

MINI ROOTS

A stylized illustration of a hand in a yellow and white striped sock kicking a white soccer ball. The hand and ball are positioned between the letters 'O' and 'O' of the word 'ROOTS' in the main title.

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.

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!**

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			
 <p>PHYSICAL</p>	 <p>PSYCHOLOGICAL</p>	 <p>SOCIAL</p>	 <p>COGNITIVE</p>
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

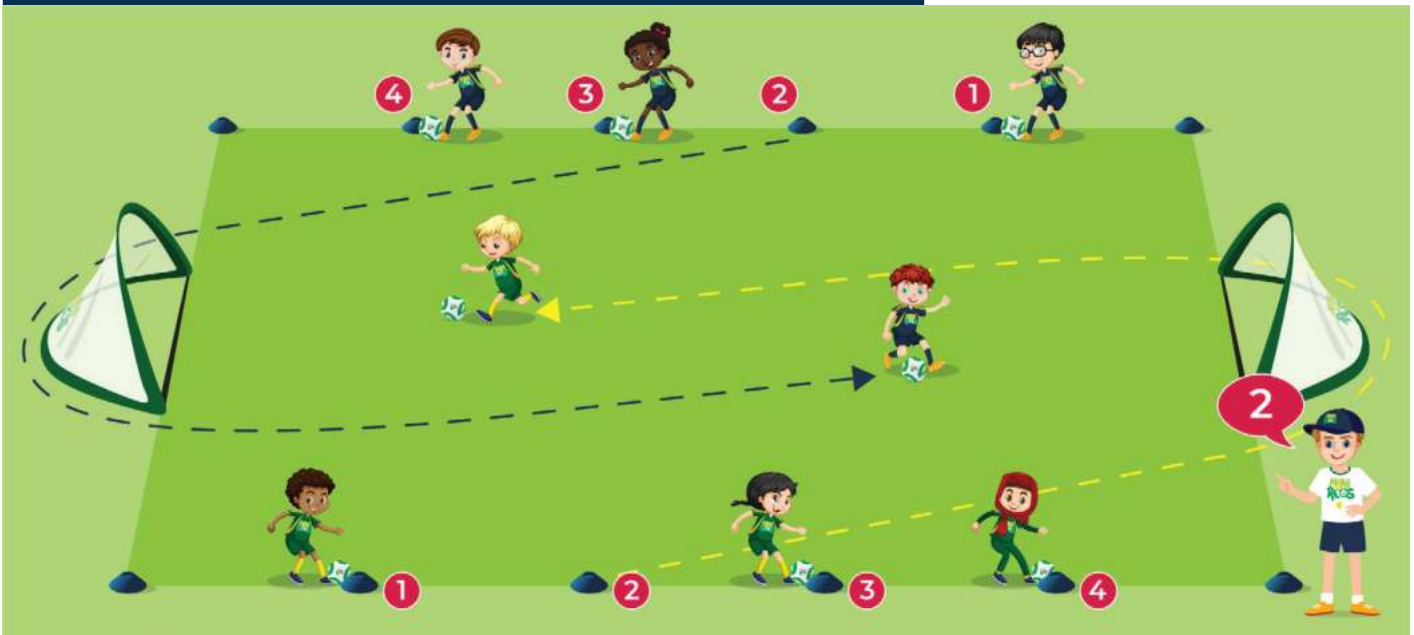
SMALL-SIDED GAME



- 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

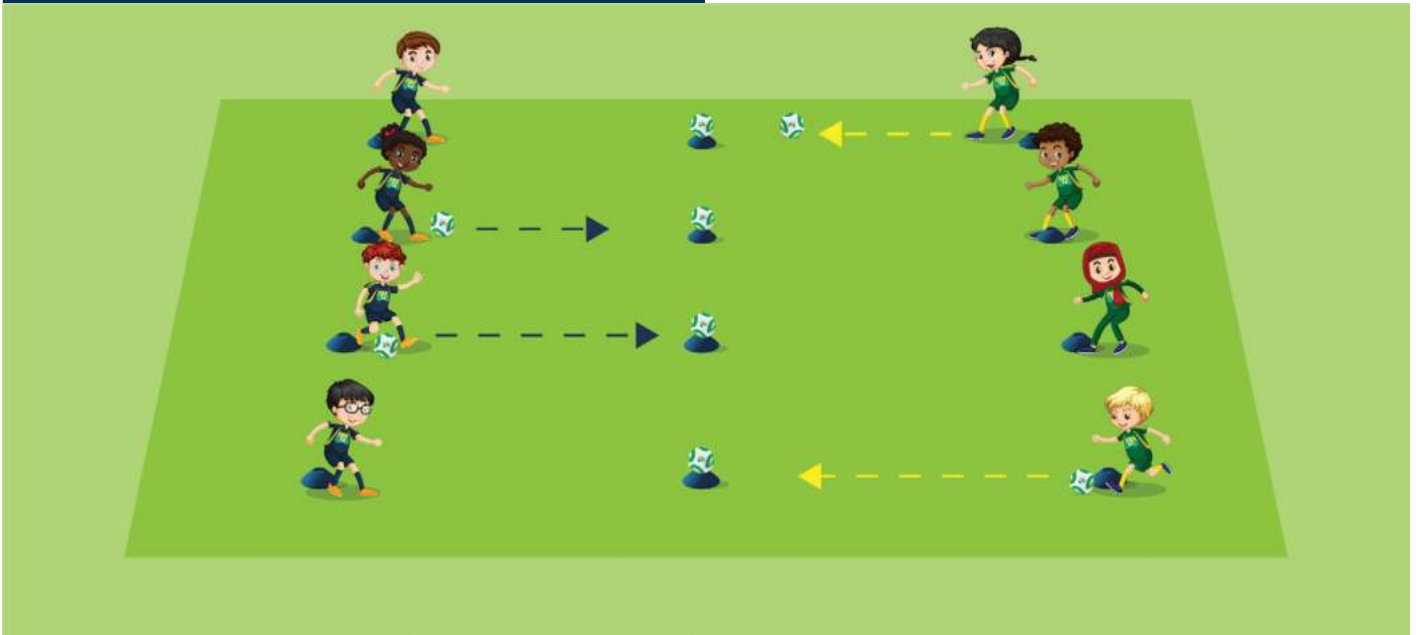
SMALL-SIDED GAME (WITH VARIATION)



- 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

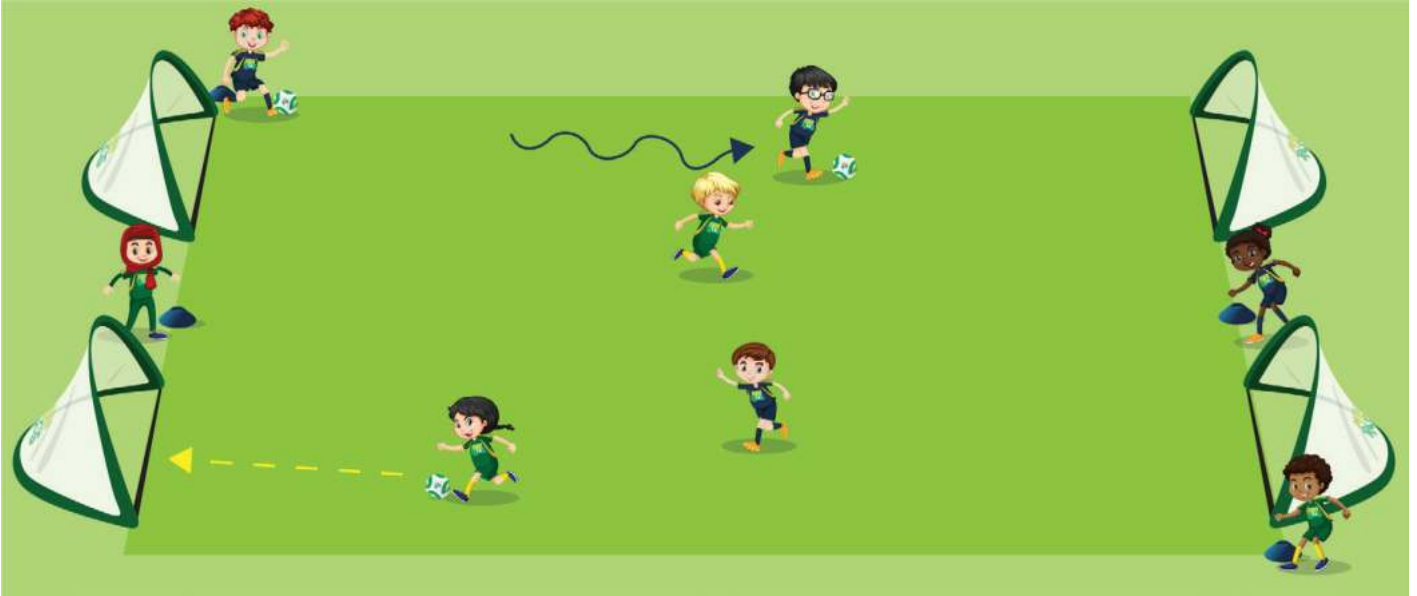
SMALL-SIDED GAME



- 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



- 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 NINE.

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)

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 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:

- 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

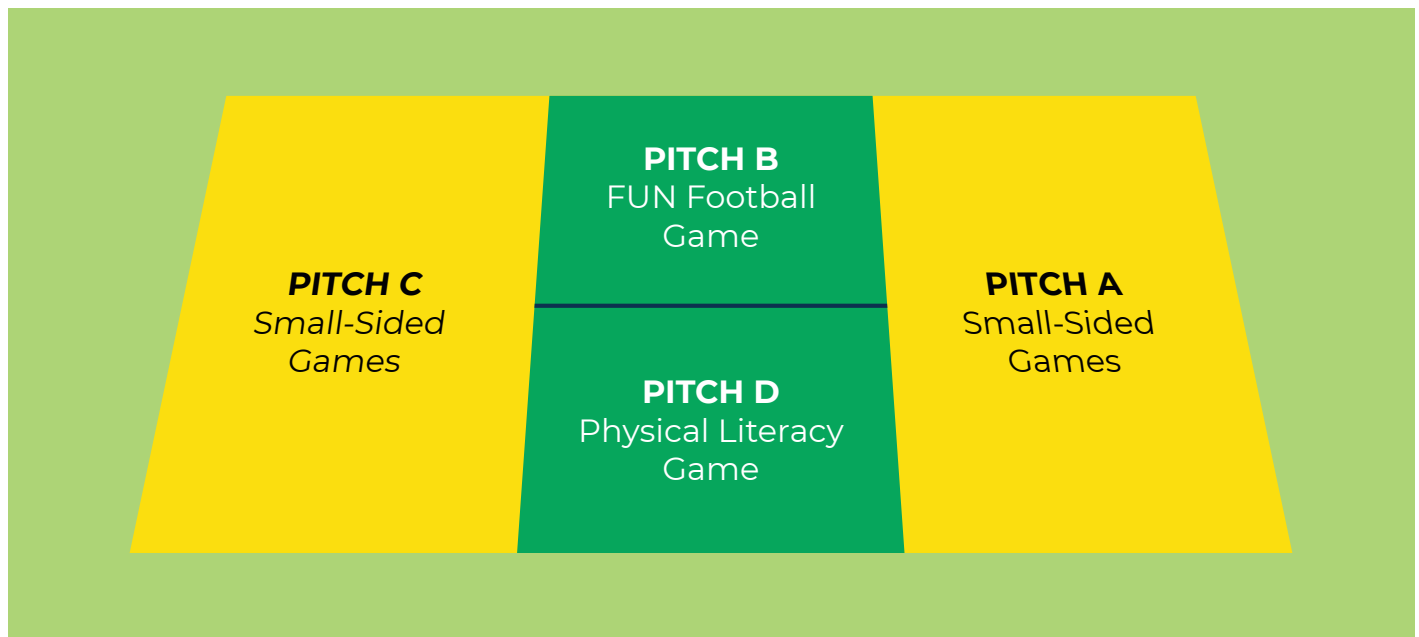
- Let them play!

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 minirooms@footballaustralia.com.au

MINI ROOTS



**FOOTBALL
AUSTRALIA**

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