

SESSION 1

Kicking

Teaching points for kicking

1. Line up the ball with your target. Have your head bent slightly over the ball.
2. Hold the ball over the thigh of the kicking leg.
3. Guide the ball down with one hand.
4. Point your toes at your target – watch the ball hit the foot.
5. Follow through straight towards the target.

Session overview

Warm-up

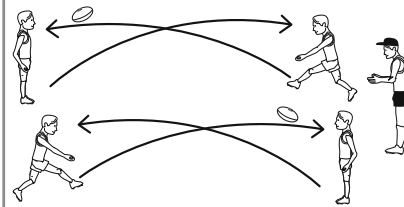
Kicking whistle drill

In pairs players kick the ball to each other until the helper coach blows the whistle. Players stop immediately and look at the helper coach.

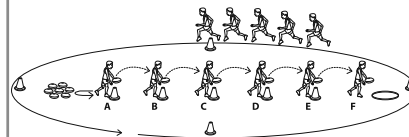
Run and retrieve balls

Two teams of 10-12 and 15-20 balls. Player A takes the first football and runs it to within 5m of player B, handballs and runs back to the cone to collect the next ball and repeats. Meanwhile, player B runs and handballs to C and returns to the cone ready for the next ball. C does the same to D, D to E, E to F, F to G etc O placed the ball in the hoop. Continue until all the balls have been placed into the hoop. Cones form a circle around the outside of team 1. Team 2 runs around the cones as many times as possible until all the balls are in the hoop.

Kicking whistle drill

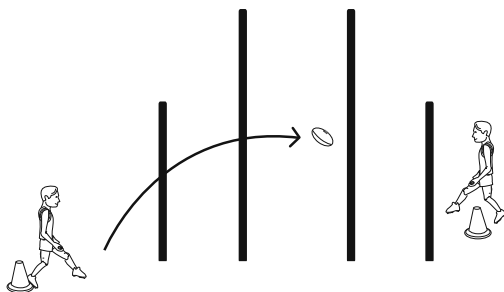


Run and retrieve balls



Skill activity 1: Goalkicking (12 players)

In pairs, players face their partner on the opposite side of the goals. Using their partner as a target, each player takes a set shot for goal. Players have an equal number of shots and move around to the cones set out at various angles and distances.



Questions

- What are the important aspects of kicking for goal?
- Why have we put your partner behind the goals?
- It is important for you to have a routine when kicking for goal. What is your routine?

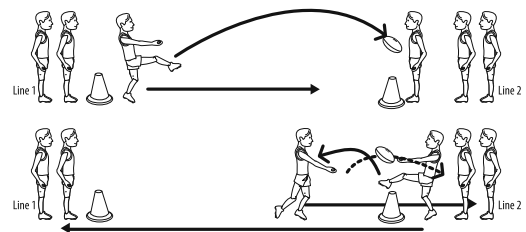
Teaching points

- Choose a target behind the goals (partner).
- Run straight towards the target (square shoulders towards the target).
- Follow through with your kicking leg towards the target.



Skill activity 2: Extension – Front and square (12 Players)

Form two groups of six. The first player from line 1 kicks the ball to a leading player from line 2. The kicker follows the kick, receives a handball from the receiving player, handballs to the next player in line 2 and runs to the end of line 2. For variation encourage players to use non-preferred side and include defending players.



Questions

- What is the aim of this drill?
- Where do you aim to take the ball when it is in the air?

Teaching points

Kicker:

- Be balanced when kicking.
- Run in the direction the ball is to be kicked.
- Aim in front of the leading player.
- Run on in the line of the kick.

Leading player:

- Hold the lead until the player is ready to kick.
- Judge the ball in flight.
- Mark with the hands.

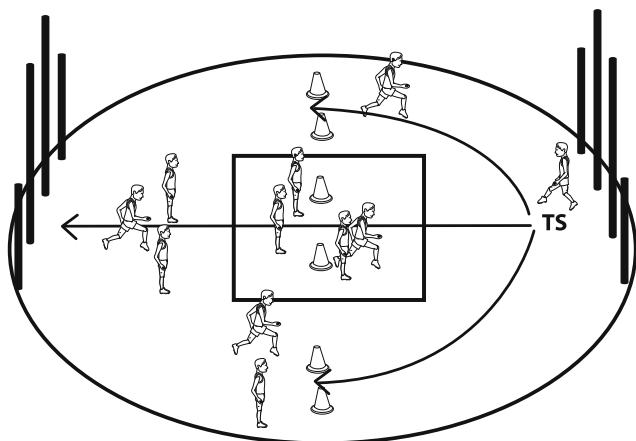


CHILDREN TO SWAP SKILL ACTIVITY AFTER 10 MINUTES

Kicking

Game preparation: Positional play and game sense

Form two teams of 12. The ball starts with the player at the top of the goal square (TS). All other players are congregated down the middle corridor with space on the flanks. TS has to make a decision of how to maintain possession of the ball and when to change direction. TS kicks the ball to any player on his/her team with the aim to transfer the ball from one end of the ground to the other and to score a goal. When the ball has gone through the goals the other team has their turn. For variation, the opposition could begin with token pressure and progress to full contest.

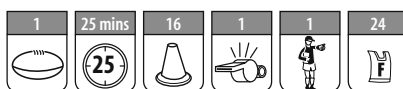


Options:

- If TS goes straight down the middle and the team scores a goal they get six points.
- If TS goes to where there are less players (into space where players can lead to) and go through a gate on either side of the ground, they get a bonus two points.

Questions

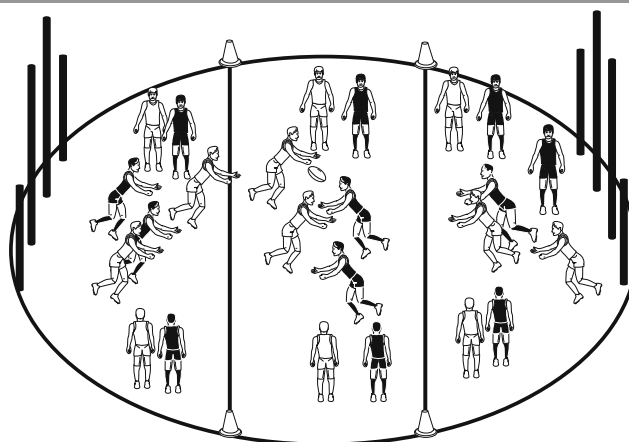
- What option did you take and why (quickest, safest etc)?
- How much did getting four bonus points come into your decision making?
- Why were bonus points used?
- Why should changing direction be considered? (less players around the ball, more space)?



AFL Auskick Rules game

- All players must play at least half a game.
- Players should stay in position.
- All players to experience playing in different positions through regular rotation.
- No diving on the ball.
- Stealing and smothering are permitted.
- The ball must travel 10m for a mark to be awarded.
- A player in possession of the ball must bounce it at least once every 15m (maximum of two bounces).
- Tackling:
 - Under 11 – hold and release tackle is allowed.
 - Under 12 – wrap around tackle is allowed.
 - No player shall be dumped or thrown to the ground by any tackler.
- Bumping is allowed as per the AFL Laws of Australian Football.
- No barging or chopping past opponents.
- Shepherding within 5m of the ball is permitted.

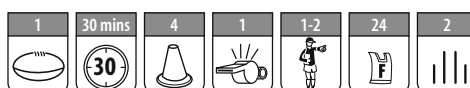
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Before you start the game give players a few minutes to decide how their team will play the game (eg. Go straight down the middle, use the space, kick long to the best option, use handball to run the ball etc).

At half-time and after the game ask the players the following questions

- Did we stick to our game plan?
- What do we need to change for the second half/next game?
- What is our team doing well?
- What do we need to improve on?



SESSION 2

Handballing

Teaching points for handballing

1. The ball must rest on the platform hand and be hit with a clenched fist. Players should have their eyes on the ball.
2. The punching fist is formed by placing the thumb outside, not inside the fingers.
3. The stance is nearly side-on to allow the punching arm to swing through freely. Keep knees slightly bent to maintain balance.

Session overview

Warm-up (10)

Around the square

In an area about 10m x 10m, players on the inside of a square each with a ball, handball to players moving around the outside of the square. Players on the outside continue to move around the square until the whistle goes. For variations, change direction, alternate hands to handball and handball at different heights.

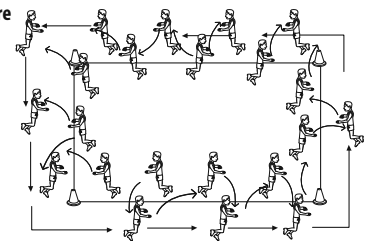
Leader ball

A leader is chosen with a group set up about 10m behind a marker. Players run towards the leader who passes them the ball using the following methods:

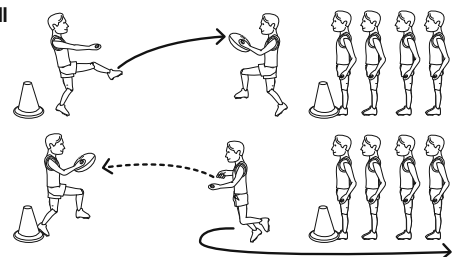
- Handball.
- Kick.
- Rolling the ball along the ground.
- Throwing the ball high into the air.

The player takes the ball, balances and handballs it back to the leader before returning to the back of the line.

Around the square



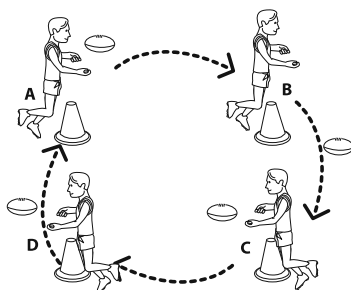
Leader ball



Skill activity 1: Handball around the square (12 Players)

Player A handballs to player B, player B handballs to player C and so forth, moving on to the next cone each time. Variations

- Start with one ball and increase to three.
- Widen the square and use alternate hands.
- Change the direction to kris cross (A to C, B to D).



Questions

- What spin did you need to put on the ball to help your partner catch the ball easier?
- What did you need to do differently to receive the ball when more than one ball was used?

Teaching points

- Watch the ball in to your hands.
- Run and carry the ball towards the receiving player and handball about 2m.

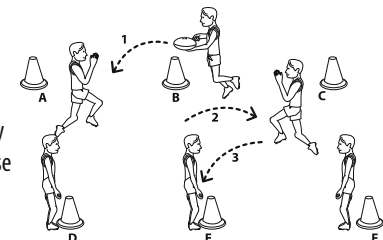


Skill activity 2: Three-man weave (12 Players)

Player B starts by handballing to player A who is running towards the centre. On receiving the ball, player A handballs to player C, who times his run to receive the ball in front of player A before handballing it to player E.

Player E who begins the process again. Variations

- Change the distance between the groups.
- Use a defender in the middle of the drill.
- Have the coach blow a whistle at random stages of the drill resulting in the player with the ball having a 'snap' at goal (this activity would have to be done close to goals).



Questions

- What spin did you need to put on the ball to help your partner catch the ball easier?
- Where did you need to run to receive the ball?

Teaching points

- Watch the ball into your hands.
- Run and carry the ball towards the receiving player and handball about 2m.



CHILDREN TO SWAP SKILL ACTIVITY AFTER 10 MINUTES

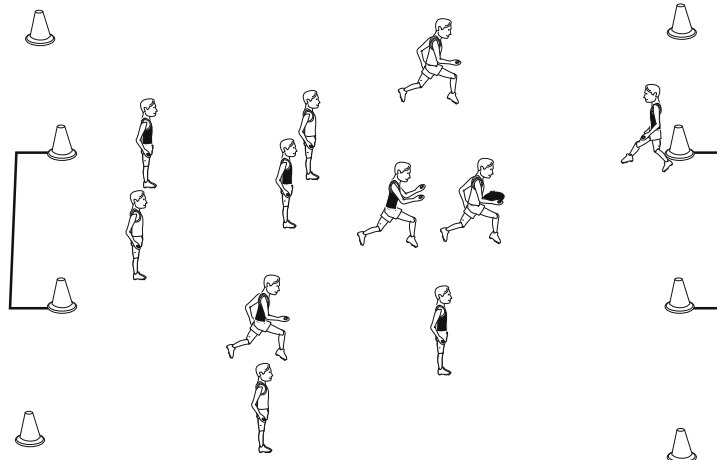
Handballing

Game preparation: Positional play and game sense: Touchball

The aim of this game is for players to move the ball across the field to score a goal by handballing between two markers.

Rules

- Six players per team.
- The ball is turned over if the player in possession is touched with two hands.
- Ball is turned over if it hits the ground.
- Players can run up to 10m with the ball before having to handball.



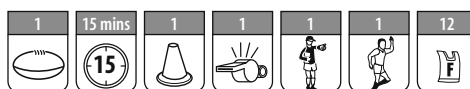
Variations

- Increase/decrease field size and or goal size.
- Prescribe number of handballs before scoring.
- Hold and release tackle can be introduced.

Questions

- What is the aim of this game? (Keep possession of the ball and score a goal)

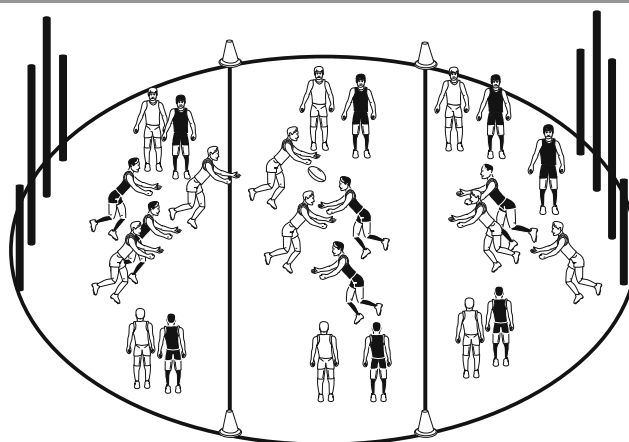
- How can your team keep the ball? (Accurate handballing).
- How can you get the ball when:
 - Your team has possession of the ball? (move into space, move into the vision of the player who has the ball)
 - The opposition has the ball? (man up an opposition player, put pressure on the player with the ball by putting arms up)



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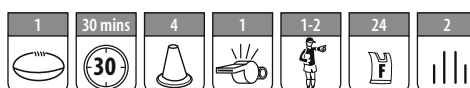
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Before you start the game give players a few minutes to decide how their team will play the game (eg. Go straight down the middle, use the space, kick long to the best option, use handball to run the ball etc).

At half-time and after the game ask the players the following questions

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- What do we need to change for the second half/next game?
- What is our team doing well?
- What do we need to improve on?



SESSION 3

Marking

Teaching points for marking

Marking (Hand)

- Fingers outstretched pointing towards the ball. Thumbs are positioned behind the ball.
- Arms must be extended – “long arms”.
- The ball is firmly gripped with the fingers.
- Watch the ball as it leaves the player’s boot or hands.

Marking (overhead mark)

- Jump off one foot and swing the other knee up to gain maximum height.
- Fingers outstretched and thumbs almost together – W position.
- The ball is met slightly in front of the head with arms extended – “Long arms”. It should be firmly gripped with the fingers.

Session overview

Warm-up (10)

Leader ball

A leader is chosen with a group set up about 10m behind a marker. Players run towards the leader who passes them the ball using the following methods:

- Handball.
- Kick.
- Rolling the ball along the ground.
- Throwing the ball high into the air.

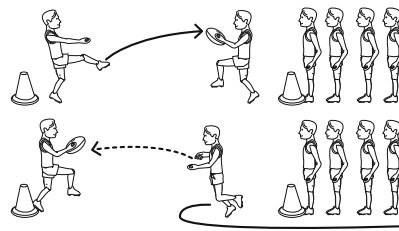
The player takes the ball, balances and handballs it back to the leader. before returning to the back of the line.

Piggy in the middle

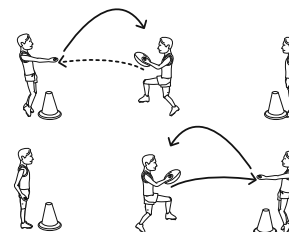
In groups of three, players form a line about 10m apart.

Player A throws the ball high into the air to player B who is running towards player A, player B marks and handballs back. Player B turns around, runs towards player C, marks and handballs back. This process continues for about 30 seconds before players swap positions.

Leader ball



Piggy in the middle

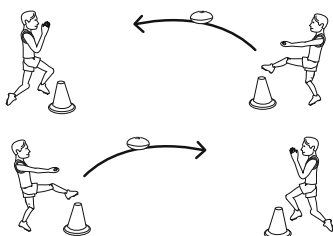


Skill activity 1: Partner kicking and marking (12 Players)

In pairs, players kick the ball to each other gradually increasing the intensity and distance of the kick. Players should “track” the ball by watching the ball from the kicker’s foot in to their hands. Extension activity: Once players are 20m apart, the kicker should attempt to put the ball in the air for their partner to mark overhead.

Extention activity Questions

- How can you adjust your kick to make sure the ball goes in the air?
- How do you adjust your marking to mark the ball over your head?
- Where do you aim to take (mark) the ball?



Teaching points

Marking – refer to main lesson teaching points.

Kicking – Be balanced when kicking (Take at least three to five steps before kicking)

- Run in the direction the ball is to be kicked.
- Aim to kick in front of the leading player

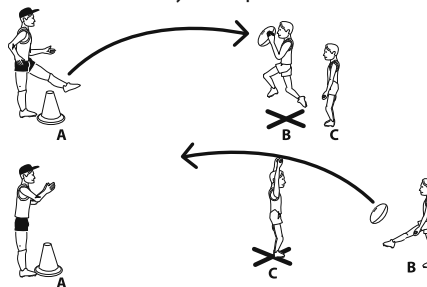
Questions

- What did you need to do to make sure the ball was received by your partner accurately?
- What part of the ball do you need to watch to track the ball?



Skill activity 2: Stand the mark (12 Players)

Player A kicks to a marking contest between players B & C. Players B & C aim to mark the ball overhead at its highest point. When the ball is marked, the opposing player stands the mark, while the player who has taken the mark pushes back off the mark before kicking back to player A. If the ball is not marked, the player who gains possession when the ball hits the ground pushes back off the mark. Players swap roles after each contest.

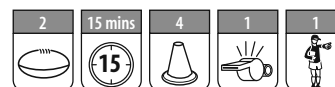


Teaching Points (pushing back off the mark).

- Push back quickly
- Keep facing the play
- push back far enough to ick over the mark or to safely play on.

Questions

- Why is it important to push back off the mark?

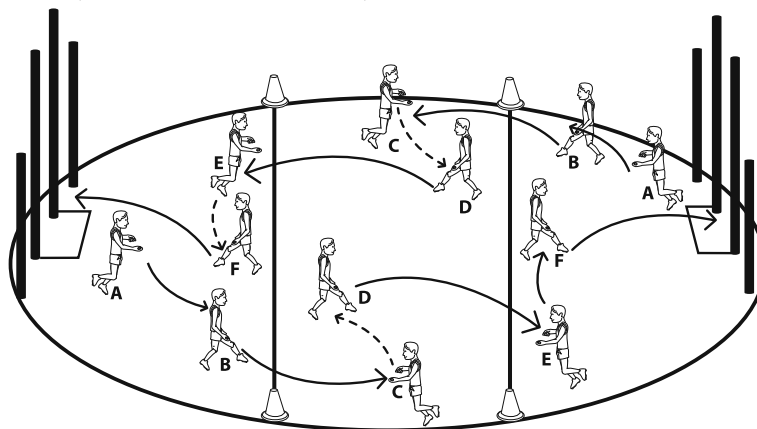


CHILDREN TO SWAP SKILL ACTIVITY AFTER 10 MINUTES

Marking

Game preparation: Positional play and game sense

The ball begins in the goal square at each end of the ground. The ball is kicked by player A to a stationary target (player B) in the back pocket. Player B runs and carries the ball up the wing, kicking to player C who marks and handballs to player D. Player D runs and carries before kicking to player E, who handballs to player F, who runs and kicks a goal. This process is then repeated at the other end of the ground.

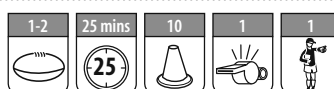


Questions

- Why is handball used in some cases instead of a kick?
- Why was the ball handballed into the middle of the ground?

Teaching points

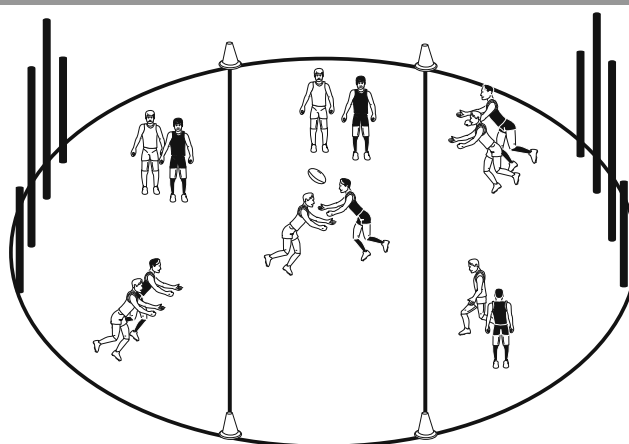
- Marking:** lead towards the ball.
- Kicking:** keep body in line with your target.
- Handballing:** carry the ball to your target and handball about 2m.
- Goalkicking:** pick out a target behind the goals to help you aim.



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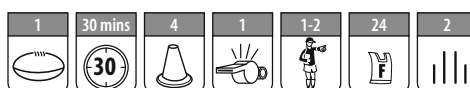
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At half-time and after the game ask the players the following questions

- Did we stick to our game plan?
- What do we need to change for the second half/next game?
- What is our team doing well?
- What do we need to improve on?



SESSION 4

Picking up

Teaching points for picking up

- Keep your eyes on the ball and line up your body with the flight of the ball.
- Chest mark: Ball is taken on the hands and arms and hugged to the chest.
- Hand mark: Arms extended and fingers outstretched towards the ball. Grip the ball firmly with the fingers.
- Lead (run) towards the child kicking the ball when they are ready to kick.

Session overview

Warm-up (10)

Gathering

Two players (or player with a parent) roll a ball to each other starting with short distances and gradually increasing. Aim for 10 successful gathers. For variation, players kick the ball along the ground at increasing speeds.

Relays

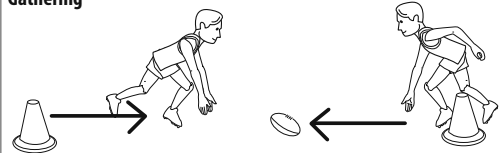
Four groups of six players line up with a ball. Out and back relays including:

- Straight running.
- Rolling the ball along the ground to an end marker.
- Skipping, hopping, running backwards or sideways.
- Handballing the ball in the air to themselves as they run.
- Bouncing the ball.
- Any combination of the above.

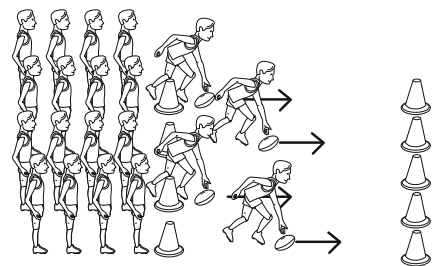
Questions

- Why do you think we use a “dynamic warm-up” compared to a jog/stretch type warm-up?
- Why do we have skill work in the warm-up?

Gathering

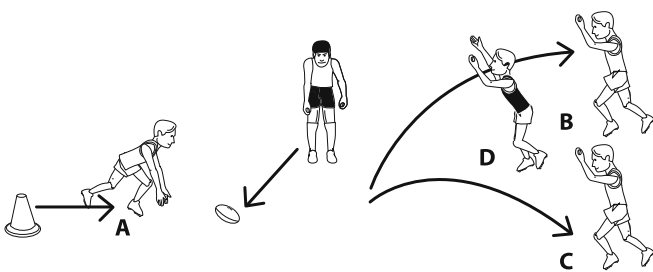


Relays



Skill activity 1: Quick thinking (12 Players)

The coach rolls the ball to player A who gathers. Player A runs and carries the ball while deciding whether to kick it to either player B or C. This decision is based on avoiding player D, who is acting as a defender. Players follow their kick and take turn at being the leading and defending player.



Teaching points

- Keep your head over the ball when gathering it from the coach.
- Look up to analyse which player is in the best position to mark the ball in relation to the defending player.

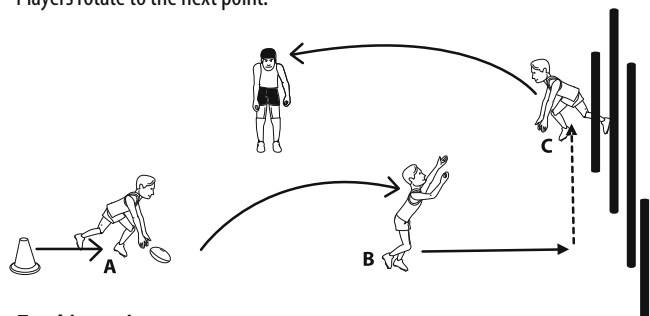
Questions

- Which option did you choose and why?
- Why did you follow your kick?



Skill activity 2: Forward switch kick (12 Players)

The coach rolls the ball to player A who is running towards the goals. Player A collects the ball and kicks (at least 15m) to player B who is leading towards the goals from the half forward flank position. Player B takes the mark and then rolls the ball to player C, who collects it and kicks it back to the coach. Players rotate to the next point.



Teaching points

- Stay low and follow the ball when gathering.
- Kick the ball out in front of player B leading towards the goals.

Questions

- Why is it important to stay low when gathering the ball?
- Why does player A kick the ball out in front of Player B?

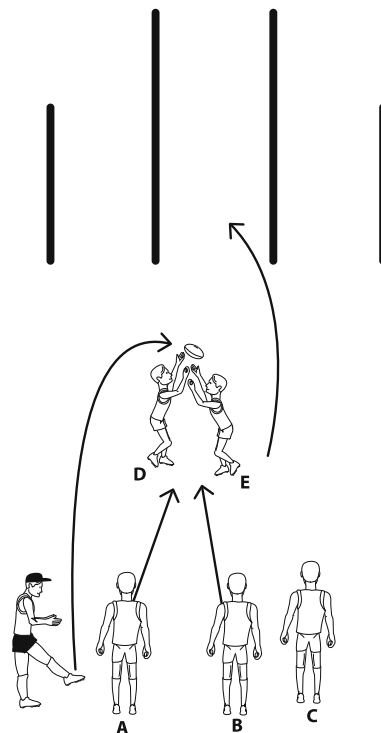


CHILDREN TO SWAP SKILL ACTIVITY AFTER 10 MINUTES

Picking up

Game preparation: Positional play and game sense: Reading the play

The coach kicks the ball to players D and E, who contest a mark at the centre half-forward position. Players A, B and C are positioned about 20m in front of the contest and aim to time their run and gather the loose ball. The player who gathers the ball then has a shot at goal.



Teaching points

- Time your run and get front and centre to the contest.
- Watch the flight of the ball kicked from the coach.

Questions

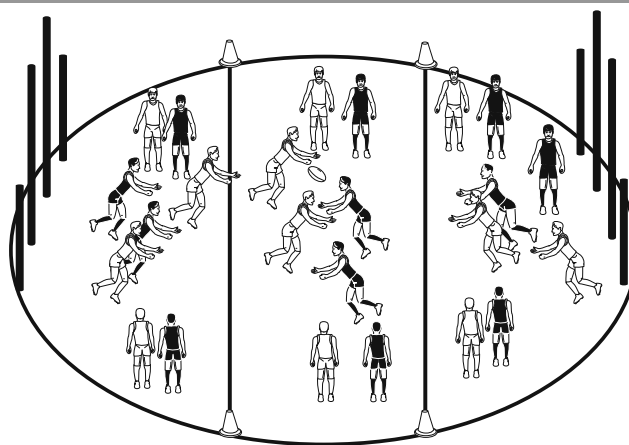
- Why should you stagger your approach to the contest?
- Why do you stay low when gathering the ball?
- Why do you run front and centre?



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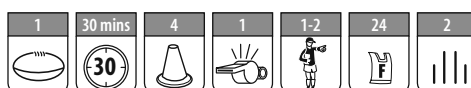
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Before you start the game give players a few minutes to decide how their team will play the game (eg. Go straight down the middle, use the space, kick long to the best option, use handball to run the ball etc).

At half-time and after the game ask the players the following questions

- Did we stick to our game plan?
- What do we need to change for the second half/next game?
- What is our team doing well?
- What do we need to improve on?



SESSION 5

Evasion

Teaching points for evasion

1. Watch your opponent closely.
2. Hold the ball out to the side as the opponent approaches.
3. Push hard off the foot planted on the same side as the ball.
4. Pull the ball back quickly as you move around your opponent.
5. Ensure that you change direction and don't run in a straight line.

Session overview

Warm-up

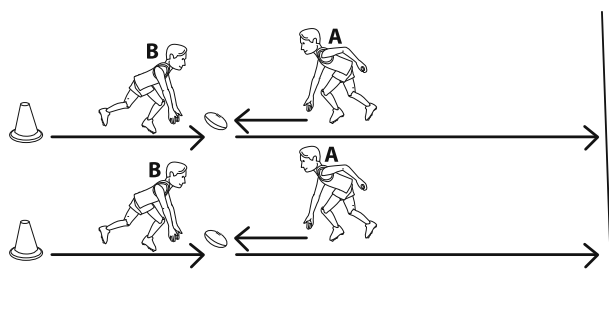
Lane relays (dynamic warm-up)
Players run and bounce the ball to the other end, hand-passes to the next person in line until everyone has had a turn. Variations

- Run handballing the ball in the air.
- Roll the ball in front.
- Run flicking heels to backside.
- Run backwards.
- Run dodging side-to-side.
- Run forwards with a few short sprints.
- Run handballing in pairs.

Lane relays

Skill activity 1: Evasion (12 Players)

Player A rolls the ball to player B who gathers it. Player B must then get to the line 10m in front by evading player A. Player A can hand tackle player B to stop them from getting to the line.



Questions

- What was the best way to evade player A?

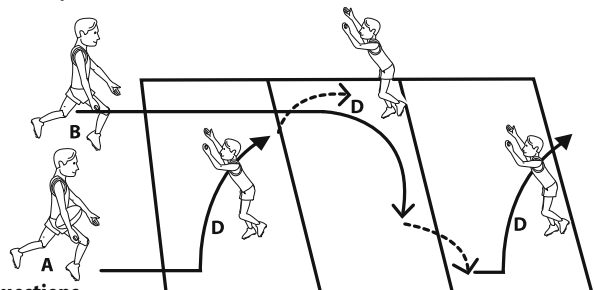
Teaching points

- Player with the ball pushes hard off the foot planted on the same side as the ball.
- Player A should watch the hips of player B to know which way they will try and evade.



Skill activity 2: Evasion square (12 Players)

With the ball player A runs towards the defender (D) in square one. Player A holds the ball out to one side, pushes hard off the foot planted on the same side of the ball and handballs to player B. Player B repeats in the next square before handballing back to player A in the third square, who repeats.

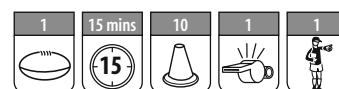


Questions

- Why do you hold the ball out to one side?

Teaching points

- Player with the ball pushes hard off the foot planted on the same side as the ball.
- It is important to be balanced before handballing to your partner.

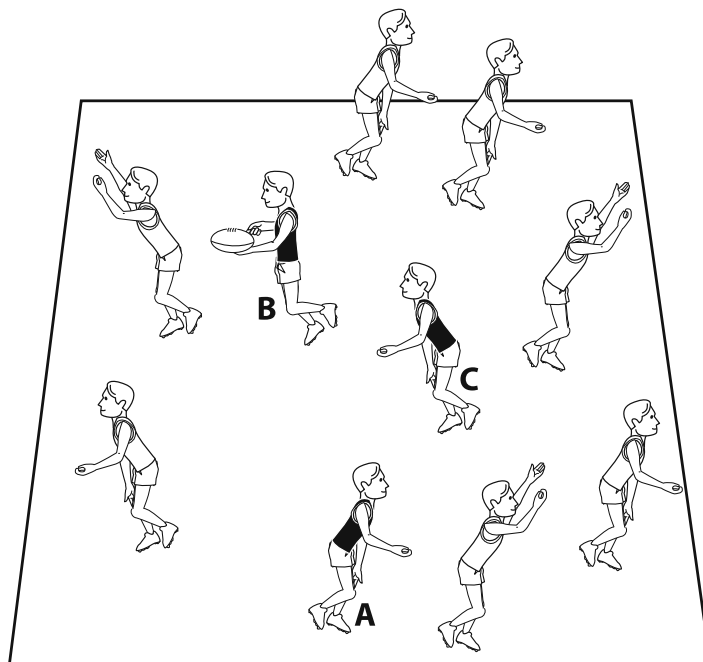


CHILDREN TO SWAP SKILL ACTIVITY AFTER 10 MINUTES

Evasion

Game preparation: Positional play and game sense – Handball tag

All players begin inside the marked area. Players A, B & C must 'tag' the other players by handballing the ball within the square and touching them with the ball. The 'tagging' players can only run when they do not have the ball and must therefore attempt to corner the free players. Once a player is tagged they join the 'tagging' team. This continues until all players are tagged.

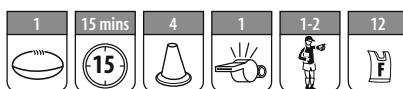


Teaching points

- Free players must use their evading skills to keep clear of tagging players.
- Tagging players must concentrate on hitting their target when handballing and move the ball quickly.

Questions

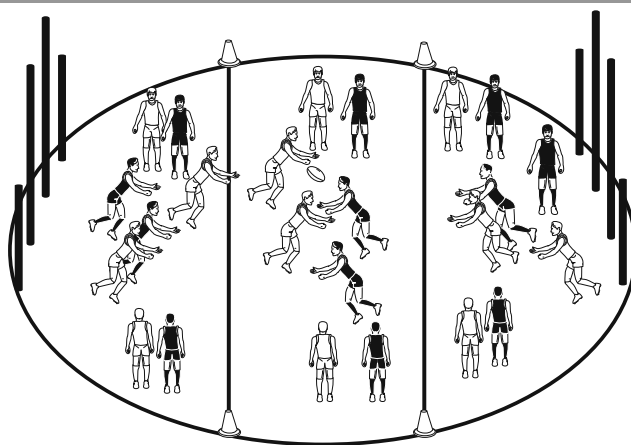
- How did you evade the tagging players?



AFL Auskick Rules game

- All players must play at least half a game.
- Players should stay in position.
- All players to experience playing in different positions through regular rotation.
- No diving on the ball.
- Stealing and smothering are permitted.
- The ball must travel 10m for a mark to be awarded.
- A player in possession of the ball must bounce it at least once every 15m (maximum of two bounces).
- Tackling:
 - Under 11 – hold and release tackle is allowed.
 - Under 12 – wrap around tackle is allowed.
 - No player shall be dumped or thrown to the ground by any tackler.
- Bumping is allowed as per the AFL Laws of Australian Football.
- No barging or chopping past opponents.
- Shepherding within 5m of the ball is permitted.

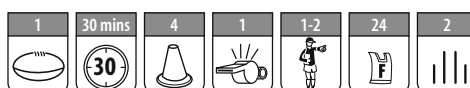
Refer to a full list of AFL Auskick Rules on page 20 of Book 2: Coaching.



Before you start the game give players a few minutes to decide how their team will play the game (eg. Go straight down the middle, use the space, kick long to the best option, use handball to run the ball etc).

At half-time and after the game ask the players the following questions

- Did we stick to our game plan?
- What do we need to change for the second half/next game?
- What is our team doing well?
- What do we need to improve on?



SESSION 6

Defensive skills

Teaching points for defensive skills

Tackling

Behind – approach the player with the ball from one side, so they are not pushed in the back. The head should be placed on one side. The player is grabbed on the arms just above the elbows.

Front – approach the player with arms at waist level. The tackler places their head to one side of the player, with the chin tucked in. The player is grabbed on the arms just above the elbows.

Side – approach the player with the ball from the side. The tackler places their head behind the player, with the chin tucked in. The player is grabbed with both hands between the waist and shoulders.

Bumping – Arms should be bent and elbows tucked in to the side. Make contact with the shoulder and arm while pushing from the foot furthest from opponent. It is important that the player keeps their feet on the ground.

Shepherding – With arms outstretched, the player moves their body in front of a defending player so that they cannot reach their team mate.

Session overview

Warm-up (10)

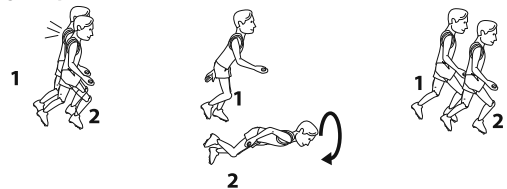
Jog, bump and roll

In pairs, players numbered 1 and 2 jog around a playing field side by side. The coach calls out a number and that player bumps into their partner who then does a side shoulder roll before getting back to their feet.

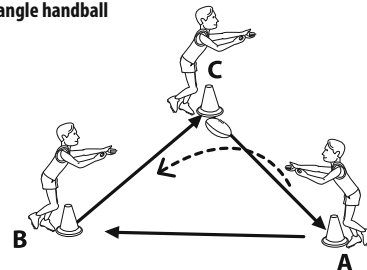
Triangle handball

Children line up behind markers set out in a triangle position. Player A handballs to player B who then handballs to player C and so forth. After handballing, the player must run behind and put their arms out to shepherd the player who has received the ball before moving to the next marker. For variation increase the number of balls, the distance, kick the ball and introduce opposition at key points.

Jog, bump and roll



Triangle handball

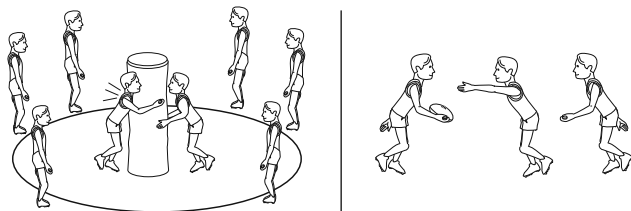


Skill activity 1: Checking skills (12 Players)

Bumping: Using a tackle bag, players walk in and try the skill of bumping. As confidence improves the speed and force of the bump can be increased.

Tackling: Using a tackle bag, players walk in and try the skill of tackling. As confidence improves the speed and force of the tackle can be increased. Other elements such as gathering a ball or repeated tackles can be introduced to this activity.

Shepherding: In groups of three, nominate two against one. Two work together with one player shepherding and the other trying to evade a tackler. This is done for about 30 seconds before players swap roles.



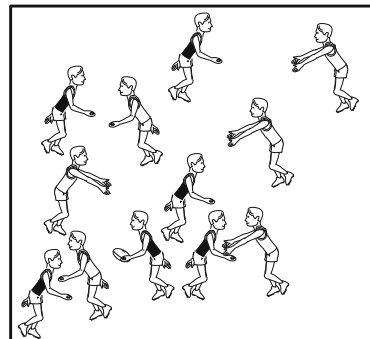
Questions

• Why is it important to bump, tackle and shepherd using the correct technique?



Skill activity 2: 6 versus 6 (12 Players)

Players on opposing teams set up in a square about 10m x 10m. The aim is for the team with the ball to control possession inside the square by selecting the right option and handballing. The opposition team attempts to tackle and dispossess the team in possession and after 2 minutes the teams swap roles. Count the number of consecutive handballs.

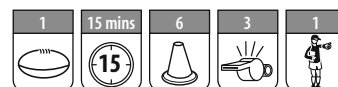


Teaching points

- Focus on isolating an open player.
- Don't rush when in possession and wait for the best option.

Questions

What did you have to do to ensure there was an open player?



CHILDREN TO SWAP SKILL ACTIVITY AFTER 10 MINUTES

Defensive skills

Game preparation: Positional play and game sense – handball game

The aim of this game is for players to move the ball across the field to score a goal by handballing between two markers (goals).

Rules

- Six players per team.
- The ball is turned over if the player in possession is tackled and cannot dispose of the ball correctly
- Bumping and shepherding is encouraged to make space for team mates
- Ball is turned over if it hits the ground.
- Players can run up to 10 metres with the ball before having to handball.

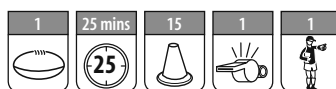


Variations

- Increase/decrease field size and or goal size.
- Prescribe number of handballs before scoring.

Questions

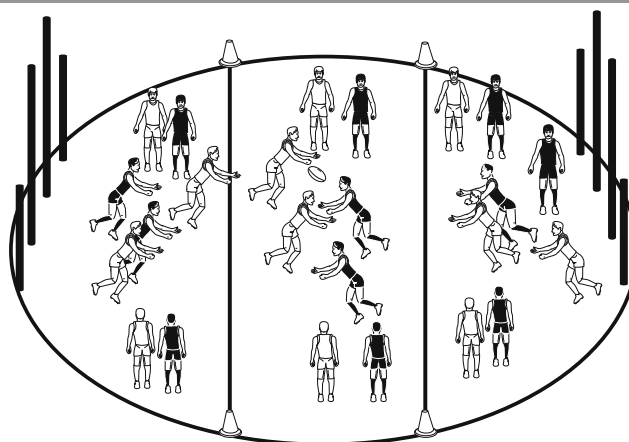
- What is the aim of this game? (Keep possession of the ball and score a goal)
- How can your team keep the ball? (accurate handballing)
- How can you get the ball when:
 - Your team has possession of the ball? (move into space, move into the vision of the player who has the ball)



AFL Auskick Rules game

- All players must play at least half a game.
- Players should stay in position.
- All players to experience playing in different positions through regular rotation.
- No diving on the ball.
- Stealing and smothering are permitted.
- The ball must travel 10m for a mark to be awarded.
- A player in possession of the ball must bounce it at least once every 15m (maximum of two bounces).
- Tackling:
 - Under 11 – hold and release tackle is allowed.
 - Under 12 – wrap around tackle is allowed.
 - No player shall be dumped or thrown to the ground by any tackler.
- Bumping is allowed as per the AFL Laws of Australian Football.
- No barging or chopping past opponents.
- Shepherding within 5m of the ball is permitted.

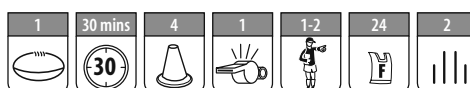
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Before you start the game give players a few minutes to decide how their team will play the game (eg. Go straight down the middle, use the space, kick long to the best option, use handball to run the ball etc).

At half-time and after the game ask the players the following questions

- Did we stick to our game plan?
- What do we need to change for the second half/next game?
- What is our team doing well?
- What do we need to improve on?



SESSION 7

Kicking to position

Teaching points for kicking to position

1. Line up the ball with your target. Have your head bent slightly over the ball.
2. Hold the ball over the thigh of the kicking leg.
3. Guide the ball down with one hand.
4. Point your toes at your target – watch the ball hit the foot.
5. Follow through straight towards the target.

Session overview

Warm-up (10)

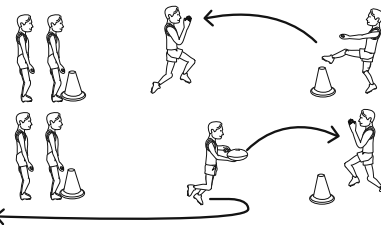
Off the fence

Player A runs towards the kicker and marks in their hands, handballs back to the kicker and returns to the end of the line. Once the kicker has kicked to every player in their group twice a new kicker is used. For variation: Increase the distance and kick with alternate feet

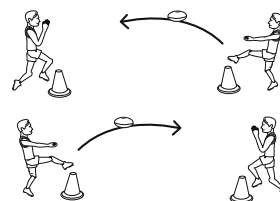
Partner Kicking – One ball between two.

Players start by kicking in pairs over short distances while stationary. After a while, gradually increase the distance with players leading on a slight angle to meet the ball.

Off the fence



Partner Kicking – One ball between two.



Skill Activity 1: Centre square (12 Players)

Player A starts with the ball and kicks to player B who has lead at a 45 degree angle away from the centre square. Player B then kicks to a leading player C and so forth as the drill continues. Players go to where they kick the ball.

Variations

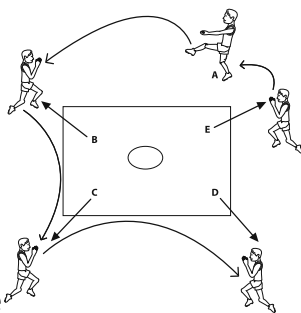
- Use more than one football.
- Do the drill in pairs with one player marking the ball and then handballing to the partner who kicks.
- Put some defenders in the play so the leading player must adjust and lead to an appropriate position.

Teaching points

- Face your target front on and steady before you kick.
- Aim to put the ball out in front of the leading player so they can run onto it.
- Run and carry the ball so you can kick the distance to the leading player.

Questions

- What do you need to do to your kicks to make sure they get to the leading player on the run?
- What do you need to do as a leading player to time your run to make sure you lead correctly?



Skill activity 2: Front and square and kick on the lead (12)

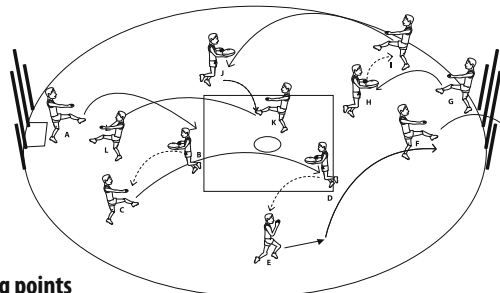
Player A kicks the ball to a leading player B who handballs to player C (front and centre). Player C then kicks to a leading player D who handballs to a running front and square player E. Player E then carries the ball and kicks to player F who is leading from full-forward. Player F then kicks a goal from either a set shot or on the run (determined by whether they mark the ball) before the activity starts again up the other side of the ground.

Teaching points

- It is important the front-and-centre player does not get past the marking contest.
- The marking player should lead into space to mark the ball.

Questions

- What did you need to do to get the ball when running past for a handball?
- How did you need to time your lead to get the ball where you wanted it?



CHILDREN TO SWAP SKILL ACTIVITY AFTER 10 MINUTES

Kicking to position

Skill Game: Centre square game

Two teams are opposed to each other in one half of the ground with one team attacking and the other defending. The aim of the game is for the attacking team to get the ball out of the centre square and into their forward line to score a goal. Team 1 has five turns at attacking before swapping with Team 2. Players are instructed to develop their own midfield set up to determine what works best. The game begins with a ruck contest and ends when either a goal is scored or the defensive team wins possession of the ball.

Repeat the game by asking teams to experiment with their set-ups and using different variations.

Variations

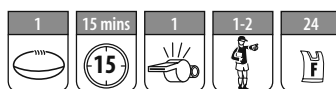
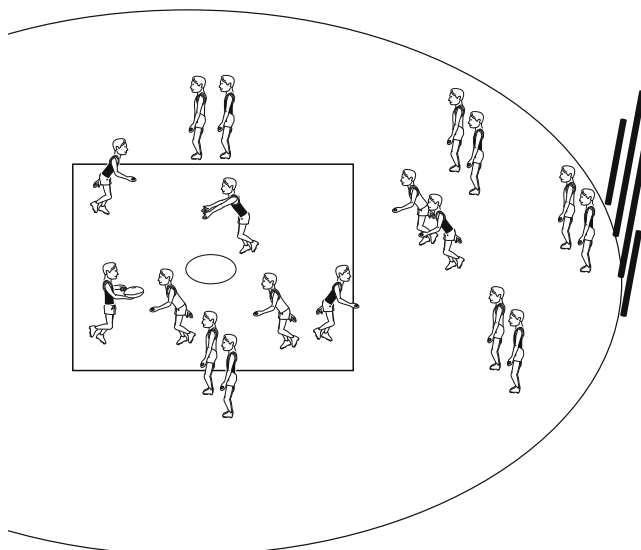
- Move the initial scrimmage to a boundary throw in or a mark at half back.

Teaching points

- Forwards should keep the forward line as open as possible so that they can lead to space.
- Midfielders should follow the ball into the forward line to get any balls that hit the ground.

Questions

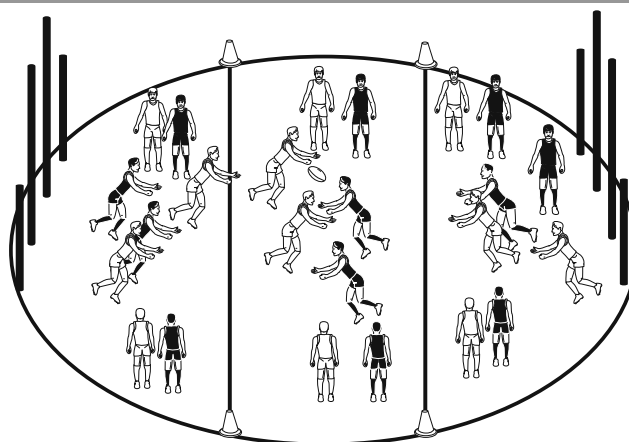
1. How did you get the ball out of the centre square best?
2. If our ruckmen wins most of the tap outs where should we stand to best take the ball away?
3. If our ruckmen loses most of the tap outs where should we stand to best take the ball away?
4. If neither ruckmen is dominant where should we stand to best take the ball away?
5. What role can players outside the square play?



AFL Auskick Rules game

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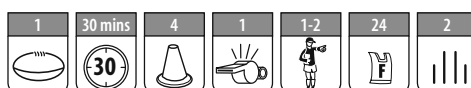
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Before you start the game give players a few minutes to decide how their team will play the game (eg. Go straight down the middle, use the space, kick long to the best option, use handball to run the ball etc).

At half-time and after the game ask the players the following questions

- Did we stick to our game plan?
- What do we need to change for the second half/next game?
- What is our team doing well?
- What do we need to improve on?



SESSION 8

Goalkicking

Teaching points for goalkicking

1. Line up the ball with your target. Have your head bent slightly over the ball.
2. Hold the ball over the thigh of the kicking leg.
3. Guide the ball down with one hand.
4. Point your toes at your target – watch the ball hit the foot.
5. Follow through straight towards the target.

- Shoulders square to the target.
- Pick something out behind the goals to aim at (the goal umpire is a good target).
- Run straight at the target.
- Kick through the ball.
- Have a set routine of number of steps taken.
- After you have looked at the target, focus eyes on the ball.

Session overview

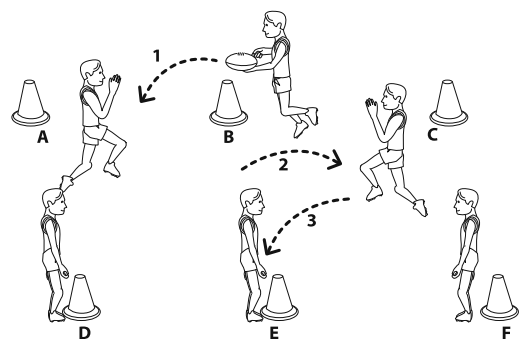
Warm-up (10)

On the Whistle Three man weave

Player B starts by handballing to player A who is running towards the centre. On receiving the ball, player A handballs to player C who times his run to receive the ball in front of player A before handballing it to player E. Player E who begins the process again. When the coach blows the whistle, the player with possession has a shot at goal.

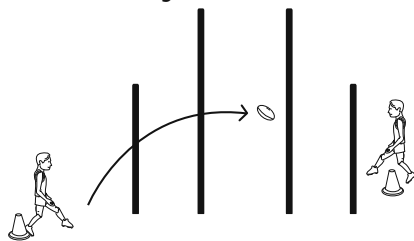
Activities can be based on whether the goal is kicked or not.
e.g – 5 push/sit ups for a miss.

On the Whistle Three man weave



Skill activity 1: Goalkicking (12 Players)

In pairs, players face their partner on the opposite side of the goals. Using their partner as a target, each player takes a set shot for goal. Players have equal number of shots and move around to the cones set out a various angles and distances.



Teaching points

- Choose a target behind the goals (partner).
- Run straight towards the target (square shoulders towards the target).
- Follow through with your kicking leg towards the target.

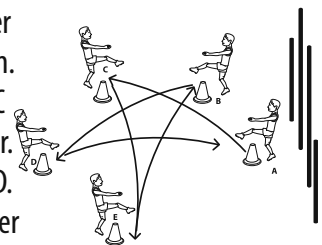
Questions

- What are the important aspects of kicking for goal?
- Why have we put your partner behind the goals?
- It is important for you to have a routine when kicking for goal.
What is your routine?



Skill activity 2: Star goalkicking (12 Players)

The ball starts in the goal square with player A kicking it to player B who is in a stationary position. Player B then kicks it to player C who is leading towards him/her. Player C in turn kicks to player D. The ball is finally kicked to player E who leads up the middle of the ground and then kicks for goal.

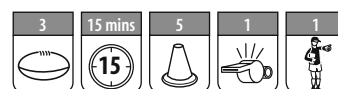


Teaching points

- Choose a target behind the goals when running in.
- Run straight towards the target (square shoulders towards the target).
- Follow through with your kicking leg towards the target.

Questions

- What are the important aspects of kicking for goal?
- It is important for you to have a routine when kicking for goal.
What is your routine?



CHILDREN TO SWAP SKILL ACTIVITY AFTER 10 MINUTES

Goalkicking

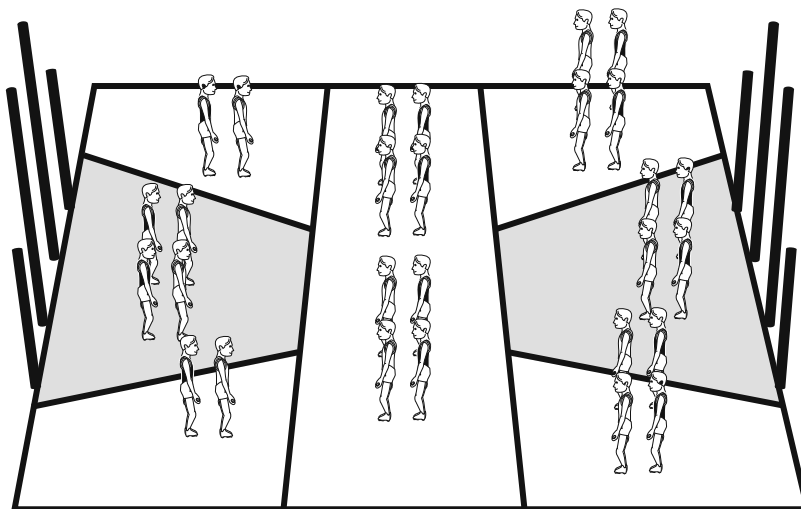
Game preparation: Positional play and game sense – V kicking

Rules

- 12 players per team (four in each zone).
- Start the game with a ball up.
- There must be three passes before you can shoot at goal.
- Players must stay in their zones.
- Shot must be taken inside the 'V'

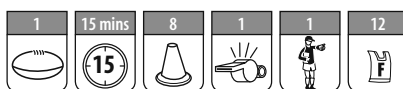
Variations

- After playing this game using the "V", remove it and discuss what changes to the game occur.



Questions

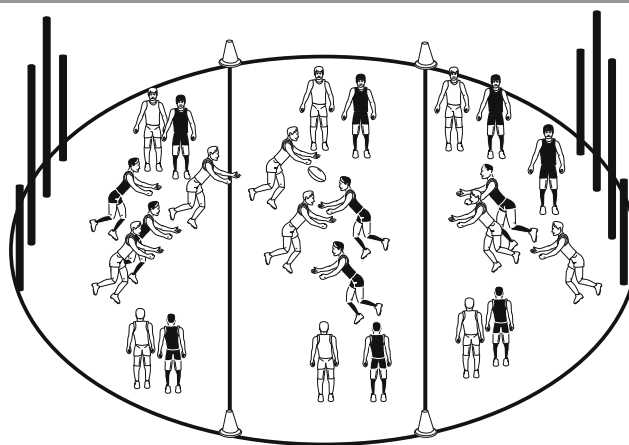
- Why did we limit you to shoot from inside the "V"?
- What can you do as a defender to limit the opposition's scoring opportunities?
- What can you do as a forward to have the best chance of scoring a goal?
- What can you do as a forward to stop overcrowding inside the "V"?



AFL Auskick Rules game

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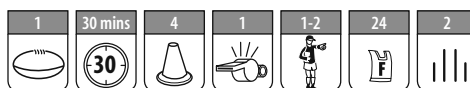
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Before you start the game give players a few minutes to decide how their team will play the game (eg. Go straight down the middle, use the space, kick long to the best option, use handball to run the ball etc).

At half-time and after the game ask the players the following questions

- Did we stick to our game plan?
- What do we need to change for the second half/next game?
- What is our team doing well?
- What do we need to improve on?



SESSION 9

Kicking in

Teaching points for kicking In

1. Line up the ball with your target. Have your head bent slightly over the ball.
2. Hold the ball over the thigh of the kicking leg.
3. Point your toes at your target – watch the ball hit the foot.
4. Follow through straight towards the target.

Session overview

Warm-up (10)

Leader ball

A leader is chosen with a group set up about 10m behind a marker. Players run towards the leader who passes them the ball using the following methods:

- Handball.
- Kick.
- Rolling the ball along the ground.
- Throwing the ball high into the air.

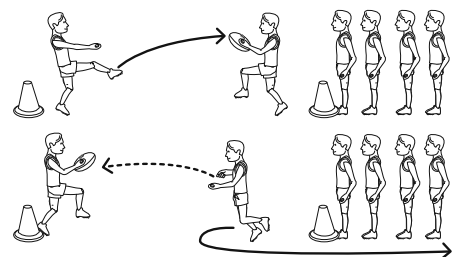
The player takes the ball, balances and handballs it back to the leader before returning to the back of the line.

Piggy in the middle

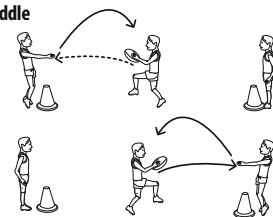
In groups of three, players form a line about 10m apart.

Player A throws the ball high into the air to player B who is running towards player A, player B marks and handballs back. Player B turns around, runs towards player C, marks and handballs back. This process continues for about 30 seconds before players swap positions.

Leader ball

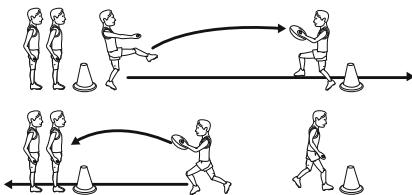


Piggy in the middle



Skill activity 1: Lane work (12 Players)

In groups of 3-5 players, kick to a leading player who marks the ball and kicks to the next leading player. Gradually increase the distance as the group becomes more competent at kicking on the run.



Teaching points

- Line up the ball with your target. Have your head bent slightly over the ball.
- Hold the ball over the thigh of the kicking leg.
- Guide the ball down with one hand.
- Point your toes at your target – watch the ball hit the foot.
- Follow through straight towards the target.

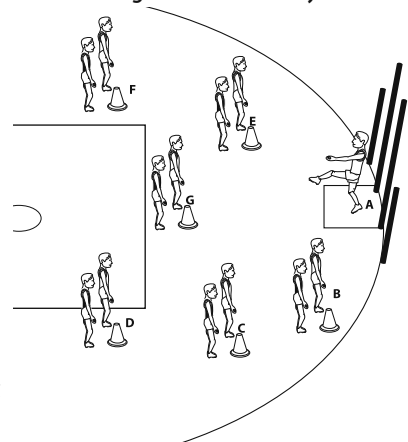
Questions

- How does kicking on the run differ from stationary kicking?
- Where do you have to aim to place the ball so the leading player can mark it?
- To receive the ball from the kicker where do you need to move?



Skill Activity 2: Kicking In (12 Players)

Players are stationed in pairs on markers at five points (B, C, D, E + F). One player is a leading player while the other defends. Player A kicks the ball out from full back and decides which is the best option. The aim is to kick the ball to a team mate who is in a position to mark it. Players can rotate positions and roles throughout the activity.

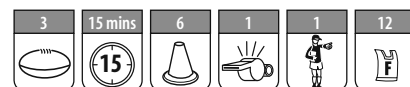


Teaching points

- Lead to space and if not used the first time, lead again.
- Kick the ball in front of the leading players so they can run onto it.

Questions

- What worked and what didn't work?



CHILDREN TO SWAP SKILL ACTIVITY AFTER 10 MINUTES

Kicking in

Preparation game: Kick-in game

The aim of the game is for the team kicking out to get the ball across the half way line using a number of scenarios

Kick-in teaching points/tactics.

Huddle:

The kicking team huddles just on the 50m mark in the centre of the ground with players running to space.

Blocking:

Players try to create space on one side of the ground by putting blocks on the opposition.

3-4-5 Defence:

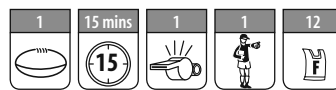
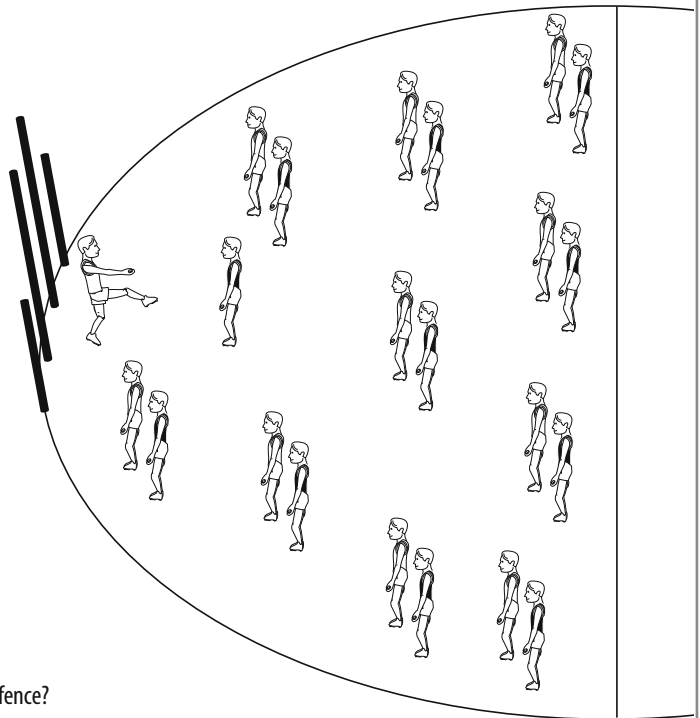
The team without the ball sets up with 3 players along a line about 20m out from goal, 4 players about 40m out and 5 players about 60m out.

Man-on-man defence:

The defenders follow their opponent wherever they go.

Questions

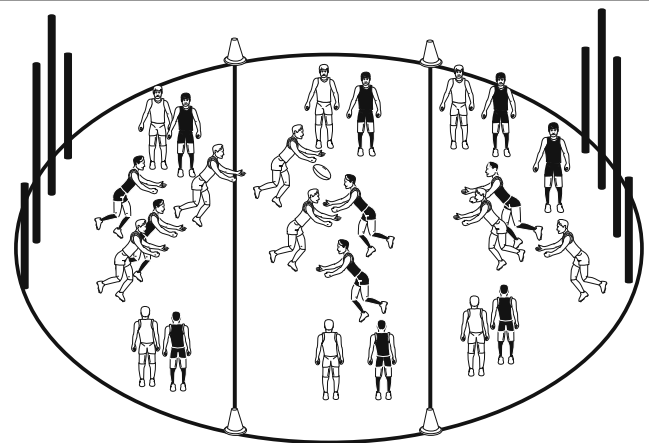
- What were your options to maintain possession?
- When would you use a “zone” defence and when would you use a “man-to-man” defence?



AFL Auskick Rules game

- All players must play at least half a game.
- Players should stay in position.
- All players to experience playing in different positions through regular rotation.
- No diving on the ball.
- Stealing and smothering are permitted.
- The ball must travel 10m for a mark to be awarded.
- A player in possession of the ball must bounce it at least once every 15m (maximum of two bounces).
- Tackling:
 - Under 11 – hold and release tackle is allowed.
 - Under 12 – wrap around tackle is allowed.
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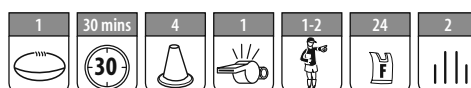
Refer to a full list of AFL Auskick Rules on page 20 of Book 2: Coaching.



Before you start the game give players a few minutes to decide how their team will play the game (eg. Go straight down the middle, use the space, kick long to the best option, use handball to run the ball etc).

At half-time and after the game ask the players the following questions

- Did we stick to our game plan?
- What do we need to change for the second half/next game?
- What is our team doing well?
- What do we need to improve on?



SESSION 10 General skills and game play

Teaching points for general skills and gameplay

The aim of this session is to have players implement all the skills covered so far in a game.

Session overview

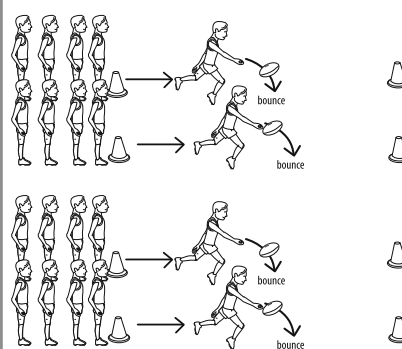
Warm-up

Each player has a ball and in groups of 15-10, are spread between the cones. Players run and bounce the ball to the other end and wait until the coach tells them to go again.

Variations

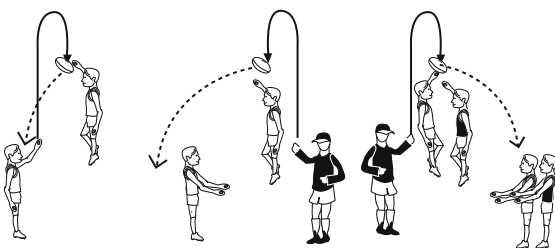
- Run handballing the ball in the air.
- Roll the ball in front.
- Run flicking heels to backside.
- Run backwards.
- Run dodging side-to-side.
- Run forwards with a few short sprints.
- Run handballing in pairs.

Lane relays



Skill activity 1: Rucks and rovers (12 Players)

1. In pairs, one child throws the football up high and their partner taps it back to them. Change.
2. In pairs, the coach throws the football high. One child taps the ball down with two hands to the partner who gathers and returns back to the coach. Partners swap roles.
3. In pairs, the coach throws the ball up. One child palms the ball backward to call from partner. Points given for successful passing.
4. In teams of - one ruck, one rover. The coach throws the ball up and teams compete to get the ball. Points scored for successful execution of skills.



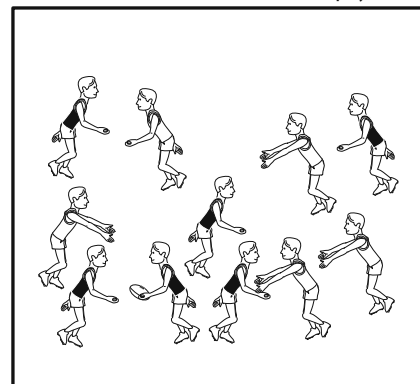
Teaching points

- Keep eyes on the ball, leap off on one foot, using arms and other leg to gain lift.
- Arm swings forward, ball is hit with open palm and fingers pointing at target.
- Turn body sideways to protect yourself. Hit ball at highest point of jump



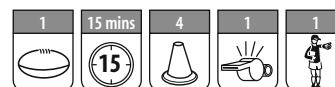
Skill activity 2: 5 versus 6 (11 Players)

Players on opposing teams set up in a square about 150m x 150m. One team has 6 players whereas the other only has 5. The aim is for the team with the ball to control possession inside the square by selecting the right option and executing the skill by hand or foot. If the team with 6 players can control the ball for 3 minutes then teams swap roles and the other team then has the extra player.



Teaching points

- Focus on isolating an open player and correctly executing the kick before defenders can attempt to spoil
- Don't rush when in possession and wait for the best option

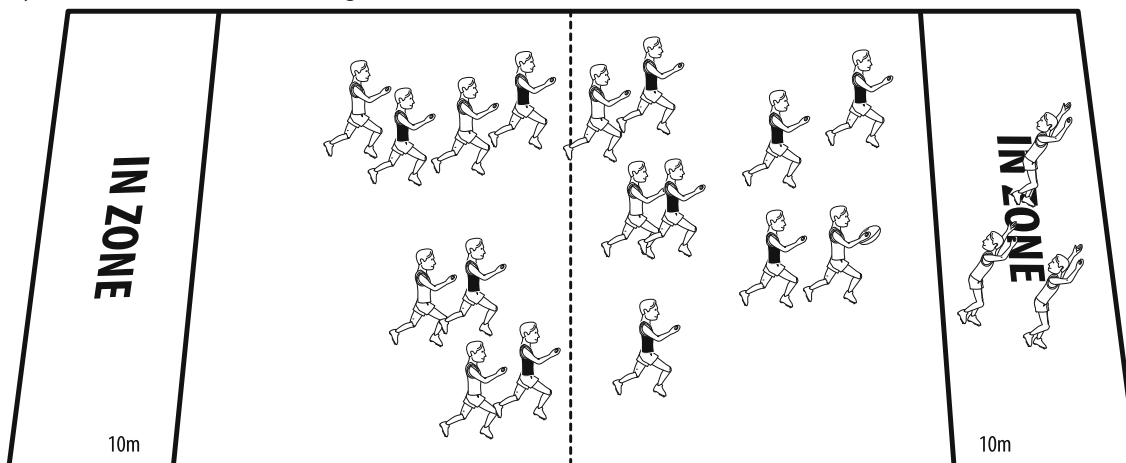


CHILDREN TO SWAP SKILL ACTIVITY AFTER 10 MINUTES

General skills and game play

Preparation game: Gridiron football

Two teams of 10 start the game in a line out position in the middle of the field. The aim is for both teams to score a goal by having a player take a mark in the attacking 'in-zone'.

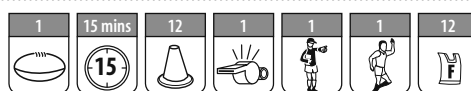


Teaching points

- Players need to determine effective positioning themselves
- Do they defend the opposition in-zone or zone off?
- Do they set up with a forward in their in-zone?
- Should players man up?

Questions

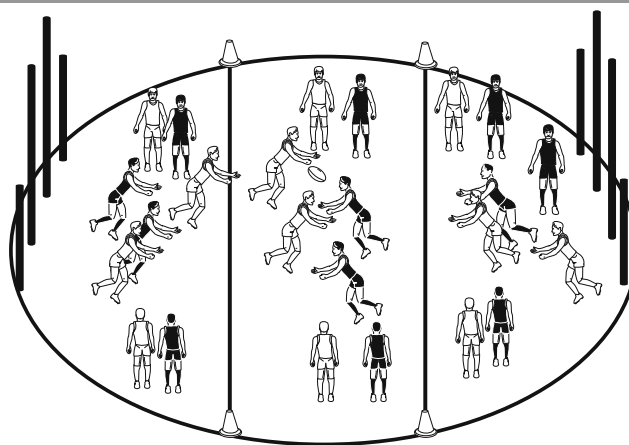
- What was the most effective method of scoring



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