

**How can we provide solutions to the barriers in
the attitudes, philosophy and style of
grassroots football in Australia?
(6-12 years)**



PD112: Group Presentation of Problem Solution Handout

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Questionnaire:

An online survey of grassroots coaches in the Sutherland Shire

Questions

1. Name of Club in which you are a Coach.
2. Age and Grade in which you Coach.
3. How many years have you been coaching?
4. Do you hold a grassroots, junior, youth or senior football licence? If so, which one. If not, type "none".
5. Are you a Coach of a team in which your child plays?
6. Does your Club have a coaching philosophy that you know of?
7. Is there an easily accessible "Coaching Director" at your Club in which you can talk to, if you need help with various coaching issues?
8. How many times a week do you train your team?
9. Do your players touch the football at least 500 times in each training session?
10. Do you use small-sided games (SSG's) in your training sessions?
11. Which do you as a Coach value more, "winning" or "development"?
12. Have you witnessed parental coaching from the sidelines? e.g. "Just kick it out Johnny!"

Note: Data collated for presentation from thirty-eight (38) individual online survey submissions at www.myfootballcoach.net/acpesurvey.html

Modified or small-sided games (SSG's):

Compiled & Written by S. Gafsi

NSW

- Kids aged 6 play football 4's where 4 players are on the field, a field dimension of 20m x 30m and with a duration of 32 minutes through four 8 minute quarters
- Kids aged 7-8 play football 5's which consists of a team of 5 on the field, a field dimension of 25m x 35m and a duration of 40 minutes through four 10 minute quarters
- Kids aged 9-10 play football 7's where there are 7 players on the field at one time, a field dimension of 35m x 45m and a duration of 48 minutes through four 12 minute quarters
- Kids aged 11-12 play football 9's where there are 9 players on the field at one time, a field dimension of 40m x 60m and a duration of 60 minutes through four quarters of 15 minutes

QLD

- Youth in Queensland all play under Roo-ball Rules. The rules for Roo-ball are very similar to that of kids playing football in NSW, only things modified slightly would be field dimension or ball sizes and duration of matches. The aim of Roo-ball is to give young girls and boys the maximum opportunity to participate in football

VIC/SA/WA/TAS

- Again youth follow Roo-ball Rules

NT

- The NT has a plan over the next few years to change Roo-ball Rules from the way it is played now to a new age Roo-ball competition. To not rush all the new modifications in to confuse kids they are changing it over the course of a few years as shown next page:

Modified games

2006	2007	2008
Football 4's (U5-6) U6s Football 4's (new)	U6s Football 4's (new)	U6s Football 4's (new)
Football 5's (U7-8) U7/U8s Football 5's	U7s Roo-ball 6v6	U7s Football 4's (new)
Roo-ball 6 v 6 not being used	U8s Roo-ball 6v6	U8s Roo-ball 6v6
Football 7's (U9-10) U9s Football 7's (new)	U9s Football 7s (new)	U9s Football 7's (new)
Football 9's U10s Football 7's (new)	Football 9s U10s	Football 7's (new) U10s
Football 9's (U11-12) U11s Football 9's (new)	U11 Football 9s	U11s Football 9's (new)
U12s FIFA 11v11	U12s Football 9's (new)	U12s Football 9's (new)

In new age football there are no points awarded in games and goal scorers are not recorded. This is one of the most important aspects of new age Roo-ball as it takes the pressure of winning off kids and parents. New age football encourages the frequent interchange of players so that all players get equal time on the field and coaches are encouraged to rotate players so that they do not think of themselves as defenders, forwards or goalkeepers but as players.

New age football Roo-ball helps young players develop the skills needed for all positions and players can later make a decision about which position they enjoy the most.

Paige Grant: A reflective case study

Written by P. Grant



I have been playing football for twelve years and I have never enjoyed playing the game as much as I do now. I am currently playing first grade for the Blacktown Spartans and the reason I am enjoying the game so much more now than ever is due to the coach I have, his attitude, philosophy and style of coaching. This season I have learned and developed my technique, skills and understanding of how the game should be played more than any other year playing under the seven different coaches I have had. This season, I suffered a knee-injury and have only played half of the games.

In all my past years playing football, I had never once thought about my coach's attitude, philosophy or style of coaching. It has not been until now working through this presentation, participating in this degree and meeting people who are so passionate about football that I have thought about the coaches I have had and realised that I could have learned so much more about the game and how to play it.

As I look back over my playing years, I have come to the conclusion that the coaches I have had are coaching the way they have been coached and the style and philosophy they use isn't as effective as they think. Out of the seven different coaches I have had, six of them are Australian or English and their philosophy of playing football is to play the long-ball. My current coach is

Spanish and his philosophy is to keep possession and get as many touches on the ball as possible. As a player being coached under both of these playing styles I believe that keeping possession is the best and most effective way to play.

When I reflect and analyse the coaches I have had, it has become apparent that these coaches have had different philosophies on how to play football and how to coach their teams, which I feel has been detrimental to my development in football. I have not learned anywhere near as much as I could have from my previous coaches because they all coach differently and believe different things. The way I have been taught to perform certain skills has changed instead of being consistent right from the start.

There are two coaches in particular that have hindered my development the most, one coach, when I played Under 16's, didn't have any structure to how she trained our team. There were no or very few drills that incorporated touches on the ball and her game plan, most games, was to kick a long-ball to me up front and hope that I'd score. I had this coach for three years and in that time I hadn't learned much at all. At the time, I felt it this as a setback in my development and I started to lose the will to play.

After I had changed Clubs, my new coach, whose game plan was basically the same, trained in a slightly different way which involved more passing. However, much like my other coach I had not learned a great deal and couldn't wait until the end of the season.

These two personal experiences are an example of how coaches can restrict the development of players; especially those who want to develop their technical ability. I talk to other players and friends who play and they agree that this is what most coaches are like. The alarming thing is that they are usually

the coaches of junior teams where development is most important. It is coaches like this who contribute to high dropout rates and it's the reason why a national coaching philosophy needs to be put in place, so all coaches can stimulate player development.

Paige

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