

1 Kicking (drop punt) and marking

Teaching points for kicking (drop punt) and marking

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.

Marking (Hand mark)

- The fingers should be outstretched, pointing towards the ball. The thumbs are positioned behind the ball.
- The arms must be extended – ‘long arms’.
- The ball is firmly gripped with the fingers.

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 in the fingers.

Session overview

Warm-up 5

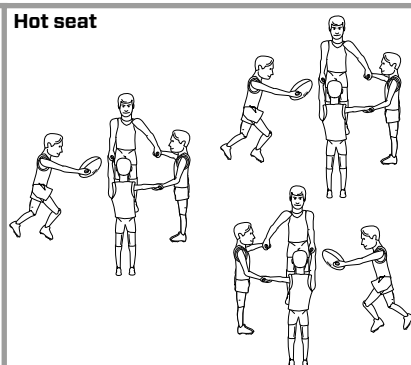
Kicking whistle drill

In pairs, children kick the ball to each other until the coach blows the whistle, at which time the children must stop and look at the coach.

Hot seat

In groups of three, children join hands with one child nominated for the hot seat. A fourth child tries to tag the child in the hot seat by touching them with a ball. The remaining two children place their bodies between the tagger and the hot seat to protect the child.

Hot seat



Skill activity 1 Kick-to-kick with partner

8 Helper coach
6 children

Skill activity 2 Marking

8 Helper coach
6 children

Skill activity 3 Magic marks

8 Helper coach
6 children

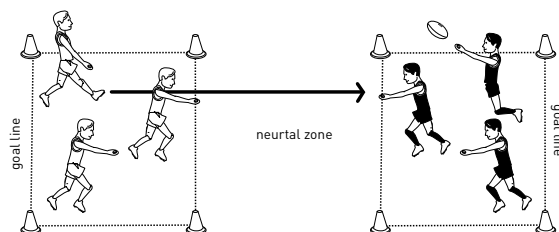
Skill activity 4 Double marks

8 Helper coach
6 children

CHILDREN ARE TO ROTATE THROUGH THE 4 ACTIVITIES

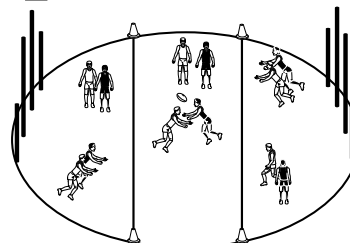
Skill game: Kick tennis 2 groups of 6 children

Two teams stand in squares opposite each other, with a space (the net) of approximately 10 metres between each square. Children kick the ball across/over the net into the opposite square. A point is awarded if the ball hits the opposite square. The kick cannot land in the net area or outside the square, if it does a point is awarded to the opposing team. Children who have had a kick must handball to other children in their team. The first team to nine points is the winner.

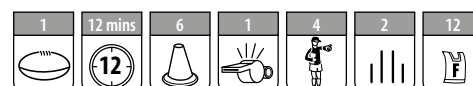


AFL Auskick grid game 12 children, 2 teams of 6

- Children to stay in their zones.
- No diving on the ball.
- No bumping. Players are able to hold and release on opposition player in possession. Players once held have three seconds to dispose of ball. Other players are to back off, so the child can kick or handball.
- A mark is awarded irrespective of distance travelled.
- Try to give **all** children a kick of the ball.



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

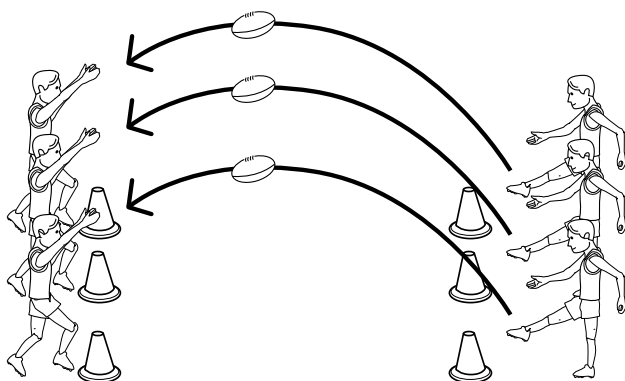


CHILDREN TO SWAP GAMES AFTER 12 MINUTES

Kicking (drop punt) and marking

Skill activity 1: Kick-to-kick with partner

In pairs, approximately 10 metres apart, children kick the ball to each other alternating right and left feet. Increase the distance when children can kick the distance with accuracy.



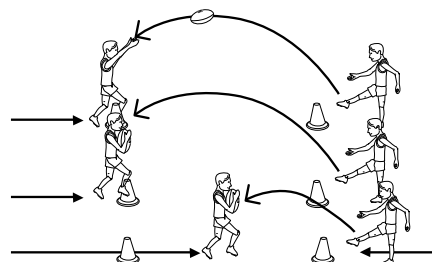
Teaching points

- Hold the ball in both hands with fingers spread evenly along both sides.
- Move in a straight line towards the target.
- Guide the ball down with one hand.
- Point your toes at the target.
- Follow through straight towards the target.



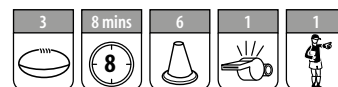
Skill activity 2: Marking

In pairs, approximately 10 metres apart, children kick the ball to each other practising the chest and hand mark. Progress to one child running towards their partner and marking the ball. Children should start about 15 metres apart. Finish with lane work with children kicking and marking the ball while on the run.



Teaching points

- 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.



Skill activity 3: Magic marks

In pairs, children kick to each other from approximately 15 metres apart. Points are scored for the following:

10 points – chest mark

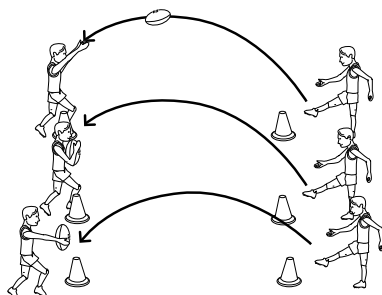
20 points – hand mark

30 points – overhead mark

50 points – one-handed mark

100 points – mark behind the back.

Children score points in a set period of time; change partners throughout activity.



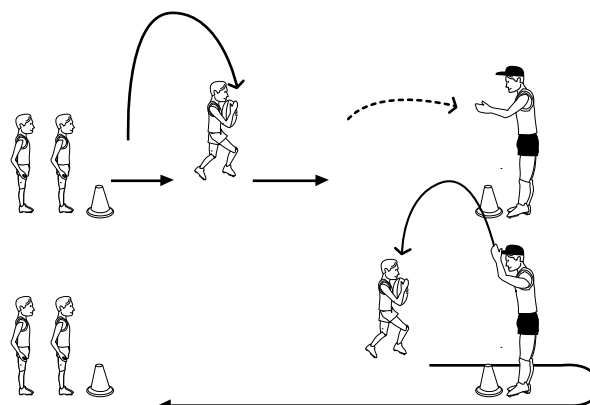
Teaching points

- Line up your body with the flight of the ball.
- Keep your eyes on the ball and watch it right in to your hands.
- Helper coaches should encourage children to extend their skills by attempting the skills with the higher points.



Skill activity 4: Double marks

The first child starts with the ball, runs out and throws the ball high into the air. The child leaps and marks before handballing to the helper coach who throws the ball high. The child marks the ball again, runs around the helper coach, bounces the ball and handballs to the next child in line.



Teaching points

- Position your body in line with the ball.
- Watch the ball all the time.
- Move to meet the ball to take the mark.

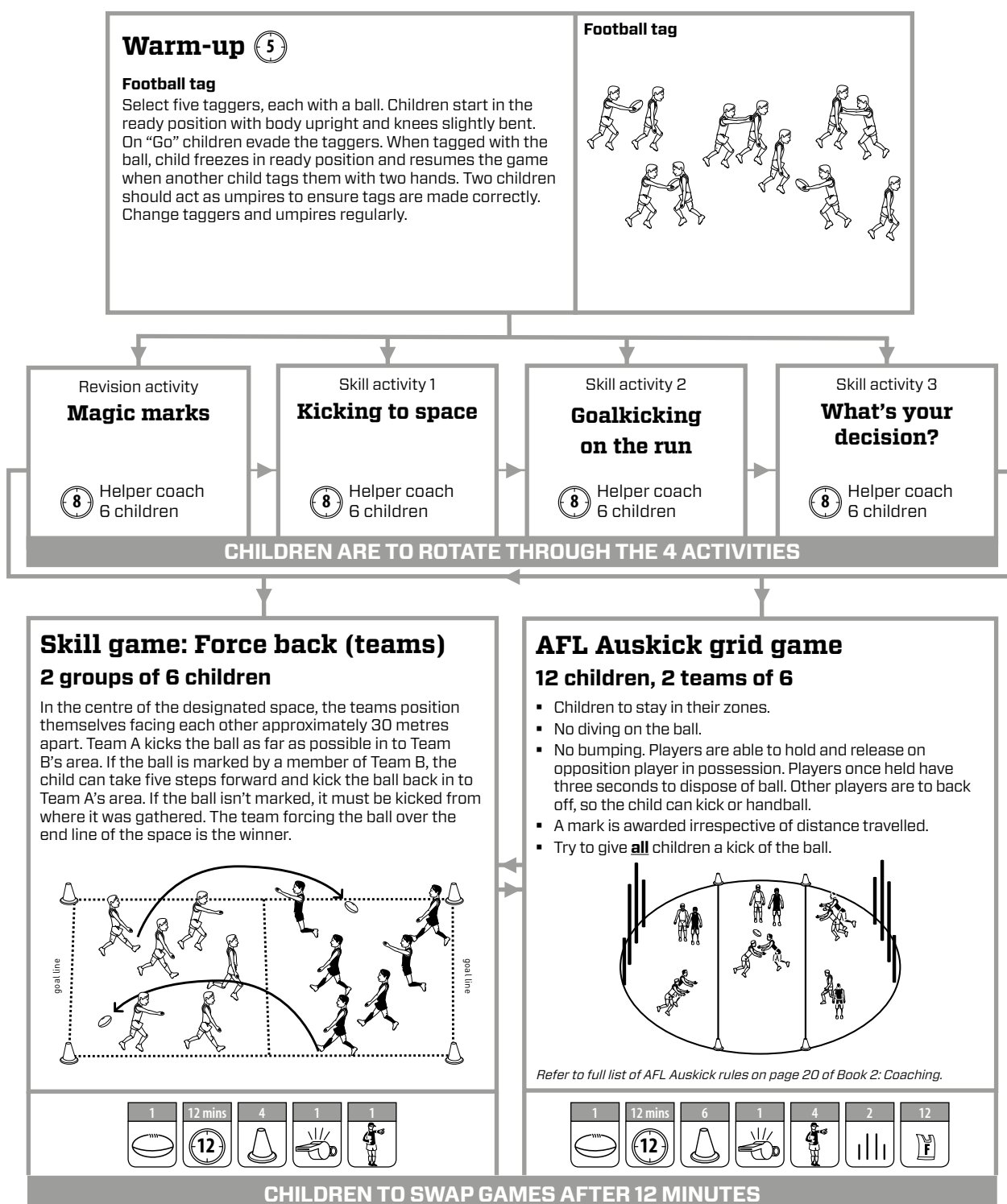


2 Umpiring

Teaching points for umpiring

1. Blow the whistle loud and strong.
2. Demonstrate signals clearly and confidently.
3. Explain decisions quickly and simply.

Session overview



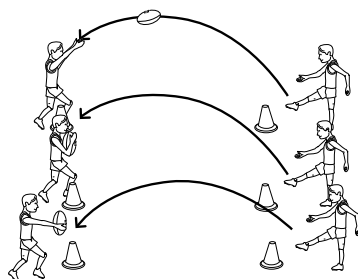
Umpiring

Revision activity: Magic marks

In pairs, children kick to each other from approximately 15 metres apart. Points are scored for the following:

- 10 points – chest mark
- 20 points – hand mark
- 30 points – overhead mark
- 50 points – one-handed mark
- 100 points – mark behind the back.

Children score points in a set period of time and change partners throughout activity.



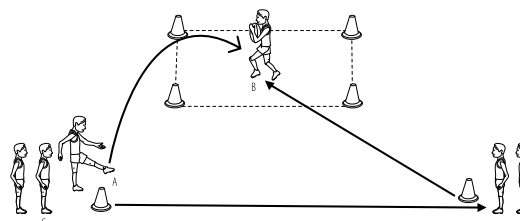
Teaching points

- Line up your body with the flight of the ball.
- Keep your eyes on the ball and watch it right in to your hands.
- Helper coaches should encourage children to extend their skills by attempting the skills with the higher points.



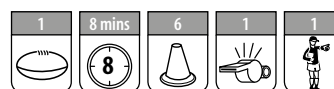
Skill activity 1: Kicking to space

Children form two lines approximately 15 metres apart. Child A kicks to a designated space at the side (form a 3 x 3 metre box with markers), child B leads to that space to mark the ball. On taking the mark, child B runs and handballs to child C. Child A runs to the back of line 2.



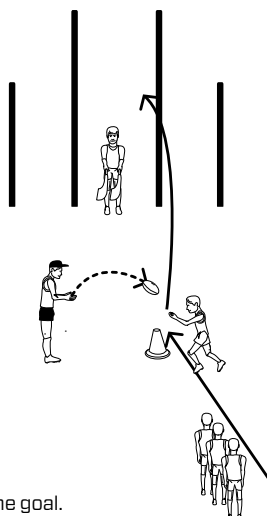
Teaching points

- Kicker:
 - Aim to lob the ball into the space (the ball should be kicked high, not flat)
 - Follow through straight towards the target.
- Receiver:
 - Arrive in the space at the same time as the ball – your aim is to mark the ball as high as possible.



Skill activity 2: Goalkicking on the run

Children form a line approximately 20 metres from the goals. The first child runs to receive a handball from the helper coach and takes a running shot at goal. One child is required to be a goal umpire, who signals the score and waves the flags. Each child retrieves their ball once they have taken their shot. For variation, change distance and angles.



Teaching points

- Choose target behind the goal.
- Run straight towards the target.
- Follow through with your kicking leg towards the target.



Skill activity 3: What's your decision?

Set up 4 markers in a row, each approximately 10 metres apart. Children are to stand in pairs behind the first marker.

Part 1 – On 'Go' children run to the second marker and blow their whistle loud and strong before running to the back of their line. Repeat three times.

Part 2 – Children run to the second marker, blow their whistle and then run to the third marker where they demonstrate an umpiring signal. (Choose varied umpiring signals, including push in the back, over the shoulder, mark, etc). Once children have demonstrated their signal they return to the first cone. Repeat three times.

Part 3 – Children blow whistle at second marker, demonstrate signal at third marker and at the fourth marker, children communicate their decision, ie: "Push in the back to No. 3 Brisbane player". Children return to start of line and then repeat activity three times.

Teaching points

- Blow the whistle loud and strong.
- Demonstrate signals clearly and confidently.
- Explain decisions quickly and simply.



3 Ruckwork

Teaching points for ruckwork

1. Watch the ball in the air.
2. Jump off one foot using the arms and other leg to gain lift.
3. Hit the ball with a palm and open fingers in the direction you want the ball to go.
4. Follow through in the direction of the hit.

Notes:

- Practise in a standing position extending to a run and jump.
- Practise without opposition – then extend to practise with an opponent.
- Practise both one and two-handed palming.

Session overview

Warm-up 5

Footy circus

Children practise a number of ball-handling skills:

- Tap ball along the ground, around feet in a figure eight. Change pace.
- Pass ball in a figure eight around and through your legs.
- Handball above your head and catch the ball. Kick above your head and mark the ball.
- Sit on the ground, toss ball in the air, get up quickly and catch the ball. Try chest marks, overhead marks and jumping for a high mark.
- More difficult: Place ball between feet, toss it up with your feet and catch it in front and behind.
- Invent and demonstrate your own tricks.

Rucks and rovers with umpiring

The game is played in an open space with marked boundaries. The distance between boundaries depends on the numbers participating. All players line up on one boundary (designated “Rucks”) and face the opposite boundary (designated “Rovers”). Players must move between both boundaries according to commands from the helper coach who stands in the middle. Movement can include jogging, running, hopping, jumping and skipping.

Commands

“**Rucks**” – All run to a boundary designated “rucks”.

“**Rovers**” – All run to a boundary designated “rovers”.

“**Umpy on ground**” – Stand still and salute coach.

“**Raise the run-through**” – Players stand still and pull an imaginary rope to raise the team banner.

“**Match starts**” – Continuous jogging on the spot while shaking hands with a partner.

“**Mark**” – Continuous high jumps off alternative feet to take imaginary high mark.

“**Huddle**” – Players form groups of designated numbers.

“**Huddle five**” – Five players huddle together.

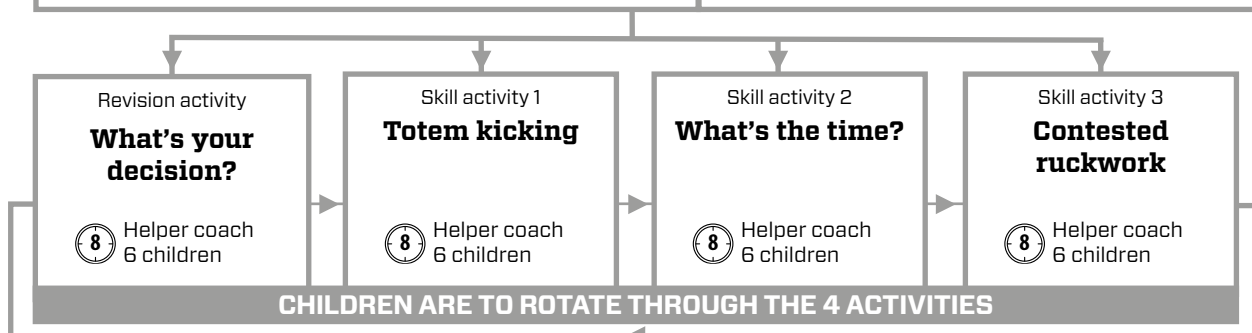
“**Hit the deck**” – Players lie on their stomachs.

“**Half time**” – Players lie on their backs.

“**Coach speaks**” – Stand still, hands on hips, lean forward.

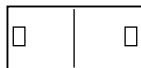
“**Ring the bell**” – Players stand still and ring an imaginary bell.

“**Freeze**” – All players stand still. No movement is permitted.



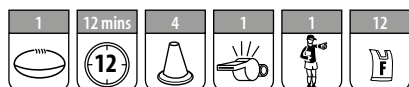
Skill Game: Mat ball (ruck emphasis) 2 groups of 6 children

In an area the size of a basketball court, each team has a mat or marked area approximately 2m x 1.5m for goals. Teams select a catcher who stands on the team's mat (goals). The game is started with a ball-up between two centre players. Players use handball only to pass ball. A goal is scored when the team catcher receives a handball in the goal area. After a goal, play is restarted with a ball-up in the centre. If the ball goes out of bounds, a ball-up is held between two matched opponents to restart the game. Team scoring the most goals wins.



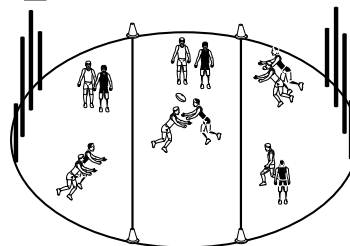
Rules:

- No player other than the catcher may step on the mat or enter the goal area. A free shot for goal from the penalty spot is awarded.
- No player may run with the ball or hold it for longer than three seconds. A free pass where offence occurs is awarded.
- No body contact is allowed. Free pass from where offence occurred or free shot for goal from penalty spot is awarded.

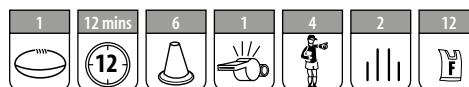


AFL Auskick grid game 12 children, 2 teams of 6

- Children to stay in their zones.
- No diving on the ball.
- No bumping. Players are able to hold and release on opposition player in possession. Players once held have three seconds to dispose of ball. Other players are to back off, so the child can kick or handball.
- A mark is awarded irrespective of distance travelled.
- Try to give **all** children a kick of the ball.



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



CHILDREN TO SWAP GAMES AFTER 12 MINUTES

Ruckwork

Revision activity: What's your decision?

Set up 4 markers in a row, each approximately 10 metres apart. Children are to stand in pairs behind the first marker.

Part 1 – On 'Go' children run to the second marker and blow their whistle loud and strong before running to the back of their line. Repeat three times.

Part 2 – Children run to the second marker, blow their whistle and then run to the third marker where they demonstrate an umpiring signal. (Choose varied umpiring signals including push in the back, over the shoulder, mark, etc). Once children have demonstrated their signal they return to the first cone. Repeat three times.

Part 3 – Children blow whistle at second marker, demonstrate signal at third marker and at the fourth marker, children communicate their decision ie: "Push in the back to number 3 Brisbane player". Children return to start of line and then repeat activity three times.

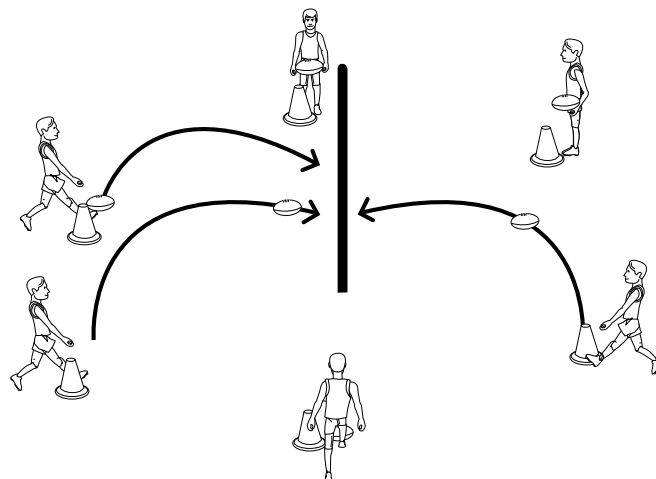
Teaching points

- Blow the whistle loud and strong.
- Demonstrate signals clearly and confidently.
- Explain decisions quickly and simply.



Skill activity 1: Totem kicking

Children form a circle approximately 10 metres in diameter with a goal post in the middle. Pairs stand on opposite sides of the circle taking it in turns to try to knock the post over.



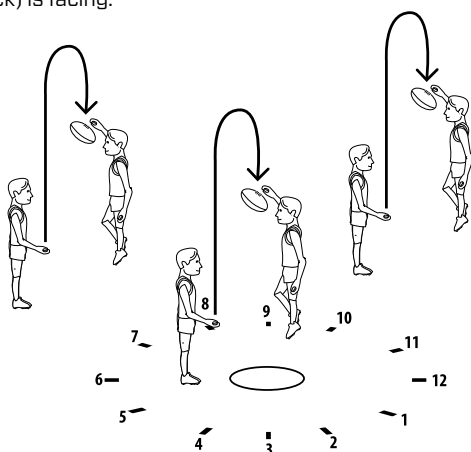
Teaching points

- Aim directly at the target.
- Run straight towards the target.
- Follow through with your kicking leg towards the target.



Skill activity 2: What's the time?

Ruck practice. In pairs, one partner gently throws the ball up while calling out the time, i.e.: 9 o'clock. The other partner palms the ball to that direction of the time called. (i.e. for 9 o'clock the ball would be palmed 90 degrees to the left). 12 o'clock is in the direction the child (ruck) is facing.



Teaching points

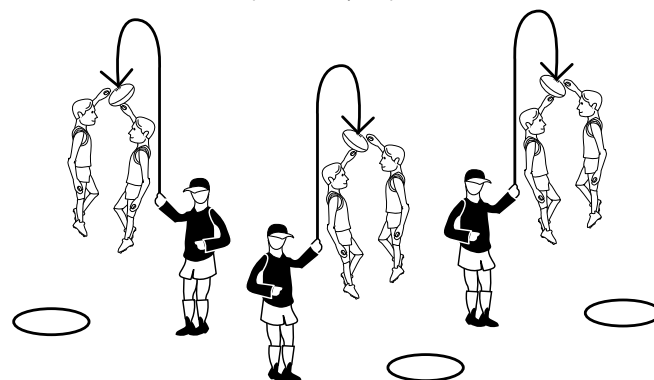
- Watch the ball in the air.
- Jump off one foot using the arms and other leg to gain lift.
- Hit the ball with a palm and open fingers in the direction you want the ball to go.

Follow through in the direction of the hit.



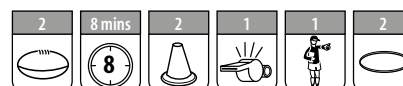
Skill activity 3: Contested ruckwork

In pairs, children compete to palm the ball in to their area, designated by a hoop or marker. The helper coach throws the ball into the air between both children. For variation, children form groups of three, two act as rucks, the other as an umpire. The child who wins the contest follows on to retrieve the ball and handballs back to the helper coach/umpire.



Teaching points

- Watch the ball in the air.
- Jump off one foot using the arms and other leg to gain lift.
- Hit the ball with a palm and open fingers in the direction you want the ball to go.
- Follow through in the direction of the hit.



4 Handball and running

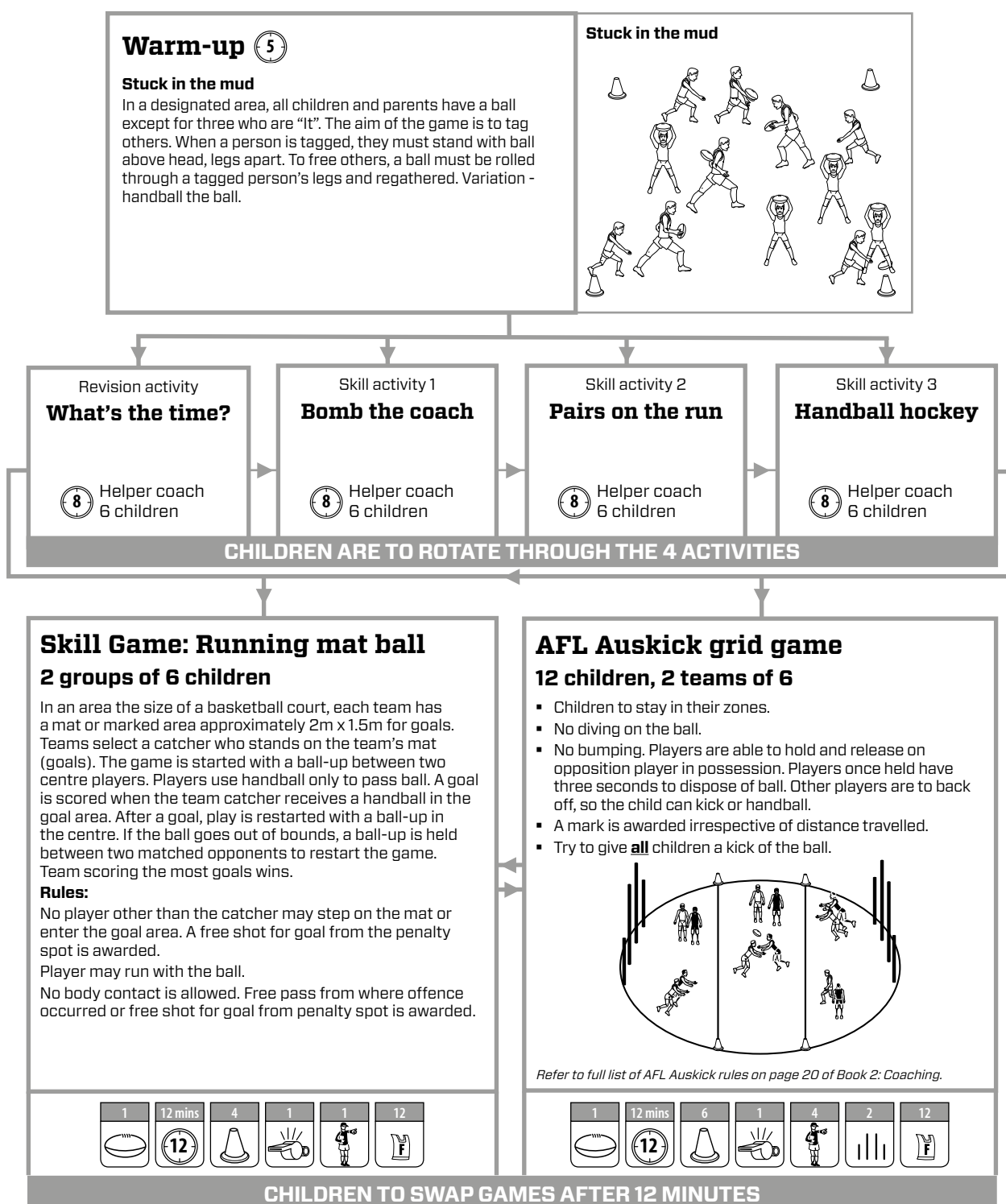
Teaching points for handball and running

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.

Notes:

- For a right-handed handball, the left foot is forward, and vice versa for a left-handed handball.
- Punching arm is also slightly bent.
- After contact is made with the ball, the fist remains on the platform hand – Catch the fist”.

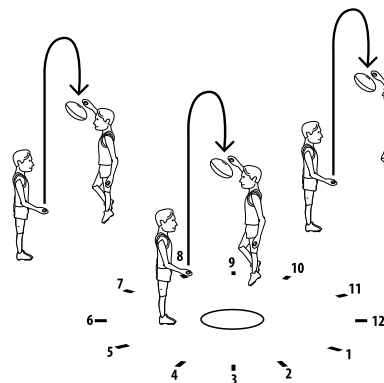
Session overview



Handball and running

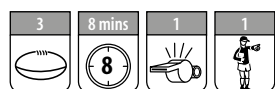
Revision activity: What's the time?

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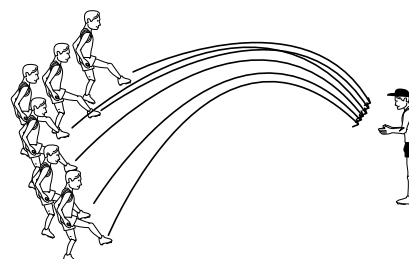
Teaching points

- Watch the ball in the air.
- Jump off one foot using the arms and other leg to gain lift.
- Hit the ball with a palm and open fingers in the direction you want the ball to go.
- Follow through in the direction of the hit.



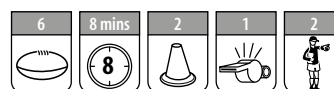
Skill activity 1: Bomb the coach

Children line up while the helper coach stands approximately 15 metres out in front. Children count down from 5 before launching the bomb (drop punt) on zero (blast off). The aim is to bomb the ball on top of the helper coach.



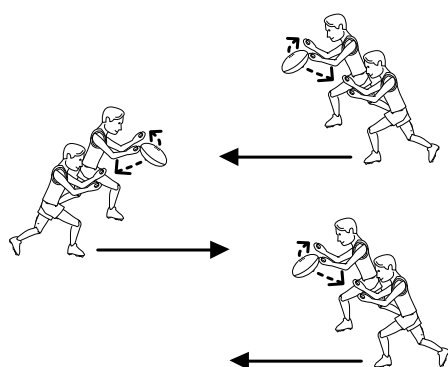
Teaching points

- Grip – fingers are spread evenly along each side of the ball with thumbs extended to the lacing.
- Line up your body with the target. Have your head slightly bent over the ball.
- Hold the ball over the thigh of the kicking leg – guide the ball down with one hand.
- Point your toes to the target – see the ball hit the foot, follow through straight towards the target.
- Follow through in the direction of the hit.



Skill activity 2: Pairs on the run

Using the handpass, jog side by side with your partner and handpass to each other over approximately two metres. Change direction so that you can use alternate hands. Encourage children to go faster as they improve. Variations include increasing the distance between the children and to bounce and handball.



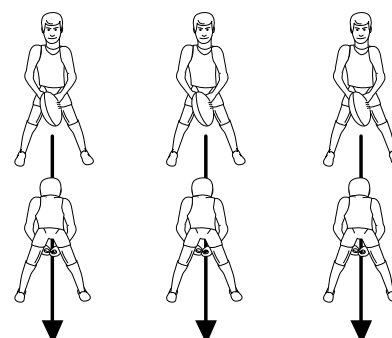
Teaching points

- The ball must rest on the platform hand and be hit with a clenched fist. Players should have their eyes on the ball.
- The punching fist is formed by placing the thumb outside, not inside the fingers.
- "Catch the fist".



Skill activity 3: Handball hockey

In pairs, children stand two metres apart with feet shoulder width. Children take turns at trying to handball through their partners' legs. Use of the hands to block the ball is permitted.



Teaching points

- The ball must rest on the platform hand and be hit with a clenched fist. Players should have their eyes on the ball.
- The punching fist is formed by placing the thumb outside, not inside the fingers.
- "Catch the fist".

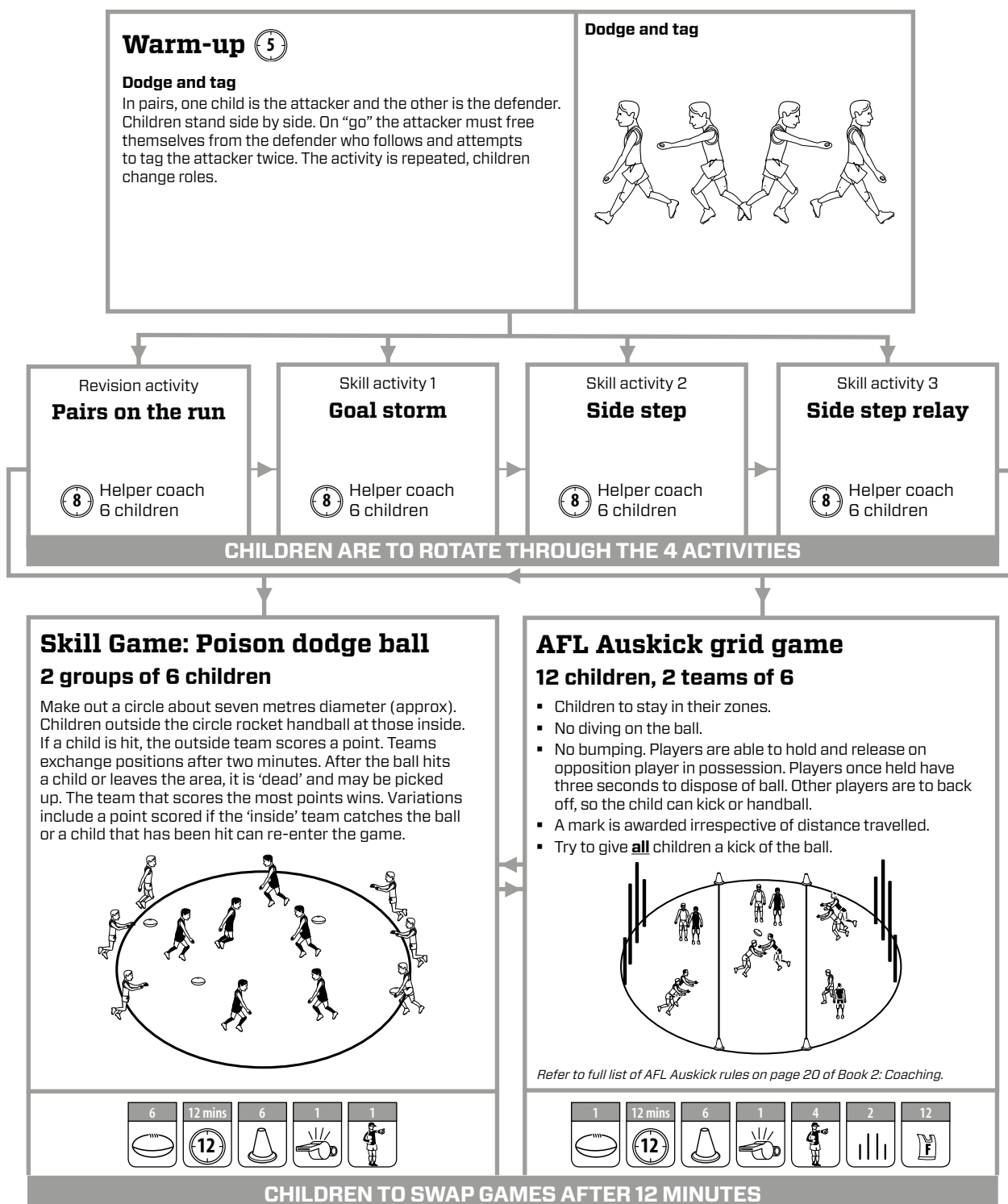


5 Evasion (side step)

Teaching points for evasion (side step)

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.

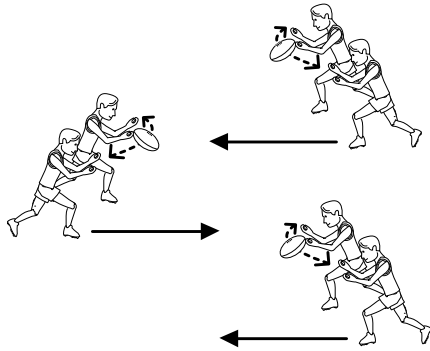
Session overview



Evasion (side step)

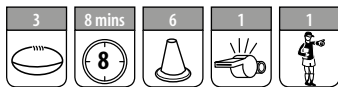
Revision activity: Pairs on the run

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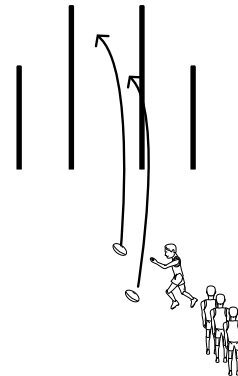
Teaching points

- The ball must rest on the platform hand and be hit with a clenched fist. Players should have their eyes on the ball.
- The punching fist is formed by placing the thumb outside, not inside the fingers.
- "Catch the fist".



Skill activity 1: Goal storm

Two balls are placed in a straight line at 10 and 15 metres from a set of goals. On the run, the child picks up the first ball and kicks for goal and then repeats with the second ball.



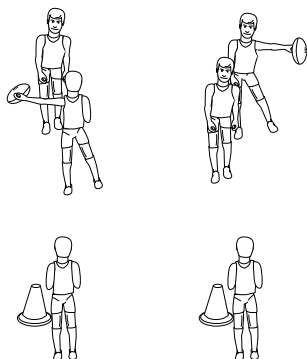
Teaching points

- Grip – fingers are spread evenly along each side of the ball with thumbs extended to the lacing.
- Line up your body with the target. Have your head slightly bent over the ball.
- Hold the ball over the thigh of the kicking leg – guide the ball down with one hand.
- Point your toes to the target – see the ball hit the foot, follow through straight towards the target.



Skill activity 2: Side step

In pairs, the child with the football holds it out to the side as the opponent approaches. The child with the ball should push off the foot planted on the same side as the ball (right), pull the ball back quickly to the body as they side step around their opponent (left). Start with children walking and progress to running. Ensure children step off both right and left side.



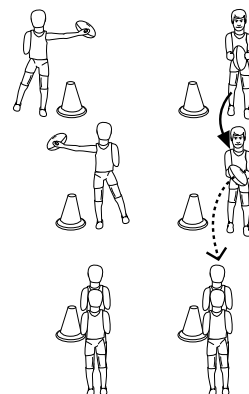
Teaching points

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



Skill activity 3: Side step relay

Holding the ball, the first child runs and right side steps around the first marker then left side steps around the second marker. The child continues and runs around the end marker, bounces the ball once and rocket handballs to the next child in line. Variations include relay races.



Teaching points

- As you approach the marker, hold the ball out to the side.
- Push hard off the foot planted on the same side as the ball.
- Pull the ball back quickly as you move around the marker.
- Ensure that you change direction and don't run in a straight line.
- Point your toes to the target – see the ball hit the foot, follow through straight towards the target.



6 Kicking: Torpedo and banana

Teaching points for kicking (torpedo and banana)

Torpedo punt:

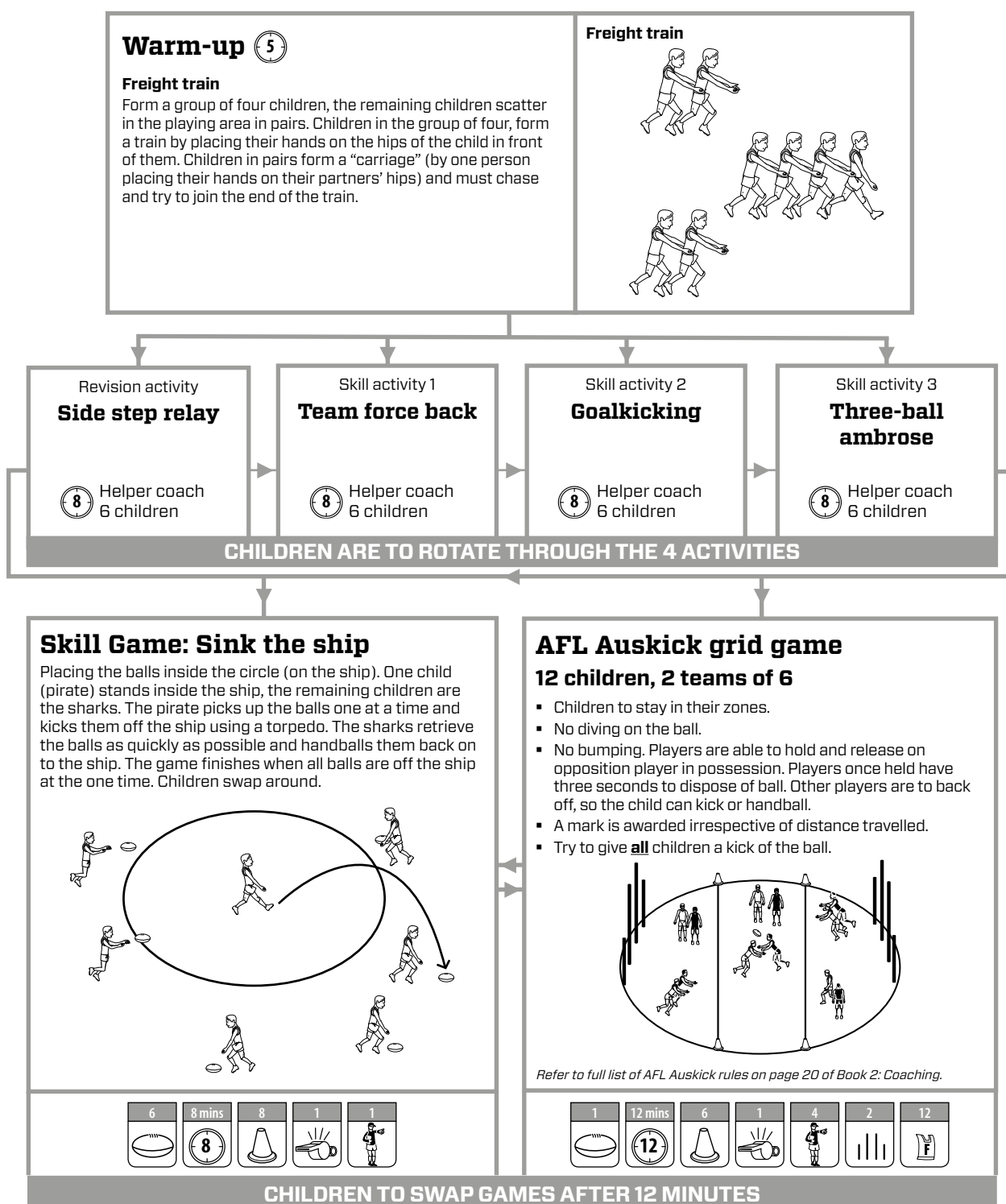
1. The ball is held on an angle across the body.
2. For a right-foot kick, the left hand is slightly forward and the right hand slightly behind the lacing. For a left-foot kick, the hand positions are reversed.
3. The ball is guided down with one hand at a slight angle to the ground – and it is angled across the kicking leg.
4. When the foot makes contact with the ball, the ball should spin in a spiral motion.

Banana kick:

1. The ball is held like a reverse torpedo punt, with the right hand forward for a right-foot kick and the opposite for a left-foot kick.
2. The ball is guided down so that it drops at an angle across the boot.
3. The boot makes contact under the right side of the ball, producing a curved spin on the ball.

Note: The banana kick is generally used when shooting for goal from close to the boundary line near the behind post.

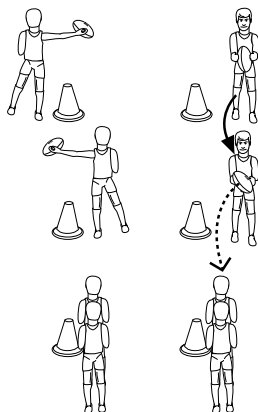
Session overview



Kicking: Torpedo and banana

Revision activity: Side step relay

Holding the ball, the first child runs and right side steps around the first marker then left side steps around the second marker. The child continues and runs around the end marker, bounces the ball once and rocket handballs to the next child in line. Variations include relay races.



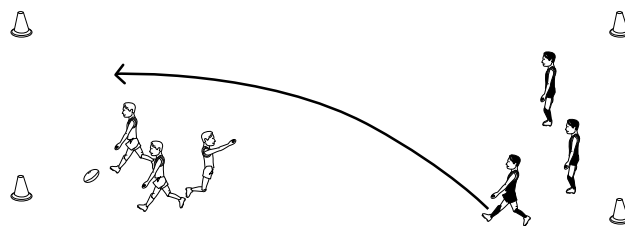
Teaching points

- As you approach the marker, hold the ball out to the side.
- Push hard off the foot planted on the same side as the ball.
- Pull the ball back quickly as you move around the marker.
- Ensure that you change direction and don't run in a straight line.



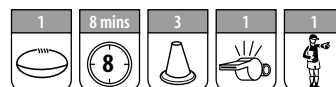
Skill activity 1: Team force back

In teams of three, 15 metres apart, the first child from team A kicks a torpedo directly over the heads of team B. Team B tries to mark the ball. If the ball is kicked over their heads or past them, they must stop it as quickly as possible. Team B must then take the return kick from where they marked or stopped the ball. The objective is to force the opposing team over a back boundary/ marker (e.g.: 40-50 metres behind).



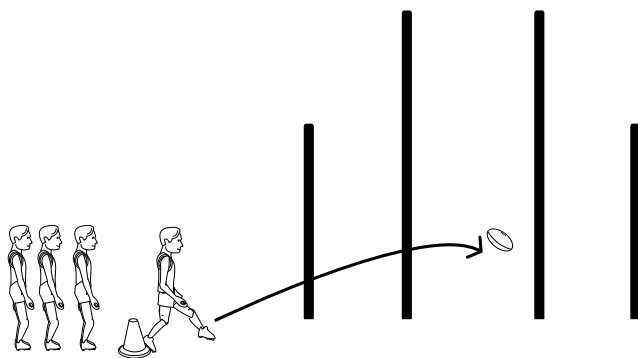
Teaching points

- The ball is held on an angle across the body.
- For a right-foot kick, the left hand is slightly forward and the right hand slightly behind the lacing. For a left-foot kick, the hand positions are reversed.
- The ball is guided down with one hand at a slight angle to the ground – and it is angled across the kicking leg.
- When the foot makes contact with the ball, the ball should spin in a spiral motion.



Skill activity 2: Goalkicking

Children stand on a tight angle facing a set of goals. In turn, each child takes a set shot for goal using a banana kick. Children retrieve their ball and return to the end of the line. Once each child has had three kicks, move to opposite side of the goals and repeat.



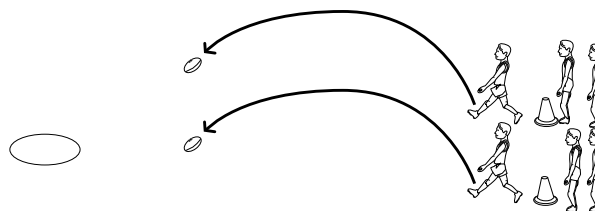
Teaching points

- Hold the ball like a reverse torpedo punt (Right hand forward for a right-foot kick and the opposite for a left-foot kick).
- Guide the ball down so that it drops at an angle across the boot.
- The boot makes contact under the right side of the ball, producing a curved spin on the ball.



Skill activity 3: Three-ball ambrose

Children form two groups of three. Each of the six children “tee” off using a torpedo punt towards the “hole” (a circle of approximately 2 metres in diameter). After teeing off, each team selects their teams best position (ball closest to the hole) to take their “putt”. Each of the team members will take their “putt” from the chosen position using a banana kick. The winning team is the team that “putts” the ball inside the “hole” with the least amount of kicks. Variations include increasing the distance of the “hole”.



Teaching points

- Torpedo – For a right-foot kick, the left hand is slightly forward and the right hand slightly behind the lacing. For a left-foot kick, the hand positions are reversed.
- Banana – The ball is held like a reverse torpedo punt, with the right hand forward for a right-foot kick and the opposite for a left-foot kick.



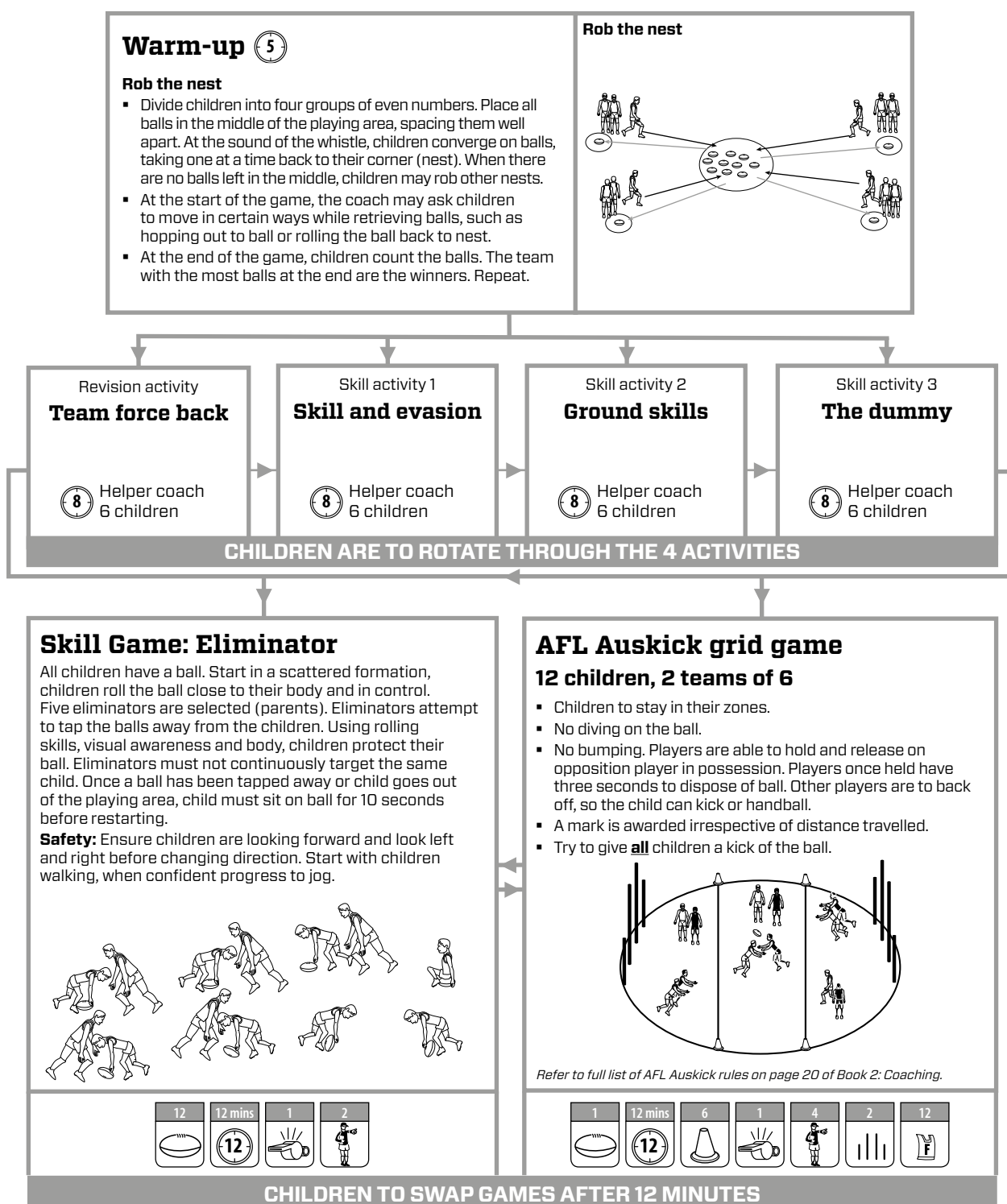
7 Ground skills and evasion (dummy)

Teaching points for ground skills and evasion (dummy)

The dummy

- As the opponent approaches, shape to handball or kick in a forward direction. The player must look in that direction so as to give the opponent the impression of handballing or kicking in that direction.
- As the opponent moves to smother the ball, the player draws in the ball and moves around the opponent by pushing hard off the foot planted on the same side as the ball.
- The player is then in the clear and can accelerate away past the opponent. Again, changing direction is important.

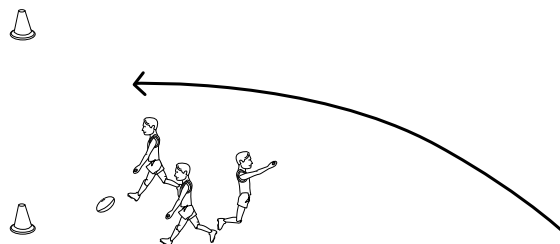
Session overview



Ground skills and evasion (dummy)

Revision activity: Team force back

In teams of three, 15 metres apart, the first child from team A kicks a torpedo directly over the heads of team B. Team B tries to mark the ball. If the ball is kicked over their heads or past them, they must stop it as quickly as possible. Team B must then take the return kick from where they marked or stopped the ball. The objective is to force the opposing team over a back boundary/ marker (e.g.: 40-50 metres behind).



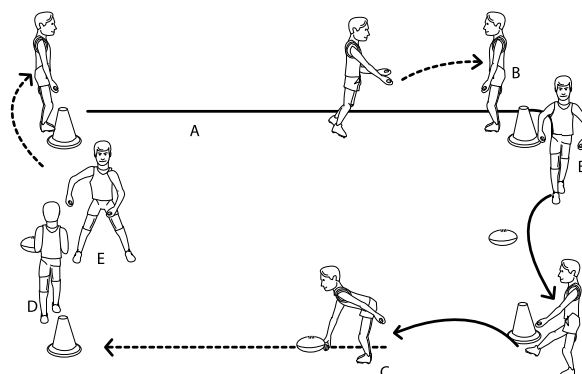
Teaching points

- The ball is held on an angle across the body.
- For a right-foot kick, the left hand is slightly forward and the right hand slightly behind the lacing. For a left-foot kick, the hand positions are reversed.
- The ball is guided down with one hand at a slight angle to the ground – and it angles across the kicking leg.
- When the foot makes contact with the ball, the ball should spin in a spiral motion.



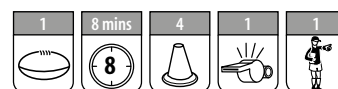
Skill activity 1: Skill and evasion

Form a square approximately 10 to 20 metres with one or two players at each marker. Child A runs, bouncing the ball then handballing to child B. Child B kicks to child C, who marks the ball and rolls it along the ground to child D, who gathers the ball and evades child E. Child D handballs to child A. Children run to the next marker after disposal.



Teaching points

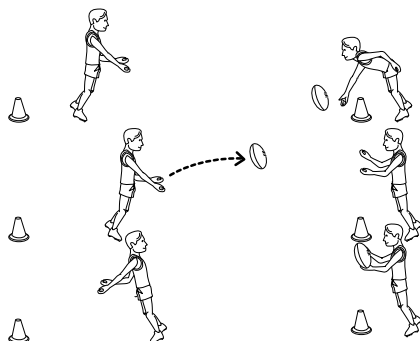
- Keep your eyes on the ball at all times.
- Focus on where you will receive the ball.



Skill activity 2: Ground skills

(a) In pairs approximately 5 metres apart, child A rolls the ball to their partner (child B) who approaches the moving ball, picks it up and handballs it back. Child B then runs backwards to their starting marker keeping their eye on the ball. Repeat five times before swapping.

(b) In pairs, children stand side by side, child A rolls the ball out in front of child B who runs it down attempting to pick it up before it becomes stationary. Child B picks up the ball turns around and handballs back to child A. Repeat five times before swapping.



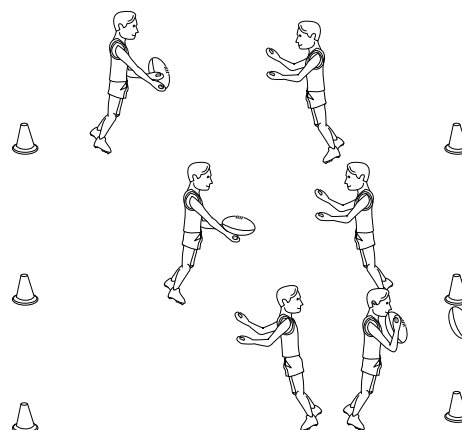
Teaching points

- Keep your eyes on the ball at all times.
- Body in line behind the ball in a semi-crouched positioned.
- Pick up the ball cleanly with both hands.



Skill activity 3: The dummy

In pairs, child with the football and their partner move towards each other. The child with the ball pretends to kick or handball however at the last moment, draws the ball close to their body and dummies around their partner, pushing hard off the foot on the same side as the ball.



Teaching points

- Look in the direction that you shape to kick or handpass.
- As your opponent moves to smother the ball, draw in the ball and move around the opponent by pushing hard off the foot on the same side as the ball.

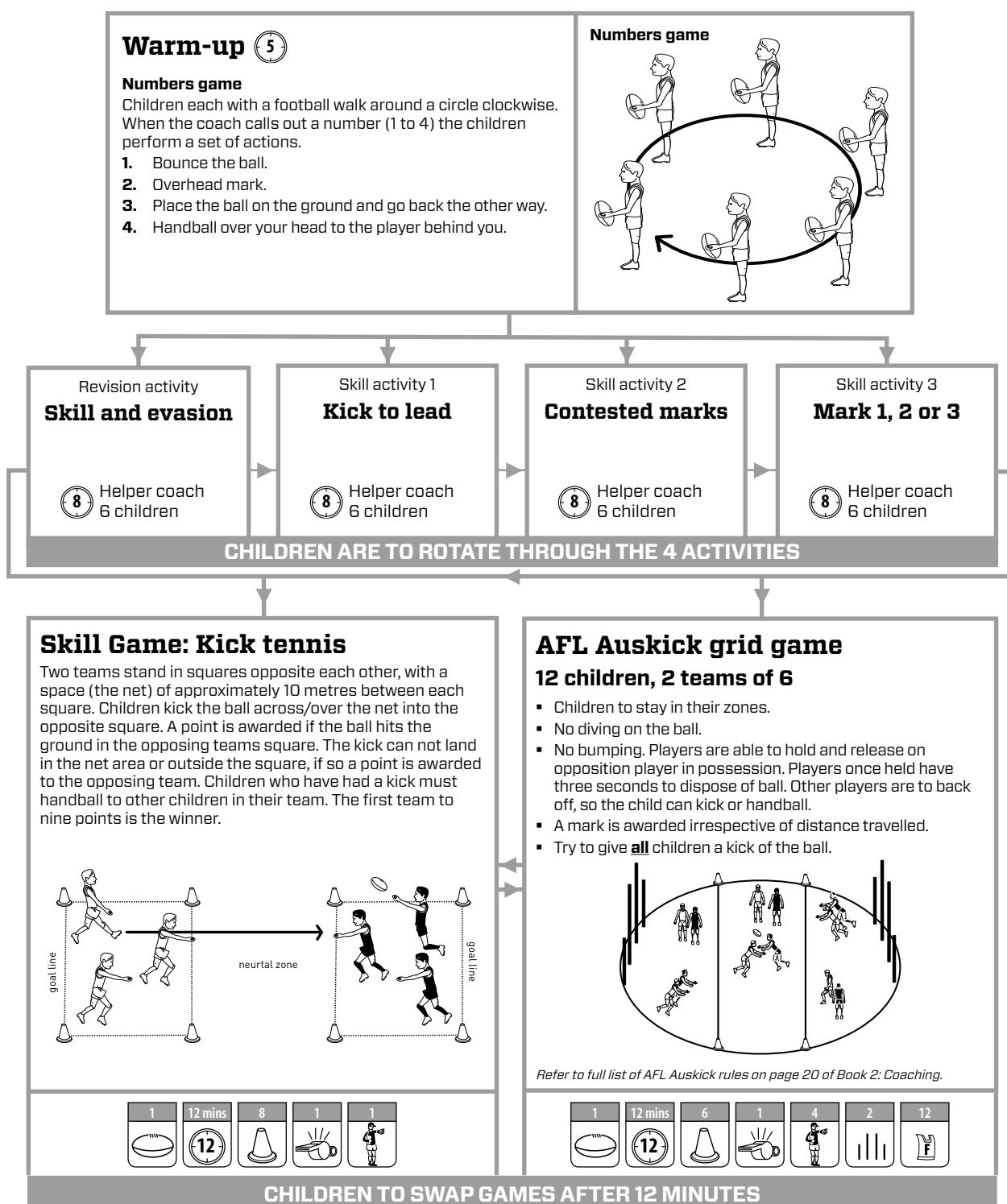


8 Contested marking

Teaching points for contested marking

1. The ball must rest on the platform hand and be hit with a clenched fist. Beginning players should have their eyes on the ball.
2. Make the punching fist by placing the thumb outside the fingers.
3. Stand partly side on to allow the punching arm to swing through freely.
4. For a right-handed handball, the left foot is forward, and vice-versa.
5. After making contact with the ball, the fist stays on the platform hand – “catch the fist”.

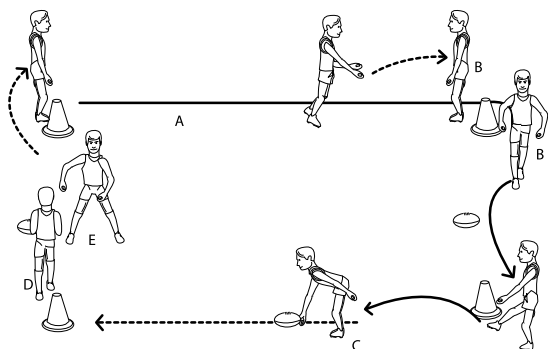
Session overview



Contested marking

Revision activity: Skill and evasion

Form a square approximately 10 to 20 metres with one or two players at each marker. Child A runs, bouncing the ball then handballing to child B. Child B kicks to child C, who marks the ball and rolls it along the ground to child D, who gathers the ball and evades child E. Child D handballs to child A. Children run to the next marker after disposal.



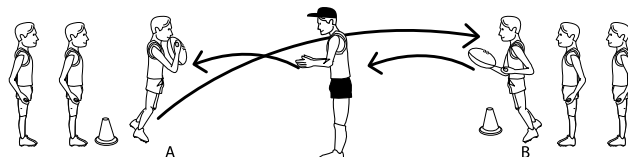
Teaching points

- Keep your eyes on the ball at all times.
- Focus on where you will receive the ball.



Skill activity 1: Kick to lead

Helper coach rolls or handballs to child A, who kicks the ball well in front of leading child B, who marks the ball. Child B kicks the ball back to the helper coach and children A and B swap lines.



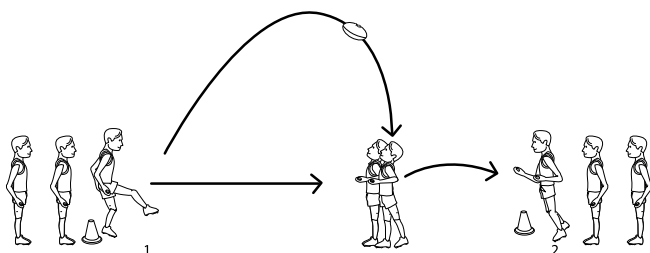
Teaching points

- Be balanced when kicking.
- Turn the body in the direction of the kick.
- Follow through in the direction of the kick.
- Run on after the ball.



Skill activity 2: Contested marks

Children form two lines of two approximately 40 metres apart, with a pair standing in the middle. A child from Line 1 runs with a ball and kicks it high to the two players in the middle who contest the mark. The kicker runs on to crumb the ball off hands or receive a handball, then kicks to line 2. Drill starts again, regularly swap players who contest the ball in the centre.



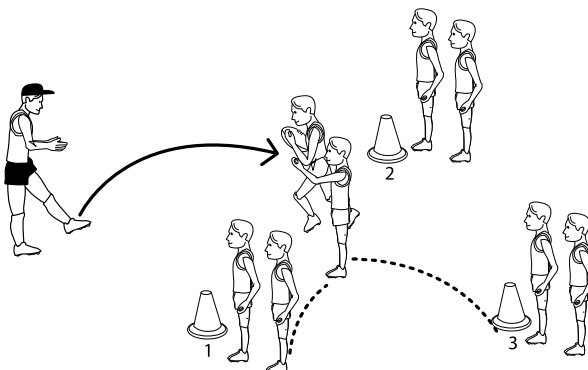
Teaching points

- Get your body in front of your opponent.
- Keep your eyes on the ball.
- Mark the ball is taken at the highest point that you can reach.
- Note: Kicker runs to the front of the marking contest to crumb or receive the ball.



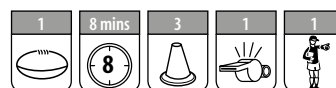
Skill activity 3: Mark 1, 2 or 3

Set three markers in a triangle (approximately 5 metres apart), each marker is given a number 1, 2 or 3. Two children stand behind each marker. The helper coach nominates two numbers (e.g.: 1 and 3) and then throws/kicks the ball in to the centre of the triangle for it to be contested by one child from each of these markers.



Teaching points

- Get your body in front of your opponent.
- Keep your eyes on the ball.
- Mark the ball is taken at the highest point that you can reach.

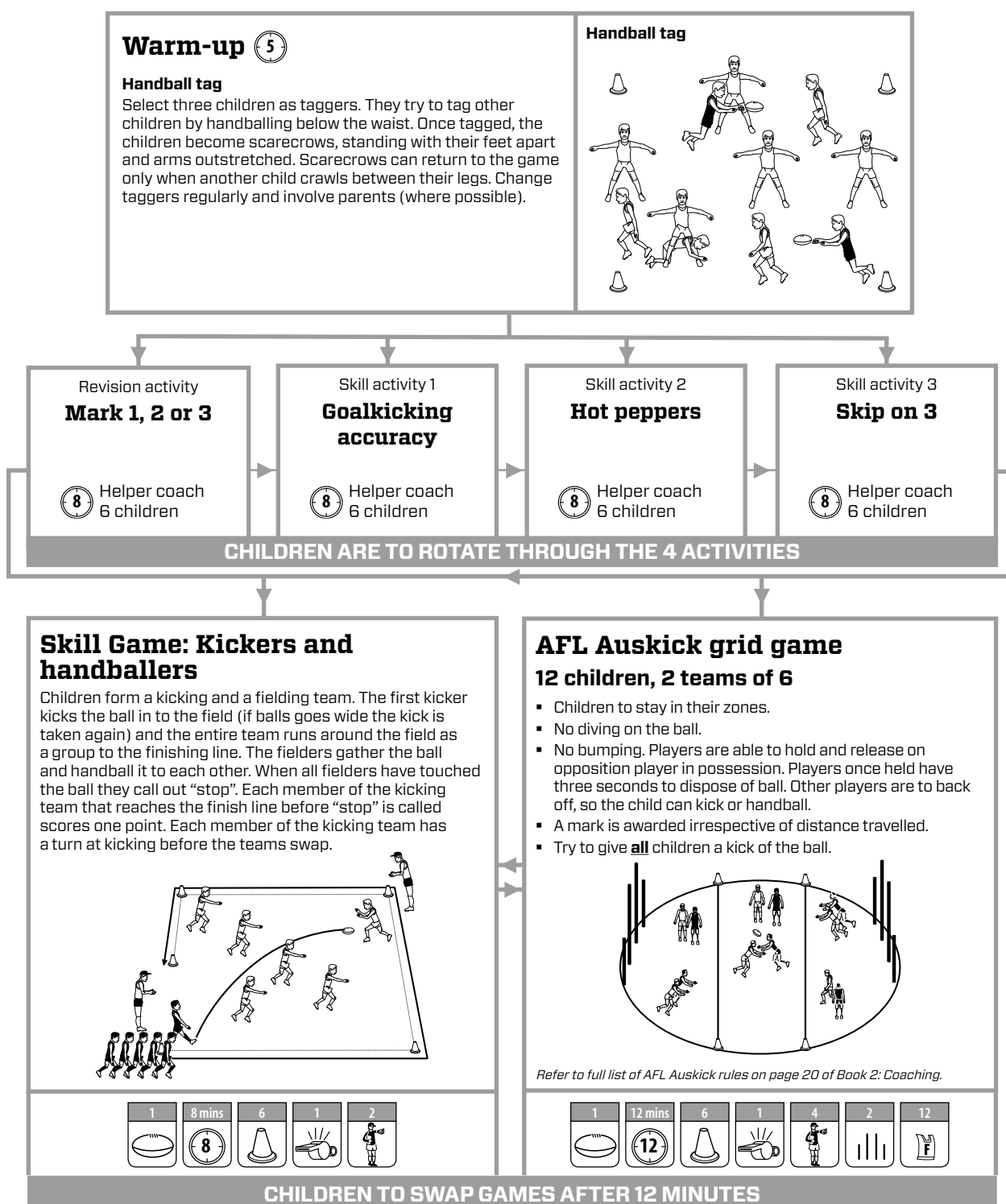


9 Handball (decision making)

Teaching points for handball (decision making)

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.
- For a right-handed handball, the left foot is forward, and vice versa for a left-handed handball.
 - Punching arm is also slightly bent.
 - After contact is made with the ball, the fist remains on the platform hand – “catch the fist”.

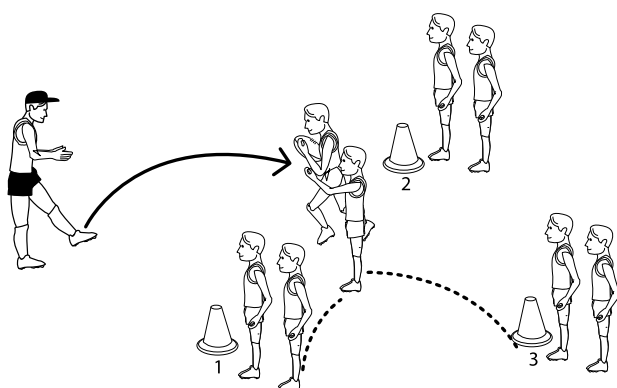
Session overview



Handball (decision making)

Revision activity: Mark 1, 2 or 3

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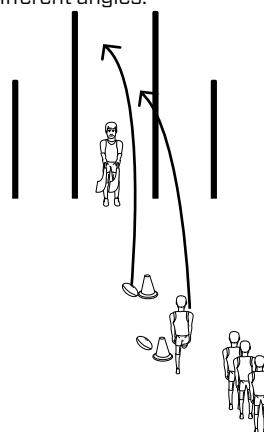
Teaching points

- Get your body in front of your opponent.
- Keep your eyes on the ball.
- Mark the ball is taken at the highest point that you can reach.



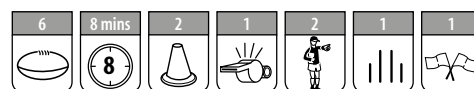
Skill activity 1: Goalkicking accuracy

Each child has six kicks, three from 15 metres and three from 20 metres. Five points are awarded for each goal kicked from 15 metres, and 10 points are scored for a goal kicked from 20 metres. Children add up their total score out of 45 points. Children take it in turns to be the goal umpire. For variation include set shots, running shots (ball is fed from the helper coach) and from different angles.



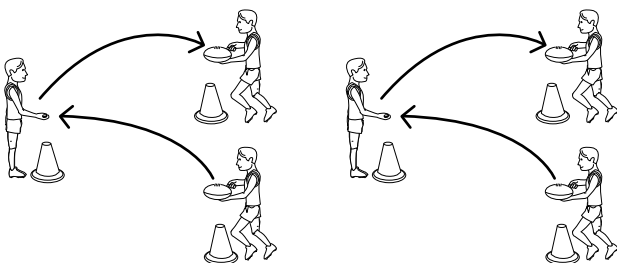
Teaching points

- Choose target behind the goal.
- Run straight towards the target.
- Follow through with your kicking leg towards the target.



Skill activity 2: Hot peppers

In groups of three, two children take turns at handballing to the third child, in the hot seat, who handballs back using alternate hands. The aim of the two children handballing is to put time pressure on the receiver (emphasis on quick hands).



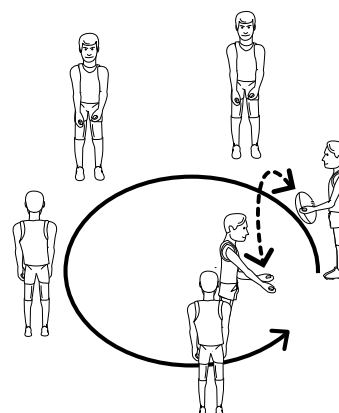
Teaching points

- Watch the ball in to your hands.
- Handball back as quickly as possible.
- Be on your toes and alternate your feet when handballing.



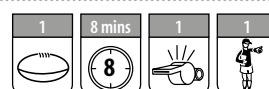
Skill activity 3: Skip on 3

Children form a large circle with one child in the middle. The child in the middle runs around the inside of the circle and handballs and receives the ball back from each child in turn. Everyone counts aloud as each handball is made. On the count of three and multiples of three (e.g.: 6, 9, 12) the child in the middle must skip that child and bounce the ball instead. On the count of 12, the child on the inside swaps positions.



Teaching points

- Watch the ball in to your hands.
- Children receiving the ball must call the handballer's name.



10 Body contact skills (hand tackle)

Teaching points for body contact skills (hand tackle)

When teaching children to tackle, begin with the opponent stationary and the tackler walking in. Extend to the tackler and opponent jogging in. A tackle should always be made below the shoulders and above the knees.

Always watch the opposition players' hips.

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.

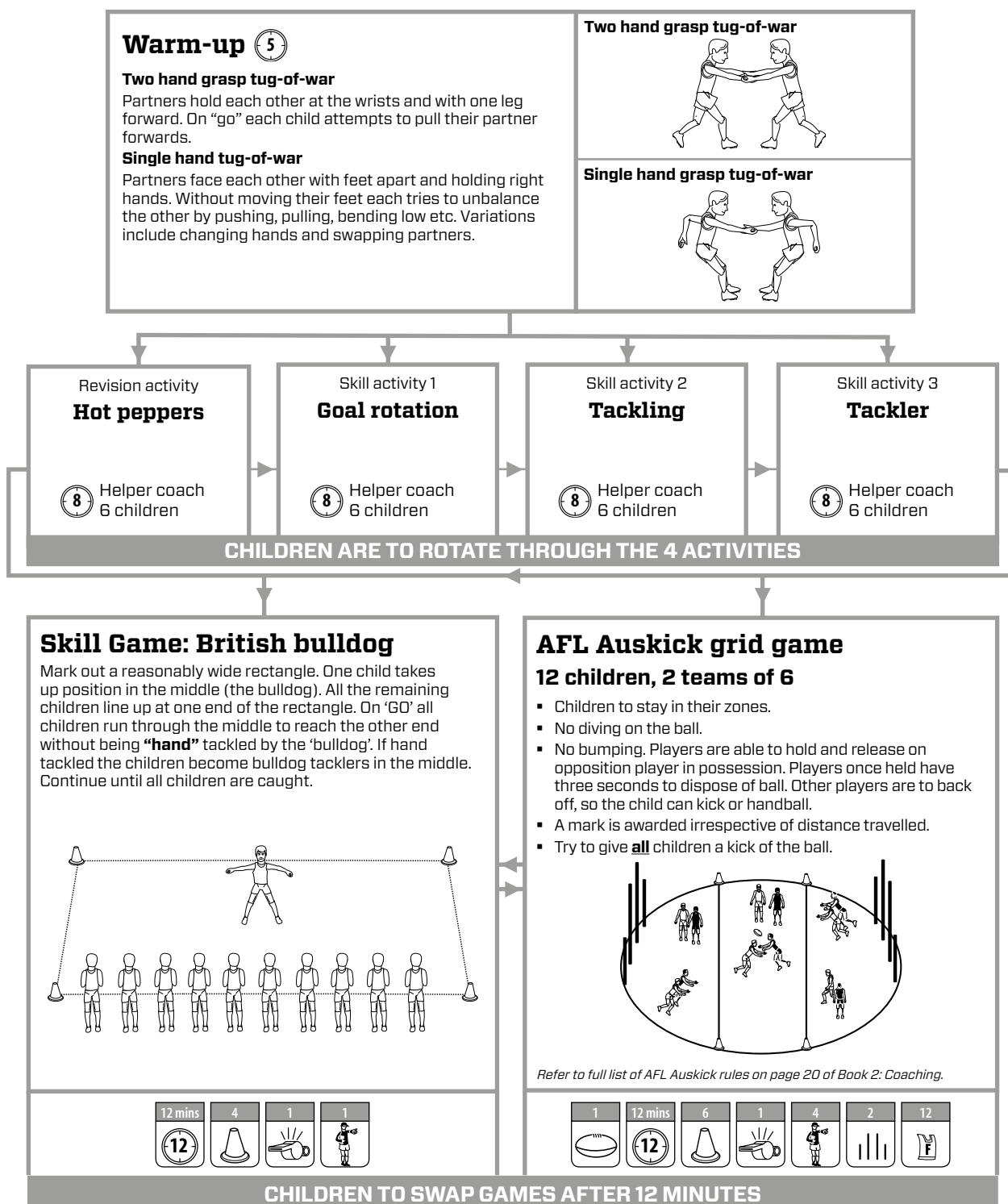
Front – approach the player with arms at waist level.

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.

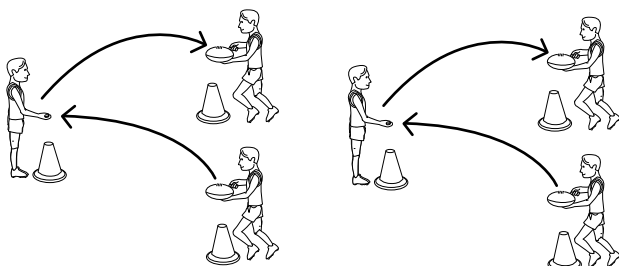
Session overview



Body contact skills (hand tackle)

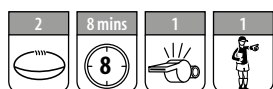
Revision activity: Hot peppers

In groups of three, two children take turns at handballing to the third child, in the hot seat, who handballs back using alternate hands. The aim of the two children handballing is to put time pressure on the receiver (emphasis on quick hands).



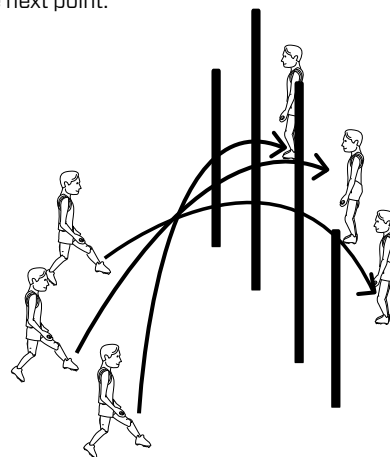
Teaching points

- Watch the ball in to your hands.
- Handball back as quickly as possible.
- Be on your toes and alternate your feet when handballing.



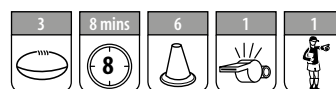
Skill activity 1: Goal rotation

In pairs, children set up with their partner on the opposite side of the goals. Using their partner as a target each child takes a set shot for goal (kicking to their partner through the goals). When both children have had their shot from that point they move to the next point.



Teaching points

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



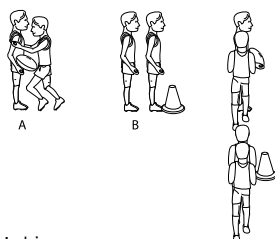
Skill activity 2: Tackling

A) Front-on Tackle

In pairs, children face each other from approximately two metres apart. One child has a ball, the other is the tackler. The child with the ball remains stationary, the tackler approach the player from the front and applies a hand tackle on the arms just above the elbows.

B) Side-on Tackle

Children form two lines at right angles, line A (ball carriers) and line B (tacklers). In turn, children in line A walk straight ahead while children in line B walk out and apply a side hand tackle by grabbing the ball carrier with both hands between the waist and shoulders. After the tackle children swap lines. Variation – children progress to a jog.



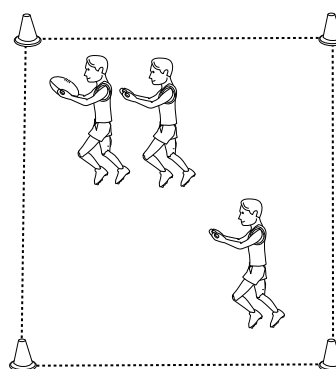
Teaching points

- Always watch the ball carrier's hips.
- Move in close to the ball carrier.
- Grab the ball carrier with both hands (front - on the arms above the elbows; side - between the waist and shoulders).
- Ensure head is in a safe position (to the side or back).



Skill activity 3: Tackler

In threes, children are positioned inside a small square. Two children are ball carriers and the third is the tackler. The tackler perform as many "hold tackles" on the ball carriers (alternately) as possible within a given time period e.g. 30 seconds. Children swap roles after 30 seconds. If the player is unable to catch the ball carriers make the square smaller.



Teaching points

- Always watch the ball carrier's hips.
- Move in close to the ball carrier.
- Grab the ball carrier with both hands (front - on the arms above the elbows; side - between the waist and shoulders).
- Ensure head is in a safe position (to the side or back).

