



BRISBANE
WATER
SECONDARY
COLLEGE

UMINA CAMPUS



Coach: Mr. Dixon

**YEAR 9 FOOTBALL ELECTIVE
TERM 4 - 2021
THEORY UNIT – Skill Training Phase 2
Work Booklet Lesson 1**



Name: _____

Lesson 1 – Skill Acquisition Coaching Guidelines

Lesson Intentions: To understand some of the basic coaching principles that can be applied to coaching players where the focus is on learning new skills, skill development and applying new skills in game scenarios.

Success Criteria: I understand what elements players and coaches can do during a session in order to improve player engagement, performance, and enjoyment.

Activity 1 - Things to encourage as a coach

From a players perspective, underline, circle or highlight which of the following you feel are the most important things a coach should do to encourage their players?

Players

- Making decisions for themselves
 - Experience by 'doing'
 - Learning by making mistakes (trial and error)
-

Coaches

- Provide challenging experiences
 - Be patient and positive
 - Support your players and give them confidence
 - Utilise coaching/learning opportunities
 - Observe and evaluate player progress
-

Relate to your players

- Come down to players' eye level
- Use child friendly language
- Take a genuine interest in each child

**“Inspire them to play
independently**



Activity 2 - Things to avoid as a coach

From a players perspective, underline, circle or highlight which of the following you feel are the most important things a coach should avoid when coaching their players?

Training

- Training young players as adults
- Not encouraging players to make decisions for themselves
- Continually criticising less talented players
- Criticising players for poor execution of skills
- Taking too long to provide instructions

Matches

- Winning at all costs mentality
- Not giving young players equal playing time
- Not exposing players to different positions
- Barking instructions from the sidelines
- Not encouraging players to make decisions for themselves
- Continually criticising less talented players
- Substituting a player just after he/she has made a mistake



**“Tell me and I
will forget.
Show me and I may remember.
Let me do and I
will learn”**

Activity 3 – FUN and NOT FUN

Look at the picture below. Choose statements from the box below and place them in the correct columns



Games with goals at each end	Activities without the ball	Points scoring system
Individual focused skill training	Long detailed instructions	Games without direction
Playing games to learn and practise	Different formats and challenges	Running training
Players putting others down	Players who encourage others	Playing without rules

FUN 😊	NOT FUN 😞

COACHING TIPS

Make the practical sessions attractive, inspiring, and challenging for your players:

Use real GOALS - Remember the Goal of football: end product is to score GOALS (and prevent goals)

Always try to find a good balance between challenge and security.

Ensure that you set challenges to your players that are achievable with effort!

Activity 3 - MOTIVATION – List 5 ways you might motivate your players during a session

- ⚽ -
- ⚽ -
- ⚽ -
- ⚽ -
- ⚽ -



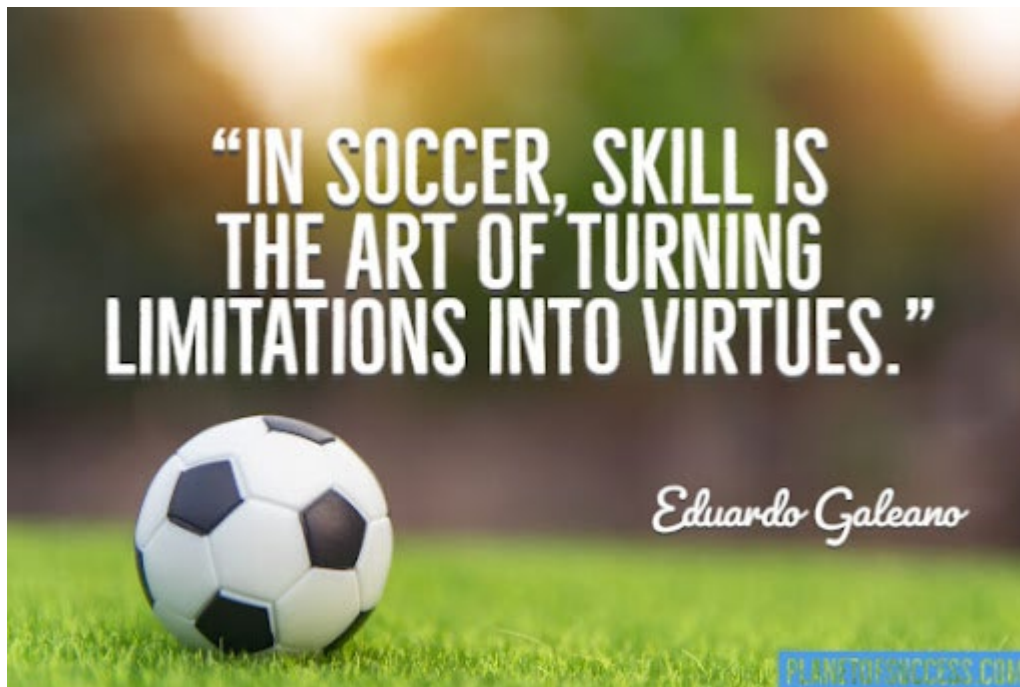
BRISBANE
WATER
SECONDARY
COLLEGE

UMINA CAMPUS



Coach: Mr. Dixon

YEAR 9 FOOTBALL ELECTIVE
TERM 4 - 2021
THEORY UNIT – Skill Training Phase 2
Work Booklet Lesson 2



Name: _____

Lesson 2 – Skill Acquisition - Explicit Coaching Guidelines


Lesson Intentions: To understand the basic coaching principles that can be applied to coaching players where the focus is on learning new skills, skill development and applying new skills in game scenarios.


Success Criteria: I understand what elements players and coaches can apply during a session in order to improve player engagement, performance, and enjoyment.


Activity 1 – “I Do-We Do-You Do” Instruction Model


Read the following information and apply it to the skill focus area below.


How could you as a coach use this instructional model to “coach” a player to perform the skill of passing the ball with the inside of their foot?

-  A suggested process in **coaching technique** in the ‘Intervention’ (skill breakdown) is the ‘I Do-We Do-You Do’ explicit instruction model

-  Initially, the coach introduces the skill to his/her players and its relevance to the game of football

-  The **I Do** phase involves the coach explaining to the players what they need to know and showing them how to do the things that they need to be able to do by using a demonstration, either by the coach or a model player

-  The **We Do** is the second phase of this model. It involves doing tasks together. By working together, the coach can help players use the steps they need to follow to complete desired actions, such as, dribbling to beat an opponent

-  The **You Do** phase of this model involves players practising what has already been shown by themselves. The coach monitors progress and provides feedback using a combination of **Key Coaching Questions** to stimulate thinking and **Key Coaching Words** as reminders of desired actions

Skill Focus Area : PASSING

I DO Coach demonstrates to player	WE DO Coach & Player work through steps together	YOU DO Player does by themselves



Activity 2 – Explain what's happening here

Below are some training drill examples. For each example, I want you to look closely at the diagram and explain in your own words what you think the drill is specifically training. You must choose whether you think it is:

- A- A striking the ball drill (Attacking)
- B- 'FUN'damental Warm up game
- C- Mini Game
- D- Goalkeeper Training

Drill 1



Answer _____

What is happening in the drill?

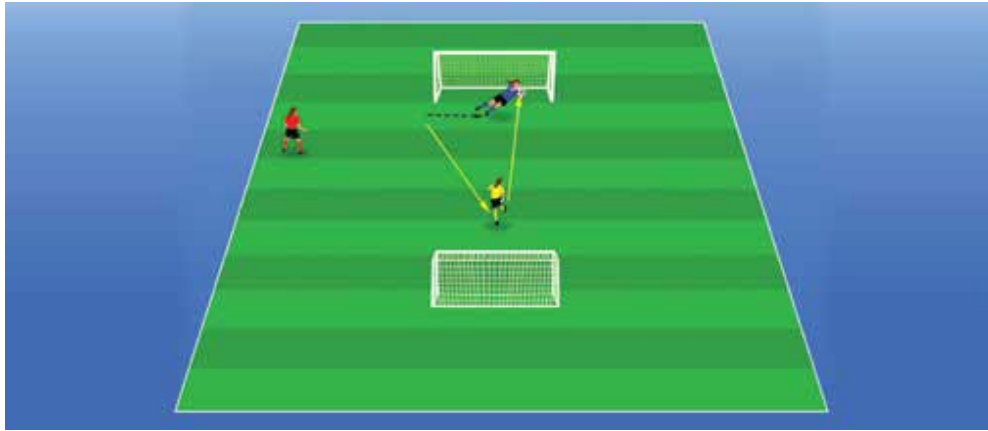
Drill 2



Answer _____

What is happening in the drill?

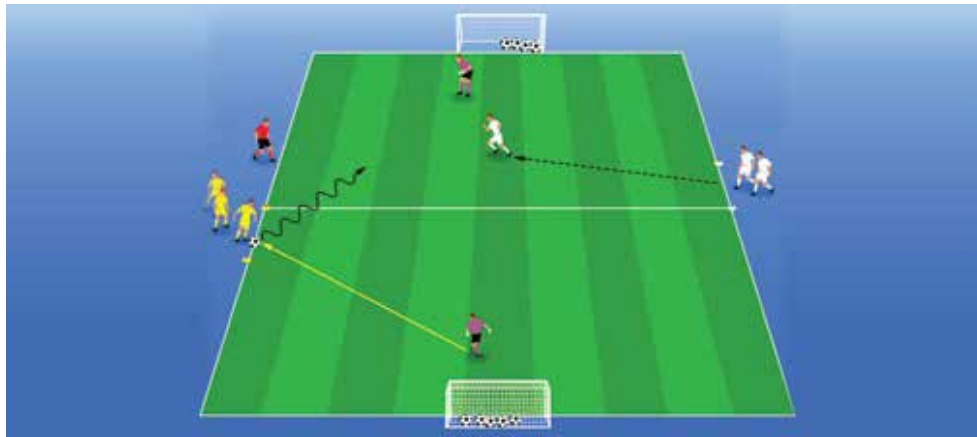
Drill 3



Answer _____

What is happening in the drill?

Drill 4



Answer _____

What is happening in the drill?

Activity 3 – What's your favourite drill?

Explain in your own words a favourite drill you have done or love doing when you're at training.