

FFA COMMUNITY COACH EDUCATION

Coaches should use these checklists to ensure they are providing a safe, enjoyable and positive learning environment.

The main CRITERIA sheet should be used as a guide to what is required, the SETUP/FORM/GAME may be used by coaches to reflect and build on coaching behaviours.

It is strongly recommended that the "SETUP" checklist is used at the commencement of every practice/activity to ensure the practice is running smoothly. FORM and GAME provide a guide for reflection to assist in developing positive coaching behaviours once SETUP behaviours have been established.

Name: _____ Date: _____ Session objective: _____

CRITERIA SHEET

Session criteria	What did you notice when conducting the activity/game?	What would you do differently next time?
An activity that looks like football. Game based decisions are being made and the activity has: Area Rules Objective (target/goal) Opposition		
Players are engaged in an activity/game and transitions made from one activity to the next (or modifications) within 2 minutes.		
Games/activities are conducted in a safe coaching environment		
Demonstrations/comments are used to reinforce topic in a positive manner		
The session is modified when necessary to challenge the players or to help them achieve a desired outcome (Utilising CHANGE IT)		
Players respond in a positive manner (Enjoyable)		

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CRITERIA

The coach should have a session plan prior to conducting a session. This should clearly state the session objective or focus. On conclusion of their session the coach should reflect on their behaviours and identify one aspect for development next session.

Assessment criteria definitions:

<p>1. Does it look like football? <i>Games can be 3v1 or 2v2 etc. 1+1 or similar activities are acceptable in warm ups as long as there is a challenge involved</i></p>	<p>Game based decisions are being made and the activity has: Area Rules Objective (target/goal/challenge) Opposition/Defenders</p>
<p>2. Players are engaged in an activity/game within two minutes? <i>Try to start playing as quickly as possible with minimum instructions, a short demonstration is highly recommended.</i></p>	<p>Equipment organised and in place Balls/Markers/Bibs etc. in correct places Communicates for group management purposes Gives clear instructions to ensure players understand what to do</p>
<p>3. Games/activities are conducted in a safe coaching environment <i>Safety also includes players feeling safe to experiment and make mistakes without negative comments.</i></p>	<p>Practice/playing area inspected Equipment checked and in good condition Games/activities conducted away from fences, obstructions etc. Games/activities reduce possible collisions etc.</p>
<p>4. The coach uses demonstrations/comments to reinforce topic in a positive manner. <i>Use the players to demonstrate wherever possible, it is a powerful message if one or more of the players can show others what is required.</i></p>	<p>Comments are provided in positive language Key points are identified and reinforced with players</p>
<p>5. The Coach modifies the session when necessary to challenge the players or to help them achieve a desired outcome? <i>Be prepared to experiment with modifications, as long as the players are playing the coach has time to think about what they might like to change; if it doesn't have the desired effect, change it again.</i></p>	<p>Games/activities are modified using “CHANGE IT” methodology based on:</p> <ul style="list-style-type: none"> • Players not being successful in achieving objective and motivation is waning • Players are too successful and becoming disinterested • Games/activities are one sided
<p>6. The players respond to the coach in a positive manner <i>If the players enjoy the session so will the coach, so let them play.</i></p>	<p>Players are having fun – noise, high activity levels, high fives etc. Activity levels are high – 50-100 ball contacts per player Players are trying to achieve session objective – a Football game is being played for at least 80% of the session (See “Does it look like football?”)</p>

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Coach self-reflection guide

	Session objective.....
SETUP INTRODUCES THE SESSION OBJECTIVE QUICKLY	
INTRODUCTION	
Setup / Organization	Is it Safe? Quick start. Are there enough Balls, Bibs, are Markers in the right place?, Poles, Area (size)
E ngage	Are all players’ involved, maximum touches on ball? And lots of repetitions through efficient group management
T ask	The players’ task(s) are clearly explained / demonstrated...and positively reinforced
U nderstand	Players actions demonstrate they understand the task i.e. where to run / pass
P lay	Players are playing and game based decisions are being made
HELPS “FORM” GOOD COACHING HABITS	
F acilitate learning	Practices provide enough repetition of the skill to facilitate learning
O bserve player actions	The coach observes and provides positive feedback
R ole Models	The coach identifies and presents good role models of correct technique and skill
M odify	The coach uses C.H.A.N.G.E.I.T. to meet the players needs through facilitation of appropriate challenge
THE GAME PROVIDES THE OPPORTUNITY TO ASSESS PLAYERS RESPONSES AND REFLECT ON SESSION	
G ame	The game looks like football, i.e. Goals, two teams, objectives, direction.
A ssess	There is opportunity for high volume of repetition of session objective/focus
M onitor	Player’s response within the game (Does it reflect any change in behaviour)
E valuate	Coach to reflect on the effectiveness of the session delivery.

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REFLECTION DEFINITIONS

	TOPIC.....
SETUP INTRODUCES THE SESSION OBJECTIVE QUICKLY	
S etup	Is the area safe, limited chance of collisions, maximum use of equipment, size of area, brief explanation to “frame” the session and Quick start?
E ngage	No long queues, maximum ball contacts, develop passive pressure, encourage communication (coaching each other) the use of both sides of the body.
T ask	The coach must clearly explain and demonstrate the task at hand.
U nderstand	The coach uses different methods to assess or reaffirm the players’ understanding such as Q and A, demonstration, role modelling (players perform the correct actions and demonstrate for others)
P layer decisions	The practice puts players into a range of decision making situations where possible.
HELPS “FORM” GOOD COACHING HABITS	
F acilitate learning	The practice should allow lots of repetition of the given core skill and the group management allows opportunities to learn by doing
O bserve player actions	To aid observation the coach should vary their coaching positions and use various methods to provide feedback on the players’ performances on the run, I.e. thumbs up, well done, good effort etc...
R ole Models	The coach identifies and presents good role models (uses players as examples) Of the correct technique and / or skill
M odify	The coach needs to identify how and when to challenge the players by using the C.H.A.N.G.E.I.T. methodology whilst keeping the integrity of the session
THE GAME PROVIDES THE OPPORTUNITY TO ASSESS PLAYERS RESPONSES AND REFLECT ON SESSION	
G ame	The coach sets up a realistic game that has goals, direction, opponents, objectives and helps to make it competitive!!! (real football)
A ssess	The coach sets up a practice that provides many opportunities for the players to develop their technique into skill
M onitor	How and when the players use the given core skill (decision making)
E valuate	The players, session and self-reflect on the process. What would I do differently?

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COACH REFLECTION

CANDIDATE NAME	Session focus
SETUP INTRODUCES THE SESSION OBJECTIVE QUICKLY	
Guidelines	What could I do differently next time?
S etup	
E ngage	
T ask	
U nderstand	
P layer decisions	
HELPS "FORM" GOOD COACHING HABITS	
	What could I do differently next time?
F acilitate learning	
O bserve player actions	
R ole Models	
M odify	
THE GAME PROVIDES THE OPPORTUNITY TO ASSESS PLAYERS RESPONSES AND REFLECT ON SESSION	
	What could I do differently next time?
G ame	
A ssess	
M onitor	
E valuate	