fully adopting the **skill acquisition** approach to coaching in the sub-junior age groups (U8 – U11), developing the fundamental skills of
 - First touch
 - Running with the ball
 - 1v1
 - Striking the ball
- By doing lots of group activities to improve team work, rather than individual focused activities, and by **erasing the concept of 'drills'** from our coaching vocabulary and **replacing it with 'game based training'**, for example
 - Dribbling games e.g. cops and robbers, simon says, sharks etc *instead of dribbling through cones / relays*
 - Passing games e.g. piggy in the middle, passing practices etc *instead of passing drills / in pairs*
 - Positioning games e.g. 4v2, 5v3 etc *instead of exercises like 1-2-shot*
 - Game training e.g. attack vs. defence, various possession games etc *instead of exercises like pass to wing – cross – finish*
- By using the **1-4-3-3 formation** and the smaller versions of it in training and matches instead of other formations
- By using the **CHANGE IT** concept heavily instead of 'directing' play; as well as **player centred coaching** instead of telling players what to do

NOTE: tactical concepts (playing out of defence, combination play, 1-4-3-3 formation etc), training concepts (positioning games, game training, how to get fit etc), and coaching concepts (CHANGE IT, player centred coaching etc) are outlined in more detail in separate coaching handouts

HOW CAN WE MEASURE THE SUCCESS OF THIS PHILOSOPHY?

Measuring success will be a long term process. In the short term if we see players displaying a rising level of technical ability and decision making, and teams being able to play out of defence, keep possession and create good scoring chances more regularly, then we are on the right track. There will be guides provided to coaches/teams to assess their progress, but **the most important thing is to support the process!**

CLUB CULTURE: AS A CLUB WE ALSO DECIDED WE WANT TO FOCUS ON THE FOLLOWING

It's just a game... but it can achieve more, and so as coaches we will lead by example, and emphasise / ensure players commit to:

- Fair play
- Respect for referees, opponents, teammates and officials
- Good manners, behaviour and presentation
- Winning with grace
- Losing with dignity regardless of the circumstances
- Playing as a team
- Playing with skill, not putting their 'body on the line'

The number one reason anyone plays? Fun!!!

With this in mind, coaches will:

- Coach with a positive attitude (every coach has a difficult group!)
- Look to reward and highlight good behaviour of players
- Ensure all players receive fair game time in every game they play
- Ensure all players receive roughly equal game time throughout the season
- Provide (sub-juniors and juniors up to U15) players with experience at 2-3 different positions over the season for their development
- Genuinely challenge their teams with position changes and tactical targets when clearly stronger than their opposition
- Awarding the captaincy and/or vice captaincies to players with the potential to develop from the opportunity and responsibility

The club, with support from coaches, will:

- Provide coaches with access to coaching courses for their development, paid for by the club, as well as other workshops and mentoring
- Better promote internal club pathways to players and parents, and ensure these pathways demonstrate a consistent philosophy throughout the club
- Openly promote pathways to higher levels to players and parents
- Establish an ongoing two-way relationship between the senior club players and coaches and the junior club, through coaching, supporting each other's teams and any suitable initiatives



HOW PARENTS CAN HELP

1. Encourage lots of informal play: in the backyard, at the park, at school, against a wall, juggling etc.
2. Become familiar with the philosophy, support the philosophy, and support the coach who is learning it too

What's the first question you ask your child about a game? **CHANGE THE FOCUS!** Focus on the goals the players have set themselves rather than the result. Development to expertise is a long term process –10,000 Hours!

- Did you try that new turn the coach taught you in training?
- Did you have fun?
- Did you achieve any of your goals for this game/training?

They are learning the game they love. They may not mark up when they should or pass when they should or dribble at the wrong time in the wrong places, but that doesn't matter. They are learning the game playing high risk football, making mistakes, solving problems and making their own decisions experimenting with the game itself building up the 'know how' they need to carry on playing the game as young adults, adults, amateurs, professionals, world cup winners. Think of how your child learned to walk?

- Observing others (visual)
- Trial and error (kinaesthetic)
- Praise & Encouragement (auditory)
- Repetition

Did you focus on the errors with them? Or did you celebrate each little step regardless of the errors along the way?

Model good behaviour yourself because the players look to you, and also enjoy them for what they are –kids who love to play the game. Cheer for them, congratulate them -show them how to respect the referee, applaud good play (the oppositions' too) and behave well in victory and defeat.

What Supporting Your Child Doesn't Mean

- Never showing any encouragement
- Never turning up to watch a match or training.

At games spending the whole game:

- Shouting "get stuck in" to your child
- Shouting at the opposition
- Shouting at your team that they're useless (except for your child!),
- Shouting that your child is useless,
- Shouting that the referee is useless,
- Shouting that the opposition's manager is useless,
- Shouting that your coach is useless.

Be honest and think back to the last time you watched your child play. Did you break any of the golden rules?

What Does Supporting Your Child Mean?

Helping your child to develop through football

- Encourage, but don't force your child to take part.
- Understand what your child wants from football, and support this.
- Emphasize the enjoyment and fun of playing the game.
- Praise and reinforce effort and improvement.
- Be a constructive, positive and honest critic.
- Encourage your child to review their performance, and discuss ways for improvement.
- Keep winning in perspective.
- Encourage fair play.

Look at the list above and think about how many of the positive aspects of supporting your child you regularly do.

Game Day Tips

A sad fact: In a survey of 9–13 year olds, 54% felt there was too much pressure to win, 42% said coaches placed too much pressure on them, 36% said parents lessened the fun of the game.

- **No coaching** (sidelines and before/after games). Let the coach do their job and enjoy watching the game. Don't confuse the players with too many voices – let them play. Make the car journey to and from the game a 'safe place'.
- If you have concerns, do not speak to the coaches straight after the game. Make a time to see them.

WHAT THE CLUB WILL DO TO HELP

- Training and match visits by Director of Coaching as well as coaching courses, workshops, resources etc
- Offer practice at home checklist for players coaching@sandringhamsoccerclub.org.au
- Parent education sessions and free AR courses for volunteer linesmen
- Skill Acquisition training on Mondays for sub-juniors to get extra training
- Goalkeeper training program on Mondays



GENERAL COACHING ADVICE

Dear Coach,

Firstly, thank you so much for volunteering your time and efforts to coach with us in 2013. Obviously we all do it for the kids and so it's always great to have parents actively involved in their children's sport as coaches, managers, committee members and in other volunteer positions.

Hopefully the information provided to you in these handouts will be of some use and help guide you along the way, and I look forward to working with all of you this season. It should be an exciting year from a coaching point of view and I hope you enjoy it, develop and want to come back again in 2014!

Just quickly, it would be appreciated if you would visit

www.sandringhamsoccerclub.org.au

and become familiar with the Coaches Conduct of Behaviour document under 'Info for Members' section. Thank you.

HOW I CAN HELP YOU

I am always keen to help and always happy to talk about coaching, whether by email or in person. I can also offer some other assistance:

- Training and match visits by me when you ask
- Coaching resources and model session plans
- Record keeping templates
- Practice at home checklist for players
- Parent education sessions
- Goalkeeper coaching program
- FFV coaching courses at Sandy (email for info)

My Contact Details:

coaching@sandringhamsoccerclub.org.au

0404 264 034

THINGS TO GET YOUR TEAM MANAGER TO DO (so you have more time for things like planning training sessions)

- Have all the contacts for the players and contact them and/or pass on information when required
- Deal with anything related to referees, linesmen, field set up etc on match day
- Keep records of training attendance, game time etc and update you when needed
- Establish who has first aid/sport trainer qualifications from the group of parents, and write up injury reports
- Organise players for things like team photos, meetings, presentation nights etc
- Keep records of any player's player and/or fair play points that are being collected

SETTING UP TRAINING

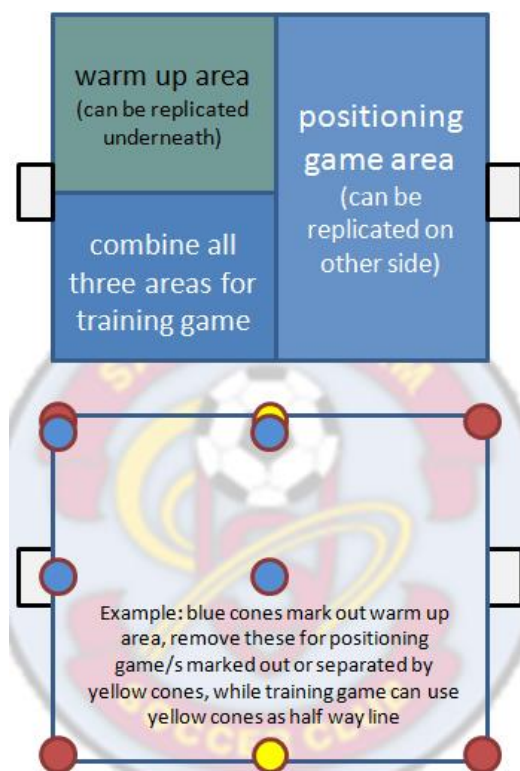
Be efficient with set ups to avoid too many changes (spare balls etc). Set up your **largest area first**, then the other smaller areas within it. Fewer cones are better (too many cones get in the way and are time consuming to change). Colour coordinated cones make areas simple to understand and encourages awareness too. See examples to the right:

WHY NO FITNESS?

Fitness is only temporary, **skills are permanent**, so don't waste time you could spend on developing skills. Kids are usually relatively fit anyway and **will run if training is fun!** Be careful not to negatively affect their physical development or injure them. More important than fitness is **freshness**. Even senior fitness work is all game based now too:

- Smaller shorter games for sprint work (but with a tactical focus)
- Larger longer games for endurance (but with a tactical focus)

Ensuring **both teams have a motivation/objective** in your training games is key to getting quality and therefore fitness. Make players want the ball so they work hard to keep it and even harder to win it back. **CHANGE IT** instead of demanding more effort and never separate fitness from football. **Football is conditioning, conditioning is football.**



WHAT ARE POSITIONING GAMES?

Positioning games come after the warm up and are about teaching players the concept of providing left/right/centre options to whichever teammate has the ball, as well as having a good first touch, quality pass and making good decisions in tight areas. In simple terms it is a possession game with one team having more players than the other for more chance of success. It can be modified to focus on a particular skill or concept and 'scoring' can be achieved in many different ways. For sub-juniors, play a training game afterwards. For juniors, game training (tactical) comes next followed by a training game (one reason why they train for longer, as well as being older). Goalkeepers should be involved in all warm ups and positioning games as outfielders (only have full-time goalkeepers for U12 and older)

Typical isolated examples to **avoid**:

1-2 with coach then shoot

Pass to wing – cross – finish

Holistic examples that are ideal:

4v2 or 5v3 or 6v4

4v4 with 2 or 4 neutrals outside

SOLUTIONS TO SOME COMMON PROBLEMS	
Uneven numbers turn up to training	have neutral players, or different objectives for each team to even it up
Lesser players not passed to enough	ball must be touched by all teammates before you can score
Goalkeepers are never involved in play	must be received by goalkeeper once before you can score
Individuals dominate too much	individual conditions/challenges for them, or all players must touch the ball once before scoring
Players swarm and don't spread out	wall player targets, or both teams score into 4 goals, or ask them to when new ball is played in
Players don't look up enough	all players dribbling among each other freely within an area at speed (have to avoid collisions)
Players don't communicate enough	players count required passes out loud otherwise they aren't valid (coach should not count)
Players receive with poor body shape	cannot run forwards only sideways or backwards
Attackers and midfield dive in too much	cannot tackle until every player retreats to own half
Players don't recover/transition quickly	opposition can score too but must do so within 10 seconds to force a reaction from the attack
Defenders don't try hard enough	defence gets 2 points if they score, or defence gets to start with the ball first for motivation
Players shoot with poor technique	shots must be flat otherwise they don't count even if scored
Players boot the ball / poor first touch	2 touch min and/or max, or award a free kick to opposition if booted
Defenders don't get involved in play	team cannot score until every player is in attacking half

WHAT IS PLAYER CENTRED COACHING?

Instead of focusing on mistakes, use **good examples** to highlight what you want players to do so they can recognise a successful performance. They are more likely to do it again this way and will be motivated by the praise rather than being in fear of making a mistake. Use thumbs up to **reinforce**, give **specific praise** i.e. not “good work” but “good first touch/pass/shot etc”. Coach players **1-on-1 or on the run** if they don't get it – don't highlight it to the group. Ask players what they did to see if they understand. **Asking the right questions** is one of the key skills of coaching:

“What did you do?”

“Where did the defender move because of that?”

“Why did you do that?”

“When do you start your run in this situation?”

“How did that help you get forward?”

“Who else is brought into the play by that?”

HOW TO APPROACH TRAINING GAMES

Training games should be as close to a real game as possible: goalkeepers (if you have them), one goal each, no special rules. Then just watch – don't coach! Is there an **observable change in player behaviour**? Do they make the right decisions **independently**? This is the measurement of your session's success – can they do it themselves now? Use **scenarios** to get intensity in the play e.g. 8v6 instead of 7v7 and team of six start 3-0 ahead (ask them how each team should approach this), or next goal wins in last 5 minutes, or Melbourne Heart vs. Melbourne Victory! This is also a good opportunity to play other teams at training if both of your numbers are low and age similar, but do not lose the focus of the game and **never have players sitting out at training** (if numbers aren't suitable, don't play).

OTHER COACHING TIPS

1. **‘Conversion Rate’**: If a team regularly can get 20 passes, should you increase the target to 30 OR focus on whether or not they **score** after getting 20 passes? Why are you looking for 20 passes in the first place? Is it to set up effective chances, or improve ball possession?
2. **‘Make it work’ vs. enforcing rules**: Is ‘2-touch’ a **tactic** or a rule? What if a player takes 3, or uses up their two touches but hasn't released the ball yet? Should they try their best to avoid this or be punished if they do (lose possession), or be allowed to shield the ball without touching it? Sometimes you need to enforce rules otherwise players will cheat because they know they can. Consider what's best for you.
3. **Repetition vs. variety**: Variety is good for players and challenging for you as a coach, and if you always have game based training you will always be able to gauge the overall progress of your team technically and tactically, but if you want to focus on something very specific, some repetition is required. Objectives might need to be changed (e.g. 30 passes instead of 20) when you revisit something to ensure of quality, but the general concept would be the same – what kind of **balance** do you want in terms of variety vs. repetition?

BASIC MATCH DAY ADVICE

More detailed advice will be provided at a future workshop on match day coaching, but for now this should hopefully give you some ideas and guidance.

- Play small sided games with **rules/conditions geared towards your tactics** as match day warm ups, avoid ‘run-throughs’ and drills
- Do not have strikers take shots at keeper before match as this is risking their confidence if they conceded too many, keeper can warm up with assistant coach
- Give players **confidence**: tell them what they need to hear to perform well
- At half time, talk to all players individually or in small groups before the whole group to give instructions, ask questions and re-establish their confidence
- Limit your team talk to 2 key messages the whole team needs to hear to avoid information overload, avoid too much emotion, **focus on what can be changed**
- Weather is very hot get players to sip from bottle all day, not just at game
- Ground is slippery get players to pass with power but avoid dribbling
- Parents coach players set expectations early, give active parents jobs to do
- Player acts unsportingly take them off and talk quietly, not berating them
- Referee is poor probably reacting to pressure (coaches, players, parents)
- Team loses unluckily sport is about fair play, not justice (just like rest of life)

Equal Game Time Formula:

Total game duration x number of substitutes available
Divide by total number of outfielders available

Example 1:

50 minutes x 2 substitutes = 100 minutes
100 minutes / 10 outfielders = 10 minutes off each
Sub every 10 minutes or every 5 minutes (twice each)

Example 2:

40 minutes x 3 substitutes = 120 minutes
120 minutes / 9 outfielders = 13 minutes off each
Sub every 13 minutes or every 7.5 minutes (twice each)

Notes:

Goalkeeper would play a full game in most cases.
Even if you wish to swap them at half time however, this formula would remain the same as the goalkeeper would use the outfielder's game time that they swap with in the second half and vice versa.



SKILL ACQUISITION ADVICE (U8 – U11)

The skill acquisition age group is about giving players the technical ‘tools’ they need. This is the most decisive age group for acquiring the appropriate technical foundation as it is the ‘golden age’ for motor learning. The four fundamental skills players need can all be developed in game based training modified to target each skill:

1. First touch
2. Running with the ball
3. 1v1
4. Striking the ball

An important skill as a coach is not designing or copying ‘drills’, but starting with a simple 4v4 or similar format, then **adding rules or conditions to focus the game on one of these skills**. If necessary or to add variety, apply **CHANGE IT**.

METHODS OF TEACHING TECHNIQUE (IN GAME BASED TRAINING)

- **Demonstrate** with key words and phrases
- **Coach on the run** with cues and reminders
- Take players aside and **coach them 1 on 1**
- Kinaesthetic teaching: ask to grab their foot and help them ‘**feel**’ how it’s done
- Paint a picture so they can **visualise** it, e.g.
 - push the ball with your first touch like you would with the palm of your hand
 - volley over an invisible chair
 - pass to an imaginary wall 1m in front of you
 - draw a circle over the ball as a step-over

Q. If these are the methods of teaching technique, what difference does using a drill or a game make to your ability as a coach to teach technique?

A. No difference! So technique should not be learnt in isolation as it is **never performed in isolation**. Always have players looking at other players and spaces instead of cones while performing the technique, like they do in a game.

SKILL ACQUISITION (U8 TO U11) SEASON TRAINING CHECKLIST			
TOPIC and COACHING POINTS	MOVE ON	REVISIT	REPEAT
Passing when playing out of defence			
1. Always play short from goalkeeper (firm and flat and with inside of foot)			
2. Find players wide who are facing forwards			
First touch when playing out of defence			
1. First touch keeps the ball moving (using inside of foot)			
2. First touch into space away from defender, and forwards if possible			
Running with the ball when playing out of defence			
1. Wide defenders to attack space on the ball when possible (not 1v1)			
2. Central defenders to attack space on the ball when possible (not 1v1)			
Passing in attack			
1. Start again by passing to players behind when closed down by opposition			
2. Switch ball to other side when pressured by opposition on one side			
First touch in attack			
1. Forwards when possible towards goal or to beat a defender			
2. Into space to keep possession under pressure			
Running with the ball in attack			
1. When going towards goal and being chased by a defender			
2. Keep the ball moving when there is no one to pass to straight away			
1v1 in attack			
1. Take defenders on out wide when there is space being them			
2. Hold the ball up under pressure to lay off or get a shot on the turn			
1v1 defending			
1. Delay the attacker by slowing them down – don’t dive in			
2. Steal the ball from their feet and keep it – don’t boot away			



GAME TRAINING ADVICE (U12 – U16)

Game training is about using the functional game skills of the skill acquisition age group while learning how to play as a team. A coach should identify tactical (decision making) problems the team has, then come up with solutions by taking the relevant section of the field and replicating this in training (e.g. team cannot play out defence so work in defending half, or team struggles in midfield so work in middle third etc). Then, create conditions to help improve what they do. Do not simply tell them what to do differently, **use the game to change their behaviour**. For example:

Work on getting into position faster when passing back to goalkeeper	Keeper has 1 touch only when passed to or ball can only stay in penalty area for 6 seconds
Work on better depth in attack	Have a zone front 3 attackers must stay or can only receive in
Work on lines being closer together	All players must be past halfway before scoring
Work on effective possession in attacking half	Can only score (or more points) after 20 passes or passing to all players in that half
Work on better width and/or switching	Have zones wide players must stay in or receive in X times each before scoring
Work on through balls into the box	Attackers must run into an end zone to receive a through ball before scoring within the end zone
Work on overlapping in attack	Can only score (or more points) after an overlap
Work on 1-2s outside the box	Can only score (or more points) after 1-2 into the box
Work on 1v1 situations in attack	Can only score (or more points) after beating a def
Work on low back post crosses	Can only score (or more points) from crosses outside of the box
Work on protecting the line in their half	Small wide goals only for attacking team
Work on protecting the goal in our half	Only use width of penalty area or disallow crossing

GAME TRAINING (U12 TO U16) SEASON TRAINING CHECKLIST			
TOPIC and COACHING POINTS	MOVE ON	REVISIT	REPEAT
Playing out of defence			
1. Into position quickly, open body shape, movement, play 2/5 if necessary			
2. Pass back to keeper then switch, use quick switches to get 2v1 on one side			
Playing from defence into midfield			
1. 6/8 rotate in and out, then 2/5 make forward runs, hit 2/5 if all are marked			
2. 2/5 or 3/4 attack space when possible to add a player into midfield			
Maintaining possession			
1. Always have left/right/centre options for every player, keep ball moving			
2. Loan the ball not hold it, 3/4 fall back to offer mids the option to start again			
Building up attacks			
1. 6/8 drop behind ball, switch play to change picture and get out of pressure			
2. Be level & outside of defender or get between lines to offer forward passes			
Finishing attacks			
1. Out wide: width, 1v1, full back overlaps, cut backs, low crosses behind			
2. Central: forward runs, through balls, 1-2s, lay-offs			
Defending in our half			
1. Delay opponent on the ball and all others mark and/or cover			
2. Shift whole defence across following the ball and force opposition wide			
Defending in their half			
1. Forwards pressure opponents without diving in			
2. Show into midfield by blocking the line then swarm midfielders on the ball			
Transition into attack			
1. Create width and depth to keep possession			
2. Make forward runs to look for a counter attack			
Transition into defence			
1. Delay the player on the ball to give teammates time to recover			
2. Other players recover into defensive positions as quickly as possible			



PLAYING OUT OF DEFENCE

Playing out of defence is a means to an end. Often, many teams will only play football when they are better than their opponent, otherwise they will resort to a 'kick and chase' style of play. Our challenge is to **play good football at all times**, which includes from the goalkeeper. Playing the ball long in these situations more often than not results in losing possession straight away, or within a few seconds due to the difficulty of controlling balls in the air. If there is a genuine belief in playing good football, playing out of defence would be part of it and not discarded due to risks involved because playing out of defence is good football and **the two are inseparable**.

These risks include making errors close to our own goal that may result in conceding. This in turn may result in losing games. But with development as the driving force behind our club's philosophy, playing out of defence is important because if players can learn to maintain possession, use good technique and make good decisions in an area of the pitch where there is a lot of pressure and a lot of risk, **they will have more confidence in being able to play this way anywhere and at any time on the field**. In Europe, there are many examples of highly regarded academies where even when the opposition man marks every player and applies as much pressure as possible to force a long ball, these teams will still play out defence anyway, by using their goalkeeper more heavily, making quicker movements away from defenders, and moving the ball more quickly. For them the challenge is a good thing, as it will make better players in the long run. **Mistakes are part of football**, are to be expected, **but are also a learning opportunity**.

BP: PLAYING OUT

PLAYING OUT OF DEFENCE IS THE STARTING POINT FOR POSSESSION BASED FOOTBALL - BUT DON'T DO IT IN THE PENALTY AREA, GET STARTING POSITIONS RIGHT

FORWARDS GET AS MUCH WIDTH AND DEPTH AS POSSIBLE

MIDFIELD GETS DEPTH (HALFWAY)

2 AND 5 GET HIGH AND WIDE

3 AND 4 GET DEPTH AND OPEN UP TO CREATE SPACE, THEN DROP BACK IN



BP: PLAYING OUT

IF YOU ARE STRUGGLING TO PLAY OUT, DON'T GIVE UP, FIND A WAY - THERE ARE MANY OPTIONS, IT JUST REQUIRES PATIENCE, PERSISTENCE AND KEEPER SUPPORT

GET A 2V1 WITH A QUICK SWITCH THEN ATTACK SPACE

GOALKEEPER CAN PLAY HIGH PASS TO FREE PLAYER

ALWAYS TRY - BODY SHAPE KEY

START AGAIN THROUGH GOALKEEPER THEN SWITCH



BP: PLAYING OUT

THE AIM IS TO GET THE BALL & AN EXTRA PLAYER INTO MIDFIELD & GO FORWARDS AS EARLY & SAFELY AS POSSIBLE - BUT DON'T LOSE POSSESSION IN MIDFIELD

PASS TO MIDS STRAIGHT AWAY IF POSSIBLE TO RELIEVE PRESSURE

GET BALL TO A MIDFIELDER TO PLAY FORWARDS

MIDFIELDERS SHOULD ROTATE

2 AND 5 MAKE FORWARD RUNS



10 STEPS TO PLAY OUT OF DEFENCE SUCCESSFULLY

Learning how to play out defence is a step-by-step process. It requires good technique to achieve under pressure, but **can and should still be done at all age groups and all levels**. The level of detail to go into would be relative to the ability and age of players.

1. Players should get into starting positions quickly to use available space smartly (i.e. not waiting in it and being marked) and give the goalkeeper the best chance of having multiple options to choose:

- wingers, striker and attacking mid as forward as possible in other half to push opposition back
- defensive mids at half way to leave space in the centre
- full backs high and wide to open up the field
- centre backs high and open, not next to box (too defensive)

2. Centre backs can then drop in closer to the goalkeeper (facing forwards to see all options) to receive a short pass

3. If free, the goalkeeper can also pass directly to either full back if centre backs seem too risky (centre backs should then support)

4. If all players are closely marked, the goalkeeper can play a short pass then get it straight back, as this will buy a few seconds to reset and try to create new options again

5. Whenever the goalkeeper is passed back to, even in open play, they should mostly look to switch to the other side of the field quickly (and take their first touch in this direction) as these players will usually have more space and time

6. Worst case scenario, rather than booting it long when there are no options, aim for the full backs, as at least if they make an error it is in a less dangerous area and centre backs can cover

7. If the opposition closes one side of the field down, try to switch to the other side where often there will be a 2v1 (one free player)

8. If space opens up in front of any player (full back or centre), they should attack this space to get the ball forward – this will also bring an extra player into midfield making it easier to play through

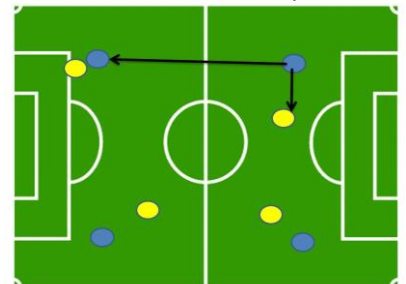
9. Midfielders can also offer an option by rotating in and out one at a time to receive a short pass (but never stay still waiting in the defensive half, get the ball or get out), either directly from the goalkeeper or from a defender, then try to play the ball into midfield or at worst just aim to keep it moving, try to a switch etc

10. When midfielders have the ball, full backs can look to make forward runs to offer an attacking option out wide, so when they receive it they are already in midfield and can play on from there

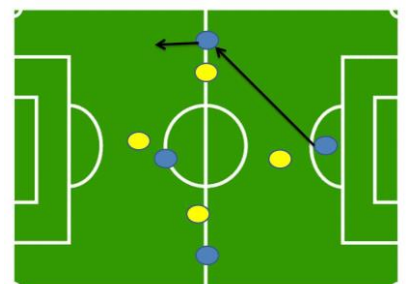
1-4-3-3 FORMATION

4-4-2 is the common default formation in Australia, but it is never questioned, just continually reused. Now the 1-4-3-3 formation is replacing this, but why?

4-4-2 is a very grid like formation with a lot of square angles. Square angles mean you must face backwards to receive (or get diagonal) and passes are also easier to intercept.



1-4-3-3 puts almost all players at **diagonal angles** in relation to each other **automatically**. This allows facing forwards when receiving, and the receiver can adjust to a poor pass but still face forwards. They can also often beat their nearest defender with their first touch going forwards.



FEATURES OF 1-4-3-3 AND COMMON BEHAVIOUR BEFORE PLAYERS ARE COACHED



FEATURES OF 4-4-2 AND COMMON BEHAVIOUR BEFORE PLAYERS ARE COACHED

The 1-4-3-3 formation is all about **'manicured positioning'**: it creates diagonal angles between players **automatically** for better positioning, allowing for more successful possession **without any coaching**. Coaches can focus on the development of technical skills in a formation that will compliment a style of play that supports this.

Note: central midfielders are in a 2-1 formation (forward triangle), not a flat line of 3.

VARIATIONS (U15+ ONLY):
Backwards triangle (4-1-2-3)
Wingers defensive (4-1-4-1)
False 9 (4-6-0)

Always use variations of 1-4-3-3 in training games to reinforce principles e.g.

3-3 for midfield-attack

4-3 for defence-midfield

Smaller versions of 1-4-3-3 formation for training games and U8, U9, U10 and U11 Small Sided Football (but not below U8) are outlined below.

Always maintaining width, depth and diagonal angles.

4 outfielders

1-2-1

6 outfielders

2-3-1

8 outfielders

3-2-3

5 outfielders

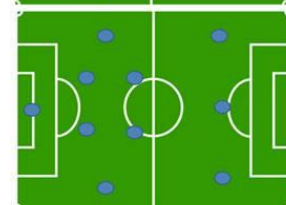
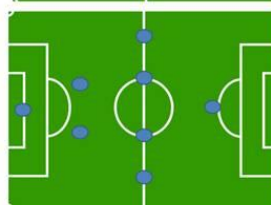
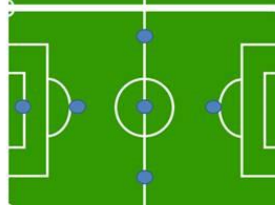
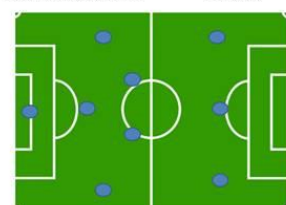
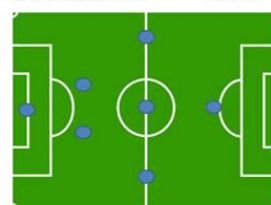
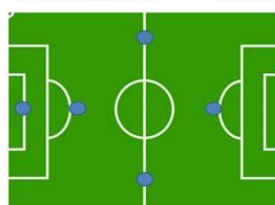
1-3-1

7 outfielders

2-4-1

9 outfielders

4-2-3



FFA NATIONAL CURRICULUM TACTICAL INFORMATION

WITH THE 1-4-3-3 FORMATION AS THE BASIS

DEVELOPED BY EUGENE LAWRENZ

BP	= BALL POSSESSION
BPO	= BALL POSSESSION OPPONENT
--	= PLAYER MOVEMENT (RUN)
→	= BALL MOVEMENT (PASS)

BP: PLAYING OUT

PLAYING OUT OF DEFENCE IS THE STARTING POINT FOR POSSESSION BASED FOOTBALL - BUT DON'T DO IT IN THE PENALTY AREA, GET STARTING POSITIONS RIGHT

FORWARDS GET AS MUCH WIDTH AND DEPTH AS POSSIBLE

MIDFIELD GETS DEPTH (HALFWAY)

2 AND 5 GET HIGH AND WIDE

3 AND 4 GET DEPTH AND OPEN UP TO CREATE SPACE. THEN DROP BACK IN



BP: MIDFIELD

THE OBJECTIVE IS TO KEEP POSSESSION AND MOVE TOWARDS THE OPPONENT'S GOAL - IN A COMPOSED MANNER - ALWAYS BEING READY TO START AGAIN IF NECESSARY

6 AND 8 ALWAYS BEHIND BALL. 2 AND 5 PUSH UP TO SUPPORT

3 AND 4 DROP FOR MORE SPACE WHEN LIKELY TO BE PASSED TO. GK PUSHES UP TO SUPPORT

LOTS OF SWITCHING - GOOD BODY SHAPE REQUIRED



BP: MIDFIELD

POSITIONING AND TEAMWORK ARE KEY TO KEEP THE BALL AS DEFENSIVE PRESSURE BECOMES GREATER - MAKE THE BALL DO THE WORK WITH CONSTANT PASSING

DEPTH FROM 9
WIDTH FROM 7
AND 11

FORWARD PASSES WHENEVER POSSIBLE. 10 TO COMBINE WITH 9

9 LAYS BALL OFF LOOK TO SWITCH

ALWAYS GET A DIAMOND SHAPE AROUND THE BALL



BP: PLAYING OUT

IF YOU ARE STRUGGLING TO PLAY OUT, DON'T GIVE UP, FIND A WAY - THERE ARE MANY OPTIONS, IT JUST REQUIRES PATIENCE, PERSISTENCE AND KEEPER SUPPORT

GET A 2V1 WITH A QUICK SWITCH THEN ATTACK SPACE

GOALKEEPER CAN PLAY HIGH PASS TO FREE PLAYER

ALWAYS TRY - BODY SHAPE KEY

START AGAIN THROUGH GOALKEEPER THEN SWITCH



BP: PLAYING OUT

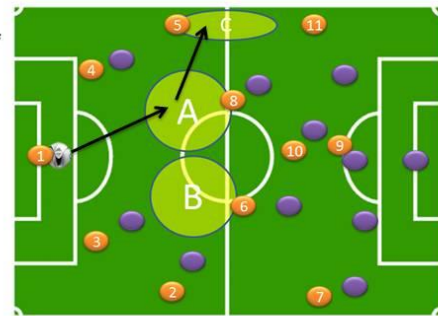
THE AIM IS TO GET THE BALL & AN EXTRA PLAYER INTO MIDFIELD & GO FORWARDS AS EARLY & SAFELY AS POSSIBLE - BUT DON'T LOSE POSSESSION IN MIDFIELD

PASS TO MIDS STRAIGHT AWAY IF POSSIBLE TO RELIEVE PRESSURE

GET BALL TO A MIDFIELDER TO PLAY FORWARDS

MIDFIELDERS SHOULD ROTATE

2 AND 5 MAKE FORWARD RUNS



BP: ATTACKING

OVERLOADING, MOVEMENT BETWEEN LINES & COMBINATION ARE KEY TO UNLOCKING DEFENCES - BUT BE PATIENT AND FIND WAYS TO CHANGE THE PICTURE

7 AND 11 GET WIDTH
TAKE ADVANTAGE OF 1V1 CHANCES

2 AND 5 TO OVERLAP WHEN 7 AND 11 CUT IN

LOOK FOR COMBINATIONS TO GET BEHIND THE DEFENCE OR PUT IN LOW CROSSES OR CUT BACKS



BP: ATTACKING

ALL PLAYERS SHOULD BE IN TOUCH WITH THE BALL AND EACH OTHER - ENCOURAGE CREATIVITY & RUNS BUT AVOID LOW % OPTIONS LIKE CROSSING TO STATIC STRIKERS

10 GOES TO BALL
9 STAYS AWAY
10 AND 9 SWITCH

LOOK FOR RUNS AND THROUGH BALLS INTO BOX

LOOK FOR 1-2s INTO THE BOX AND 3RD MAN RUNS INTO THE BOX

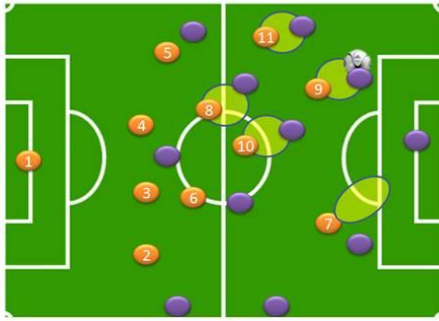


BPO: DEFENDING

WE HAVE 3 FORWARDS SO USE 'FORWARD DEFENDING' IN THEIR HALF WHENEVER POSSIBLE - WE HAVE 3 CENTRAL MIDS SO ENCOURAGE THEM INTO THIS AREA

PREVENT PASSES DOWN THE LINE AND SQUARE TO FORCE BACK PASSES OR RISKY SWITCHES

IF BALL IS PLAYED INTO MIDFIELD, CLOSE THEM DOWN AS THE BALL IS TRAVELLING AND PRESSURE THEIR FIRST TOUCH TO FORCE MISTAKES



BPO: DEFENDING

TRY TO STOP THEM PROGRESSING INTO OUR HALF AND ENSURE ALL PLAYERS HAVE SHORT DISTANCES BETWEEN THEM SO THEY CAN ALWAYS COVER EACH OTHER

1ST DEFENDER DELAYS, TRIES TO PREVENT DRIBBLING

2ND DEFENDER COVERS, TRIES TO PREVENT FORWARD PASSES



BPO: DEFENDING

PROTECT THE GOAL AND SPACE IN FRONT WHERE THEY CAN SHOOT OR PENETRATE - APPLY MORE PRESSURE BUT KEEP SHAPE SO EACH PLAYER COVERS THEIR ZONE

1ST DEFENDERS DELAY, TRY TO PREVENT DRIBBLING AND SHOTS

2ND DEFENDERS COVER, TRY TO PREVENT FORWARD PASSES AND 1-2s



BPO: DEFENDING

PRESSURE TOWARDS THE SIDELINE TO FORCE THEM WIDE AND CLOSE UP THE SPACE - USE BALL ORIENTED DEFENCE AND WORRY ABOUT SWITCHES WHEN THEY HAPPEN

SHIFT ACROSS TO PROTECT THE GOAL WITH NUMBERS AND CLOSE UP THE SPACE

ENCOURAGE THE OTHER TEAM TO GO WIDE SO ALL THEY CAN DO IS CROSS



BPO - BP

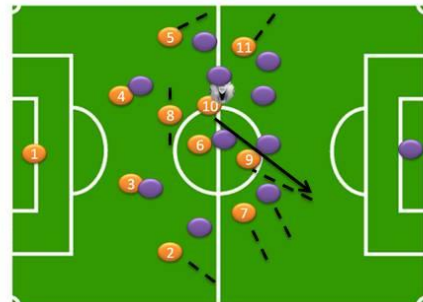
WHEN YOU WIN THE BALL, AIM TO KEEP POSSESSION AS NORMAL UNLESS THERE IS CLEAR OPPORTUNITY TO COUNTER ATTACK - AVOID COUNTERING TOO OFTEN

WIDTH AND DEPTH TO KEEP POSSESSION

FORWARD RUNS TO PENETRATE WHEN THERE ARE PLAYERS OUT OF POSITION

COVER IN CASE THE FIRST PASS IS INTERCEPTED

SAME APPLIES ALL OVER PITCH

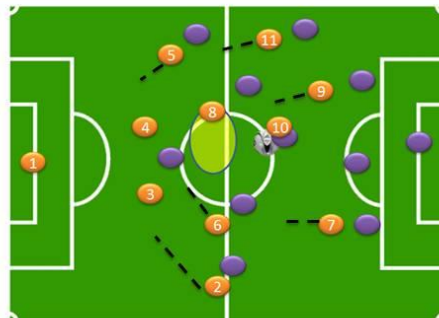


BP - BPO

WHEN YOU LOSE POSSESSION, SLOW THE OPPOSITION DOWN TO GIVE TEAMMATES TIME TO RECOVER INTO THEIR DEFENSIVE POSITIONS - THIS IS AN IMPORTANT HABIT

NEAREST TEAMMATE DELAYS THE OPPONENT AND TRIES TO PREVENT DRIBBLING OR FORWARD PASSING

OTHER PLAYERS RECOVER TO THEIR DEFENSIVE POSITIONS



OUR KICK OFF

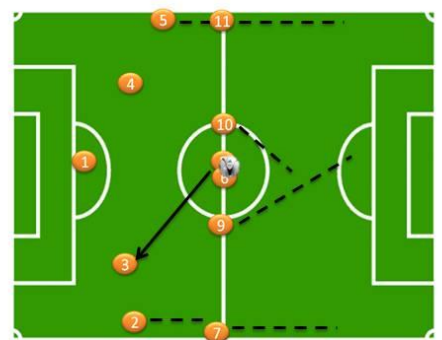
THE AIM AT KICK OFF IS TO MAINTAIN POSSESSION AND GET INTO THE OPPOSITION'S HALF AS QUICKLY AS POSSIBLE, SO YOUR SET UP SHOULD FACILITATE THIS

6 AND 8 KICK OFF

7, 11, 10 AND 9 GET DEPTH

MAKE THE FIELD AS BIG AS POSSIBLE WITH WIDTH AND DEPTH

TAKE THE OPPOSITION'S TERRITORY



THEIR KICK OFF

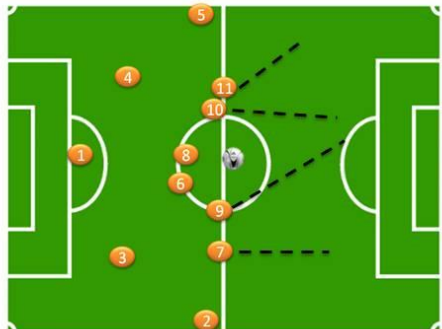
THE AIM AT THEIR KICK OFF IS TO WIN THE BALL AS QUICKLY AS POSSIBLE AND PREVENT THEM COMING INTO YOUR HALF, SO YOUR SET UP SHOULD FACILITATE THIS

TAKE THE OPPOSITION'S TERRITORY

7, 11, 9 AND 10 PRESSURE THE BALL

6 AND 8 HOLD

WIN THE BALL AS QUICKLY AS POSSIBLE



BASIC ATTACKING TACTICS FOR EACH POSITION



BASIC DEFENSIVE TACTICS FOR EACH POSITION



COACH CHECKLIST FOR EVERY SESSION

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

IF IT'S NOT WORKING... C.H.A.N.G.E. I.T.

If players are struggling, change it down (make it easier)

If players aren't being challenged enough, change it up (make it harder)

Aim for about 70% success so they succeed a lot but also have room to improve

Coaching Style

- Use role models in the game to highlight what you want to see players doing so they can recognise a successful performance, rather than focusing on mistakes
- Coach on the run with cues and key words to remind the players of what to focus on
- Coach players discretely without stopping the game rather than picking on one player
- Use kinaesthetic methods of coaching e.g. making them feel how to perform a technique step by step, or saying "pretend you are volleying over a chair"

How to Score/Win

- Have an end zone to dribble into or receive in or score in
- Change the size of the goals to bigger or smaller or even add more goals
- Score by passing X times without the other team touching it
- Can only score with headers or a one touch shot, or maybe force two touches before shooting

Area

- Make the field smaller or bigger
- Make the field wider or longer only
- Put certain players in zones or spit the field into sections players can only go into by doing certain things like dribbling or wall passing or receiving

Numbers

- Give one team more players or have a neutral player who is always on the attacking team
- Have 3 teams, either one resting or 2 working against 1

Game Rules

- Defenders can only intercept and pressure but not tackle to make it easier for the attack
- 1 or 2 touch only, or maybe force players to take 3 or more touches to encourage dribbling
- All players must touch the ball once before trying to score to encourage teamwork
- Players must switch the ball from one wing to the other X times before trying to score
- Reward goals scored from specific actions with extra points e.g. from a 1-2 or through ball
- X number of players must be forward before scoring to encourage attacking involvement
- Put teams into a formation based off the 1-4-3-3 system

Equipment

- Change the size or even type of ball
- Change goals into balls sitting on cones to focus on accuracy

Inclusion

- Encourage players to make suggestions about how to change the game
- Get teams to come up with some tactics of their own to encourage initiative and teamwork

Time

- Put a time limit on taking a shot at goal to encourage quick shots or counter attacking
- Force teams to keep possession for a period of time before scoring to encourage composure
- Make a game competitive by seeing who can do a skill the most times within the time limit
- Have specific time limit teams must try and score as many goals as possible in