



FOOTBALL  
FEDERATION  
AUSTRALIA

# FUTSAL COACHING CERTIFICATE

PARTICIPANT MANUAL  
COMMUNITY COACHING PATHWAY

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## Introduction

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In most cases this will be your first introduction to Futsal, this course provides the basic concepts of the principles of the game and to fully understand these principles in depth will take further investigation and sourcing of subject content which will enthrall the coach. The challenge for you now is to get that information across to the players in a manner which will benefit those under your control.

Consideration should also be given to the level of maturity that the player possesses and if we understand the four key elements i.e. technical, tactical, physical and mental added to a carefully planned session / season you should reach your coaching goal therefore the athlete should reach both their individual and team goal.

Futsal as I see it is a wonderful highly entertaining game and has definite pathways throughout the world. When studying the game in depth it can be used as the basis of 11-a-side football and can be used to improve the players involvement in that form of the game too.

### **Steven Knight**

Menís National Futsal Coach

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I must formally thank those who have helped construct this manual. All those who have assisted are acknowledged on the back of the manuals, we are also grateful to the FIFA technical department for their input allowing us to use some of the practices from their manual. National Futsal coach Steven Knight has provided valuable contributions and support throughout this project and should receive a special mention. I thank you in advance for the work you will do / have done in developing Futsal and wish you all the best in the future.

### **Norm Boardman**

National Manager, Community Coach Education  
Football Federation Australia

## Special Features of Futsal

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### **FUTSAL IS A KIND OF FOOTBALL THAT IS PLAYED:**

- Indoors or Outdoors
- On a reduced sized pitch
- With reduced sized goals
- with smaller teams (4 outfield and 1 GK)
- With a special ball ( smaller that bounces less)
- With all players getting more touches of the ball
- With high speed action
- With special rules that make the game fast,dynamic,non violent and enjoyable
- In two twenty minute periods ( excluding stoppages)
- With an unlimited number of substitutions
- With no off side



## Motivation to play and develop Futsal

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### Development of players

The characteristics of the game such as fewer players, a smaller pitch, the special Futsal ball and an unlimited number of substitutions.

- increases contact with the ball and shots on goal
- limits time and space to control and pass the ball
- favours rapid decision making
- favours a dynamic playing system and the rotation of positions
- involves and motivates all players
- facilitates accurate passing

and makes Futsal the perfect tool to develop and improve technique,tactical understanding,agility,coordination and also the players'speed in both Futsal and 11 a side football

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### Accessibility

- Little infrastructure is required
- It is possible to use existing facilities (e.g schools, universities, sports centres etc..)
- It is easy to start playing because not many players are needed
- It is accessible in regions and communities where it is difficult to play 11 a side football due to climate or because of lack of space (e.g large cities, isolated communities)
- It is accessible to women and children ( e.g. Muslim countries) and the elderly

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### New Opportunities

- New careers for players, coaches,referees, administrators etc...
- New opportunities for member associations to host and qualify for international tournaments
- New opportunities for cooperation with NGO's, government authorities, private sponsors etc...

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### New Opportunities

- One of the fastest developing sport in the world
- Associated with Football but avoids its saturated market
- An attractive game (lots of goals, finely honed skills)
- The indoor nature of the game makes it a new focus for marketing and advertising

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### New Opportunities

- A potential first step to 11 a side football producing high quality players and simplifying the coaching and educational development of many children using fewer resources
- It expands the football base:Futsal attracts more players and fans
- Diversification of the activities of a football association and extension of activities, both indoors and outdoors
- The only version of indoor football approved by FIFA

## How do the Certificate and Licence Differ?

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### The easiest way to define the distinction that is now being made is as follows:

Certificate: Coaching competencies will be highlighted and experienced but not formally assessed at this stage.

Licence: Coaches are formally assessed and deemed competent or not yet competent based on the criteria from the coaching checklist

Naturally, a higher order of planning, thinking, observing and organisation would be expected should you wish to qualify for the licence accreditation. In either course you will have a number of opportunities on the course to develop your coaching.

## Furthering your Coach Education

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To build on your knowledge base and further your coach education your Member Federation and/or Region/Association will conduct regular updates. There will also be FFA seminars and workshops at regular intervals for you to attend should you wish. For more information go to [www.footballaustralia.com.au](http://www.footballaustralia.com.au) or your Member Federation (contacts at rear of manual).

## Method of Re-accreditation

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### Licence Level

In order to be re-accredited, every four (4) years a coach will simply need to show that they can display the same competencies as they did when they first received their accreditation i.e. Can they plan a (safe) session, organise, use appropriate questioning, modify etc... This will be done as a practical demonstration (possibly with your own team) at a local club/association level to make it much easier and less time consuming for all concerned.

### Certificate level

Every Four (4) years a coach will need to attend and complete another community (certificate) course to remain accredited.

## How will the course be presented?

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### **Model Sessions**

At the start of each module the presenter will conduct “model” sessions featuring three components – Warm Up, Main Part and Final Part.

### **Warm Up**

As the name indicates, the warm-up is the methodology aimed at increasing the blood flow, gradually raising the body temperature and preparing the muscles for work. This is done using a combination of ball work combined with dynamic stretching, sometimes it may be done without the ball but it is always “dynamic”.

### **Main Part**

Once the “theme” for the session has been established i.e. Passing / Striking etc. . . the main part is used to practise the technique using a small sided game or a functional practice to provide the players with repeated opportunities to develop the particular technique / skill. During this part the presenter will show how to coach at the community level using demonstrations of good “models” or demonstrating themselves and showing examples of how to encourage and praise the players.

### **Final Part**

In the final part of the session the presenter will sometimes show how it is all put together usually based on the practise, and dealing with the players in a “match like” scenario featuring their actual positions and formations relevant to the curriculum.

## How will I be Assessed?

### Checklists

In this manual you will find five (5) forms :

- The first shows you definitions of the Assessment Criteria used by the assessor.
- The second is a Session Planning form which is to be completed and given to the presenter prior to your practices sessions.
- The third is the Assessment Checklist. This shows the criteria against which you will be assessed, this is used by the assessor.
- The next is a Self Reflection Checklist which you will be asked to fill out following one or more of your sessions. This will help you to better understand which areas need more attention and which are already well developed in your practices.
- The final one is a Peer observation form which you may be asked to complete to provide some feedback for others in the group.
- You will need to print off three (3) copies of each of the above documents and bring them with you to the course.
- You will also need to print, read, and bring the code of ethics agreement to the course and hand it in to the presenter.

**This paperwork will help you in your development as a coach. In the future you could have someone watch your sessions and provide feedback via any of these methods.**



## The Purpose of Change to Teaching Methodology

Purposes of the changes in Presentation / Teaching methods:

✓ TO **ENCOURAGE** MORE PEOPLE TO GET INVOLVED IN FORMAL FUTSAL EDUCATION

✓ TO **SIMPLIFY** THE WAY IN WHICH WE TEACH OUR TEACHERS

✓ TO GIVE THE PARTICIPANTS A **POSITIVE LEARNING EXPERIENCE** SO THAT THEY IN TURN WILL PROVIDE THE SAME FOR THEIR PLAYERS

✓ TO MAKE THE COURSES **MORE ACCESSIBLE** TO ALL

✓ TO HAVE A **UNIFORMED APPROACH** TO THE DELIVERY OF COURSES

✓ TO BE A **LEADER IN SPORTS EDUCATION** AT **COMMUNITY** LEVEL.



## Model Session Methodology

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The following will apply when you are conducting each **Main Part** of the model session.

- ✓ The message of **C.H.A.N.G.E. I.T.** must be clearly spelt out during the Main Part of the model sessions.

Your role is to show the participant at least one change to make it easier or more challenging (not more than two) and an explanation of why you changed it, e.g. the blue team were not keeping the ball so I changed the rules etc, then point out the effect the change has had.

- ✓ It must be clearly shown to the participant that during a session it is best to keep the rules as simple as possible with only one change at a time to avoid confusion
- ✓ You will show how a coach should behave by not only making changes to the session to improve performance but by encouraging good play and showing good examples, i.e. when you see a player do something that you are looking for, e.g. a shot at goal or a supporting run then let them (as well as the others in the team) know that it was good so that they all get a picture of good performance.

If it needs you/coach/player to show a quick demo then do it! As long as it takes no more than 15 -30 seconds.

- ✓ One of the most important things we want the coaches to keep is their character, we don't want coaches stalking the sidelines and calling every pass and move. We would like to see coaches reinforce the rules, praise effort and good play and encourage as much as possible.
- ✓ Remember that sometimes during a model session you will find the need to explain something in more detail. This will require a little more talk than you would do if you were the coach so you need to make it clear that in one instance you are the Presenter then in the next you are the Coach of the team.
- ✓ The Presenter will probably talk a lot more but the Coach will simply:
  - make a change.
  - observe/encourage
  - show the players a good example if needed
  - make a further change if necessary
  - then restart the process
- ✓ Another useful analogy that can be given is the ladder method, i.e. too difficult for the players go down a couple of rungs, too easy move up a couple

<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 it's not working:

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

## Futsal Coaching Certificate Program

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### Introduction – Housekeeping (10 - 15 minutes)

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### Presenter conducts (2) model sessions (30 minutes)

1. Passing - including safety
  2. Trapping / Controlling the ball - including communication
- .....

### Break (10 minutes)

Candidates are split into groups and are given one of the two topics above. They will use this time to plan their sessions based on the topics.

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### Group Work (50 minutes)

Each group will be given the following tasks: for example if four groups –

- Groups 1 / 3 = Passing
  - Groups 2 / 4 = Trapping / Controlling the ball
- .....

### Method

One person from each group will start the practice let it run for a minute or two then make CHANGE to the practice based on their opinion of what is needed i.e. If one team is keeping the ball more than the other which of the C.H.A.N.G.E.I.T. “tools” will the coach use to make the game more enjoyable and the desired outcome more achievable. This process will be followed until all persons in the group have had a turn at conducting part of the session.

At the conclusion of each groups' practices coaches will be asked to peer assess the sessions and provide feedback on their observations, this will be facilitated by the presenter.

The same process will be followed for:

1. 1v 1 attacking skills - plus inclusion coaching

Basic Formations (2 x 2) Attacking and Defending will be covered by the Presenter only (no group work)

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### Course review and wrap up (10 - 15 minutes)

## Assessment Criteria Definitions

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

## Community Coach Education Program – Session plan

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Topic (Session objective) \_\_\_\_\_

Name \_\_\_\_\_

Organization details: \_\_\_\_\_

Balls: \_\_\_\_\_

Bibs: \_\_\_\_\_

Markers: \_\_\_\_\_

Players: \_\_\_\_\_

Game instructions/demonstration: \_\_\_\_\_

Diagrams: \_\_\_\_\_

## Community Coach Education – Assessment Checklist

Name of participant: \_\_\_\_\_ Date: \_\_\_\_\_

Competence / Performance Criteria	Y	N	Comments
1. Was it an activity that looked like futsal? i.e. Game based decisions were being made and the activity had: Area Rules / Objective (target/goal) Opposition			
2. Were the players engaged in an activity/game within two (2) minutes?  Transitions were made from one activity to the next (or modifications) within two (2) minutes.			
3. Were the games/activities conducted in a safe coaching environment.			
4. Communication skills ? Were the demonstrations clear, communicated positively and appropriately? i.e. Good “models.” Good use of Q and A.			
5. The coach modified the session when necessary to challenge the players or help them achieve a desired outcome			
6. The players responded in a positive manner i.e. actively involved.			

## Coach Self-Reflection Checklist

Name of participant: \_\_\_\_\_ Date: \_\_\_\_\_

### Did you successfully deliver the following?

Session criteria	What did you notice when conducting the activity/game?	What would you do differently next time?
<p>An activity that looked like futsal. Game based decisions were being made and the activity had:</p> <ul style="list-style-type: none"> <li>• Area</li> <li>• Rules</li> <li>• Objective (target/goal)</li> <li>• Opposition</li> </ul>		
<p>Players were engaged in an activity/ game within two minutes.  Transitions were made from one activity to the next (or modifications) within two (2) minutes.</p>		
<p>Games/activities were conducted in a safe coaching environment.</p>		
<p>Demonstrations were used to reinforce topic in a positive manner.</p>		
<p>The session was modified when necessary to challenge the players or to help them achieve a desired outcome.</p>		
<p>Players responded in a positive manner.</p>		

## Peer Observation Checklist

Observe the nominated coach and provide feedback as to the level of criteria observed. Some discussion or suggestions may be made as to how you may change the session.

### Did the coach deliver the following?

Session criteria	Yes / No	Comments
An activity that looked like futsal. Game based decisions were being made and the activity had: <ul style="list-style-type: none"> <li>• Area</li> <li>• Rules</li> <li>• Objective (target/goal)</li> <li>• Opposition</li> </ul>		
Players were engaged in an activity/ game within two minutes.  Transitions were made from one activity to the next (or modifications) within two (2) minutes.		
Games/activities were conducted in a safe coaching environment.		
Demonstrations were used to reinforce topic in a positive manner.		
The session was modified when necessary to challenge the players or to help them achieve a desired outcome.		
Players responded in a positive manner.		

## Coach's Code of Ethics Agreement Form

### **PLEASE COMPLETE ALL FIELDS - PRINT CLEARLY**

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

FFA Accreditation Level .....

Mailing Address .....

..... State ..... P/C .....

Phone Number: H ..... W ..... M .....

Email ..... Fax .....

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 overleaf.
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 Licence 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) .....

## Coach's Code of Ethics

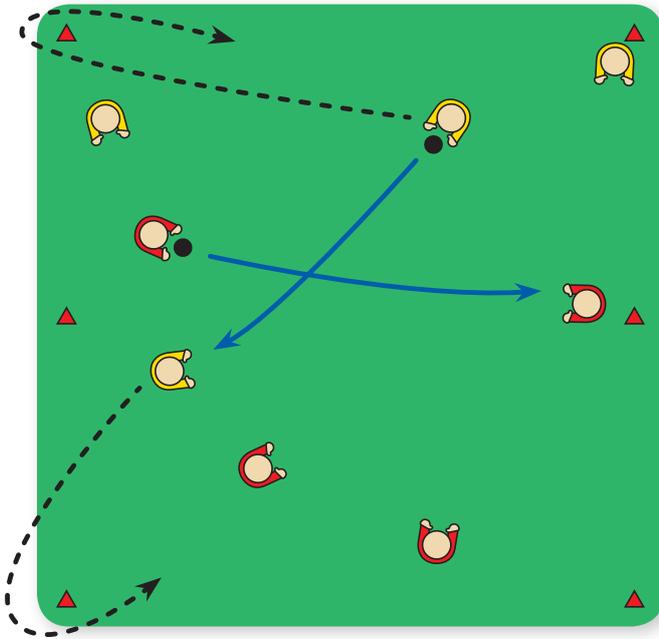
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- ✓ I will respect the rights, dignity and worth of all players and ensure that everyone is treated equally.
- ✓ I will ensure that the players are involved in a positive environment, and that the game and training is a positive and enjoyable experience.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

- 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".

## Warm Up - Passing - Round the cone



### Organization:

- Half court
- Number your players 1 – 4 etc...

### Rules / Instructions:

Players move around the square passing to the next number

Once the player makes a pass they must run around a cone before re - entering the game (a different cone each time thus guaranteeing at least 6 passes and "runs")

Make sure that players are doing "dynamic" stretches as they go

Knees up in front, heels up (behind), open the gate close the gate, striking and imaginary ball, carioca etc...

### Variations:

This is a good time to introduce controlling techniques each time a player receives the ball. Some of these are:

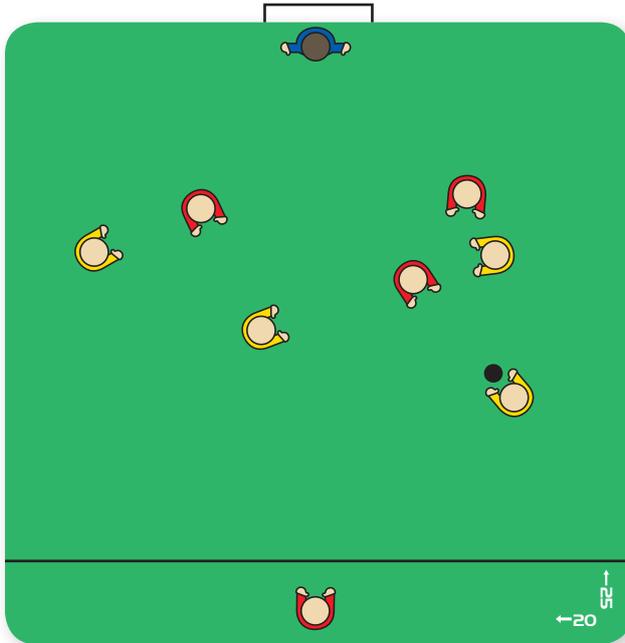
- Trap the ball with the sole of the foot and pass with the same foot.
- Trap the ball with the sole of the foot and pass with the other foot.
- Passing with the inside of the foot.
- Passing with the outside of the foot (flick pass).
- Toe-poke passes.

### Notes for presenters / Coaching Points:

- Show players the appropriate part of the foot with which to strike the ball
- Show the players how strike the correct ball surface;
- Encourage players to use both feet
- Explain Accuracy; correct weight; timing



## Final Part - Passing - only one team to goals



### Organization:

- Full court
- 4 Play against 4
- The Goalkeeper defends his goal and plays only on the team defending

### Rules / Instructions:

The team of 4 tries to score against the goalkeeper

The team of three try to win the ball and pass it to their "target" player who can move anywhere within their end area

Once the target player receives the ball the teams swap roles

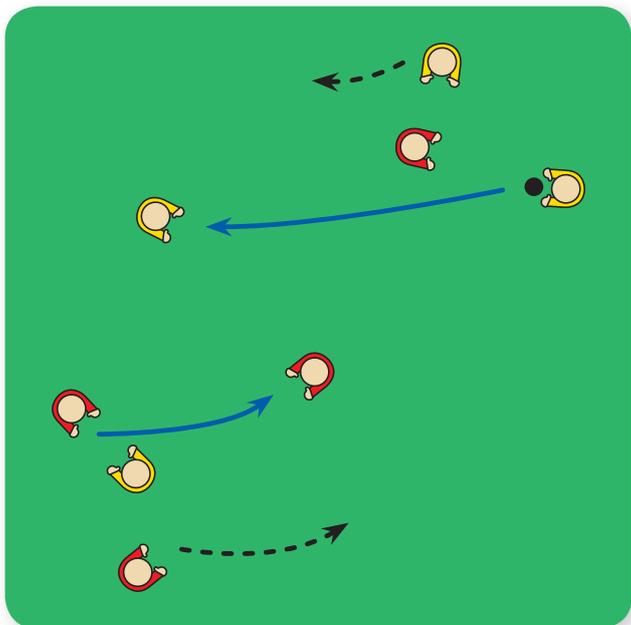
### Notes for Presenters / Coaching Points:

Make two target players to make it easier for the team trying to score in the goals.

The target player could coach their team; ask them what they might say?

- Show players how to use some deception techniques
- Don't forget Accuracy; correct weight; timing of passes

## Warm Up - Controlling / Trapping the ball - 3 v 1 no grid



### Organization:

Full court. Players are put into groups of 4 with one player for each group playing as a defender in the middle ( who can only walk at first ) Players must use entire court.

### Rules / Instructions:

- Players receiving the ball must play a minimum 2 touch game.
- Switch players after an interception or a touch of the ball by the defender
- How many passes can they make before the defender gets the ball?

### Variations:

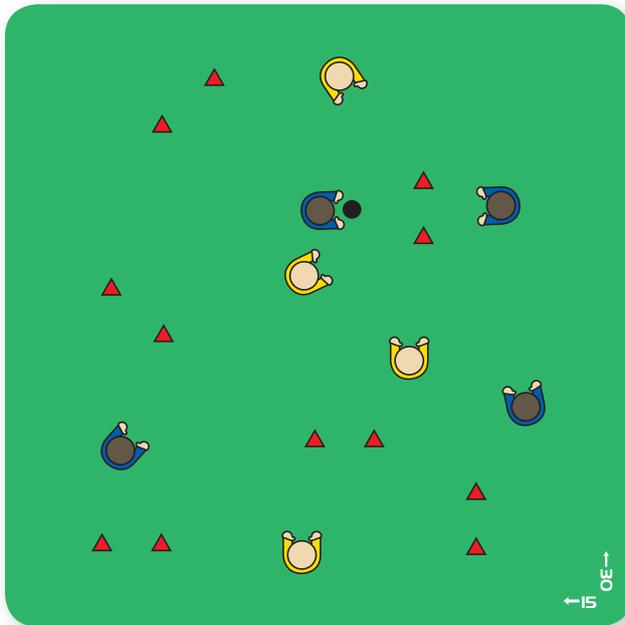
Allow the defender to run

Add other players i.e. 4 v 2 , 5 v 3, joker who plays on the team with the ball?

### Notes for Presenters / Coaching Points

- Ask them to move to support as the ball moves
- Show players how to trap the ball with the sole of their foot or other another appropriate parts of the foot in a given situation
- Encourage the players to use both feet
- Encourage passing and receiving on the move
- Encourage a "soft" touch / "cushion" surface to control the ball or move it in a certain direction

## Main Part - Controlling / Trapping the ball - Multi Goals



### Organization:

Full Court 4 v 4. A number of goals made up of pairs of cones, if available different colors

### Rules / Instructions:

- Each team must pass the ball through the gates and their team mate must trap 'dead' the ball in order to score a point.
- Once this is done they must move the ball using the sole of their foot to start the game again
- A team cannot score through the same goal twice in a row

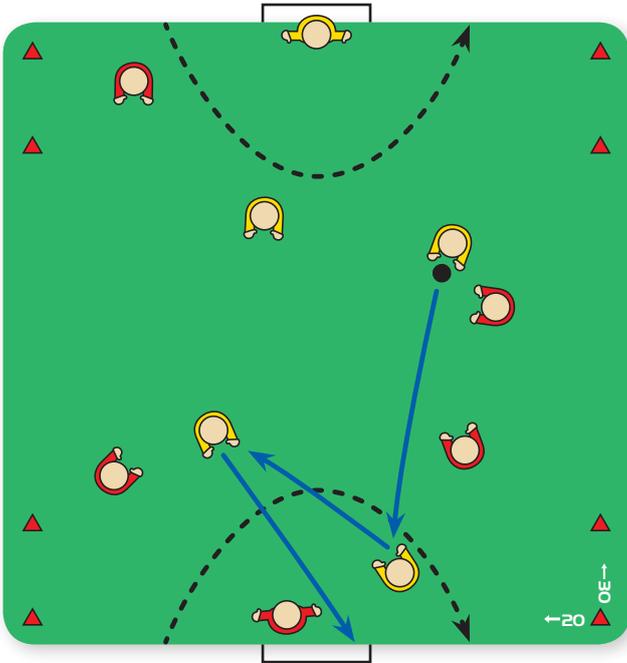
### Variations:

- Change the number of goals \* Change the size of the goals
- Add or remove players or just CHANGE IT!!

### Notes for Presenters / Coaching Points

- Watch to see that players are using the appropriate part of their foot;
- Watch to see that players strike the correct ball surface;
- Encourage the use of both feet and some deception technique ( drop shoulder etc..)
- Encourage passing and receiving on the move
- Encourage accuracy; correct weight; timing of runs passes
- ASK QUESTIONS OF YOUR PLAYERS

## Final Part - Controlling / Trapping the ball - find the front man



### Organization:

On a full court, 5v5 (including 2 keepers) Players play a normal game of Futsal with some modifications. Each team has forward zones marked by cones 7 m from goal and the width of the court. One player from each team shall occupy the rectangle near their opponent's goal and can move anywhere in the marked area to receive a pass from their team mates. No other player except the goalkeeper can be in that area.

### Rules / Instructions:

In order to score, each team must pass to their player in the forward zone, at first this player must lay the ball off to a team mate for a shot on goal and could score from a rebound.

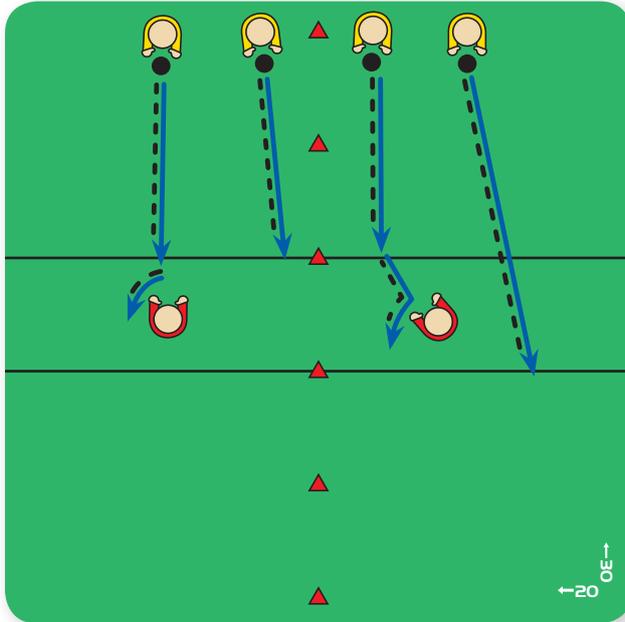
### Variations:

Rotate players from playing in the zone and playing on the court. Possibly start without goal keepers if not enough goals are scored. CHANGE IT!! Could the end player turn and score themselves?

### Notes for Presenters / Coaching Points

- Watch to see that players are using the appropriate part of their foot;
- Watch to see that players strike the correct ball surface;
- Encourage the use of both feet and some deception technique (drop shoulder etc...)
- Encourage passing and receiving on the move
- Encourage accuracy; correct weight; timing of runs passes
- ASK QUESTIONS OF YOUR PLAYERS

## Warm Up - 1 v 1 attacking skills - Get away from the defender



### Organization:

Use the full court. Each player on the end with a ball

Divide the court as shown to maintain safety

### Rules / Instructions:

1 or 2 players start in the middle. The other players start at one end of the court and attempt to dribble past their opponent and across the end line. If a player loses the ball, they swap with the player in the middle who won the ball.

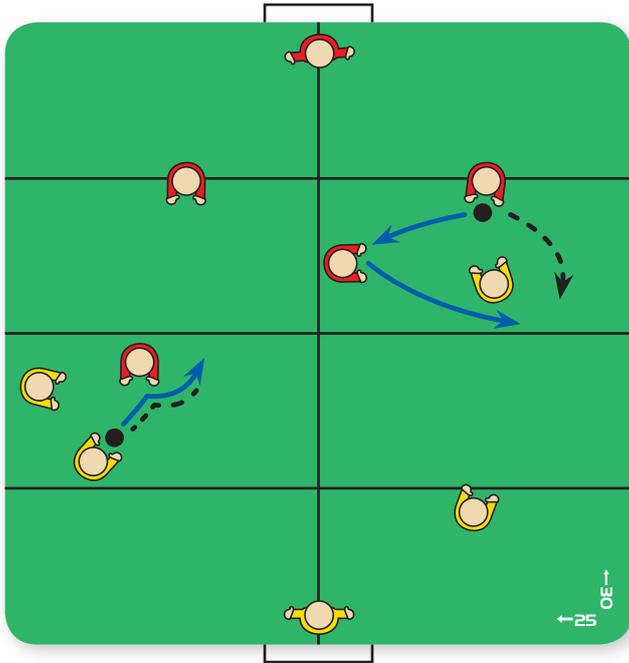
### Variations:

- Players in the middle are restricted to working inside the area marked around the half way line of the court as shown
- Encourage players to change directions / speed to beat the opponent
- Set a time limit for the dribblers to get past the defender

### Notes for Presenters / Coaching Points

- Encourage / Show the players how to keep close control of the ball;
- Encourage / Show them how to change pace and direction;
- Encourage / Show the players how to use both feet and some deception techniques

## Main Part - 1 v 1 attacking skills - pass or dribble?



### Organization:

Full Court

Split the court into quarters (lengthwise) and mark a dividing line through the centre as shown

### Rules / Instructions:

Defenders start as shown - on the lines, the first defensive player on each side of the court tries to take the ball off the two attackers if that player does not win the ball the next defender can try once the attackers have entered his/her square. Should both defenders be beaten one of the two attackers' then try to score. The Defenders are restricted to staying in their own square and get a point for every time they win the ball off the attackers

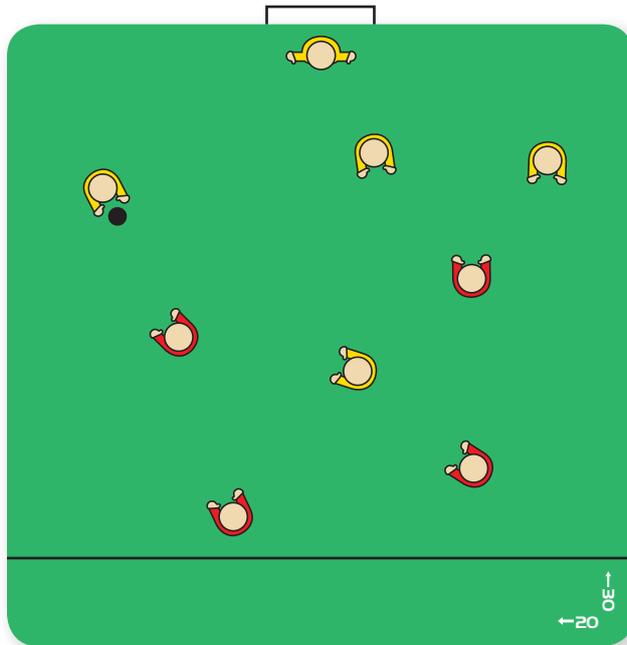
### Variations:

- Defenders can go into help ( recover) if they have been beaten
- The second attacker provides an option for the player with the ball to either pass or attack on their own.
- CHANGEIT!!!

### Notes for Presenters / Coaching Points

- Encourage the players to keep close control of the ball;
- Encourage the players to use both feet and use some deception techniques
- Supporting player must present a passing option; then it will be up to the player with the ball?

## Final Part - 1 v 1 attacking skills - Dribble to end or Score



### Organization:

- Three quarter court
- 4 plus a goalkeeper v 4

### Rules / Instructions:

- One team attacks and tries to score as normal
- The other team scores by one of their players dribbling the ball into the "end zone"

### Variations:

- Swap teams after each score
- CHANGEIT!!!

### Notes for Presenters / Coaching Points

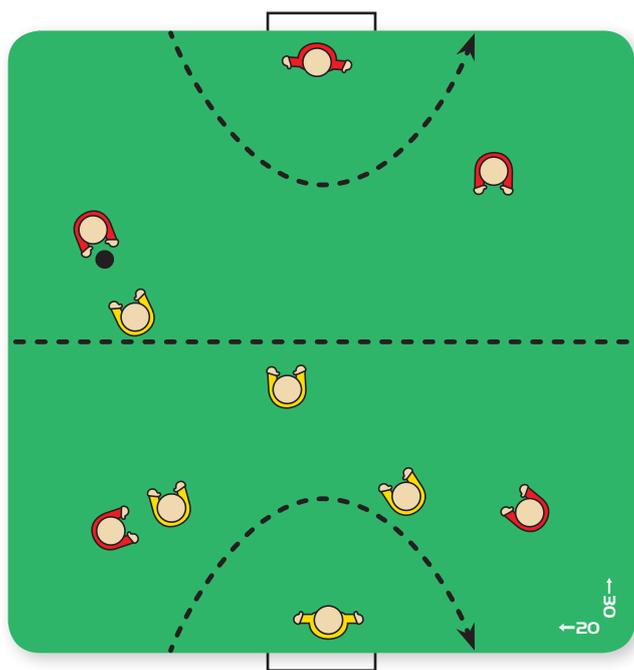
- Encourage the players to keep close control of the ball;
- Encourage / Show the players to use a change of pace and / or direction
- Encourage players to use both feet and use some deception techniques such as stepovers etc...
- Supporting player must present a passing option and then the player on the ball can decide?

## Basic Formations (Attacking)

### 2 x 2 System

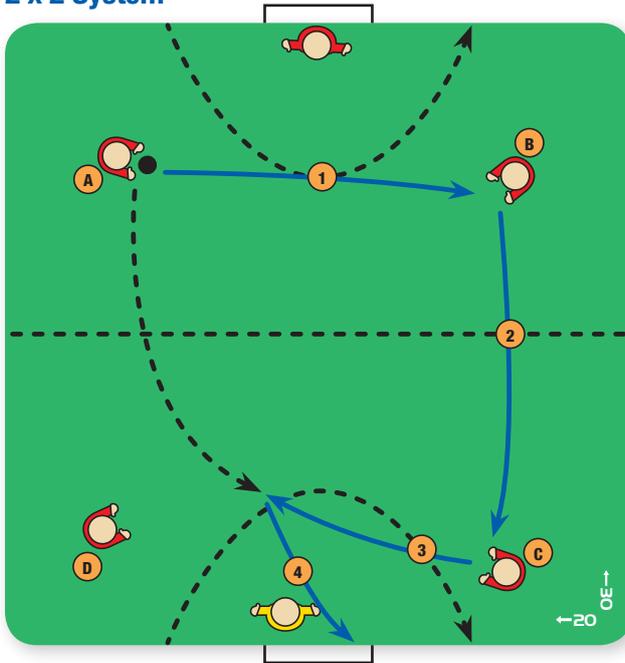
- Also known as the “box” system, often referred to as the first system ever devised
- It contains Two primarily defensive players and Two primarily attacking players
- It is the most common system used for Junior teams and school teams
- Teams which do not have a lot of time to prepare or have a low level of fitness often use it
- It is easy to learn and teach

#### Standard 2 x 2 set up from the red team



## Basic Formations (Attacking)

### 2 x 2 System



#### Rules:

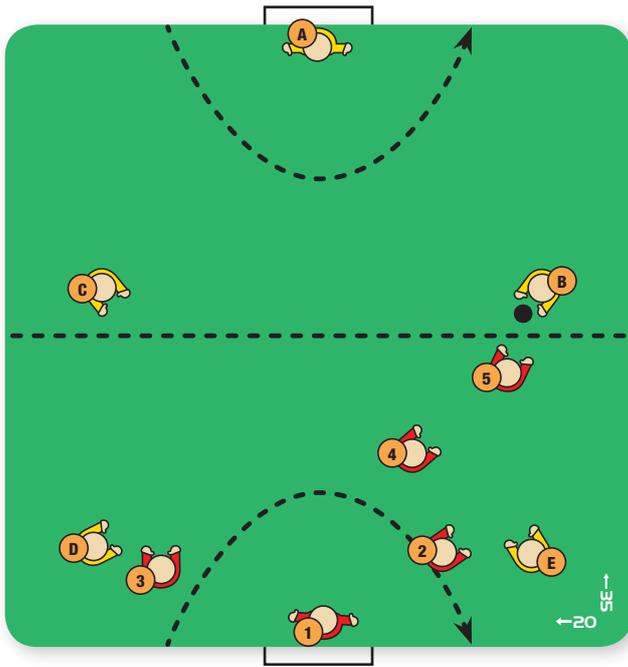
- Pass # 1 = A passes to B
- Pass # 2 = B passes to C
- Pass # 3 = C passes to A who has made a supporting run
- A finishes with a shot at Goal (4)

#### Standard 2 x 2 set up from the red team

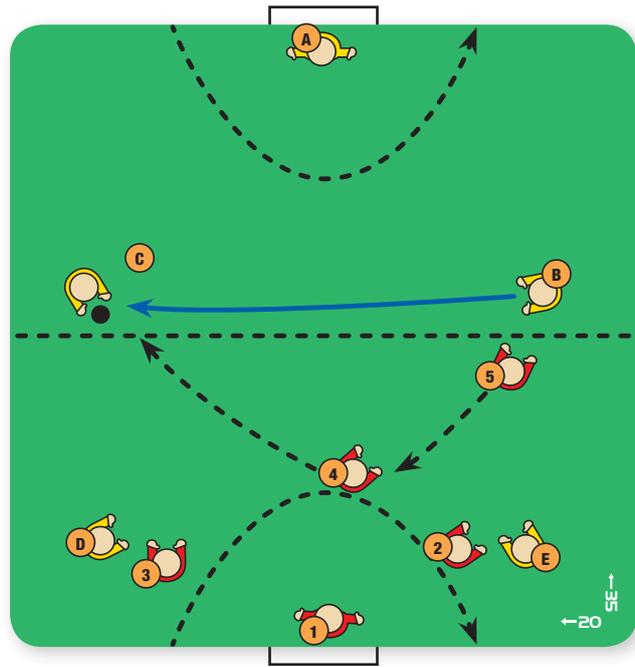
- Rotate all players after each turn D to A, A to B etc...
- Rotate direction of passes A to D
- Encourage the players to try to use less / more touches
- Encourage the players to communicate ask them... "What might you say to your team mate"?
- What other combinations could be used?
- Encourage decision making by gradually adding defenders to increase realism once the players are comfortable i.e. 4 v 1, then 4 v 2.

## Basic Formations (Defending)

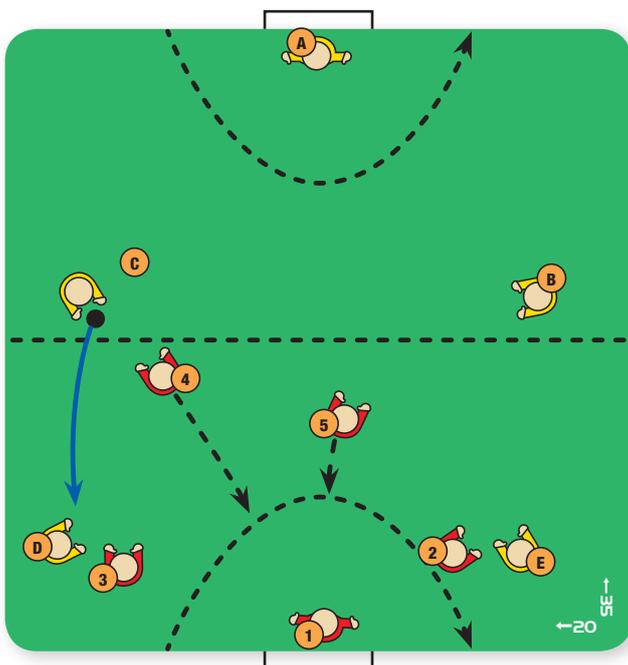
### 2 x 2 DEFENSIVE ROTATIONS



Initial set up 5 is the main defender, 4 provides cover, 2 and 3 mark their players



4 is the main defender, 5 provides cover, 2 and 3 mark their players



C Passes to D, 3 becomes the main defender 4 runs back to cover, 5 and 2 also cover the "danger" area around the "D".

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