

COACHES & MANAGERS GUIDE

ROSELEA FOOTBALL CLUB



FOOTBALL | FAMILY | PASSION

THANK YOU

Thank you for taking on the super important role of team coach & manager this year. If this is your first time in the role, or you're back for another year, you are now one of the many volunteers that keeps the Roselea Football Club on the pitch every year and we thank you so very much for your support and time.



PHILOSOPHY OF MINIROOS

MiniRoos, is a smaller, modified version of football that provides boys and girls aged 4 - 11 with a fun introduction to football.

MiniRoos is designed for kids; it is all about having fun, learning new skills and making life-long friends.

MiniRoos provides opportunities for boys and girls of all abilities, shapes and sizes to play football.

The progression helps players discover the differences in the size of the field and size of the goal and the benefits of having more space.

It also helps children to learn to use different and well-developed techniques to play a more tactical game, as well as assisting them in understanding the role of different positions and determining what best suits them.



ROLES & RESPONSIBILITIES COACH

Facilitation of training sessions and organisation of game day player involvement.

Responsibilities include:

- Participate in and support club coaching activities.
- Promote club coaching and development activities.
- Manage club equipment and gear.
- Plan, prepare, deliver and review training sessions throughout the MiniRoos season.
- Ensure all training sessions meet the needs of all participants.
- Ensure all participants are given equal opportunity to play
- Manage game-day player rotations.
- Consistently emphasise enjoyment and involvement rather than winning and competition.



- Manage parent's expectations and promote supportive and positive behaviours.
- If the team will be short you can borrow from any other Roselea FC player from the same age group or below. You should keep a record of who you have borrowed through out the season.
- Ensure Codes of Conduct are understood and followed.
- Ensure club policies and procedures are understood and followed.

ROLES & RESPONSIBILITIES MANAGER

The team manager serves as an important link between the coach and the parents. Good communication with the coach is essential to help things run smoothly. There are many administrative functions that need to be performed timely, and by working with the coach and parents it can be done smoothly.

Along with the coach, the manager is responsible to ensure the Codes of Conduct, club policies and policies are understood and followed.

Please remember that being manager does not mean you need to do everything – delegate duties such as refereeing, scoring, social events, etc to other parents. There are however several key responsibilities for the team manager. These are summarised below:

PRE-SEASON

- Reach out to previous year's players and encourage them to register.
- Check with the club to ensure that all players are properly registered.
- Communicate the training slots with parents & players.
- Register as a volunteer on Play Football.



DURING THE SEASON

- Advising parents & players when and where they are playing.
- Communicate to parents and the club.
- Manage club gear and strip.
- Checking changes to the draw ahead of game day (particularly during wet weather).
- You will be asked to assist with volunteering at key Roselea FC events such as registration days, grading day, gala days.

GAME DAY

- Arrange parent volunteers to help out with refereeing and keeping score (if needed).
- Assist with dressing or undressing the grounds.
- Speak to the opposition's manager before and after the game – check that you agree on the score!
- Update the results through Dribl.

ROLES & RESPONSIBILITIES AGE COORDINATOR

Every age group has an age coordinator to support the team managers and act as a liaison between the teams and the club.

An age coordinator can help:

- provide updates in weeks where heavy rain leads to field closures.
- can arrange to lend players from when the inevitable school band camp leaves a team short one week.

For team managers, the age coordinator should be the first point of contact.

Where there is no age coordinator, managers should contact communications@roseleafc.com.

If you or any of the parents on your team are interested in stepping into one of the vacant age coordinator positions please let us know.



Age Coordinators

Mixed

u6 & u7 - To be confirmed

u8 & u9 - To be confirmed

u10 & u11 - To be confirmed

u12 & u13 - Anthony Ripamonti

u 14 to u18 - Michelle Malan

Women's

MiniRoos - Suzie Steley

Youth - To be confirmed

Seniors - Sarsha Strasser

Men's

Seniors - Jack Foster

GAME LEADER

Each game is to be controlled by one Game Leader. The main role of the Game Leader is to keep the game moving fluently, limit stoppages and assist players with all match restarts. Most importantly, they must make every effort to create an environment that ensures that all players have fun, are learning the game and have maximum involvement.

The Game Leader can be a club official, parent, older child/player or beginner referee and should always be enthusiastic and approachable. Most importantly, remember the children are learning the game – be flexible and patient.

The Game Leader should:

- Encourage all children to have fun and different children to take re-starts;

- Ensure the correct number of players are on the field;
- Discourage players from permanently over-guarding the goal;
- Check all players are wearing shin guards;
- Use a "Ready, Set, Go" prompt to encourage quick decisions when restarting play;
- Encourage children to dribble or pass ball to team mates rather than kick the ball long;
- Ensure the opposing team is at least 5 metres outside the penalty area for all goal line restarts;
- Ensure team officials and parents create a safe, enjoyable and positive playing environment for the children;
- Encourage children to be involved in all aspects of the game, attacking and defending;
- Award free kicks as appropriate to help children learn the rules and consequences of committing fouls;
- Explain the rules to players and why a free kick has been awarded;
- Let the game flow and give instruction to all players on the run where you can;
- Praise and encourage both teams; and
- Be enthusiastic and approachable.
- Game Leaders are encouraged to undertake a free MiniRoos Certificate prior to start of the season.

For more information on how to become a Game Leader please speak to your Age Coordinator.



COACH ACCREDITATION & TRAINING

Roselea FC provides assistance to all our coaches, as well as individuals keen on entering coaching, by facilitating their involvement in accredited coach training courses and internal developmental activities within the club.

For all the available accredited coach training courses please have a look at <https://nwsf.com.au/coaching-resources/>

We will keep you informed about more coach development & support through all our RFC communications and you should keep an eye on our website.

For any enquiries about Coach Accreditation & development programs please email development@roseleafc.com.





Codes of Conduct and Behaviours

BE YOUR BEST, NO RESPECT, NO GAME



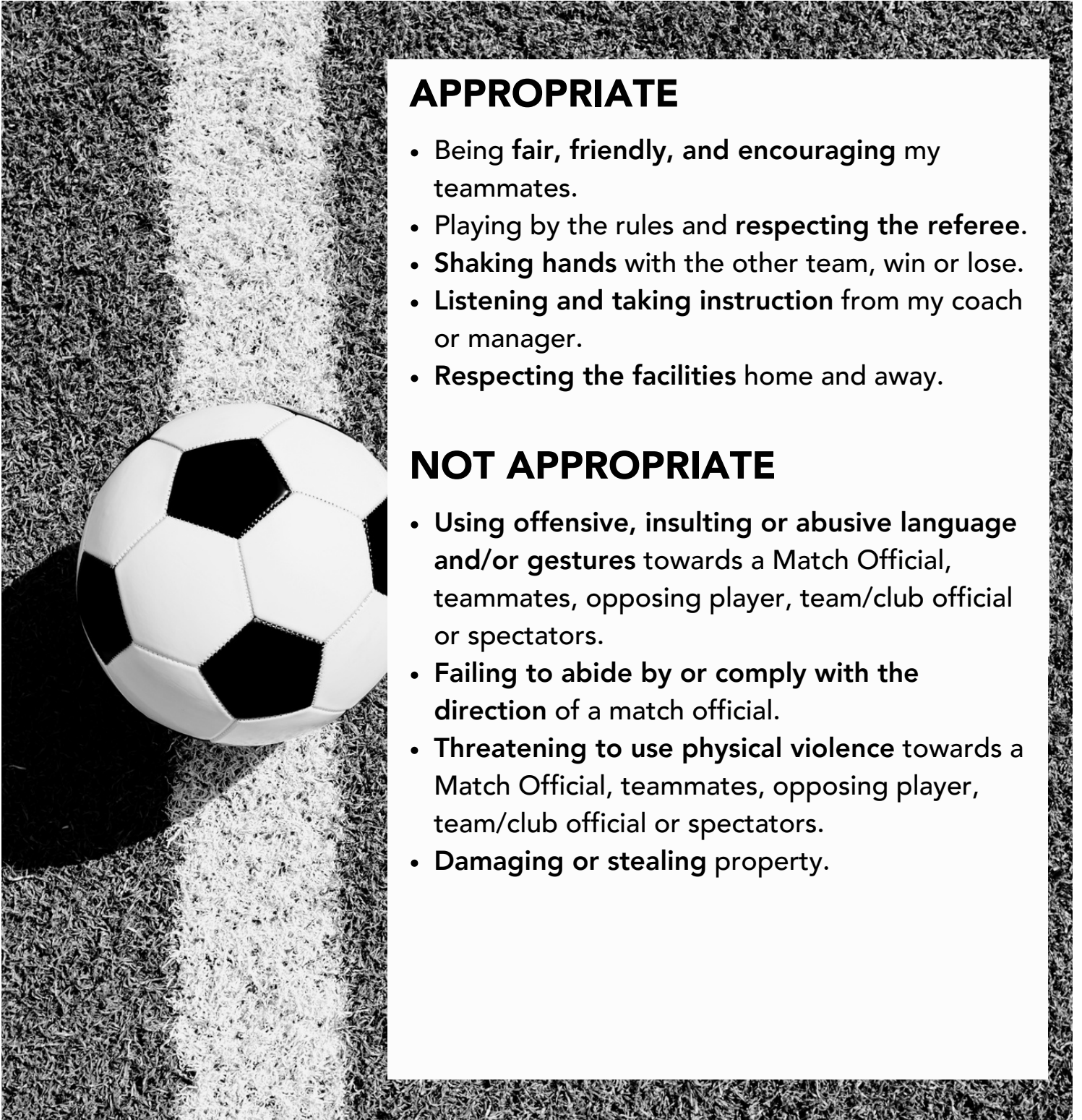
YOUNG PLAYERS

APPROPRIATE

- Being fair, friendly, and encouraging my teammates.
- Playing by the rules and respecting the referee.
- Shaking hands with the other team, win or lose.
- Listening and taking instruction from my coach or manager.
- Respecting the facilities home and away.

NOT APPROPRIATE

- Using offensive, insulting or abusive language and/or gestures towards a Match Official, teammates, opposing player, team/club official or spectators.
- Failing to abide by or comply with the direction of a match official.
- Threatening to use physical violence towards a Match Official, teammates, opposing player, team/club official or spectators.
- Damaging or stealing property.



WIN OR LOSS, NO RESPECT, NO GAME



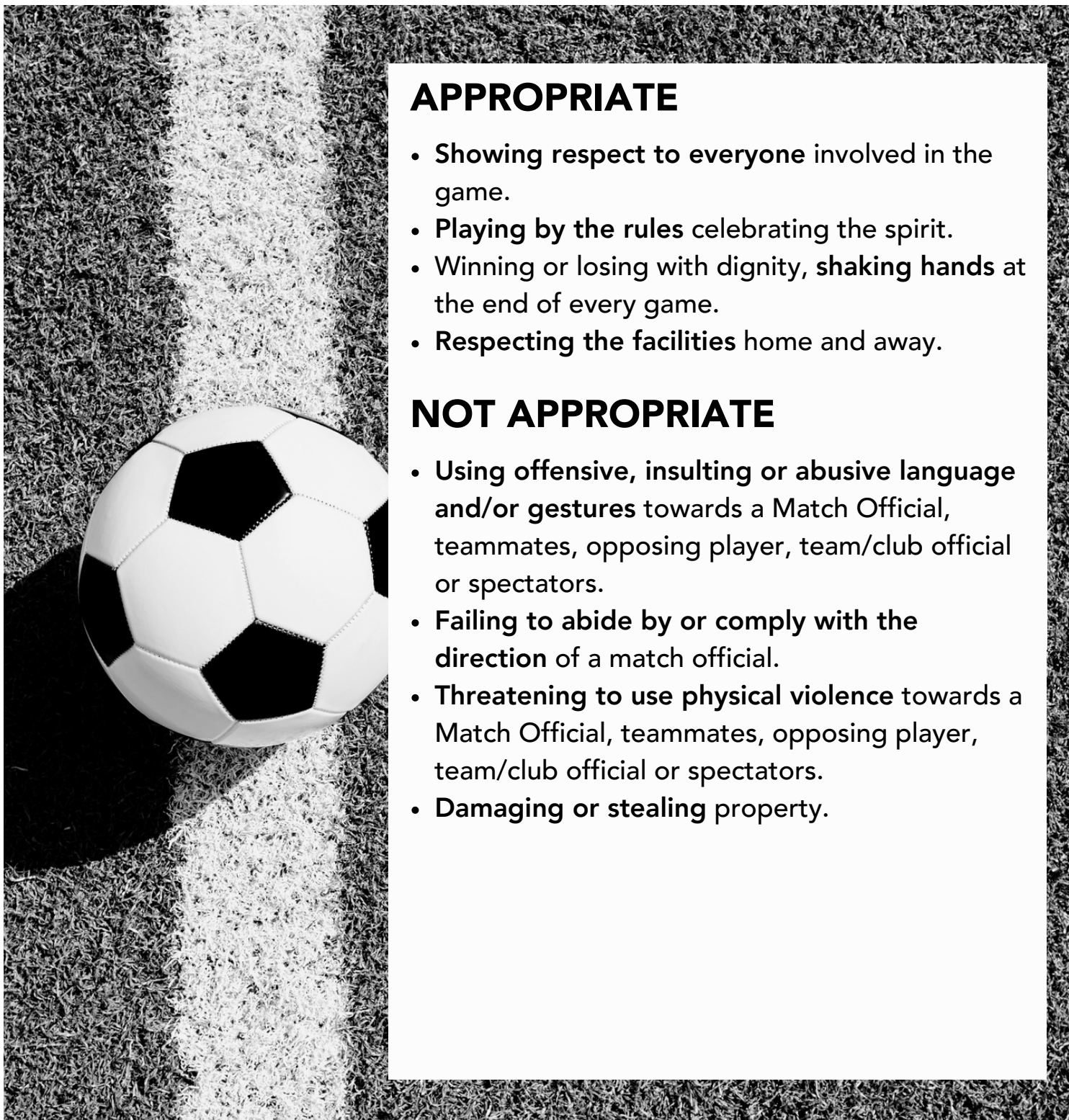
JUNIOR PLAYERS

APPROPRIATE

- Showing respect to everyone involved in the game.
- Playing by the rules celebrating the spirit.
- Winning or losing with dignity, shaking hands at the end of every game.
- Respecting the facilities home and away.

NOT APPROPRIATE

- Using offensive, insulting or abusive language and/or gestures towards a Match Official, teammates, opposing player, team/club official or spectators.
- Failing to abide by or comply with the direction of a match official.
- Threatening to use physical violence towards a Match Official, teammates, opposing player, team/club official or spectators.
- Damaging or stealing property.





SET THE STANDARDS. PROTECT THE GAME.

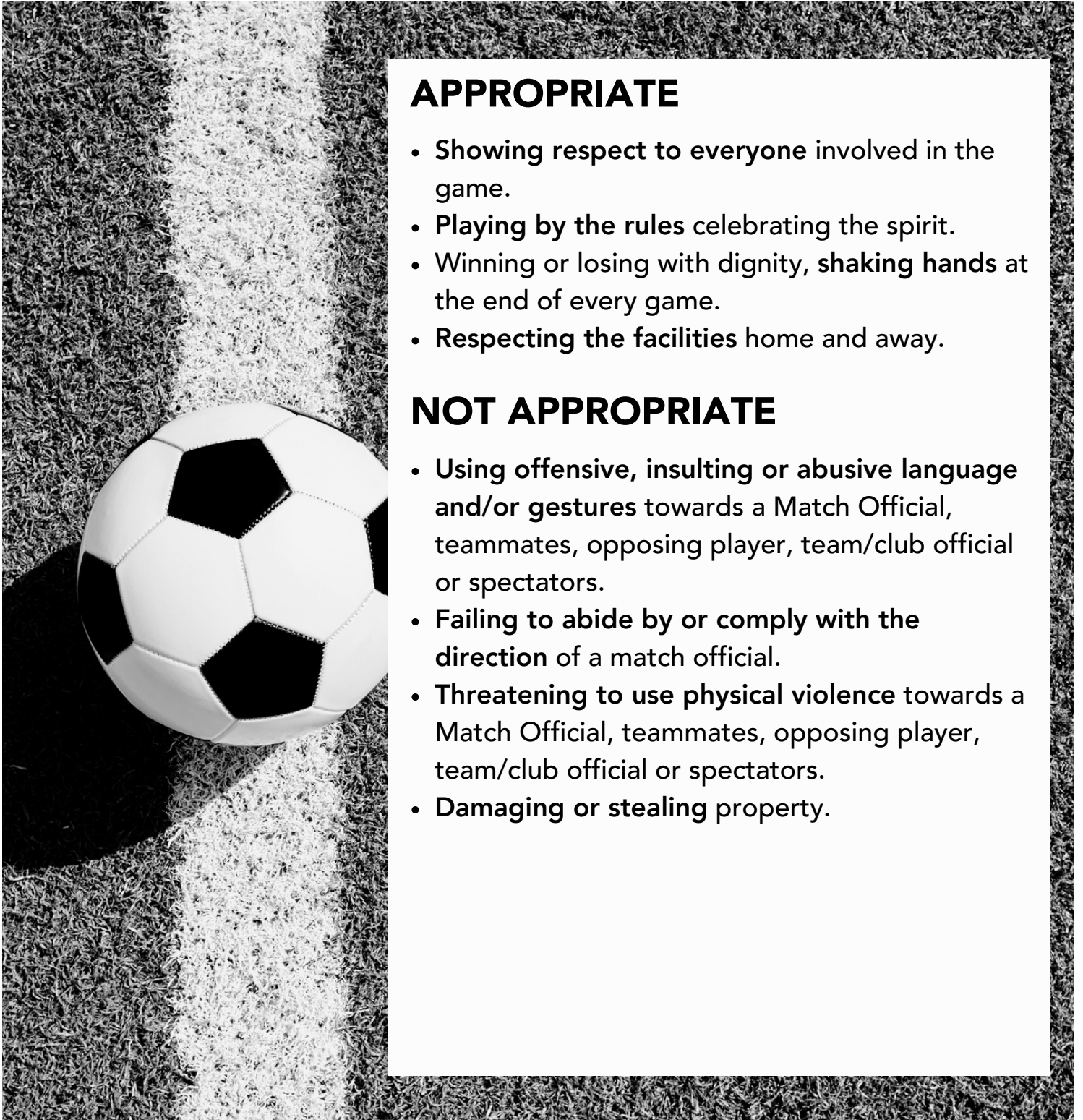
COACHES, MANAGERS, AND TEAM OFFICIALS

APPROPRIATE

- Showing respect to everyone involved in the game.
- Playing by the rules celebrating the spirit.
- Winning or losing with dignity, shaking hands at the end of every game.
- Respecting the facilities home and away.

NOT APPROPRIATE

- Using offensive, insulting or abusive language and/or gestures towards a Match Official, teammates, opposing player, team/club official or spectators.
- Failing to abide by or comply with the direction of a match official.
- Threatening to use physical violence towards a Match Official, teammates, opposing player, team/club official or spectators.
- Damaging or stealing property.



BE AN EXAMPLE. PROTECT THE GAME



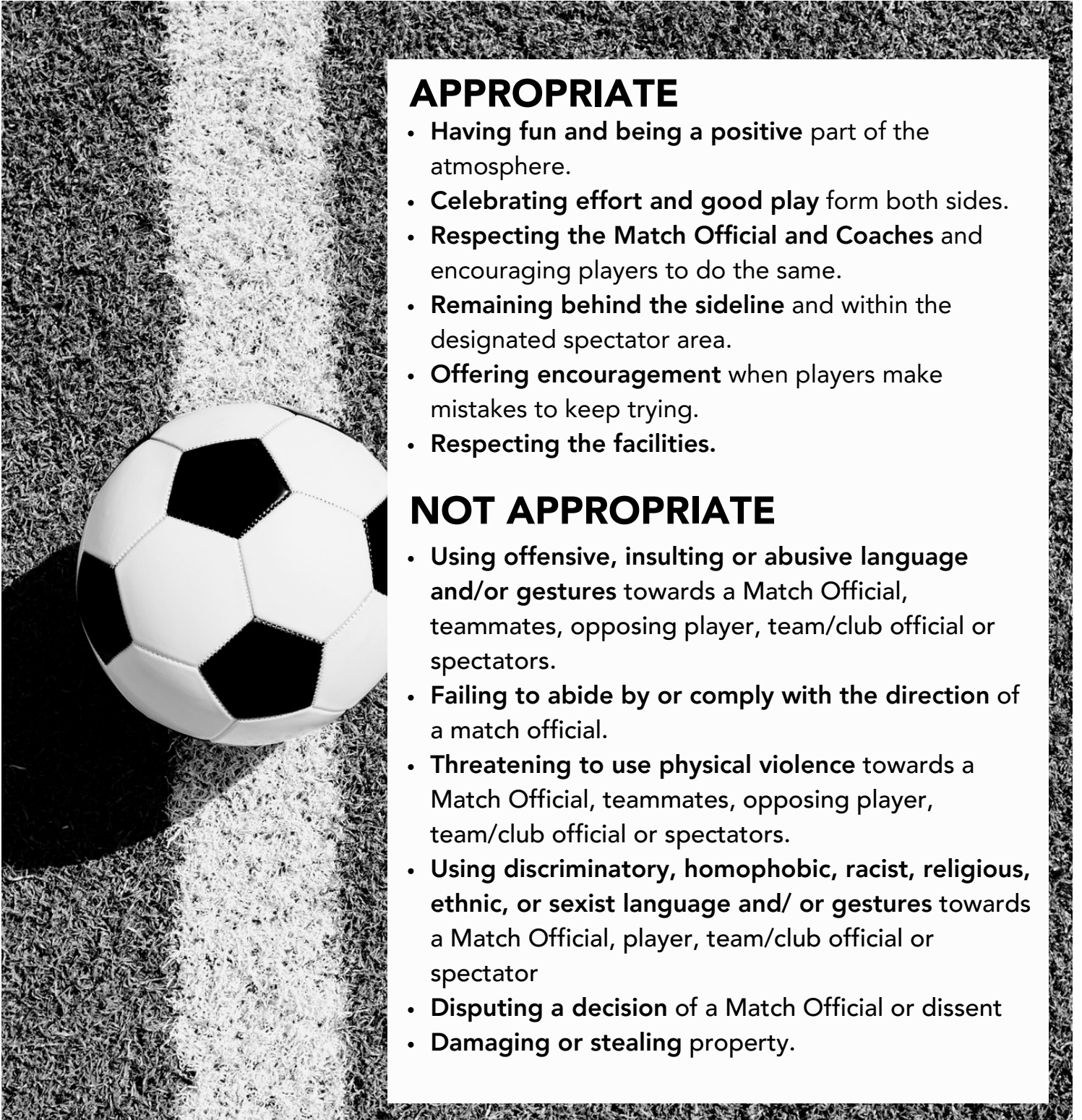
SPECTATORS

APPROPRIATE

- Having fun and being a positive part of the atmosphere.
- Celebrating effort and good play from both sides.
- Respecting the Match Official and Coaches and encouraging players to do the same.
- Remaining behind the sideline and within the designated spectator area.
- Offering encouragement when players make mistakes to keep trying.
- Respecting the facilities.

NOT APPROPRIATE

- Using offensive, insulting or abusive language and/or gestures towards a Match Official, teammates, opposing player, team/club official or spectators.
- Failing to abide by or comply with the direction of a match official.
- Threatening to use physical violence towards a Match Official, teammates, opposing player, team/club official or spectators.
- Using discriminatory, homophobic, racist, religious, ethnic, or sexist language and/ or gestures towards a Match Official, player, team/club official or spectator
- Disputing a decision of a Match Official or dissent
- Damaging or stealing property.



COMMUNICATION



WHATSAPP

We use WhatsApp to communicate important information during the season.

If you are not apart of the Coach & Manager WhatsApp group, please email communications@roseleafc.com

NEWSLETTER

Provides updates about what's happening across the club. This is where your team reports will be communicated.

OFFICIAL CLUB EMAILS

We will keep these to a minimum! Please watch out for club emails from the President, Director's and other senior club officials.

WEBSITE

There is a Coaches & Manager section on our website under Team Info - <https://www.roseleafc.com/teaminfo>

This site holds a lot of useful information.

C&M NOTES

Key information throughout the season that Coaches & Managers need to know and may need to action.

DRIBL

NWSF Match day responsibilities requires managers of U10 and above to submit a player team sheet before all games, and final score after all games.

Here is a link to activate your Dribl account:

<https://help.dribl.com/hc/en-au/articles/4532700743183-Activating-a-Dribl-Account-Self-Service-Registration->

Go to our Roselea FC website to access links to How to use Dribl.

Link: <https://www.roseleafc.com/coachesandmanagers>

Which Age Groups need to submit and confirm Match Sheets and Scores

- It is compulsory for match sheets to be submitted and confirmed within Dribl for all teams participating from U10 age group up to O55's in Mixed, O40's in Women's and Masters. This is necessary as referees are appointed in all these age groups.
- It is compulsory for all teams from U6 right through to Masters to enter scores for the full season through the Dribl App. From U6-U11 these results are not visible to the public and are used internally by NWSF for grading purposes only. Please make sure scores are entered, as we will be chasing club administrators to get them and there are fines involved for not adding scores. This was agreed to by the clubs back in December 2022 and is now in the Regulations (Reg 8.20).
- If you already see a score entered simply type over the top of it and press submit, as it will record when the home and away team add their scores.

Who can update the match sheets

- Team Reporters and Team Recorders are approved to update Match Sheets in Dribl. Coaches and Managers are automatically assigned as Team Reporters and Team Recorders.
- Any person can be made a Team Reporter and Team Recorder as long as it approved and allocated by the Club Administrator.

DRIBL

Match Sheet Must Knows

- All players (including borrowed players), coaches and managers who are participating in the match, must be listed as available. Players who are not playing do not click as available.
- To pre-set a players number for the season, hold down on the player selecting and a dropdown menu will appear and go to the bottom and select 'Set Jersey Number' and add in players number and submit.
- Premier League, Super League and Women's Premier League – please select a starting eleven.
- Once the teams are submitted, the teams can then be confirmed by the opposition team.
- Teams should not delay submitting their team if players are running late. Any players that arrive late, must make themselves known to the opposition manager/coach and match officials before entering the field of play and if they are on the match sheet. If the player is not on the match sheet, you can request from the opposition to unconfirm (if they have confirmed) , unsubmit your team and make player available and resubmit. This should all be done in the presence of the opposition coach/manager, so its all above board.
- Any players not listed as available on the match sheet, are not eligible to take part in the match. A forfeit and possible sanctions against the manager or coach could ensue if a deliberate breach was found to have occurred.
- Any borrowed player that is listed in the Match Sheet is deemed to have played, even if not clicked as being available. Only add players if they are certain to play, otherwise it will count towards their tally of upgrades, if applicable.
- It is the Team Recorder and Team Reporters responsibility to make sure the teams are entered and submitted correctly. Excuses for not doing this will not be tolerated.

Forfeiting a Match

- If a team needs to forfeit a match, this is a very easy process through Dribl. Go here: <https://help.dribl.com/hc/en-au/articles/4423547168015-Forfeit>
- All forfeits should be enacted through the Dribl App.
- Once a forfeit is requested, the Competition Administrators will receive a notification, who then can authorise the forfeit. Once confirmed all participants involved in the game, including referees, will receive notification of the forfeits.

DRIBL

Problems with Opposition Team

- Lodge a dispute. Go here: <https://help.dribl.com/hc/en-au/articles/4423571574159-Disputes>
- If a team suspects their opposition is playing ineligible players, they must try and resolve prior to the game kicking off.
- They must inform referee, who will note it down, but it's not the referee's job to resolve the issue or get involved other than noting it down. The only exception to a referee getting involved, is if one team insists on seeing the players of the opposition team at half way (which they are entitled to do) and it may delay the start of a game.
- If a team suspects their opposition of wrongdoing, they must submit a Dispute in Dribl straight after the game and notify the opposition. Photos should be taken of the offending player/s in question and sent with any email from the club to support the dispute that has been entered into Dribl. Without any visual evidence, it's very hard to prove.

Borrowed Players

- The borrowed player rules have changed a little since last season, while some changes from last year will remain in 2023. Most notable things are:
 - Upon playing up an eighth game as an Upgraded Player within the one season, that player shall be re-graded to play in the higher grade and division they played on the eighth (8) occasion.
 - Mixed Premier League and Super League, a limit of five (5) borrowed players shall be allowed in a match for the same team.
 - In Over Age competitions only (ie O30 to O55), as part of the five (5) borrowed players, a player may play as a downgraded player in any team (in Over Age competitions) if they are age and gender eligible. Teams are only allowed a maximum of 2 downgraded players.
 - Players registered in U16 and U18 age groups may play for their Club in Mixed and Women's Premier League (subject to gender eligibility) and Mixed Super League without it counting towards their 8 upgraded games.
 - If a Clubs two lowest graded teams happen to play in the same age and division, one team only may borrow a maximum of two (2) players from the other team.
 - Please find attached the Borrowing Matrix documents, which should be provided to all managers and downloaded and have with them at their games. There is one full version and depending on what age group you are playing, one single document.

These regulations and many other documents can be found in the Resources folder on NWSF website.



SEASON INFO

Wet Weather Info

Councils close grass fields in wet weather to protect the grounds.

As manager you need to check for ground closures & updates to the draw and notify your team.

Roselea FC will advise ground closures on WhatsApp, social media & website.

Each council will update their website when they close any grounds:

Parramatta Council - <https://www.cityofparramatta.nsw.gov.au/recreation/our-parks/wet-weather>

The NWSF will update the online draw when games are moved and/or cancelled due to ground closures.

Uniform

All players must wear the official uniform at all games. Uniforms should not be worn to training.

The online shop www.roseleafc.com.au allows you to buy socks and shorts that you need, with jumpers and many other items also available.

Alternate strip

Requesting Alternate Strip
Pick up: Wed or Thurs

1. Send an email to: alternatestrip@roseleafc.com

Include the following information in the email.

- Your name and mobile
- Your Age Group/Team
- Current Bag Kit Number

2 You'll receive an email containing instructions for collecting alternate strips from Harold West.

Returning Alternate Strip
Return: Tuesday (washed)

1. All jerseys **MUST** be washed before returned.
2. Send an email to: alternatestrip@roseleafc.com advising that you have returned the kit.

NOTE: u6 to u9 wear bibs rather than alternate strips. These teams have been given a bibs.

We recommend players bring another shirt on the day so jerseys can be collected at the end of the game, washed and returned by Tuesday.

Fines incurred for failing to play in alternate Strip WILL be passed on to the offending team.



Carlingford Oval

Carlingford Oval 1 & 2 is used by the minis every Saturday and Sunday morning and will need to be setup. If you are the first full field (competitive team) on Carlingford Oval on Saturday or Sunday you will need to set up the nets and flags. You may need to start putting your nets up before the minis finish to ensure you are ready for your match. All nets, and flags plus portable goals are in the clubhouse.

MiniRoos teams (u6 to u11 plus u12 - juniors) will need to look at the schedule available on the website - <https://www.roseleafc.com/coachesandmanagers> to see if you need to set-up or pack-up.

- If you are the first team you will need to set-up.
- If you are last team you will need to pack-up.
- If you are the only team you will need to set-up and pack-up

If you are the last team on any of our grounds, please remember you will need to pack up the field. This includes:

- Taking the nets down and returning them to the clubhouse.
- Taking out the corner flags, ropes and any signage and returning them to the clubhouse.

We have a grounds persons at the clubhouse to assist you at the beginning and the end of the day.

Typically, initial matches commence at 8:30am and final matches around 10:30am. However, occasionally, these times may vary due to gaps in the schedule before or after. Kindly refer to the draw to confirm whether your team is scheduled for the first or last game.

Let Kids be Kids

stop poor sideline behaviour in junior sport



Aussie kids love sport!
1.7 million
aged 5-14 years participate¹

That's
60%

Here's what they want from sport



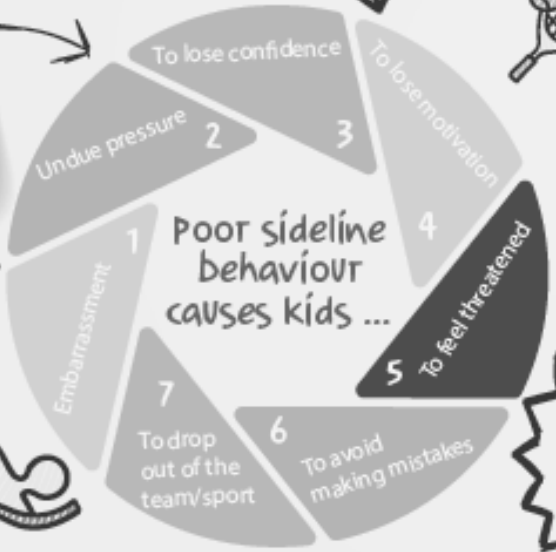
1. To have fun.
2. To do something they're good at.
3. To improve their skills.
4. To stay in shape.
5. To get exercise.²

Sport is generally a positive experience for most kids, but...

75%

A UK study showed that 75% of children who participated in organised sport up to the age of 16 had been criticised for their performance, had been shouted or sworn at or had been embarrassed or humiliated by a coach, parent, peer or sports administrator.³

"Mum and Dad, I sure love sports, but it seems like my sports make you guys angry more than they make you happy."⁵



Australian research shows that aggressive behaviour on the sidelines is embarrassing junior footballers, making them lose confidence and can lead to them quitting the sport.⁴

How to recognise poor behaviour

1. Emphasis on winning/results
2. Abuse/intimidation of coaches/officials
3. Excessive instruction from the sideline
4. Putting down children in front of others
5. Criticise performances on the drive home

Free resources to help

Positive things we can do



Free toolkit:
<http://playbytherules.net.au/let-kids-be-kids>



1 4156.0 - Sports and Physical Recreation: A Statistical Overview, Australia, 2012.
2 Clark, M. A. (n.d.). Winning! How Important is It in Youth Sports? Retrieved November 11, 2004.
3 Kate Alexander, Anne Stafford, Ruth Lewis (2011). The experiences of children participating in organised sport in the UK. The University of Edinburgh/NSPCC Child Protection Research Centre.
4 Samuel Elliott and Murray Drummond. "Parents in youth sport: what happens after the game?" Sport, Education and Society, May 6, 2015.
5 O'Sullivan, John (31 January 2017). 'An open letter from the back seat' in Sports Parenting.



MiniRoos National Playing Formats and Rules



National Playing Formats and Rules

MiniRoos Club Football

UNDER 6 & 7

Playing Formats

The table below summarises the national playing formats for boys and girls aged Under 6 & 7:

The number of players	4-a-side with <u>no</u> goalkeeper Maximum of three substitutes
The field of play	30m x 20m
Goal size	2m wide x 1m high
Ball size	Size 3
Duration of the game	20 min halves Minimum 5 min half-time break
Penalty area	No penalty area required

Goal type

It is preferable that pop-up style portable goals are used where possible however, the use of poles or markers as goals is also suitable.

To comply with Australian Safety Standards, portable goals must be anchored securely to the ground. The use of sandbags or pegs is recommended when using pop-up style portable goals.

For more information on Australian Safety Standards please visit the Product Safety Australia website: www.productsafety.gov.au.

Goalkeeper

There are no goalkeepers in MiniRoos Under 6 & 7.

It is the responsibility of the Game Leader to discourage children from permanently standing in front of the goal.

Ball crossing the touch line

There is no throw in.

A player from the opposing team to the player that touched the ball last before crossing the touch line will place the ball on the touch line and pass or dribble the ball into play. Opponents must be at least 5m away from the ball until it is in play. The ball must touch a team mate before a goal can be scored.

Ball crossing the goal line

There is no corner kick.

Regardless of which team touched the ball last, a player from the team whose goal line the ball has crossed will place the ball anywhere along the goal line and pass or dribble the ball into play. Opponents must retreat to the half way line and can move once the ball is in play. The ball must touch a team mate before a goal can be scored.

Offside

There is no offside rule in MiniRoos Under 6 & 7.

Game Leaders should strongly discourage children from permanently standing in blatant offside positions.

Fouls and misconduct

Indirect free kicks are awarded for all acts of handball or fouls and misconduct. Opponents must be at least 5m away from the ball when the indirect free kick is taken. (An indirect free kick is where a goal can be scored only if the ball subsequently touches another player before it enters the goal).

Most acts of handball or fouls and misconduct at this level are caused by a lack of coordination, with no intent. In this case try and give the advantage to the attacking team and continue play. If you decide a deliberate or serious act of handball, foul or misconduct has occurred, explain to the child they have done the wrong thing and that they should not do this again. Free kicks should be awarded as appropriate.

Match results and points tables

The recording of match results should be conducted for the purpose of assigning teams to appropriate leagues, ensuring the most enjoyable experience for all players.

Under no circumstances will match results be published publicly by Member Federations, Local Associations or local clubs.

Points tables are not applicable in Under 6 & 7 football and do not exist.



National Playing Formats and Rules

MiniRoos Club Football

UNDER 8 & 9

Playing Formats

The table below summarises the national playing formats for boys and girls aged Under 8 & 9:

The number of players	7-a-side including a goalkeeper Maximum of four substitutes
The field of play	Minimum: 40m long x 30m wide Best Practise: 45m long x 35m wide Maximum: 50m long x 40m wide
Goal size	3m wide x 2m high
Ball size	Size 3
Duration of the game	20 min halves Minimum 5 min half time break
Penalty area	5m deep x 12m wide

Goal type

It is preferable that portable goals are used where possible however, the use of poles or markers as goals is also suitable.

To comply with Australian Safety Standards, portable goals must be anchored securely to the ground. The use of sandbags or pegs is recommended when using portable goals.

For more information on Australian Safety Standards please visit the Product Safety Australia website: www.productsafety.gov.au.

Offside

There is no offside rule in MiniRoos Under 8 & 9.

Game Leaders should strongly discourage children from permanently standing in blatant offside positions.

Goalkeeper

The goalkeeper is allowed to handle the ball anywhere in the penalty area. To restart play after a save or gathering the ball with their hands, the ball must be thrown or rolled from the hands or played from the ground with their feet, within 6 seconds.

The goalkeeper is not allowed to kick or drop kick the ball directly from their hands. Opponents must be at least 10 metres outside the penalty area and cannot move inside the penalty area until the ball is in play. The ball is in play once it moves out of the penalty area.

An indirect free kick is awarded if the goalkeeper touches the ball with their hands after it has been deliberately kicked to them by a team mate.

Ball crossing the touch line

Throw in.

Player faces the field of play, has part of each foot on the ground either on or behind the touch line, uses both hands and delivers the ball from behind and over his or her head. The thrower must not touch the ball again until it has touched another player. Opponents must be at least 5 metres away from the ball until it is in play.

The ball is in play once it enters the field of play.

A goal cannot be scored directly from a throw in.

Ball crossing the goal line after touching the defending team last

Corner kick.

A player from the attacking team places the ball inside the corner arc nearest to the point where the ball crossed the line. Opponents must be at least 5 metres away from the ball until it is in play. The ball is in play when it is kicked and moves.

A goal may be scored directly from a corner kick.

Ball crossing the goal line after touching the attacking team last

Goal kick from anywhere within the penalty area. Opponents remain at least 10 metres outside the penalty area until the ball is in play. Game Leaders should not restart play until they are satisfied all opposition players are at least 10 metres outside the penalty area. The ball is in play once it is kicked directly out of the penalty area.

Fouls and misconduct

Indirect free kicks are awarded for all acts of handball or fouls and misconduct. Opponents must be at least 5 metres away from the ball when the indirect free kick is taken. An indirect free kick is where a goal can be scored only if the ball subsequently touches another player before it enters the goal.

For deliberate or serious acts of handball or fouls and misconduct in the penalty area, a penalty kick is awarded from an 8 metre penalty mark with only a goalkeeper in position. All other players must be outside the penalty area and be at least 5 metres behind the penalty mark.

Fouls and misconduct are:

- kicks or attempts to kick an opponent;
- trips or attempts to trip an opponent;
- jumps at an opponent;
- charges at an opponent;
- strikes or attempts to strike an opponent;
- pushes an opponent;
- tackles an opponent from behind to gain possession of the ball;
- makes contact with the opponent before touching the ball;
- holds an opponent;
- spits at an opponent;
- handles the ball deliberately;
- plays in a dangerous manner; and
- impedes the progress of a player.

Match results and points tables

The recording of match results should be conducted for the purpose of assigning teams to appropriate leagues, ensuring the most enjoyable experience for all players.

Under no circumstances will match results be published publically by Member Federations, Local Associations or local clubs.

Points tables are not applicable in Under 8 & 9 football and do not exist.

National Playing Formats and Rules

MiniRoos Club Football

UNDER 10 & 11

Playing Formats

The table below summarises the national playing formats for boys and girls aged Under 10 & 11:

The number of players	9-a-side including a goalkeeper Maximum of five substitutes
The field of play	Maximum: 70m long x 50m wide Best Practise: 65m long x 45m wide Minimum: 60m long x 40m wide
Goal size	Maximum: 5m wide x 2m high
Ball size	Size 4
Duration of the game	25 min halves Minimum 5 min half time break
Penalty area	10m deep x 20m wide

Goal type

It is preferable that portable goals are used where possible however, the use of poles or markers as goals is also suitable.

To comply with Australian Safety Standards, portable goals must be anchored securely to the ground. The use of sandbags or pegs is recommended when using portable goals.

For more information on Australian Safety Standards please visit the Product Safety Australia website: www.productsafety.gov.au.

Goalkeeper

The goalkeeper is allowed to handle the ball anywhere in the penalty area. To restart play after a save or gathering the ball with their hands, the ball must be thrown or rolled from the hands or played from the ground with their feet, within 6 seconds. The goalkeeper is not allowed to kick or drop kick the ball directly from their hands. Opponents must be at least 10 metres outside the penalty area and cannot move inside the penalty area until the ball is in play. The ball is in play once it moves out of the penalty area or when the goalkeeper places the ball on the ground.

An indirect free kick is awarded if the goalkeeper touches the ball with their hands after it has been deliberately kicked to them by a team mate.

Ball crossing the touch line

Throw in.

Player faces the field of play, has part of each foot on the ground either on or behind the touch line, uses both hands and delivers the ball from behind and over their head. The thrower must not touch the ball again until it has touched another player. Opponents must be at least 5 metres away from the ball until it is in play. The ball is in play once it enters the field of play.

A goal cannot be scored directly from a throw in.

Ball crossing the goal line after touching the defending team last

Corner kick.

A player from the attacking team places the ball inside the corner arc nearest to the point where the ball crossed the line. Opponents must be at least 5 metres away from the ball until it is in play. The ball is in play when it is kicked and moves.

A goal may be scored directly from a corner kick.

Ball crossing the goal line after touching the attacking team last

Goal kick from anywhere within the penalty area. Opponents remain at least 10 metres outside the penalty area until the ball is in play. Game Leaders should not restart play until they are satisfied all opposition players are at least 10 metres outside the penalty area. The ball is in play once it is kicked directly out of the penalty area.

Offside

The official offside rule (Law 11, FIFA Laws of the Game) does not apply to MiniRoos Under 10 & 11. Goals can be scored from the offside position.

Game Leaders should direct players permanently standing in blatant offside positions to move into onside positions.

Children should be made aware of the official offside rule during training and be encouraged to adopt this philosophy during the game at all times.

Fouls and misconduct

Indirect free kicks are awarded for all acts of handball or fouls and misconduct. Opponents must be at least 5 metres away from the ball when the indirect free kick is taken. (An indirect free kick is where a goal can be scored only if the ball subsequently touches another player before it enters the goal).

For deliberate or serious acts of handball or fouls and misconduct in the penalty area, a penalty kick is awarded from an 8 metre penalty mark with only a goalkeeper in position. All other players must be outside the penalty area and be at least 5 metres behind the penalty mark.

Fouls and misconduct are:

- kicks or attempts to kick an opponent;
- trips or attempts to trip an opponent;
- jumps at an opponent;
- charges at an opponent;
- strikes or attempts to strike an opponent;
- pushes an opponent;
- tackles an opponent from behind to gain possession of the ball;
- makes contact with the opponent before touching the ball;
- holds an opponent;
- spits at an opponent;
- handles the ball deliberately;
- plays in a dangerous manner; and
- impedes the progress of a player.

Match results and points tables

The recording of match results should be conducted for the purpose of assigning teams to appropriate leagues, ensuring the most enjoyable experience for all players.

Under no circumstances will match results be published publically by Member Federations, Local Associations or local clubs.

Points tables are not applicable in Under 10 & 11 football and do not exist.

National Playing Formats and Rules

Method of scoring

A goal is scored when the whole of the ball passes over the goal line, between the goalposts and under the crossbar. When goal posts are not available and cones are used for goals, a goal is scored when the ball passes between the cones without touching them, below shoulder height of the player.

Shin guards

Shin guards must be worn by all players without exception.

Concussion

Any player suspected of suffering from concussion should be examined by a medical practitioner before returning to play. As a general rule; "If in doubt, sit it out".

Substitutions

Players may be rotated on and off the field at any time during the game. A coach/parent may make substitutions while the ball is in play, ensuring the player is off the field before the substitute goes on. Equal playing time should be a priority ensuring all players regardless of age, gender and/or ability get to take the field.

Regular rotation of players is key. Kids don't register to watch football – they just want to play! If there is space on the sidelines, substitutes should be encouraged to set up small-sided games or practice their skills in a designated area, not interfering with play.

Game Leaders

Each game is to be controlled by one Game Leader.

The main role of the Game Leader is to keep the game moving fluently, limit stoppages and assist players with all match re-starts. Most importantly, they must make every effort to create an environment that ensures that all players have fun, are learning the game and have maximum involvement.

The Game Leader can be a club official, parent, older child/player or beginner referee and should always be enthusiastic and approachable. Most importantly, remember the children are learning the game – be flexible and patient.

The Game Leader should:

- Encourage all children to have fun and different children to take re-starts;
- Ensure the correct number of players are on the field;
- Discourage players from permanently over-guarding the goal;
- Check all players are wearing shin guards;
- Use a "Ready, Set, Go" prompt to encourage quick decisions when restarting play;
- Encourage children to dribble or pass ball to team mates rather than kick the ball long;
- Ensure the opposing team is at least 5 metres outside the penalty area for all goal line restarts;
- Ensure team officials and parents create a safe, enjoyable and positive playing environment for the children;
- Encourage children to be involved in all aspects of the game, attacking and defending;
- Award free kicks as appropriate to help children learn the rules and consequences of committing fouls;
- Explain the rules to players and why a free kick has been awarded;
- Let the game flow and give instruction to all players on the run where you can;
- Praise and encourage both teams; and
- Be enthusiastic and approachable.

Game leaders are encouraged to undertake a free FFA MiniRoos Certificate prior to start of the season.



ADDITIONAL RESOURCES

Resources, training schedules, session outlines, and numerous other tools are accessible for MiniRoos coaches and individuals engaged in nurturing our youngest players.

Check out the below links:

- Roselea FC website - Roselea FC Coaches and Managers page - <https://www.roseleafc.com/coachesandmanagers> and scroll down to Additional Resources
- NWSF website Coaching Resources - <https://nwsf.com.au/coaching-resources>
- Football NSW Coach Hub - <https://footballnsw.com.au/coach-hub/>
- MiniRoos Resources - <https://www.playfootball.com.au/miniroos/resources>



MINI ROOS

The logo for Mini Roos features the words "MINI" and "ROOS" in a large, bold, white, distressed font. The letter "O" in "ROOS" is replaced by a white soccer ball. A white soccer player's leg, wearing a striped sock and a cleated boot, is positioned as if kicking the ball.

KICK-OFF SESSION GUIDE



FOOTBALL
AUSTRALIA

INTRODUCTION.



PURPOSE

Not so long ago, children learned football by playing the game on the street or in the park, for hours, making their own rules. It was free play – with no adults to interfere – and they played because they enjoyed it. For a host of reasons, street football has virtually disappeared. The challenge today for grassroots football deliverers is to recreate that environment of **FUN** and freedom and deliver the learning foundation that street football used to provide.

We believe that this fun and free approach to playing football will give thousands of young players enjoyable football experiences that will foster a love and passion for the beautiful game that will last a lifetime.

With this guide we want to support facilitators in order to create a **SAFE** environment which empowers children to thrive by offering activities that suit their stage of development, age, abilities and interest.

We want to also stress the importance of adapting and modifying activities by embracing the rich diversity of our players and adopting **INCLUSIVE** practices. When planning games, it is important to understand each participant's physical, psychological, social and cognitive capabilities. Depending on their level, adjustments or modifications may need to be made to ensure all players are engaged and included in order to achieve an adequate level of success.

THE GAMESOLOGY FRAMEWORK

Small-sided Game	FUN Football Game	Small-sided Game (with variation)	Physical Literacy Game	Small-sided Game
5-10 mins	5-10 mins	5-10 mins	5-10 mins	5-10 mins

WHY ADOPT THIS FRAMEWORK?

- Based on tapping into children's natural desire to play more **games**
- Easy for a **facilitator** to organise and provides **flexibility** to deliver session between 25-50 minutes
- Develops **'thinking players'**
- Enables children to **freely express** themselves
- Provides ample opportunities for children to **experience success**
- Encourages **greater decision making** and more **game-specific ball contacts** during practical sessions
- Develops children's **passion** and **love** of football

INTRODUCTION.



FOOTBALL
AUSTRALIA

SMALL-SIDED GAME

- Establishes an **easy arrival routine** of playing a game
- A **FUN** way to commence a practical session
- Caters for **any number of players** that attend the practical session
- Enables children to showcase **freedom of expression**
- Resembles **street football** in a safe and supervised environment
- **Easy** for a facilitator to **set up** and organise

FUN FOOTBALL GAME

- **Child friendly games** that are related to the game of football
- Games need to enable all children to **experience success**
- Children will be **more focused** to follow simple instructions after playing initial game with friends
- Focus on providing players with **lots of repetition** at high speed
- Facilitate activities on the functional core skills for children aged 5-8 years; these include: Running with the Ball and Shooting
- Activities enables children to **develop competence** in the fundamental movements that forms the base of their technical development

SMALL-SIDED GAME (WITH VARIATION)

- Return to the original **small sided game** with a slight variation
- **Easy** for a facilitator to **set up** and organise (same set up as before)
- Introduce **scoring system** as an **incentive** to encourage certain actions but does not restrict players from **freedom of expression**
- For example, in a game with two wide goals, a goal is worth **three points** if scored in the other goal, yet still worth 1 in the same goal
- **Praise** and **encourage** children for making decisions appropriate to the situation without stopping the play

PHYSICAL LITERACY GAME

- Development of **physical literacy** (e.g. movement skills)
- All children have the potential to be **competent and confident**
- **Easy** and **flexible to adapt** to different development levels
- **Holistic learning** and a **player-centred** approach
- Caters for **any number of players** that attend the practical session
- Show your sense of humour and **get involved** yourself!

SMALL-SIDED GAME

- Return to the original **small-sided game**
- **Easy** for a facilitator to **set up** and organise (same set up as before)
- Let them play! Do not stop the action
- Enables children to showcase **freedom of expression**
- Resembles **street football** in a safe and supervised environment
- Facilitator is advised to **praise** and **encourage** children to showcase the fundamental skills of running with the ball and shooting

INTRODUCTION.



FACILITATOR TIPS

The first and most important step is to take the word 'coach' out of your mind. Your role is summed up as a leader of fun, safe and engaging practices. Just let them play!

Pre-Practice/Match:

- Arrive early to **set up** your activities and games
- **Greet every child** with a smile and acknowledge each one by name
- As each child arrives, **get them organised** into a small-sided game
- Create a culture where you **communicate with parents** in a positive way

During Practice/Match:

- Create an environment that encourages children to **freely express themselves**
- **Praise effort**, not ability
- Encourage children to **improvise** and **be creative** with the ball at their feet
- Model **good sportspersonship-like behaviour**

Post Practice/Match:

- Develop a habit to get players to support you in packing up
- Create a culture where the players show gratitude towards opponents, officials and facilitators
- Farewell every child with a **positive comment** about their effort and attitude
- Encourage each child to practice a **FUN home skill** (e.g. juggling) based on their ability level

INCLUSIVE PRACTICE

As a MiniRoos game leader you can foster an inclusive culture within your player group. Being inclusive does not mean having to learn an entirely new skill set because good game leaders or facilitators are by their nature inclusive. This is because they understand all players are different and are willing to make modifications to get the best out of everyone.

Creating an inclusive environment is not hard. Negative attitudes, lack of confidence and fear of the unknown can prevent participation more than physical barriers. All players participate in and enjoy football for the same reasons. By being willing to make modifications and focusing on the players' needs and abilities, you can create an inclusive environment.

Your actions and attitudes will reflect on your participants and others in the club leading to a positive and inclusive culture. To further assist game leaders with creating and providing inclusive environments for their players, we suggest considering the practices on the next page:

INTRODUCTION.

DO'S AND DON'TS

Do's

- ✓ When planning your sessions consider your players' different backgrounds, experience and expectations as some may have never played before or not taken part of an organised club
- ✓ **Welcome** all families and encourage parental involvement where appropriate
- ✓ Plan a pre-season parents/guardians meeting to discuss general expectations and **insist on particular values** being upheld within your program or club
- ✓ Create an environment and opportunities that enables every child to **experience success**
- ✓ **Group children** based on age, abilities, interests and needs
- ✓ Ensure all players are **equally valued** regardless of gender, ethnicity or ability
- ✓ **Listen** and **understand** your players' needs and what they want to do
- ✓ **Be patient** and give children the opportunity to process and explain what information or assistance they require
- ✓ Make sure you put a focus on social aspects of participation and create opportunities for **friendship** to be made
- ✓ Implement a **buddy system**, where established players look after new players and make them feel welcome and valued
- ✓ Incorporate activities that encourage **each child to have a ball at their feet**
- ✓ **Get to know** your players, **ask** what they can do and focus on maximising their abilities
- ✓ Tailor challenges to each child that provides a good balance of **achieving success with effort**
- ✓ **Help** players learn the skills and build confidence in their abilities
- ✓ **Praise** individual effort and development
- ✓ Encourage children to **express themselves**
- ✓ Keep children **excited** about their session
- ✓ Consider the factors that may disadvantage your players and continually **mix up** and modify sessions to ensure participation of all players
- ✓ Promote **team bonding** activities and ensure each child is fully **engaged**
- ✓ Use simple and appropriate **child friendly language** supported with clear demonstrations
- ✓ **Seek advice** and best practice examples of inclusion from other game leaders, your club, state association or community leaders
- ✓ **Understand your responsibilities** under the Member Welfare and Child Welfare policies and adhere to the FFA Code of Conduct: www.ffa.com.au/governance/statutes-and-regulations

Don'ts

- ✗ Training children as adults
- ✗ Not encouraging children to make decisions for themselves
- ✗ Criticising less skilled or novice players
- ✗ Taking too long to provide instructions
- ✗ Winning at all cost mentality
- ✗ Not giving young players equal playing time
- ✗ Do not assume or pre-judge
- ✗ Not allowing participation in a way that accommodates players' culture and religion (e.g. flexible uniforms and dates of significance)
- ✗ Tolerating any form of prejudice, bullying or discrimination and exposing child to negative attitudes

INTRODUCTION.



GOOD PRINCIPLE

ACRONYM	PRINCIPLE	CHECKLIST
G	Goals	<input type="checkbox"/> Are there goals in the game?
O	Opponent	<input type="checkbox"/> Are there opponents in the game?
O	Opportunities	<input type="checkbox"/> Do the activities enable everyone to experience success?
D	Directional	<input type="checkbox"/> Is the game directional?

If the answer is yes to the above, you are exposing your players to a GOOD game!

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

C	COACHING STYLE: Provide feedback in the drinks break or change of activities without interrupting the game. Use players as the role models.
H	HOW YOU SCORE/WIN: Increase opportunities to score and provide an incentive for both attackers and defenders to increase competitiveness.
A	AREA: Increase or decrease the game challenges by changing the size/shape of the playing area.
N	NUMBERS: Use different team numbers to help achieve your session objective, such as, overload the advantage to one team.
G	GAME RULES: Change the rules slightly, for example, if a different player scores the next goal for a team it is worth 3 goals.
E	EQUIPMENT: Vary the equipment, for example, bigger goals, smaller goals or more goals.
I	INCLUSION: Engage players in modifying the practices; provide opportunities for all players to experience FUN and success.
T	TIME: Reduce or extend the time to perform actions, for example, get a shot at goal within 10 seconds.

NOTE: Only CHANGE IT when it needs changing...
If players are enjoying and engaging with the game, let them play!





PHYSICAL LITERACY.



Building skills, knowledge and behaviours that give us the confidence and motivation to lead active lives

The MiniRoos Kick-Off Session Guide consists of 10 session plans which have been designed to support the National Health and Physical Education curriculum and the development of children's Physical Literacy. This resource recognises that all children have the potential to be competent, confident, motivated, and knowledgeable in movement, physical activity, and sport. Therefore, the main aims of the session plans are for all children to enjoy and to be engaged in physical activity whilst developing their personal movement skills, confidence and motivation.

The session plans align to Sport Australia's Physical Literacy Framework, which is based on a holistic approach to learning. As such, the session plans in this resource are not only designed to improve children's movement and object manipulation skills but also other physical literacy elements across the psychological, social, and cognitive domains (outlined in the table below).

THE FOUR DOMAINS			
 PHYSICAL	 PSYCHOLOGICAL	 SOCIAL	 COGNITIVE
Physical skills and fitness	The attitudes and emotions that motivate you to be active	The social skills to be active with others	The knowledge and understanding of how, why and when you move

We know that each group of children is different so the session plans have also been designed to make them easy to organise and flexible to adapt for your group of players. The purpose of the session plans is for children to learn through play and game-based activities, and further demonstrate:

- how to organise the games
- how to play them
- ideas for changing the games
- facilitator questions to help support the relevant physical literacy elements
- tips to help the facilitator know what to observe as the games are being played.

We hope that you and your group of children have fun playing and learning from the session plans outlined in the resource. We also hope that they support you to design your own games and activities to continue supporting the physical literacy development of your group of players.

Some of the content used in this resource has been adapted from Sport Australia's Playing for Life Companion resources.

SESSION ONE.

Suggested equipment list:

12 cones, 8 balls, 2 mini goals (can be replaced by cones) and 4 sets of bibs (alternatively separate based on shirt colour)

PHYSICAL DOMAIN

DEVELOPING PHYSICAL LITERACY	FACILITATOR TIPS
Movement skills	Expose children to different movement patterns (e.g. turning)
Moving with equipment	Encourage children to use both feet
Object manipulation	Praise sharp turns with the ball
Coordination	Encourage children to move in different directions
Stability/balance	Praise children for staying on their feet
Agility	Encourage changes of direction
Reaction time	Praise children that quickly respond to a stimulus
Speed	Encourage children to perform actions at high-speed

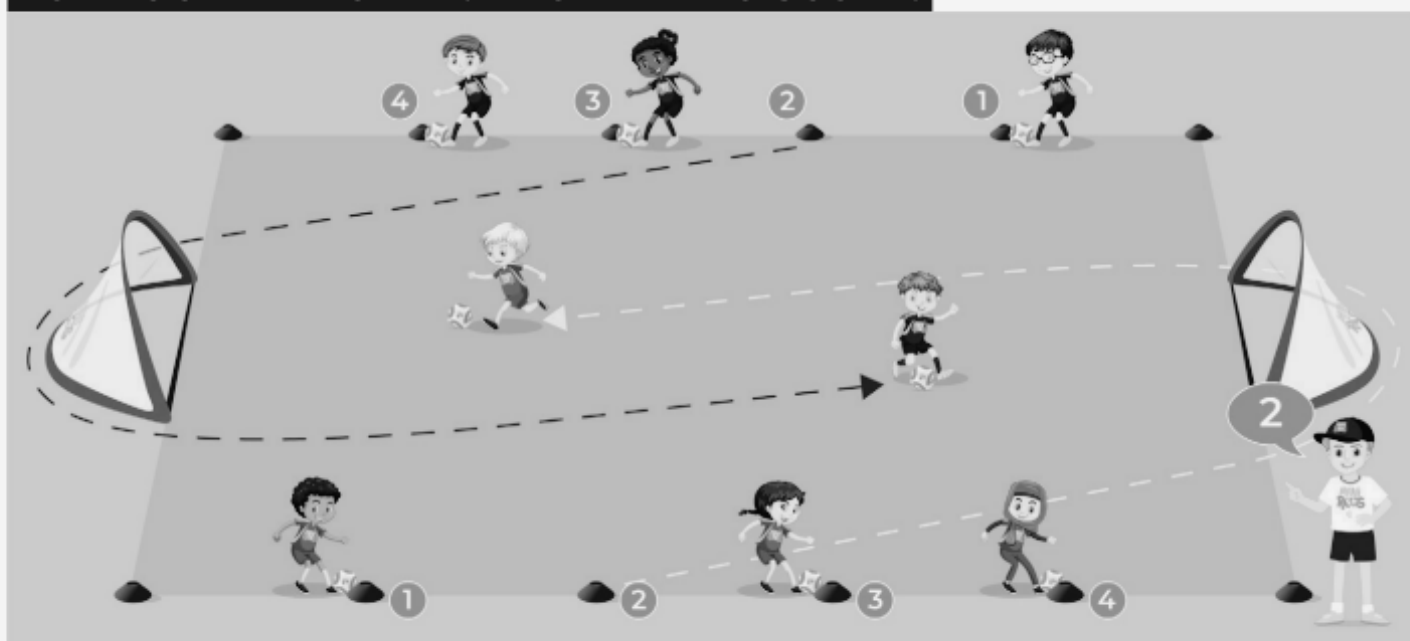
SMALL-SIDED GAME



- Set up an area 20m x 15m and place one mini-goal on each end line as shown
- Normal game, 1 point for a goal
- All players involved to encourage more touches on the ball
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Let them play!

SESSION ONE.

FUN FOOTBALL GAME: RACEWAY TO SCORE!



- Create two teams and split them on opposite sides with each player given a number
- Coach calls out a number (e.g. 2) and players run with the ball around goal on their right-hand side as shown
- Once around the goal, players run with the ball into their scoring zone and shoot the ball into mini-goal
- **CHANGE IT:** Make scoring zone closer or further away
- **YOUR ROLE:** Praise and encourage desired actions (e.g. running with the ball at speed) without stopping the game. Encourage players to use both feet.

SMALL-SIDED GAME (WITH VARIATION)



- Set up an area 20m x 15m and place one mini-goal on each end line as shown
- Normal game, 1 point for a goal
- **VARIATION:** A goal is worth 3 points if a player beats an opponent before they score
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Encourage children to be positive in 1v1 situations. Praise desired actions (e.g. scoring a goal, running with the ball) without stopping the game

SESSION ONE.

PHYSICAL LITERACY GAME: TAGGING GAME



- Split players into pairs with each player having a ball and running with the ball in the area
- The facilitator will call out a colour and those children 'are it' and attempt to tag any player from the other colours to gain 1 point
- If a player manages to keep the ball during this period without getting tagged, they receive 2 points
- Repeat sequence with facilitator calling out a different colour or even calling themselves as 'it'
- **CHANGE IT:** Call out 2 colours to 'be it'
- **YOUR ROLE:** Get involved! Praise and encourage desired actions

SMALL-SIDED GAME



- Set up an area 20m x 15m and place one mini-goal on each end line as shown
- Normal game, 1 point for a goal
- All players involved to encourage more touches on the ball
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Let them play!

SESSION TWO.

Suggested equipment list:

12 cones, 8 balls, 4 mini goals (can be replaced by cones) and 4 sets of bibs (alternatively separate based on shirt colour)

PSYCHOLOGICAL DOMAIN

DEVELOPING PHYSICAL LITERACY	FACILITATOR TIPS
Engagement and enjoyment	Foster an environment full of positive emotions and experiences
Confidence	Praise effort, not ability
Motivation	Create a FUN and stimulating environment
Self-Perception	Encourage each individual to reach their potential
Self-Regulation	Entice players to support one another

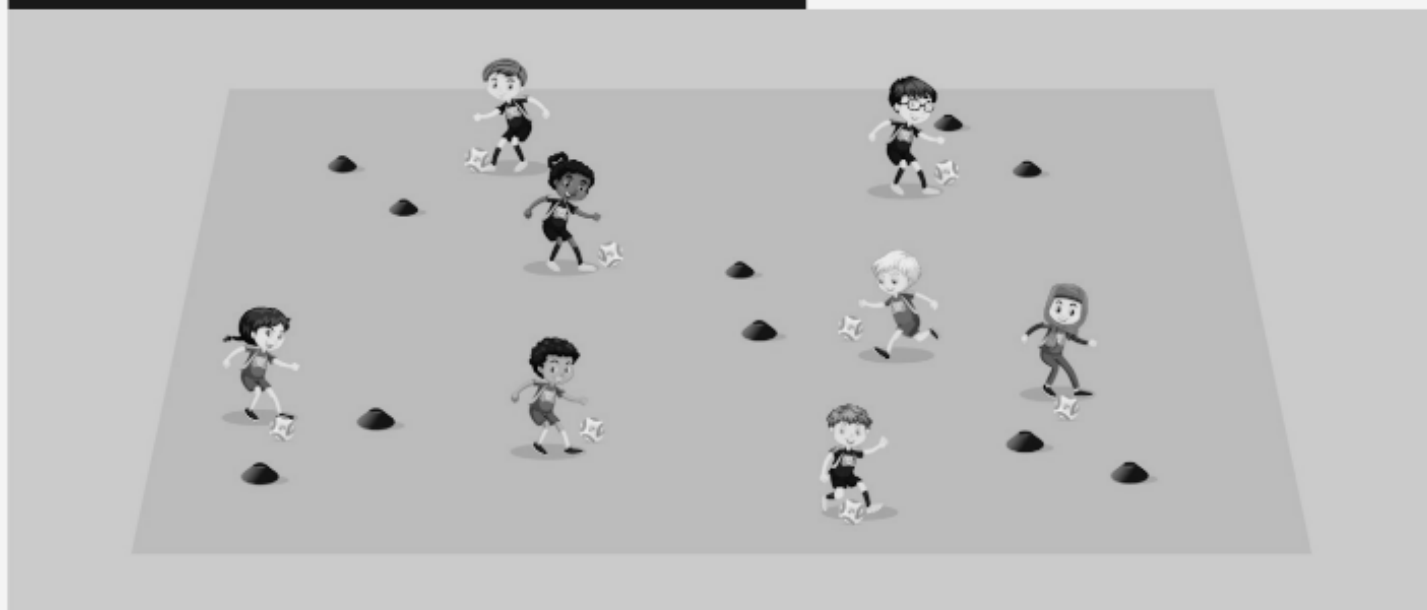
SMALL-SIDED GAME



- Set up an area 20m x 15m and place two mini-goals on each end line as shown
- Normal game, 1 point for a goal
- All players involved to encourage more touches on the ball
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Let them play!

SESSION TWO.

FUN FOOTBALL GAME: RUN THROUGH



- Set up 'gates' using cones as shown
- Players will run with the ball and attempt to run through as many gates as possible in 30 second period
- Each time a player runs through a gate, they receive 1 point; players must run through different gates each time
- After each period, players must attempt to beat their own personal score in the next 30-second period
- **CHANGE IT:** Make the gates smaller or larger in size
- **YOUR ROLE:** Praise and encourage desired actions (e.g. running with ball at speed) without stopping the game

SMALL-SIDED GAME (WITH VARIATION)



- Set up an area 20m x 15m and place two mini-goals on each end line as shown
- Normal game, 1 point for a goal
- **VARIATION:** A goal is worth 3 points if team scores in other goal (e.g. first scores in right goal then left)
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Encourage children to look for width and create space. Praise desired actions (e.g. scoring a goal, running with the ball) without stopping the game

SESSION TWO.

PHYSICAL LITERACY GAME: ROB THE NEST



- Form 4 equal groups; positioning 1 group on each corner of the field and a pile of footballs in the centre
- One player at a time from each group will run out, collect a ball and score in their corner goal
- Once scored, the next player will run out to collect another ball and score. Play till there are no more balls
- The group with the most goals at the end wins
- **CHANGE IT:** Players can steal balls from other teams' goal once all the balls in the middle are gone
- **YOUR ROLE:** Get involved! Praise and encourage desired actions

SMALL-SIDED GAME



- Set up an area 20m x 15m and place two mini-goals on each end line as shown
- Normal game, 1 point for a goal
- All players involved to encourage more touches on the ball
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Let them play!

SESSION THREE.

Suggested equipment list:

12 cones, 8 balls, 2 mini goals (can be replaced by cones) and 2 sets of bibs (alternatively separate based on shirt colour)

SOCIAL DOMAIN

DEVELOPING PHYSICAL LITERACY	FACILITATOR TIPS
Relationships	Build and maintain positive team environment
Collaboration	Encourage children to communicate and cooperate
Ethics	Develop culture of fairness, inclusion, respect and equity
Society and Culture	Promote cultural values that exist within the group

SMALL-SIDED GAME



- Set up an area 15m x 25m and place one mini-goal on each end line as shown
- Normal game, 1 point for a goal
- All players involved to encourage more touches on the ball
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Let them play!

SESSION THREE.

FUN FOOTBALL GAME: KNOCK IT OFF



- Split players into two teams and have three balls placed on cones at each end as shown
- Teams attempt to knock balls off cones on the opponents' line with a pass
- Team who knocks all three balls off cones first wins the game and then repeat sequence
- **CHANGE IT:** Increase or decrease the size of the field
- **YOUR ROLE:** Praise and encourage desired actions (e.g. running with ball at speed) without stopping the game

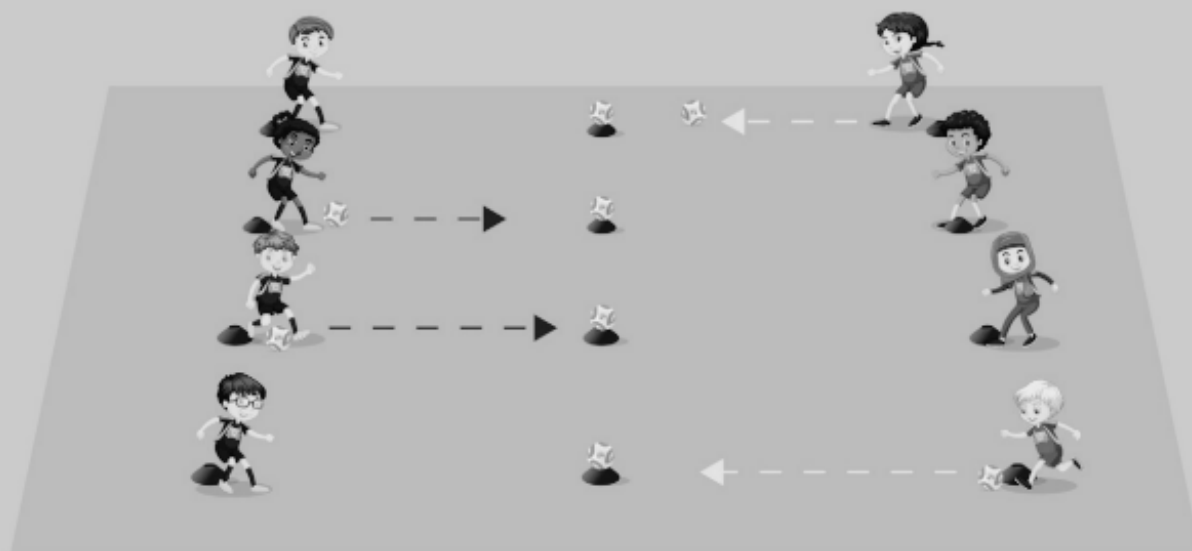
SMALL-SIDED GAME (WITH VARIATION)



- Set up an area 15m x 25m and place one mini-goal on each end line as shown
- Normal game, 1 point for a goal
- **VARIATION:** A goal is worth 3 points if a different player scores the next goal for their team
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Encourage all children to get on the ball. Praise desired actions (e.g. scoring a goal, running with the ball) without stopping the game

SESSION THREE.

PHYSICAL LITERACY GAME: HIT IT



- Create a small area with players on the outside who attempt to strike the ball and knock over balls placed on top of cones in as little attempts as possible
- Record the number of attempts it takes group to knock over all the balls that are on top of cones and attempt to lower score on next attempt.
- **CHANGE IT:** Increase or decrease distance from cones that players are striking the ball
- **YOUR ROLE:** Get involved! Praise and encourage desired actions (e.g. striking the ball with accuracy)

SMALL-SIDED GAME



- Set up an area 15m x 25m and place one mini-goal on each end line as shown
- Normal game, 1 point for a goal
- All players involved to encourage more touches on the ball
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Let them play!

SESSION FOUR.

Suggested equipment list:

12 cones, 8 balls, 4 mini goals (can be replaced by cones) and 2 sets of bibs (alternatively separate based on shirt colour)

COGNITIVE DOMAIN

DEVELOPING PHYSICAL LITERACY	FACILITATOR TIPS
Content Knowledge	Emphasise scoring objective for each team
Rules	Encourage children to recite basic game rules
Reasoning	Facilitate an environment that encourages applying logical thinking
Strategy and Planning	Encourage children to plan how to achieve success
Tactics	Praise planned actions to pursue goals
Perceptual Awareness	Compliment good decision-making

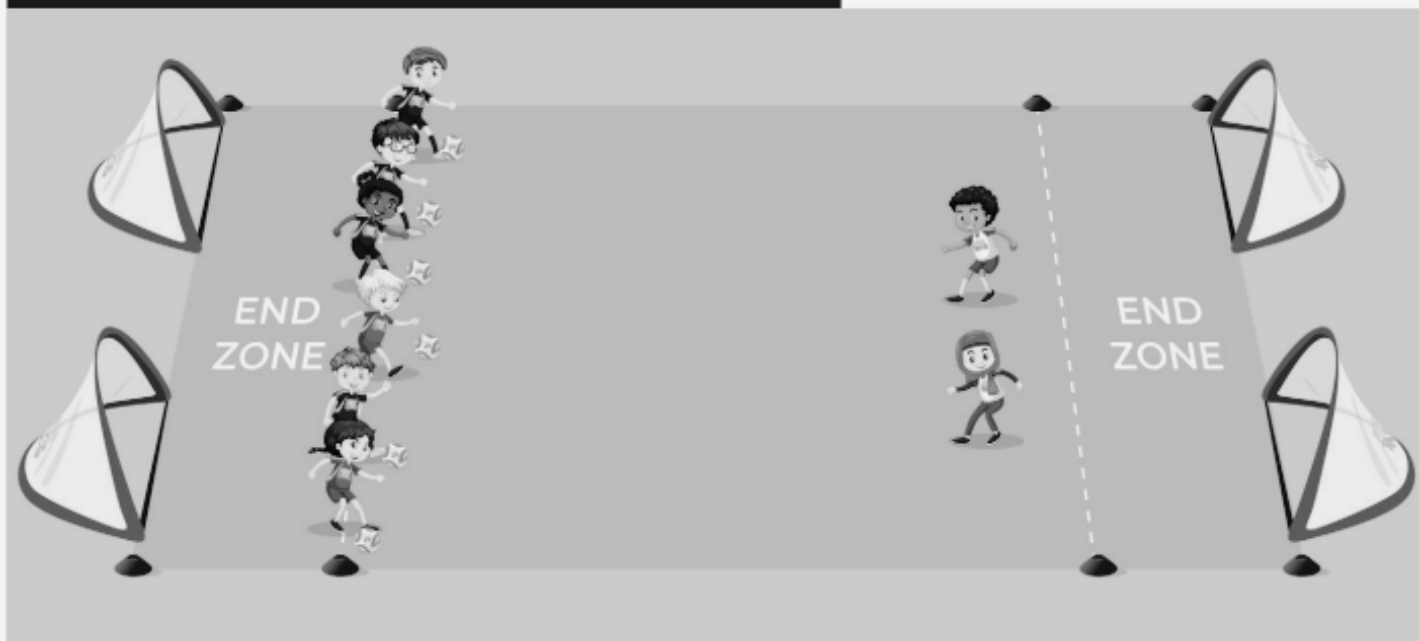
SMALL-SIDED GAME



- Set up an area 15m x 25m and place two mini-goals on each end line as shown
- Normal game, 1 point for a goal
- All players involved to encourage more touches on the ball
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Let them play!

SESSION FOUR.

FUN FOOTBALL GAME: FOOTBALL RUSH



- Attackers have a ball each and attempt to run from one end-zone to reach the opposite end-zone
- Defenders try to win the ball off attackers and score in the goal at the end attackers have run from. If successful, they switch with the player they won the ball off to become an attacker
- Once all attackers have reached the opposite end-zone, players run with the ball the other way
- **CHANGE IT:** Make it multi-directional (e.g. players run with the ball in both directions)

SMALL-SIDED GAME (WITH VARIATION)



- Set up an area 15m x 25m and place two mini-goals on each end line as shown
- Normal game, 1 point for a goal
- **VARIATION:** A goal is worth 3 points if team scores in other goal (e.g. first scores in right goal then left)
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Encourage children to look for width and create space. Praise desired actions (e.g. scoring a goal, running with the ball) without stopping the game

SESSION FOUR.

PHYSICAL LITERACY GAME: BREAKAWAY



- Split players into two teams where each player has a ball and will run with the ball in the centre zone
- The facilitator will call out either "GREEN" or "BLUE" which signals the players of that respective team to breakaway into their end zones to score in any mini goal
- The team not called leave their balls and attempt to stop players of other team scoring. Repeat sequence
- **CHANGE IT:** Make scoring zone closer or further away
- **YOUR ROLE:** Get involved! Praise and encourage desired actions (e.g. keeping the ball under control)

SMALL-SIDED GAME



- Set up an area 15m x 25m and place two mini-goals on each end line as shown
- Normal game, 1 point for a goal
- All players involved to encourage more touches on the ball
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Let them play!

SESSION FIVE.

Suggested equipment list:

Dependent on activities chosen

Small-sided Game	FUN Football Game: CHOOSE YOUR OWN	Small-sided Game (with variation)	Physical Literacy Game: CHOOSE YOUR OWN	Small-sided Game
5-10 mins	5-10 mins	5-10 mins	5-10 mins	5-10 mins

CHOOSE YOUR OWN

In this fifth session, we encourage facilitators to choose their own games based on the experience and success of the previous four weeks. Questions to ask when choosing the games to play may consider the following aspects:

- Which games have been the most FUN and engaging for the players?
- What games are easy for you as a facilitator to organise?
- What set-up for the small-sided games do you feel best allows children to freely express themselves?

KEY POINTS

Small-Sided Game

- A FUN way to commence a practical session
- Resembles street football in a safe and supervised environment

FUN Football Game

- Child friendly games that are related to the game of football
- Games need to enable all children to experience success

Small-Sided Game (with variation)

- Return to the original small-sided game with a slight variation
- Introduce scoring system as an incentive to encourage certain actions but does not restrict players from freedom of expression

Physical Literacy Game

- All children have the potential to be competent and confident
- Show your sense of humour and get involved yourself!

Small-Sided Game

- Let them play!

SESSION SIX.

Suggested equipment list:

12 cones, 8 balls, 4 mini goals (can be replaced by cones) and 2 sets of bibs (alternatively separate based on shirt colour)

COGNITIVE DOMAIN

DEVELOPING PHYSICAL LITERACY	FACILITATOR TIPS
Content Knowledge	Emphasise scoring objective for each team
Rules	Encourage children to recite basic game rules
Reasoning	Facilitate an environment that encourages applying logical thinking
Strategy and Planning	Encourage children to plan how to achieve success
Tactics	Praise planned actions to pursue goals
Perceptual Awareness	Compliment good decision-making

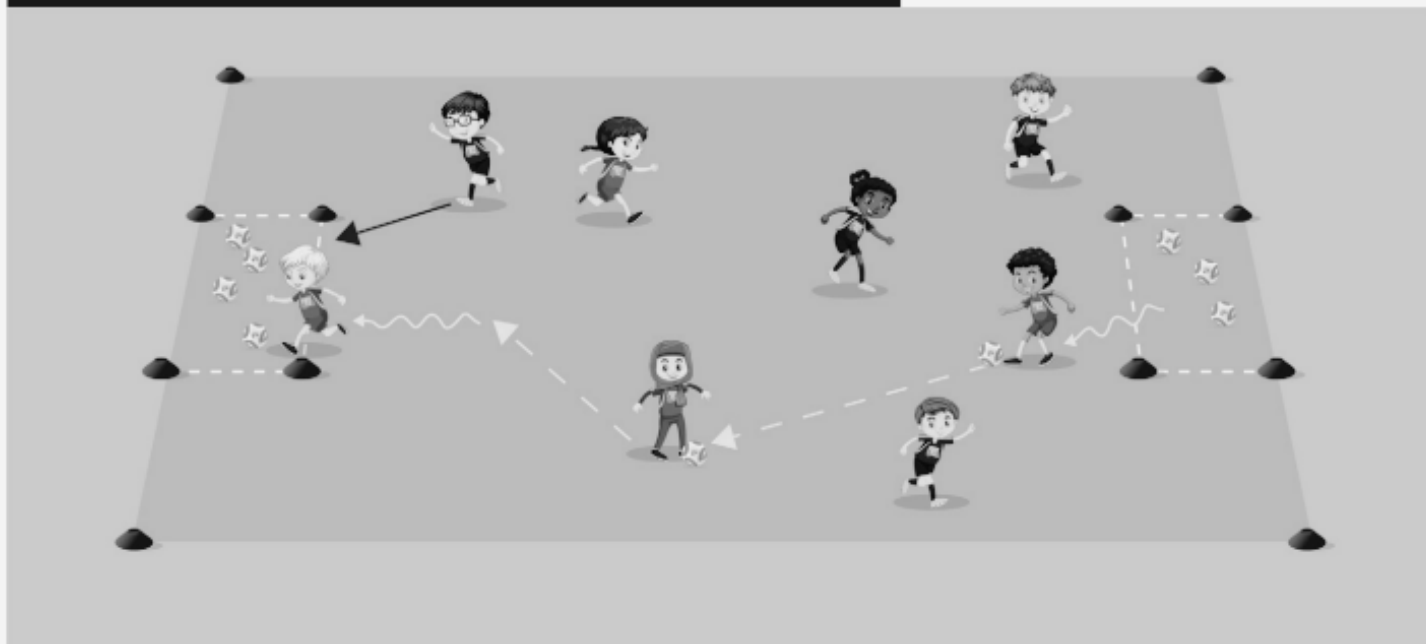
SMALL-SIDED GAME



- Set up an area 20m x 15m and place one mini-goal on each end line as shown
- Normal game, 1 point for a goal
- All players involved to encourage more touches on the ball
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Let them play!

SESSION SIX.

FUN FOOTBALL GAME: SNATCH AND GRAB



- Create two teams and position four balls inside each 'end zone' as shown for each team
- On facilitator's command, players must run into opponent's 'end zone' and steal a ball (one at a time)
- As a team, they are to bring it back to their 'end zone'
- Team with most balls after 7 minutes wins the game
- **CHANGE IT:** Make 'end zones' closer or further away
- **YOUR ROLE:** Praise and encourage players to run with the ball at speed. Encourage players to communicate with each other

SMALL-SIDED GAME (WITH VARIATION)



- Set up an area 20m x 15m and place one mini-goal on each end line as shown
- Normal game, 1 point for a goal
- **VARIATION:** A goal is worth 3 points if a player beats an opponent before they score
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Encourage children to be positive in 1v1 situations. Praise desired actions (e.g. scoring a goal, running with the ball) without stopping the game

SESSION SIX.

PHYSICAL LITERACY GAME: SIMON SAYS



- Each player to dribble with the ball inside the area
- Facilitator will call out a command after "Simon says"
- For example, "Simon says spell your name"
- All players will have to dribble the ball following the command of the facilitator
- Players perform toe-taps or another 'ball feeling' activity if facilitator does not say "Simon says"
- **CHANGE IT:** Have a player call out the command
- **YOUR ROLE:** Encourage children to use different surface areas of the feet and experiment with the ball

SMALL-SIDED GAME



- Set up an area 20m x 15m and place one mini-goal on each end line as shown
- Normal game, 1 point for a goal
- All players involved to encourage more touches on the ball
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Let them play!

SESSION SEVEN.

Suggested equipment list:

12 cones, 8 balls, 4 mini goals (can be replaced by cones) and 2 sets of bibs (alternatively separate based on shirt colour)

PHYSICAL DOMAIN

DEVELOPING PHYSICAL LITERACY	FACILITATOR TIPS
Movement skills	Expose children to different movement patterns (e.g. turning)
Moving with equipment	Encourage children to use both feet
Object manipulation	Praise sharp turns with the ball
Coordination	Encourage children to move in different directions
Stability/balance	Praise children for staying on their feet
Agility	Encourage changes of direction
Reaction time	Praise children that quickly respond to a stimulus
Speed	Encourage children to perform actions at high-speed

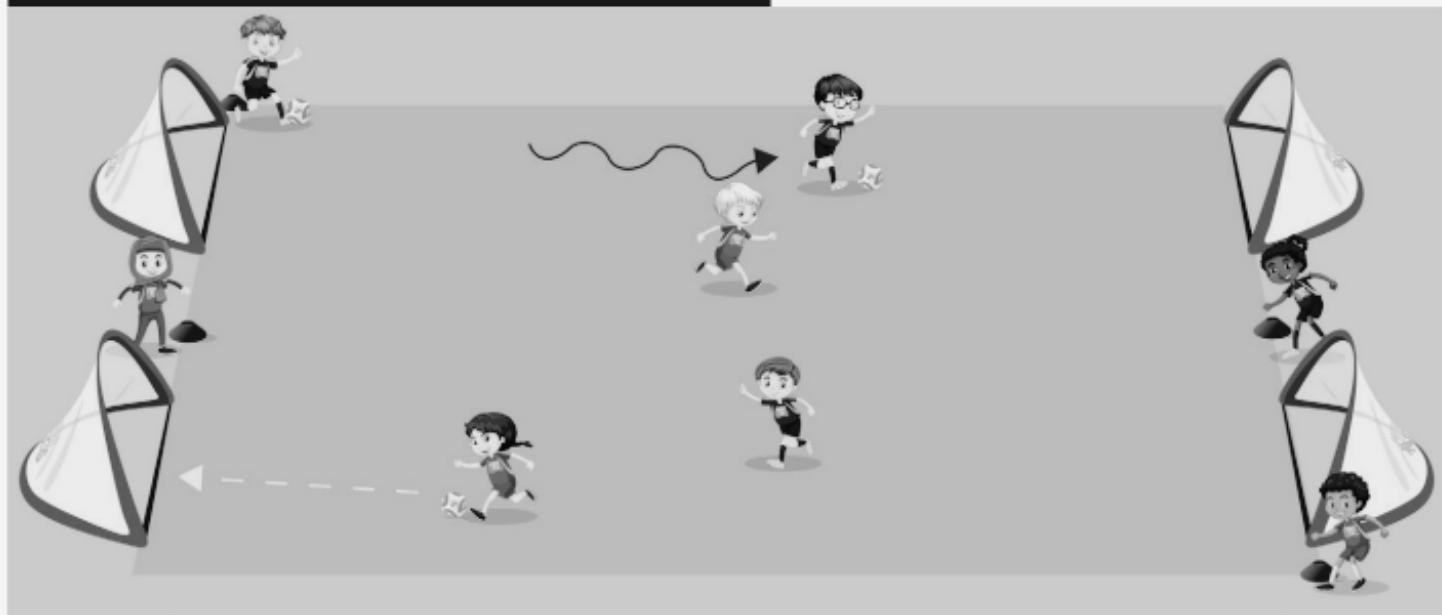
SMALL-SIDED GAME



- Set up an area 20m x 15m and place two mini-goals on each end line as shown
- Normal game, 1 point for a goal
- All players involved to encourage more touches on the ball
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Let them play!

SESSION SEVEN.

FUN FOOTBALL GAME: RUN WITH IT



- Attackers (positioned on wide cones) will run with the ball and attempt to score in goal opposite them to receive 1 point for their team
- Defenders (positioned on middle cones) will run and attempt to stop attacker from scoring. If they win the ball, they can score in goal attacker ran from to receive 2 points for their team
- Players rotate roles in clockwise-direction around area
- **CHANGE IT:** Delay start of the defender
- **YOUR ROLE:** Praise and encourage desired actions (e.g. running with ball at speed) without stopping the game

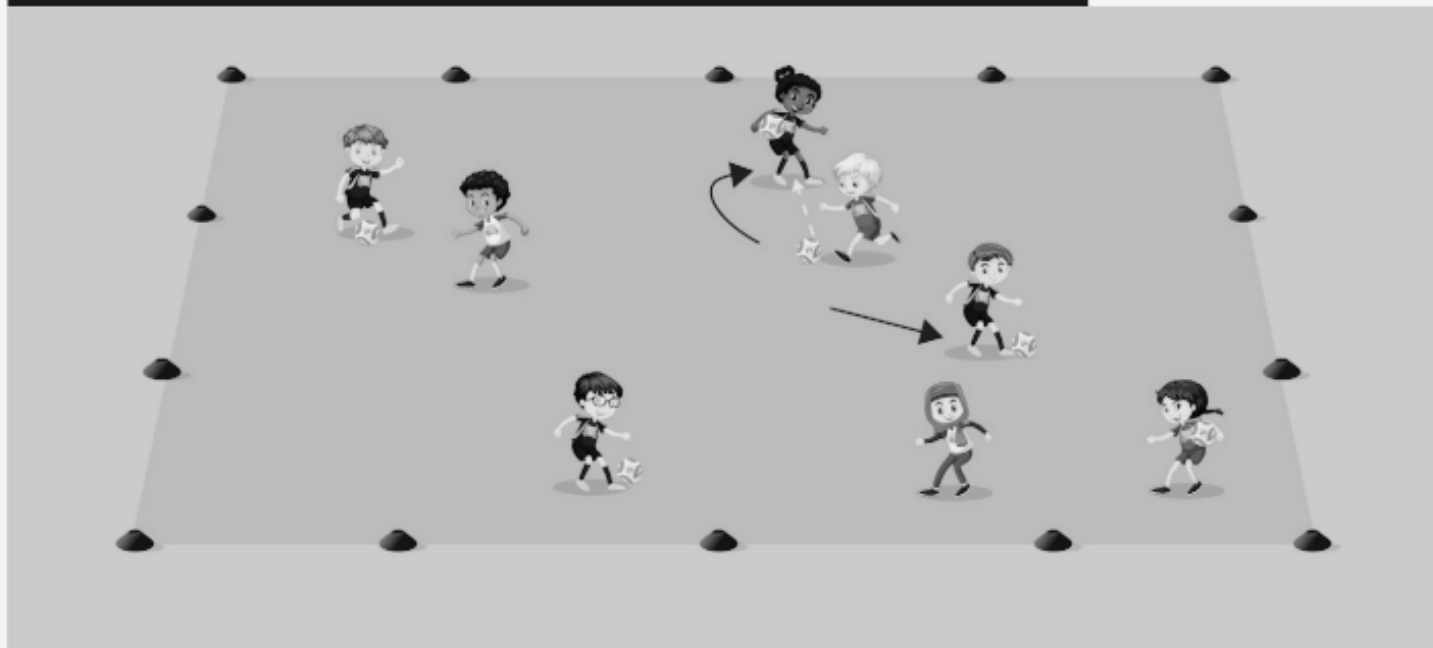
SMALL-SIDED GAME (WITH VARIATION)



- Set up an area 20m x 15m and place two mini-goals on each end line as shown
- Normal game, 1 point for a goal
- **VARIATION:** A goal is worth 3 points if team scores in other goal (e.g. first scores in right goal then left)
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Encourage children to look for width and create space. Praise desired actions (e.g. scoring a goal, running with the ball) without stopping the game

SESSION SEVEN.

PHYSICAL LITERACY GAME: DINGOES AND RABBITS



- Six players have a ball and are classified as 'rabbits'
- Two players don't have a ball and are called 'dingoes'
- 'Dingoes' try capture the rabbits by tagging them
- When captured, a 'rabbit' must stop still, pick their ball up with their hands and open their legs wide
- Another 'rabbit' must kick the ball through their legs to give the captured 'rabbit' freedom
- **CHANGE IT:** Every 2 minutes the 'dingoes' change
- **YOUR ROLE:** Excite and energise the players!

SMALL-SIDED GAME



- Set up an area 20m x 15m and place two mini-goals on each end line as shown
- Normal game, 1 point for a goal
- All players involved to encourage more touches on the ball
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Let them play!

SESSION EIGHT.

Suggested equipment list:

12 cones, 8 balls, 2 mini goals (can be replaced by cones) and 4 sets of bibs (alternatively separate based on shirt colour)

PSYCHOLOGICAL DOMAIN

DEVELOPING PHYSICAL LITERACY	FACILITATOR TIPS
Engagement and enjoyment	Foster an environment full of positive emotions and experiences
Confidence	Praise effort, not ability
Motivation	Create a FUN and stimulating environment
Self-Perception	Encourage each individual to reach their potential
Self-Regulation	Entice players to support one another

SMALL-SIDED GAME



- Set up an area 15m x 25m and place one mini-goal on each end line as shown
- Normal game, 1 point for a goal
- All players involved to encourage more touches on the ball
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Let them play!

SESSION EIGHT.

FUN FOOTBALL GAME: GET IT BACK



- Split players into two equal teams and number off
- When the facilitator calls out a number, for example number 2, the players battle for the ball in front of them
- Player that gets the ball runs back to score in goal to receive 1 point for their team
- First team to 10 points wins
- **CHANGE IT:** Call out 2 numbers at a time and/or change the distances between players and the ball
- **YOUR ROLE:** Stimulate competition and winning mentality

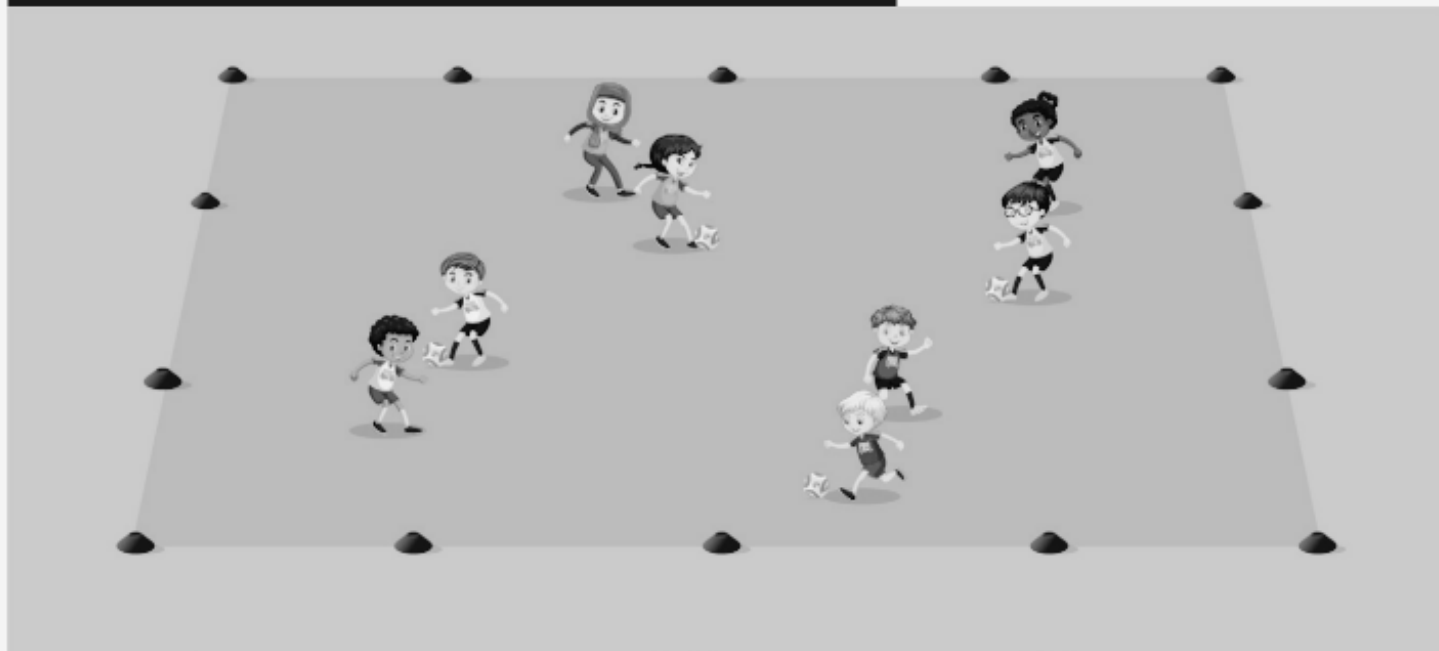
SMALL-SIDED GAME (WITH VARIATION)



- Set up an area 15m x 25m and place one mini-goal on each end line as shown
- Normal game, 1 point for a goal
- **VARIATION:** A goal is worth 3 points if a different player scores the next goal for their team
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Encourage all children to get on the ball. Praise desired actions (e.g. scoring a goal, running with the ball) without stopping the game

SESSION EIGHT.

PHYSICAL LITERACY GAME: PARTNER TAG



- Pair players together with one having a ball at their feet and one without
- The player without the ball will be the “tagger” and will attempt to tag their partner who is running with the ball
- If successful, the players switch roles and the previous “tagger” is now running with the ball. Repeat sequence.
- **CHANGE IT:** Rotate partners every 2 minutes. Try to pair players based on their ability.
- **YOUR ROLE:** Praise and encourage desired actions (e.g. running with the ball at speed)

SMALL-SIDED GAME



- Set up an area 15m x 25m and place one mini-goal on each end line as shown
- Normal game, 1 point for a goal
- All players involved to encourage more touches on the ball
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Let them play!

SESSION NINE.

Suggested equipment list:

12 cones, 8 balls, 4 mini goals (can be replaced by cones) and 4 sets of bibs (alternatively separate based on shirt colour)

SOCIAL DOMAIN

DEVELOPING PHYSICAL LITERACY	FACILITATOR TIPS
Relationships	Build and maintain positive team environment
Collaboration	Encourage children to communicate and cooperate
Ethics	Develop culture of fairness, inclusion, respect and equity
Society and Culture	Promote cultural values that exist within the group

SMALL-SIDED GAME



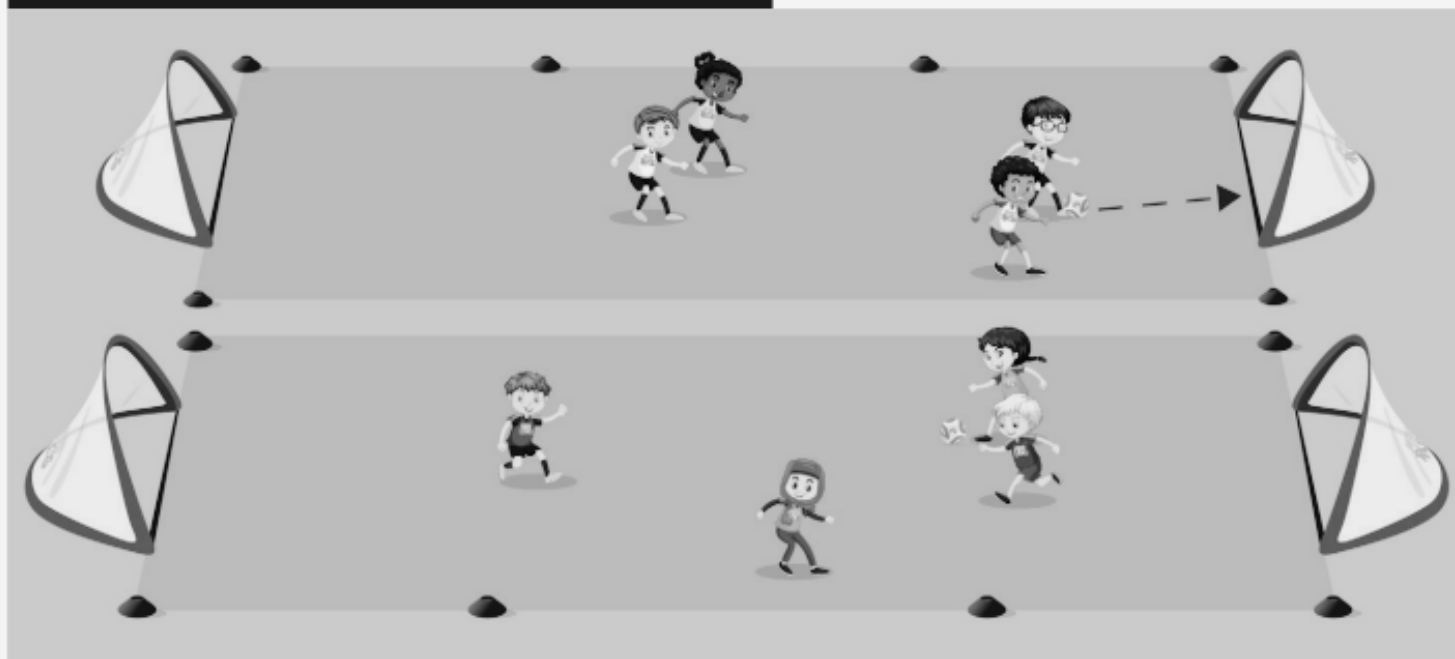
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- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Let them play!

SESSION NINE.



FOOTBALL
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FUN FOOTBALL GAME: WORLD CUP



- Set up two areas 15m x 12.5m and place mini goals at either end as shown
- Split players into four teams with two on each field
- Teams will face off against each other and try to score as many times as possible into mini goals
- **CHANGE IT:** Rotate teams every 3 minutes to face off against a different team
- **YOUR ROLE:** Praise and encourage desired actions (e.g. running with the ball at speed & scoring a goal)

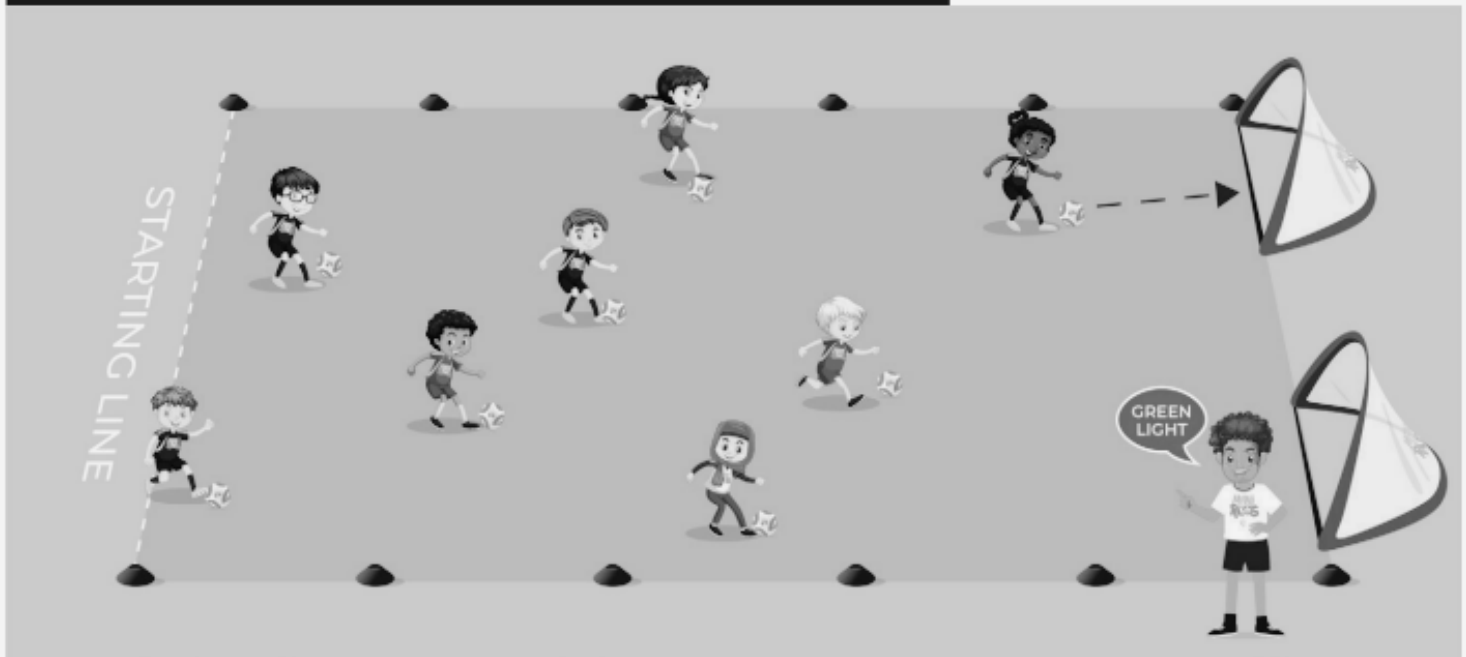
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SESSION NINE.

PHYSICAL LITERACY GAME: TRAFFIC LIGHTS



- All players have a ball and run with ball from starting line and attempt to score a goal at opposite end
- The facilitator will call out either "green light" which signals that the players can run or "red light" which signals that the players must stop.
- If the facilitator calls out "red light" and spots any of the players still running with the ball, they must return to the starting line and repeat their attempt to score
- If a player scores a goal, they receive 1 point and return to the starting line for another attempt to score
- **CHANGE IT:** Vary time between calling out "red light"

SMALL-SIDED GAME



- Set up an area 15m x 25m and place two mini-goals on each end line as shown
- Normal game, 1 point for a goal
- All players involved to encourage more touches on the ball
- **CHANGE IT:** Create one or two games depending on size of group
- **YOUR ROLE:** Let them play!

SESSION TEN.

Suggested equipment list:

Dependent on activities chosen

Small-sided Game	FUN Football Game: CHOOSE YOUR OWN	Small-sided Game (with variation)	Physical Literacy Game: CHOOSE YOUR OWN	Small-sided Game
5-10 mins	5-10 mins	5-10 mins	5-10 mins	5-10 mins

CHOOSE YOUR OWN

In this tenth session, we encourage facilitators to choose their own games based on the experience and success of the previous four weeks. Questions to ask when choosing the games to play may consider the following aspects:

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Small-Sided Game (with variation)

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Physical Literacy Game

- All children have the potential to be competent and confident
- Show your sense of humour and get involved yourself!

Small-Sided Game

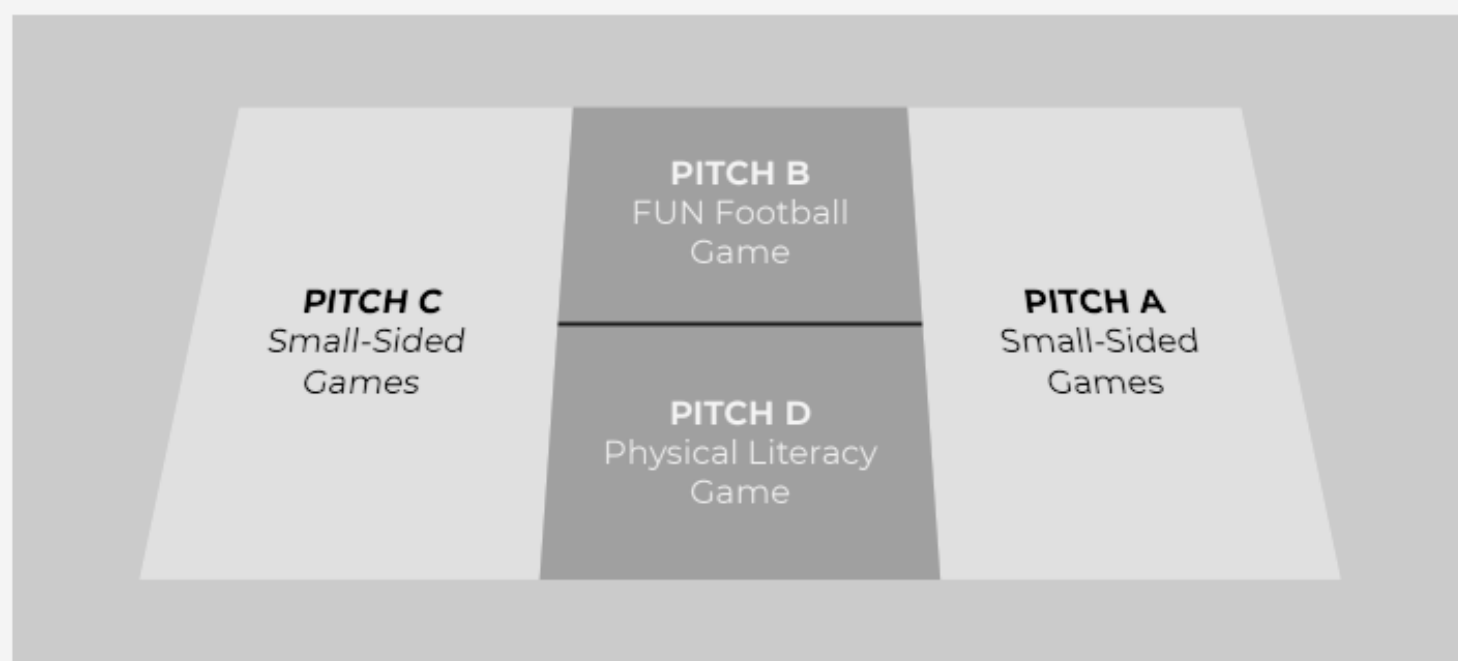
- Let them play!

THE CIRCUIT METHOD.

As a facilitator, you may opt to deliver your own full MiniRoos Kick-off session from start to finish with your players. Alternatively, you can combine with other facilitators to deliver a session using the 'circuit method.'

Benefits of using the 'circuit method':

- exposes players to a range of activities in one session
- each facilitator responsible for one activity during the session
- maximises playing time by moving quickly between activities
- Equal exposure to every activity within the session



Using the 'circuit method' with 6 different teams:

ROUND	PITCH A	PITCH B	PITCH C	PITCH D
1	1 v 2	3	4 v 5	6
2	6 v 1	2	3 v 4	5
3	5 v 6	1	2 v 3	4
4	4 v 5	6	1 v 2	3
5	3 v 4	5	6 v 1	2
6	2 v 3	4	5 v 6	1

The Small-Sided-Games and mini-training sessions (FUN Football Game & Physical Literacy Game) take place on pitches A, B, C and D. There are two teams for each Small-Sided-Game and one team per FUN Football Game and Physical Literacy Game.

NOTES.



For more information head to MiniRoos.com.au or email the team at miniroos@footballaustralia.com.au

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Your first point on contact for any questions / issues should be your Age Coordinator.

If you need further assistance, you can escalate to one of the below Director's of Football.

For grounds issues, call Director, Venues & Equipment
For light issues, call Secretary or Director, Venues & Equipment

Jeff Saul
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Jeremy Billings
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