



# PROGRAM LEADER SESSION GUIDE

## 4-6 YEAR OLDS



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# Introduction to ALDI MiniRoos Kick-Off

## Did you know? ALDI MiniRoos Kick-Off:

- is football designed especially for children;
- allows freedom of expression for players, as there are no set positions;
- helps develop fundamental movement skills;
- maintains a strong focus on maximum participation and enjoyment; and
- provides opportunities for individuals to develop ball skills.

Football is one of the world's most popular sports and is played in more than 200 countries. It is a simple game requiring only a ball. Football is fully inclusive, catering for both male and female participants, regardless of age, gender, cultural background, religion or ability.

ALDI MiniRoos Kick-Off is a games-based football program that provides boys and girls aged 4 to 9 with a fun introduction to the world game.

ALDI MiniRoos Kick-Off is football designed for kids; it is all about having fun, learning new skills and making friends. There are fewer players in a team and the playing area is smaller. This means players have more contact with the ball and are more active due to playing both attacking and defensive roles within a game.

This ALDI MiniRoos Kick-Off Program Leader session guide consists of fifteen (15) game-based activities suitable for children aged 4-6, of all abilities. It is based on Football Federation Australia's ALDI MiniRoos program, where the focus is on enjoyment and participation. The activities are designed to help people with minimal experience in football to deliver fun, inclusive games, in line with the Game Sense philosophy of coaching.

The activities promote a facilitated approach to coaching. The games can be replicated on a smaller scale, with the children in groups, setting up their game and managing it themselves. This provides the coach with the opportunity to observe and ensure that all players are having fun, while being actively involved in a safe environment, and to provide discrete coaching where necessary.

Program Leaders are encouraged to match the game with the ability of the players and 'CHANGE IT' or replace the game completely.

Each SESSION is 45 minutes in length and consists of four sections:

### BEGINNING

Games to warm up the players and introduce a skill or movement.

### MIDDLE

Minor games to focus on skill development.

### GAME

Small-sided football game at the end of each session.

### END

Low-intensity, concluding activities followed by a quick review, to allow the coach and players to provide feedback about the skills and games that were played.

## How to use this Manual

### Be Flexible

Choose from a selection of the 'beginning', 'middle', 'game' and 'end' cards to create a fun session each week.

Use the activity cards as a guide. Each game will throw up its own set of unique challenges and issues, so be flexible in your delivery and be willing to change your game to cater to the circumstance presented.

The 'suggested changes' are only suggestions, they may not be relevant to the particular group of children you are working with. Think outside the square and modify your games however you see fit to ensure players are achieving the objective.

Don't be afraid to ask players for feedback. They will tell you if they like the game they are playing or not. Be willing and ready to change the game if needed.

### Be Prepared

Before you start your sessions make sure you have read the activity cards and considered what you might do, should things not go according to plan.

After you conduct your first session you will have a greater understanding of the ability of your participants and will be better placed to prepare for the next 5 or more sessions.

Always keep a couple of extra games up your sleeve (that you have used before and know the players enjoy) and be prepared to use them should the session plan not be working effectively.

**Remember – If the kids are having fun, they are all involved and there are opportunities to repeat the desired skill, you are succeeding!**

### 4-6 Age Group

Do not worry if participants are unable to complete the suggested tasks, the main focus should be their interaction with the ball and their level of involvement. Provide lots of encouragement and plenty of opportunities to touch the ball.

#### IF DURING THE SESSION....

There is laughter

Every child is involved at all times

Every child is experiencing some sense of achievement

#### AND AT THE END OF THE SESSION

They are all smiling

They have all received several high fives

They have all made contact with a ball between 50-100 times

#### ...YOU HAVE ACHIEVED YOUR OBJECTIVE.

How you get there is up to you. This session guide provides just one set of options.

## Tips for delivering ALDI MiniRoos Kick-Off

1. Try to minimise stoppages and maximise enjoyment;
2. Encourage the use of both feet at all times;
3. Ensure that there is a maximum involvement at all times;
4. Create safe and appropriate methods of defending where 'tackling' may be an issue;
5. Instruct players to stop and place their foot on the ball when the signal is given, to ensure players can listen without distraction;
6. Use demonstrators and keep instructions to less than 30 seconds, to ensure players are quickly engaged in the activity; remember it doesn't have to be perfect for players to enjoy;
7. Different team sizes, for example 4 v 3, can be used to equalise the effects of different player abilities;
8. Use games and quick activities to form groups and teams. Avoid nominating two players as captains to choose teams — no-one likes being the last person picked;
9. Replicate games on a smaller scale to provide maximum participation. Three games of 3v3 are preferred to one game of 9v9; and
10. LET THEM PLAY!

## Golden Rules of Safety

1. Encourage participants to keep the ball safely on the ground during activities and promote positive behaviours.
2. Program Managers and Program Leaders have a legal responsibility to provide a duty of care to participants; this includes ensuring players are directly supervised at all times;
3. Ensure that the playing area is free of hazards and is a safe distance away from walls, fences and fixed objects;
4. Remind players to look out for others and to look ahead in tagging games;
5. Ensure there is a safe distance between groups of players;
6. Ensure all equipment is appropriate, safe and working correctly;
7. Most acts of contact or misconduct at this level are caused by lack of coordination, with no intent. In these cases try and give the advantage to the attacking team and continue play; and
8. Stop the activity if you observe dangerous play and explain what is appropriate and expected.



## Skill Development: Basic Skills

Fundamental Movement	This includes all forms of movement, with or without the ball.
Running with the ball	At speed (with a lot of space) or 'dribbling' (in tight areas), this includes techniques for protecting the ball and changing direction.
1 v 1	All moves, feints and accelerations to get past and away from an opponent.

Children in this age bracket are primarily motivated by self-interest and will benefit most from activities that focus on individual skill development and ball mastery.

## Skill Development: What to look for?

As a Program Leader it is your responsibility to ensure that sessions are:

- Safe (physically, emotionally, socially);
- Fun (games-based, inclusive, engaging); and
- Objective Oriented (opportunities for embedded skill repetition).

## WHAT TO LOOK FOR?

OBSERVE	WHAT IS HAPPENING	CHANGE IT
<ul style="list-style-type: none"> <li>• Is the session objective being achieved?</li> <li>• Are all players involved?</li> <li>• Are there lots of opportunities for players to practise the desired skill?</li> <li>• Is it safe?</li> <li>• Do all players understand the game?</li> <li>• Is the game too easy, too hard or too one-sided?</li> </ul>	<p><b>Game is too easy</b> Skills required being performed with little effort</p> <p>Little interest or motivation</p> <p><b>Game is too difficult</b> Players are not managing to perform required skill</p> <p>Poor levels of possession</p> <p><b>Game is too one-sided</b> Not all players are getting a go</p> <p>One team dominating</p>	<ul style="list-style-type: none"> <li>• Add rules that increase the challenge</li> <li>• Change team numbers to make it harder to score</li> <li>• Decrease size of area to challenge players</li> <li>• Simplify rules to reduce challenge</li> <li>• Change number of players so players get more touches on the ball</li> <li>• Create multiple scoring options</li> <li>• Swap players around to balance teams</li> <li>• Introduce rules that promote game equality</li> <li>• Modify area to restrict dominant players</li> </ul>

## Examples:

1. **(Observation) What is happening?** Are players maintaining ball possession? If defenders are forcing them to move too quickly causing them to lose the ball **consider how to Change It. For example**, reduce the number of defenders, create a rule that slows the defenders down, or create a no-go zone for defenders.
2. **(Observation) What is happening?** Is everyone getting involved in the 5v5 game? If two or three players have not touched the ball much and are finding it difficult to get involved **consider how to Change It. For example**, modify the area to create zones that contain limited players in each, increase the size of the area, or split the game into a 2v2 and a 3v3 activity.

# Game Sense – what is it?

## Key Concepts

Game Sense is an approach to skill development that uses well designed games rather than drills to introduce the skills and tactics of the particular sport or structured physical activity being delivered. Each session is designed purposefully, so that the games progressively introduce and develop the particular skill that is the focus of the session.

### The game is the focus

Players develop sporting skills and tactics by playing fun games rather than traditional drills.

### Coach is a facilitator

The Program Leader sets challenges for the players to find solutions through games rather than instructing players on how to perform a skill.

### Player role modelling

Program Leaders use players during the game to demonstrate good technique and skilful play.

### Discrete coaching

Allows players needing extra assistance to be discretely coached on the side in an un-obtrusive way while the game is in progress.

### Involve the players

Program Leaders should seek feedback from players throughout the session to gauge their level of understanding and interest.

## “CHANGE IT”

Vary any one or more of the following game elements to maximise participation and better meet player needs and game objectives.

It is more important to remember the concept of “CHANGE IT” than to remember what each letter represents.

If it's not working... “CHANGE IT”

<b>C</b> – COACHING STYLE	The way a Program Leader behaves and communicates with their players is critical in maintaining interest and creating a fun environment. Know your audience and adapt accordingly.
<b>H</b> – HOW TO SCORE	Removing goal keepers and adding extra goals are examples of how you can help provide more opportunities for players to score. Higher success equals higher enjoyment.
<b>A</b> – AREA	Change the size of the playing area to make the game easier or harder depending on your observations and the objective.
<b>N</b> – NUMBERS	If there are long lines or games where only a few players are actively involved at a time, split the group so that you have 2 games with less numbers involved in each. Fewer players equal more touches on the ball.
<b>G</b> – GAME RULES	Modify game rules to help players achieve the objective and to ensure everyone is involved. ‘2 passes before you can score’ is an example of a rule change aimed at increasing involvement.
<b>E</b> – EQUIPMENT	Changing the size of the goals or adding an extra ball to a game are examples of using equipment modifications to change the game.
<b>I</b> – INCLUSION	Make changes to ensure that everyone in your session is included, having fun and achieving success.
<b>T</b> – TIME	Use time as a tool to increase intensity and create a sense of urgency. ‘10 seconds to go!’

## WHAT IS COACHING KIDS ALL ABOUT?

Not so long ago, children learned football by playing the game on the street or in the park, for hours, making their own rules. It was free play – with no adults to interfere – and they played because they enjoyed it.

For a host of reasons, street football has virtually disappeared. The challenge today for grassroots football deliverers is to recreate that environment of fun and freedom and deliver the learning foundation that street football used to provide.

We believe that this fun and free approach to coaching will give thousands of young players’ enjoyable football experiences, and hopefully foster a love and passion for the game that will last a lifetime.

This approach will help us produce more creative players who can make a difference in a game that people love to watch.

## ENJOYMENT IS THE THING, NOT WINNING!

When children are training or playing games against other teams they need a fun environment where they can play without pressure. The game result, for younger players, should be irrelevant.

If the emphasis is on winning matches or the competition, the development process is doomed to failure and the fun of junior play is replaced by the pressures and frustrations of adult football. Winning is a poor indicator of individual development as each player learns and matures at different rates. A study of youth sport values showed that the most important values were:

- enjoyment;
- personal achievement .

**‘WINNING’ WAS THE LEAST IMPORTANT VALUE.**

The junior Program Leader must value, above all else, the individual development and welfare of every single player. Research has shown that the emphasis should be on the child experiencing fun and excitement. Children at this age are still sampling many sports and activities; ALDI MiniRoos Kick-Off Program Leaders can have an impact on which sport the child will choose.

## LEADING FUN SESSIONS

Perhaps the first and most important step is to take the word ‘coach’ out of your mind. Your role is summed up in the above title – see yourself as a leader of fun, safe and engaging practices.

It is a mistake, made far too often, for children’s ‘coaches’ to imitate the coaches they see on television. In fairness, these are usually the only models there are to copy, but unfortunately, the job of a high-profile coach in a professional team bears no resemblance to the job of a kids’ coach. The Program Leader is more akin to a children’s entertainer than a master tactician.

As soon as you think of yourself as a ‘leader’, or a ‘facilitator of learning’, you start to see the role in its true light.

Your job is to plan and organise safe, fun practices. And . . . let them play!

This book will help you select practices that have a role in the long-term development of young players. The practice is the teacher, and the kids will learn from the experiences provided.

Remember that teaching young players and watching them develop can give the same, if not greater, satisfaction as winning trophies and medals with senior players.

## WHAT TOOLS DO I NEED?

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There is a range of tools that all football Program Leaders requires. At this level, the two main tools needed are personal skills and organisation skills.

### PERSONAL SKILLS

#### Be enthusiastic

If you look like you are having a good time, it will generally follow that the kids will have a good time. Try to show the children that there is no place you would rather be than on the field with them.

#### Be friendly

The kids need to feel that you are on their side, as a friend as well as a mentor. Make sure you greet every player on arrival and say goodbye to every player when they leave, thanking them for their efforts in the session.

#### Show your sense of humour

Fun is the key word; young players are not preparing for the World Cup, so let them enjoy themselves. Letting the children see you laugh is a great way of showing them you are a warm, likeable person. Try 'beat the coach' activities: you try to tag them in a square; you go in the goal and they try to score past you; or suggest that 'If you score ten goals in three minutes, I'll have to sprint to the halfway line and back'. (The kids ALWAYS win).

#### Respect every individual

Children need to feel valued, which helps them develop self-confidence during this key phase of their social growth.

#### Give lots of praise

Praise is not only given for doing something well; it is also one of the greatest motivators for young players.

#### Encourage after mistakes

Program Leaders of youngsters should never see the kids' errors or mistakes as negatives. Everything that happens is a learning experience. Young players can learn just as much from a miskick or loss of possession as from a successful shot at goal.

#### Display excellent social skills

Your behaviour is usually imitated by children, so make sure you are a good role model. Be polite, respectful, calm and no pressure.. Communicate with each player individually, and talk regularly to their parents.

#### Be patient

Training with younger age groups can be frustrating at times, so remember that patience is a virtue. Don't have unrealistic expectations – expect things to go wrong. Usually, it's not their intent to stop things working, it's just their age!

## ORGANISATIONAL SKILLS

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### Plan practice sessions in advance

Use the session guides and activities provided in this manual and add in any other games you think will be relevant to your playing group. It is always better to have more planned than less.

### Arrive early and set up your area

A player's time and effort are priceless resources, don't waste them! You should never leave kids standing around or filling in time while you move cones to set up the next practice area.

### Give clear instructions

The experienced coach will wait until everyone is listening before giving instructions. Then, you should speak in a loud, clear voice accompanied by distinct hand/arm signals. You might say, for instance: 'those of you in red bibs, stand up. When I give you the signal, move into that square there'.

### Demonstrate quickly and efficiently

Remember that a good demonstration saves a lot of talking. There is also nothing wrong with using one or more players from your

group to show the others what they need to do. Get the group active as soon as possible.

### Keep the session flowing

Young children have short attention spans. Keep them interested by regularly changing the activity, and build this factor into your session plan.

## Group Management Tips

### Clearly define your playing area

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Use colour coded markers and cones to clearly identify boundaries and goals. This will help you explain your activities using visual cues.

"Can everyone see the red square? That is area we are playing in. The green markers at each end are the goals"

### Avoid long lines (3 or more players)

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Children need to be involved and engaged in order to maintain interest. Standing at the end of the line for too long will cause a child to get frustrated and bored. This is also time they could be spending working on the desired skill.

### No elimination games

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Elimination games are a big 'no-no'. Generally speaking, the same children will get eliminated early on in the game, every time. Not only does this affect their confidence in a negative way, they are also starved of valuable playing time that can be used to improve performance.

### Organised chaos is a good thing

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If players are running around like crazy, balls are flying everywhere and the sound of laughter fills the air, your session is going well. All you have to do is steer the ship so that ALL players are continuing to achieve the objective.





# 'BEGINNING' ACTIVITIES

Get participants engaged and ready to play

Don't necessarily need to use balls

Should be fun and exciting games that the players enjoy



# HERE! THERE! NOWHERE!

On a call from the coach, players run with their football towards the coach. ('Here!'), away from the coach ('There!') or perform toe taps on the spot ('Nowhere!').

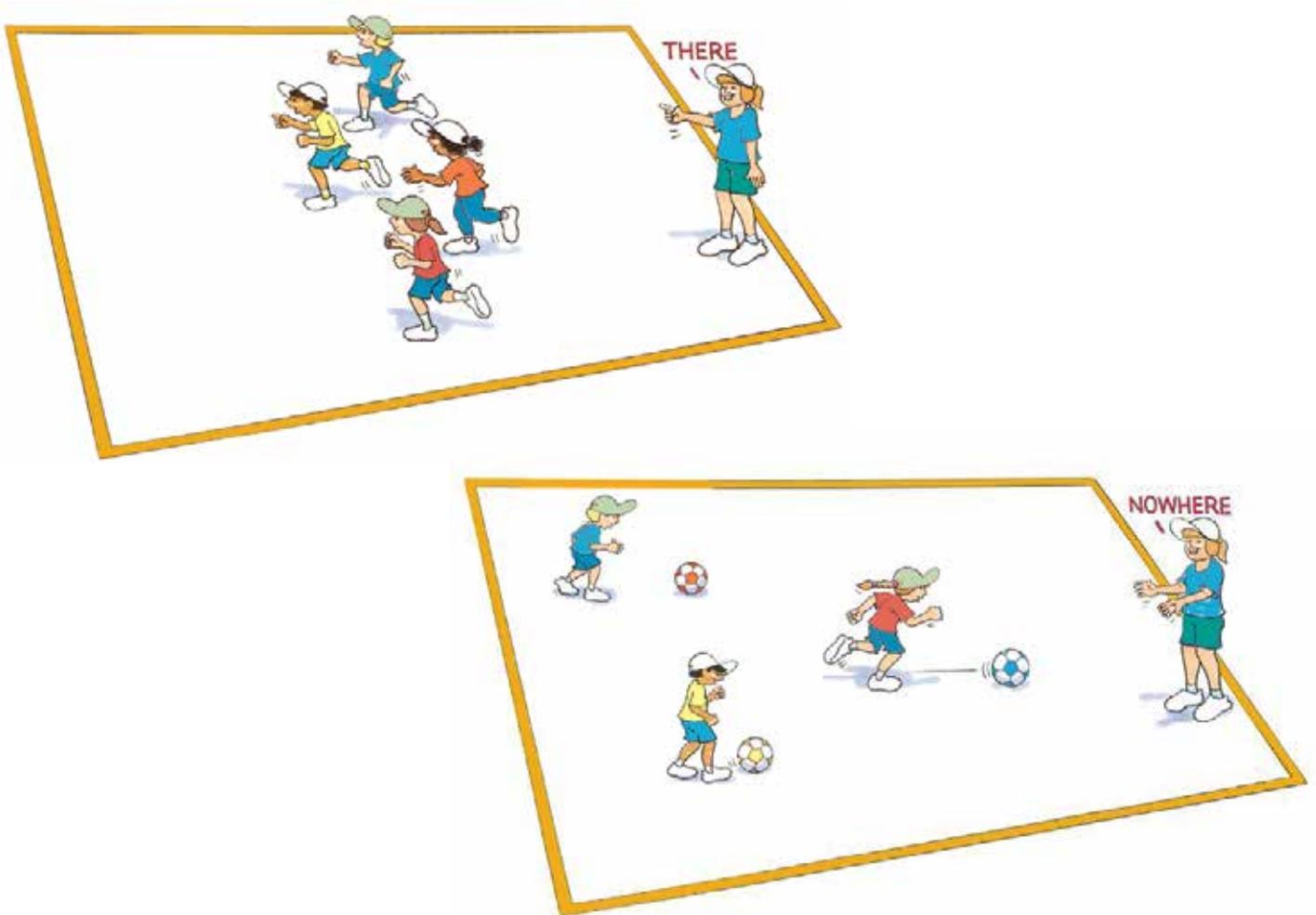
## SESSION

• BEGINNING / 5 MINUTES

## EQUIPMENT

• Marker cones to define playing area, 1 football per player

<p><b>WHAT TO DO</b></p>	<p><b>Setting Up</b></p> <ul style="list-style-type: none"> <li>• Establish a large playing area to encourage running (dribbling) with the ball.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• Start without the ball at first, then introduce a ball for every player after a few turns;</li> <li>• You explain the actions then make random calls that the players follow:             <ul style="list-style-type: none"> <li>- 'Here!' – all players run with the ball toward you;</li> <li>- 'There!' – all players run with their ball away from you in the direction you are pointing;</li> <li>- 'Nowhere!' – all players stand on the spot and alternately tap the ball with the balls of their feet (toe taps).</li> </ul> </li> </ul>
<p><b>WHAT TO LOOK FOR</b></p>	<ul style="list-style-type: none"> <li>• Are players able to maintain control of the ball whilst dribbling?</li> </ul>
<p><b>SUGGESTED CHANGES</b></p>	<ul style="list-style-type: none"> <li>• Players to dribble at half pace to maintain control of the ball;</li> <li>• Players to use different parts of their foot (instep, outside).</li> </ul>



# LOOK OUT FOR OTHERS

Players run in random directions in a defined area. Players are made aware of the fact that the activity is focused on learning to play safely in the presence of others.

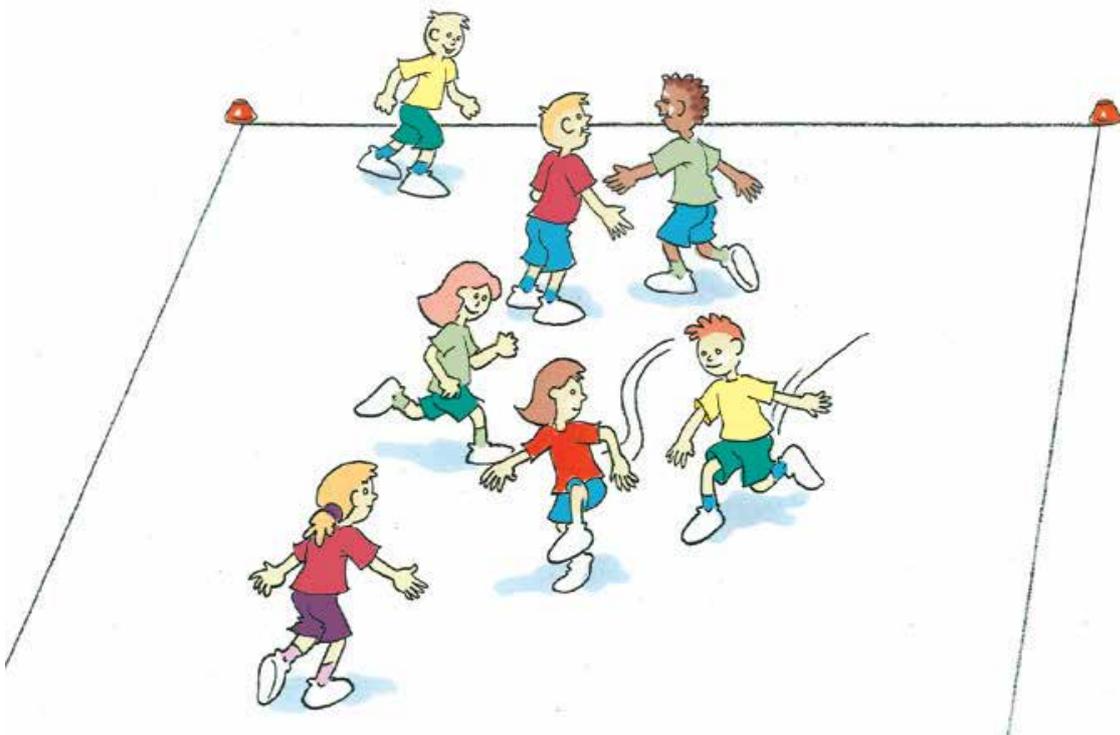
## SESSION

• BEGINNING / 5 MINUTES

## EQUIPMENT

• Marker cones to define playing area

<b>WHAT TO DO</b>	<p><b>Setting Up</b></p> <ul style="list-style-type: none"><li>• Define the playing area – a key step in any player/space awareness activities;</li><li>• Disperse the players.</li></ul> <p><b>Playing</b></p> <ul style="list-style-type: none"><li>• Players move around, mindful of other players, the boundaries and the surface. For example, if playing outdoors, are there any holes in the ground?</li><li>• If indoors, an option is to use a backdrop of music;</li><li>• Change the locomotion – e.g. run, walk, hop, skip, gallop;</li><li>• Add a ball and have players practice moving with ball at their feet.</li></ul>
<b>WHAT TO LOOK FOR</b>	<ul style="list-style-type: none"><li>• Are players able to look up and scan their surroundings;</li><li>• Are they keeping the ball under control.</li></ul>
<b>SUGGESTED CHANGES</b>	<ul style="list-style-type: none"><li>• Every 2 steps players stop, look up and change direction;</li><li>• See how many touches players can get on the ball in 30 seconds.</li></ul>



# FORM A GROUP

Players run around in random directions avoiding body contact with other players.  
The Program Leader calls a number and players form groups of that size.

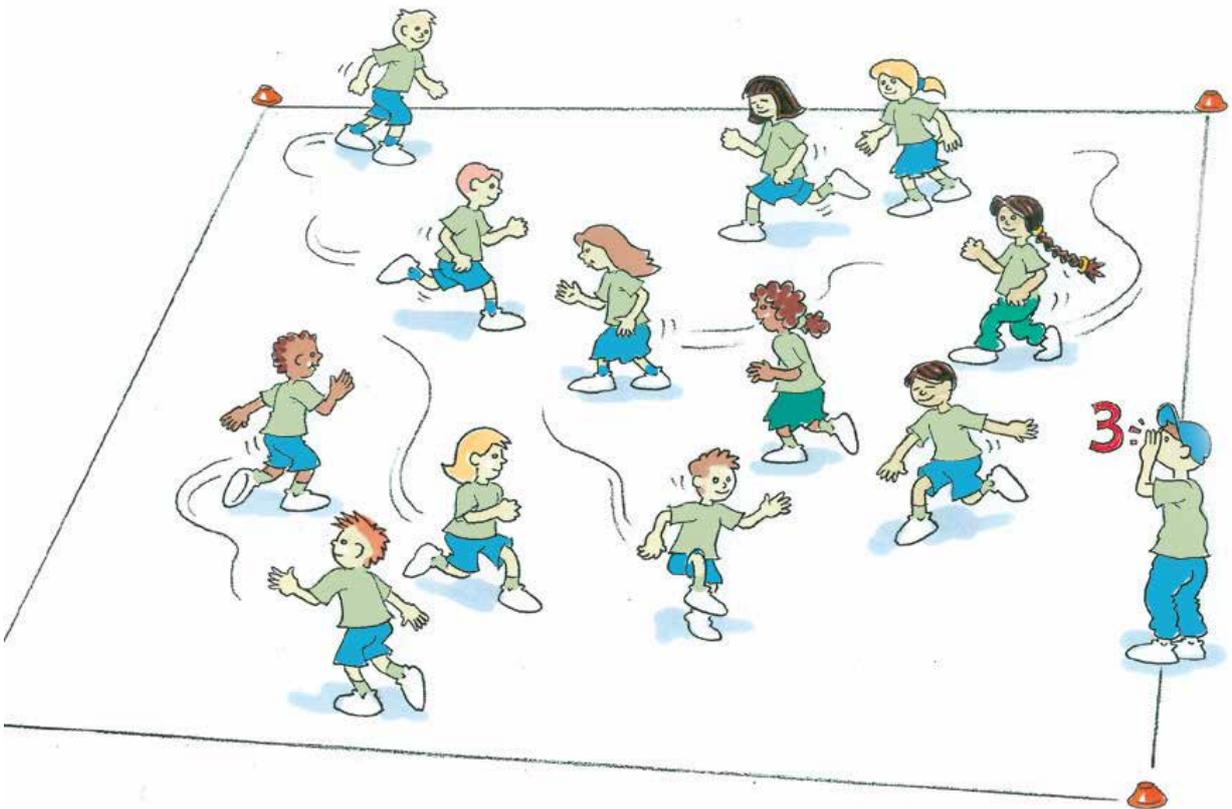
## SESSION

• BEGINNING / 5 MINUTES

## EQUIPMENT

• Marker cones to define playing area

<b>WHAT TO DO</b>	<p><b>Setting Up</b></p> <ul style="list-style-type: none"> <li>• Mark an area free of obstructions – disperse the players.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• Start with slow jogging;</li> <li>• Try several group sizes before you get to the number you would like for a subsequent activity, e.g. start by calling;</li> <li>• 2s, then 6s, and finally the group size you want, such as 4s – you may wish to add a ‘new people in the group’ rule for the second and third calls;</li> <li>• As an option, use some bright music as a backdrop. Stop the music and call the number for the group size.</li> </ul>
<b>WHAT TO LOOK FOR</b>	<ul style="list-style-type: none"> <li>• Short transitions;</li> <li>• Is everyone involved?</li> </ul>
<b>SUGGESTED CHANGES</b>	<ul style="list-style-type: none"> <li>• Have players move around whilst dribbling a ball;</li> <li>• Change the way they dribble each time (right/left foot, faster/slower).</li> </ul>



# FISH IN THE NET

3 players form the net by holding hands. They catch others by surrounding them. Caught players join the net and the game continues. (Play with 6 or more)

## SESSION

• BEGINNING / 5 MINUTES

## EQUIPMENT

• Marker cones to define playing, minimum 1 ball per player

<b>WHAT TO DO</b>	<p><b>Setting Up</b></p> <ul style="list-style-type: none"><li>• 3 players join hands as the net;</li><li>• Clearly define boundaries.</li></ul> <p><b>Playing</b></p> <ul style="list-style-type: none"><li>• The nets work together to catch fish by tapping them on the shoulder;</li><li>• Players are not allowed run out of bounds;</li><li>• Progress to having every fish with a ball, practicing dribbling to get away from the net.</li></ul>
<b>WHAT TO LOOK FOR</b>	<ul style="list-style-type: none"><li>• Is everyone moving around?</li><li>• Are they having fun?</li></ul>
<b>SUGGESTED CHANGES</b>	<ul style="list-style-type: none"><li>• Adjust the size of the area;</li><li>• Split the 'Net' if it gets too long.</li></ul>





# ‘MIDDLE’ ACTIVITIES

**Are used to introduce players to the skill component**

**Should contain opportunities for lots of touches on the ball**

**Provide players with a fun learning environment**

**Should be used to help players familiarise themselves with football dribbling**



# GATE DRIBBLE

On the Program Leader's signal, players dribble a football through as many gates as possible for 30 seconds. After each go they must attempt to try and beat their last score.

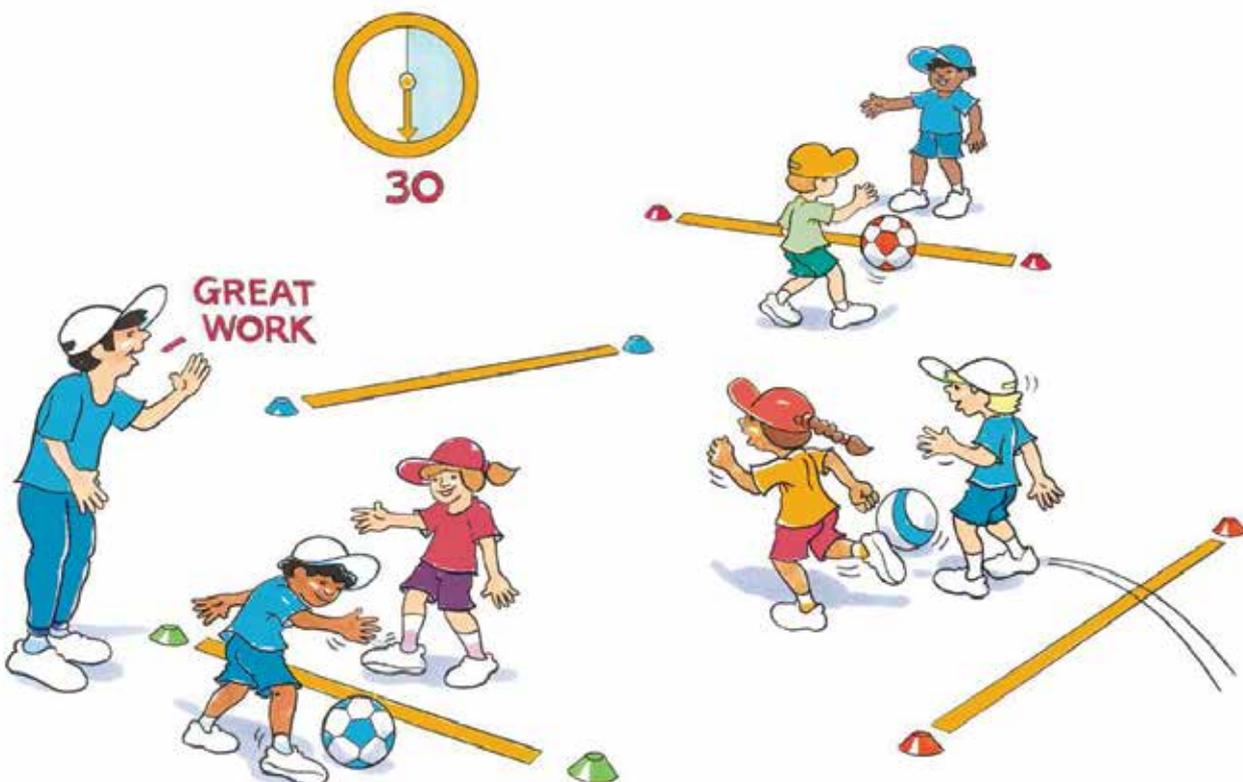
## SESSION

• MIDDLE / 10 MINUTES

## EQUIPMENT

• 1 football per pair; 1 set of marker cones (30); 1 stopwatch or clock

<b>WHAT TO DO</b>	<p><b>Setting Up</b></p> <ul style="list-style-type: none"> <li>• Players set up at a gate within the playing area with a ball each.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• On your signal, players dribble their ball through as many gates as possible;</li> <li>• Continue for 30 seconds until you call 'Stop!';</li> <li>• Players score one point for each gate they pass through;</li> <li>• Repeat the activity trying to beat their score.</li> </ul>
<b>WHAT TO LOOK FOR</b>	<ul style="list-style-type: none"> <li>• Are players able to dribble through the gates?</li> <li>• Is there enough opportunity for repetition of the skill?</li> </ul>
<b>SUGGESTED CHANGES</b>	<ul style="list-style-type: none"> <li>• Increase or decrease the size of the gates;</li> <li>• Add extra gates to make it easier for players to score.</li> </ul>



# DODGEMS

Players (dribblers) with a football, move around the area with the ball at their feet. The Program Leader uses various commands ('1st gear', '2nd gear', 'Green Light', 'Red Light', 'U-Turn') to change the speed and direction that the players are dribbling.

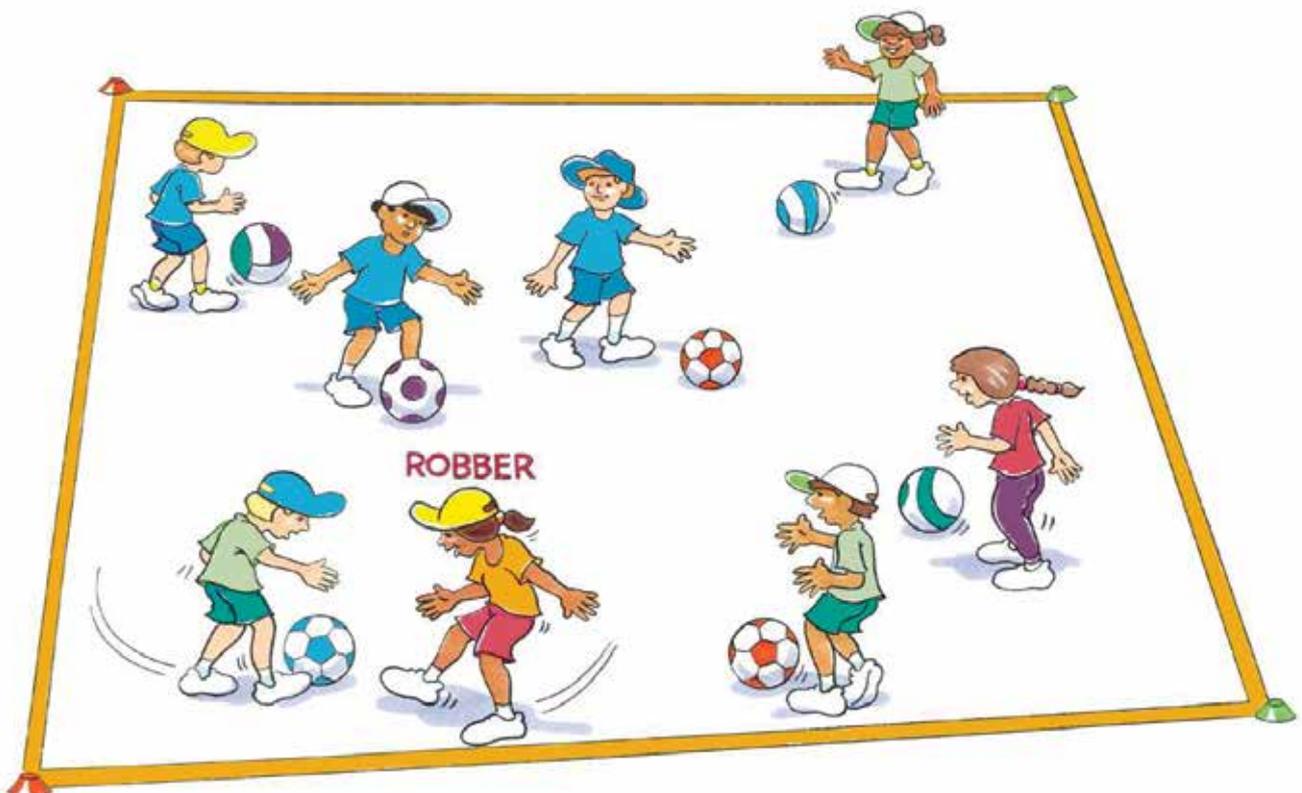
## SESSION

• MIDDLE / 10 MINUTES

## EQUIPMENT

• Marker cones to define playing area, 1 football per player

<b>WHAT TO DO</b>	<p><b>Setting Up</b></p> <ul style="list-style-type: none"> <li>• All players (dribblers) spread out in the playing area with a ball each.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• On your signal, players are to begin dribbling around the area without losing their ball;</li> <li>• After a small amount of time the Program Leader is to call out a command that changes the way the players are dribbling;</li> <li>• Play continues until you call 'Time!'.</li> </ul>
<b>WHAT TO LOOK FOR</b>	<ul style="list-style-type: none"> <li>• Are players keeping control of the ball?</li> <li>• Do they understand the changes being made?</li> </ul>
<b>SUGGESTED CHANGES</b>	<ul style="list-style-type: none"> <li>• Add new commands such as 'everyone to the base line!' or 'swap balls with someone else!';</li> <li>• Change the area to increase/decrease the difficulty level.</li> </ul>



# CROSS THE BRIDGE

Players with a football each attempt to 'cross the bridge' by running with their ball over the opposite goal line. The bridge is guarded by a troll who attempts to gain possession of a player's ball.

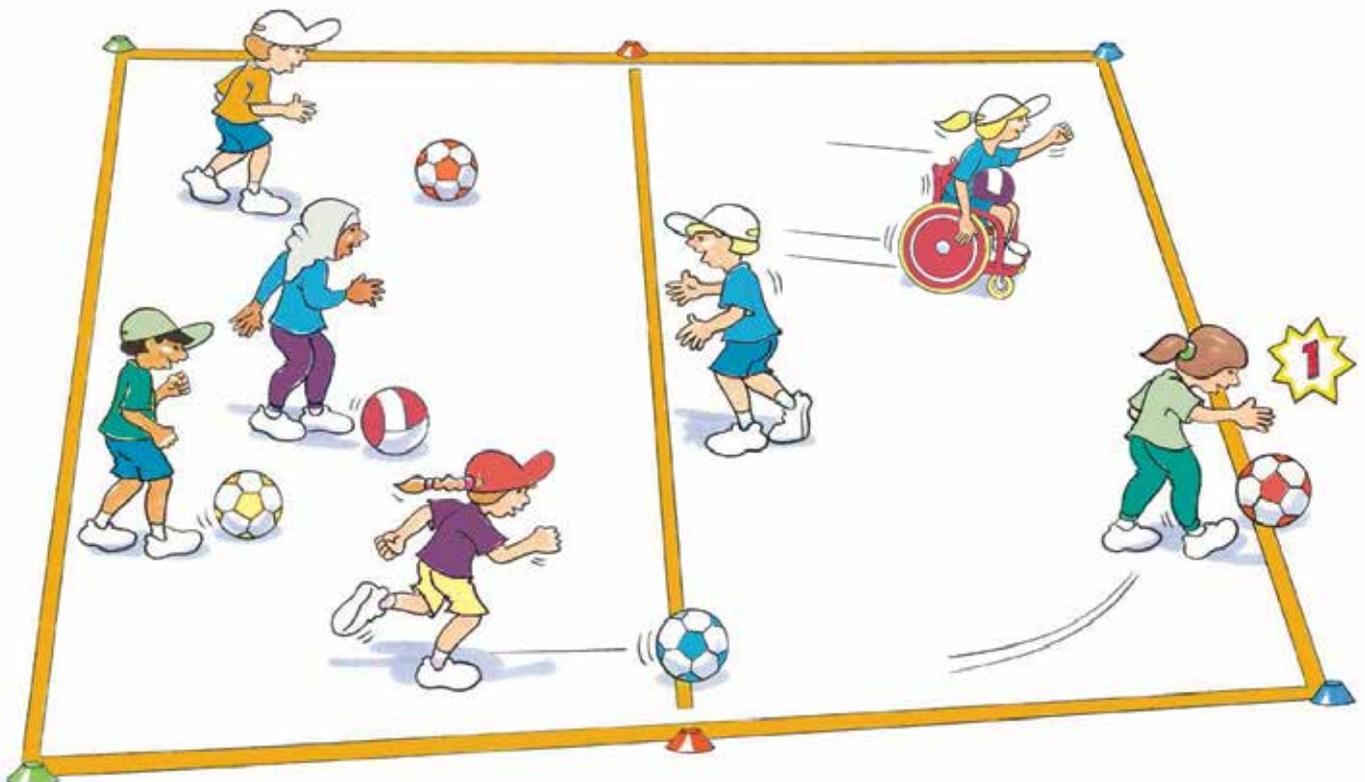
## SESSION

• MIDDLE / 10 MINUTES

## EQUIPMENT

• Marker cones to define playing area, 1 football per player

<b>WHAT TO DO</b>	<p><b>Setting Up</b></p> <ul style="list-style-type: none"> <li>• Program Leader always starts as the troll;</li> <li>• All players start with a ball along the goal line.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• On the troll's signal, players attempt to cross the bridge by running with their ball;</li> <li>• The troll attempts to gain possession of a player's ball before they reach the opposite goal line;</li> <li>• Scoring:             <ul style="list-style-type: none"> <li>- one point = player runs with the ball successfully over the goal line.</li> </ul> </li> </ul>
<b>WHAT TO LOOK FOR</b>	<ul style="list-style-type: none"> <li>• Are players finding it easy/hard to get past the troll?</li> <li>• Is everyone engaged?</li> </ul>
<b>SUGGESTED CHANGES</b>	<ul style="list-style-type: none"> <li>• Program Leader to act as Troll at first;</li> <li>• Add another troll;</li> <li>• Points only awarded if ball is stopped on the line.</li> </ul>



# ROB THE NEST

Players work in small groups. One player from each group runs to a central point to collect one ball at a time and dribbles the ball back to their team-mates at their base and then tags the next player. The aim is to collect the most number of balls.

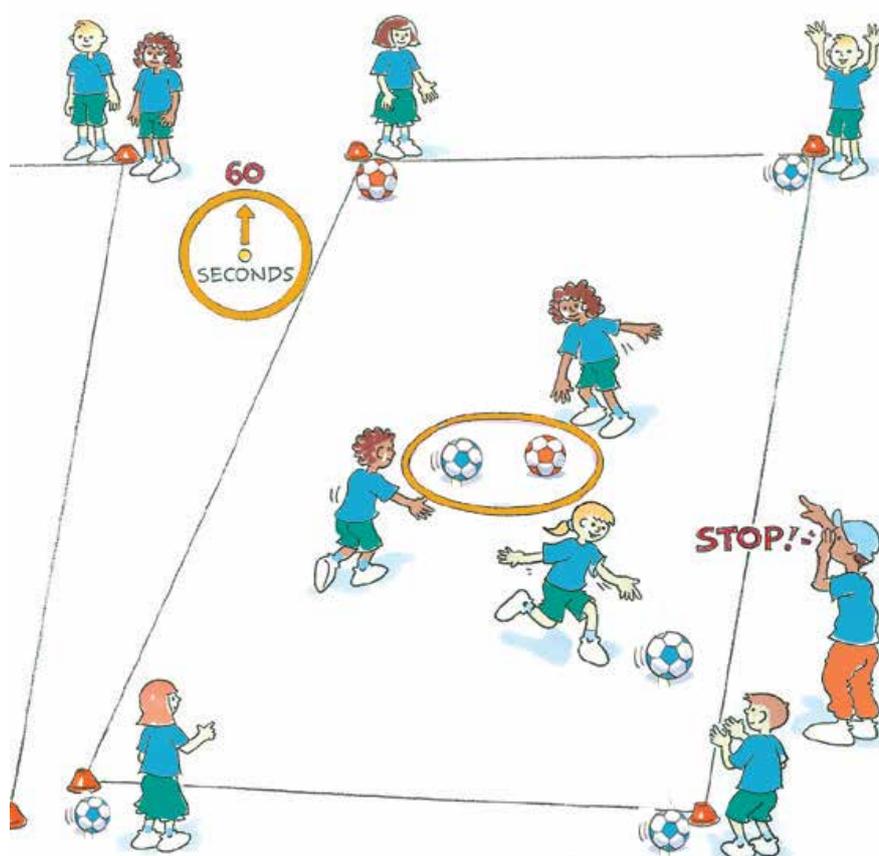
## SESSION

• MIDDLE / 5 MINUTES

## EQUIPMENT

• Marker cones to define playing area, as many footballs as possible (10+)

<b>WHAT TO DO</b>	<p><b>Setting Up</b></p> <ul style="list-style-type: none"> <li>• Form 4 or more equal groups, positioning 1 group on each corner of the playing field;</li> <li>• Place a pile of footballs in the centre of the playing area.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• On the starting whistle, one player at a time from each group runs out and collects a ball and dribbles it back to their group;</li> <li>• Once a player has returned with a ball the next player may run out and collect another ball. Keep playing until all balls are gone;</li> <li>• The group with the most balls at the end is the winner;</li> <li>• As a progression, allow players to steal from other groups once all the balls in the middle are gone.</li> </ul>
<b>WHAT TO LOOK FOR</b>	<ul style="list-style-type: none"> <li>• Do players understand how the game works?</li> <li>• Is everyone engaged and having fun?</li> </ul>
<b>SUGGESTED CHANGES</b>	<ul style="list-style-type: none"> <li>• Players to use different parts of their foot to dribble;</li> <li>• Create teams and try and work cooperatively.</li> </ul>



# MARKER DODGE

Players practise running with the ball at their feet (dribbling) and try to avoid the markers. Points are awarded for teams that get through without touching the markers.

## SESSION

• MIDDLE / 5 MINUTES

## EQUIPMENT

• Marker cones to define playing area, 20 markers to be spread out in the 'dodge' area, minimum 1 ball per player

<b>WHAT TO DO</b>	<p><b>Setting Up</b></p> <ul style="list-style-type: none"><li>• Place 20 or so markers in one-third of the playing area;</li><li>• Organise players into groups of 2 to 4 and give them a ball each.</li></ul> <p><b>Playing</b></p> <ul style="list-style-type: none"><li>• Players are to dribble through the markers to the other side without letting the ball touch a marker;</li><li>• Once a player gets to the other side the next player in their team can go.</li></ul>
<b>WHAT TO LOOK FOR</b>	<ul style="list-style-type: none"><li>• Are players keeping the ball under control?</li><li>• Is the area too big/small?</li></ul>
<b>SUGGESTED CHANGES</b>	<ul style="list-style-type: none"><li>• Adjust the size of the area;</li><li>• Add more cones.</li></ul>



# CHASE THE DRIBBLER

Players in pairs pass a ball back and forth in the centre of a playing field. When the coach calls 'Ball!', the player who is receiving the pass must turn and dribble the ball to the goal behind them and shoot before being caught by their opponent.

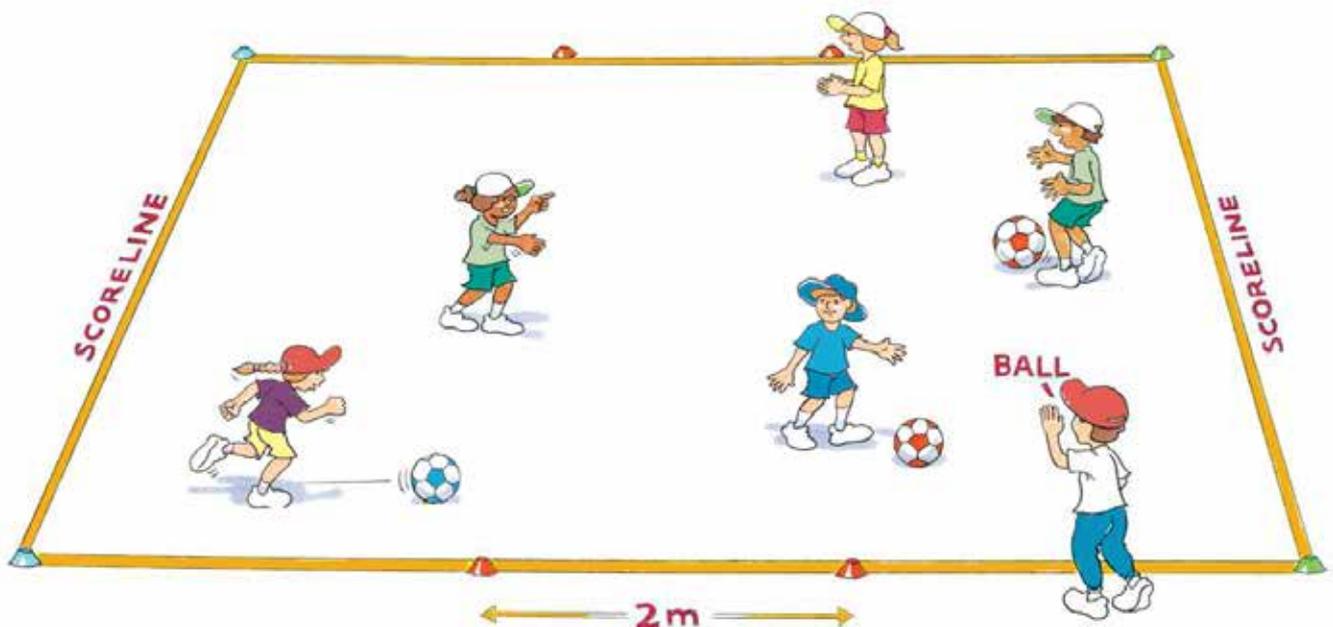
## SESSION

• MIDDLE / 5 MINUTES

## EQUIPMENT

• Marker cones to define playing area, 1 ball per pair, goals (markers) behind each line

<b>WHAT TO DO</b>	<p><b>Setting Up</b></p> <ul style="list-style-type: none"> <li>• Organise players into pairs with one ball per pair;</li> <li>• Pairs line up facing and two metres apart in the centre of the playing field and pass the ball back and forth to each other.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• When you call 'Ball', the player with the ball (or about to receive the ball) must dribble it to the goal behind them and try and score;</li> <li>• The player who does not have the ball is to chase the player with the ball and try to stop them from scoring;</li> <li>• Defenders are not allowed to tackle attackers from side on or behind.</li> </ul>
<b>WHAT TO LOOK FOR</b>	<ul style="list-style-type: none"> <li>• Are players scoring regularly?</li> <li>• Is the objective being achieved?</li> </ul>
<b>SUGGESTED CHANGES</b>	<ul style="list-style-type: none"> <li>• Move players closer together;</li> <li>• Introduce defending aspect only when all players understand the game fully.</li> </ul>



# DRIBBLE AND COLLECT

Teams try to collect their opponents' balls and return them to their own half.

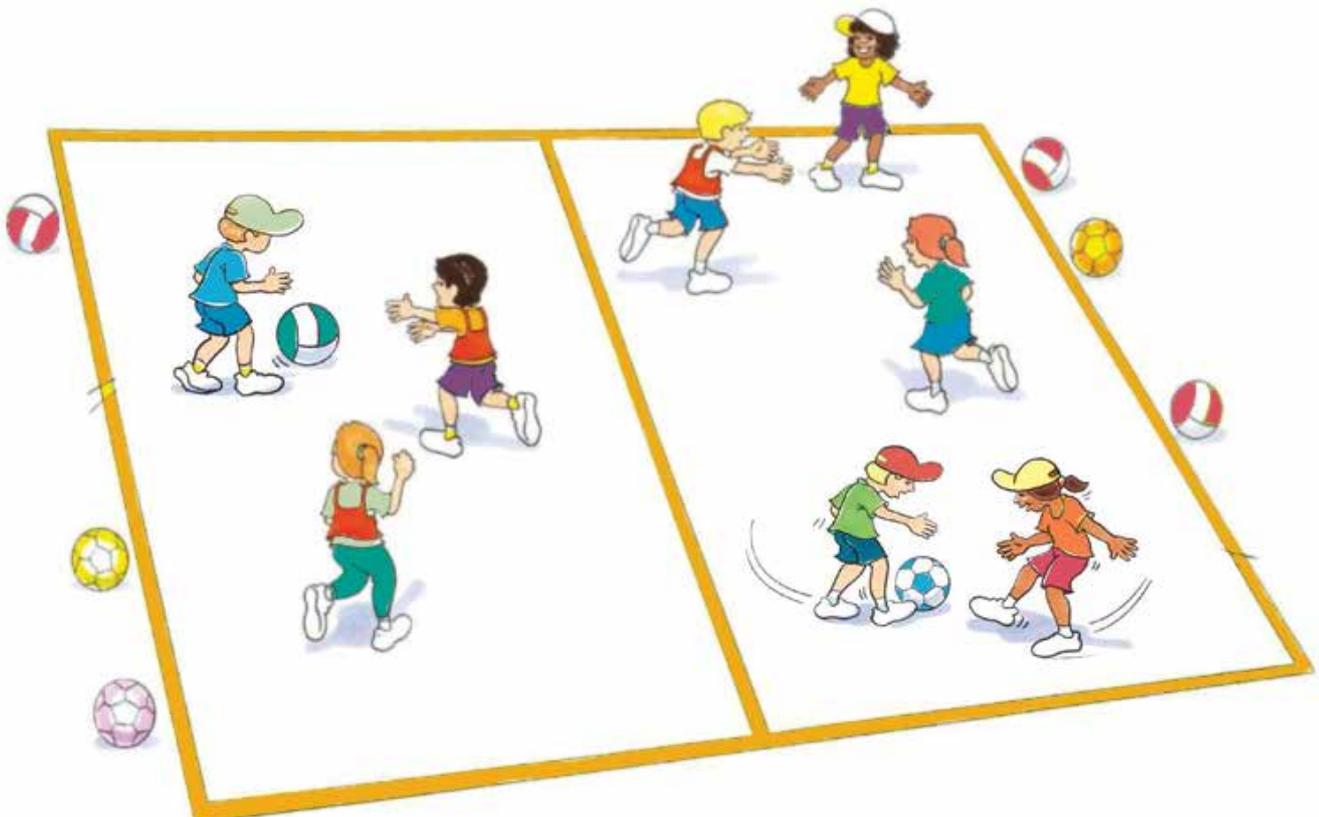
## SESSION

• BEGINNING / 5 MINUTES

## EQUIPMENT

• Marker cones to define playing area, 1 ball per game, bibs/braids to differentiate teams

<b>WHAT TO DO</b>	<p><b>Setting Up</b></p> <ul style="list-style-type: none"> <li>• Organise players into two even teams, each in separate halves of the playing area;</li> <li>• Place a number of balls behind each goal line.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• Players try and collect the other team's balls and dribble them to their own half without being dispossessed by the other team;</li> <li>• Assign one player from each team to be the defender to try and stop the other team from reaching their goal line.</li> </ul>
<b>WHAT TO LOOK FOR</b>	<ul style="list-style-type: none"> <li>• Are players keeping the ball under control?</li> <li>• Is there enough space for players to move safely?</li> </ul>
<b>SUGGESTED CHANGES</b>	<ul style="list-style-type: none"> <li>• Players must stop the ball on the line for them to be counted;</li> <li>• Start without defenders then add them once the game is running well.</li> </ul>





# 'GAME' ACTIVITIES

Are all about letting the kids play

Should contain opportunities for all players to score

Should be used to introduce players to the  
ALDI MiniRoos Club Football concept



# FOUR GOAL FOOTBALL

Teams play a modified game of football on a pitch with four goals. There are no goal keepers and no offside. The rules on how to score can be determined by the coach or players to increase fun and participation. Play with 4 to 5 per team.

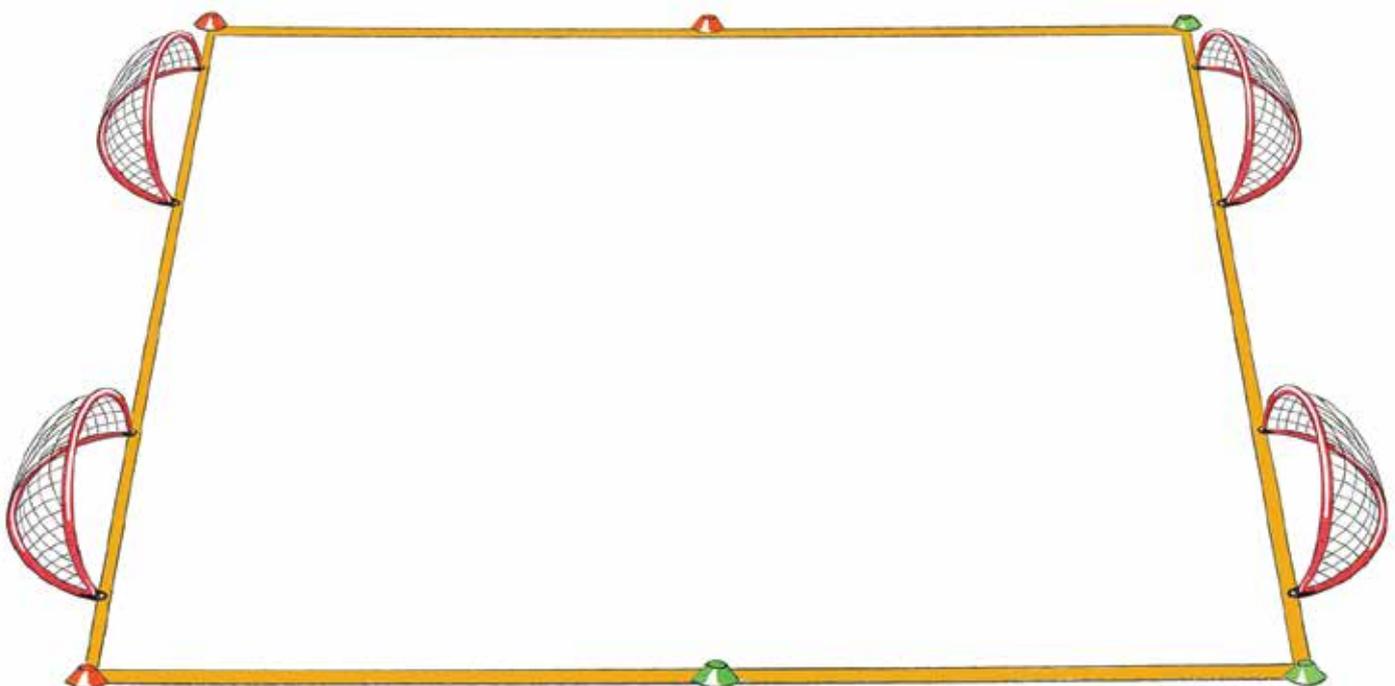
## SESSION

• GAME / 15 MINUTES

## EQUIPMENT

• 1 football per game; team bibs or sashes; 1 set of marker cones (30); pop up goals (optional)

<b>WHAT TO DO</b>	<p><b>Setting Up</b></p> <ul style="list-style-type: none"> <li>• Form teams (teams self-referee);</li> <li>• All players must be in their own half for the start and re-start of the game (after a goal).</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• Play starts with a pass forward from the middle of the half-way line;</li> <li>• Encourage players to try and pass the ball to get closer to the goal.</li> </ul>
<b>WHAT TO LOOK FOR</b>	<ul style="list-style-type: none"> <li>• Are all players involved?</li> <li>• Are both teams creating opportunities to score?</li> </ul>
<b>SUGGESTED CHANGES</b>	<ul style="list-style-type: none"> <li>• Increase the size of the area to create more space;</li> <li>• Bonus points for number of completed passes.</li> </ul>



# ALDI MINIROOS FOOTBALL

Teams of 4v4 or 5v5 play a game of football on a small pitch. No goalkeepers, no offsides.

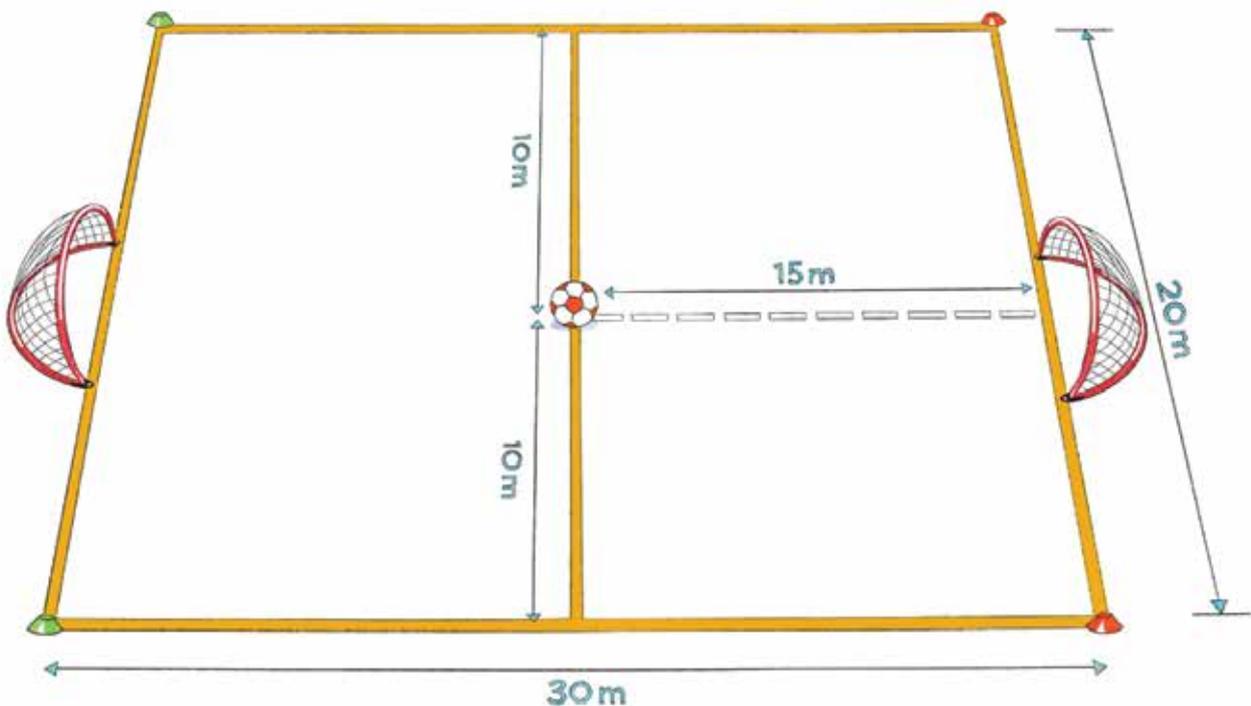
## SESSION

• GAME / 10 MINUTES

## EQUIPMENT

• 1 size 3 football or similar per game; 1 spare football per game; team bibs or sashes; 1 set of marker cones (30); 2 pop up goals or marker cones

<b>WHAT TO DO</b>	<p><b>Setting Up</b></p> <ul style="list-style-type: none"> <li>• Create a pitch suitable for the area and ability of players (maximum of 30 metres by 20 metres);</li> <li>• Form two teams of four players, no goalkeepers;</li> <li>• All players must be in their own half for the start and re-start of the game (after a goal);</li> <li>• Opponents must be five metres away from the ball until it is in play.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• Play starts with a pass forward to a team-mate from the middle of the halfway line;</li> <li>• A goal (one point) is scored when the whole ball passes over the goal line between the goals.</li> </ul>
<b>WHAT TO LOOK FOR</b>	<ul style="list-style-type: none"> <li>• Are all players involved?</li> <li>• Are players having fun?</li> </ul>
<b>SUGGESTED CHANGES</b>	<ul style="list-style-type: none"> <li>• Modify team numbers so players have more chance of touching the ball;</li> <li>• Modify rules so teams practice passing before scoring.</li> </ul>



# FOUR SIDED FOOTBALL

Teams play a modified game of football on a pitch with a goal on each touch line. There are no goalkeepers or offsides. The rules on how to score can be determined by the coach or players to increase fun and participation. Play in groups of 4 or 5.

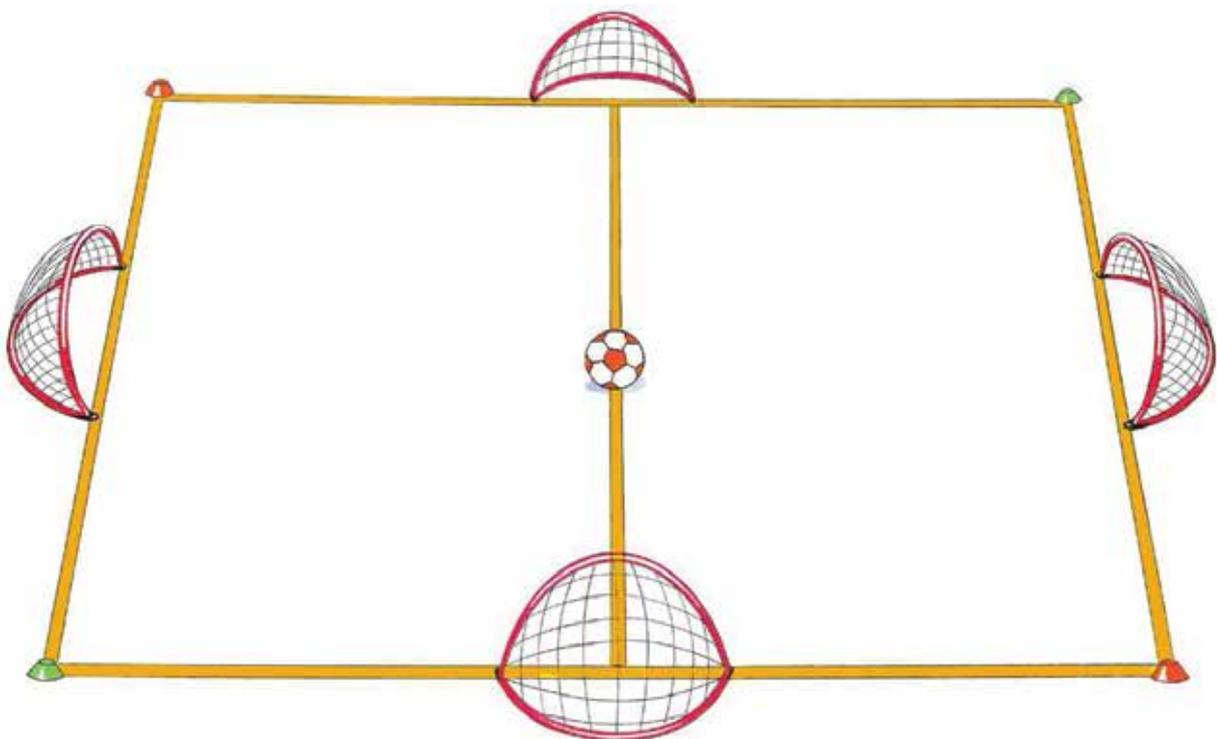
## SESSION

- GAME / 10 MINUTES

## EQUIPMENT

- 1 to 2 footballs per game; team bibs or sashes; 1 set of marker cones (30)

<b>WHAT TO DO</b>	<p><b>Setting Up</b></p> <ul style="list-style-type: none"> <li>• Form teams (teams self-referee);</li> <li>• All players must be in their own half for the start and re-start of the game (after a goal).</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• Play starts with a pass forward from the middle of the halfway line;</li> <li>• A minimum of two players on the team must have touched the ball before a goal can be scored;</li> <li>• Scoring options:             <ul style="list-style-type: none"> <li>- one point = side goals;</li> <li>- three points = end goals.</li> </ul> </li> </ul>
<b>WHAT TO LOOK FOR</b>	<ul style="list-style-type: none"> <li>• Do players understand how to score?</li> <li>• Are they all engaged in the game?</li> </ul>
<b>SUGGESTED CHANGES</b>	<ul style="list-style-type: none"> <li>• Set up 2 fields to reduce team numbers;</li> <li>• Play with 3 teams and rotate between them.</li> </ul>





# 'END' ACTIVITIES

Are used to get the players feedback on the session

Provide an opportunity for players to show you what they learnt

Allow you to provide some final positive feedback to each player



# FOOTBALL JUGGLING

Players with a football experiment with different ways to juggle the ball using various parts of their body.

## SESSION

• END / 5 MINUTES

## EQUIPMENT

• 1 ball per player

<b>WHAT TO DO</b>	<p><b>Setting Up</b></p> <ul style="list-style-type: none"> <li>• All players have a ball and spread out randomly in the playing area.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to drop the ball on the ground, lightly kick it and catch it;</li> <li>• Ask 'How many times can you drop, kick and catch your ball in a row?';</li> <li>• Players can experiment with different types of juggling including:             <ul style="list-style-type: none"> <li>- Drop onto thigh and catch;</li> <li>- Foot to foot;</li> <li>- Try using both feet.</li> </ul> </li> </ul>
<b>WHAT TO LOOK FOR</b>	<ul style="list-style-type: none"> <li>• Are all players able to achieve the objective?</li> <li>• Look for good examples and have them demonstrate.</li> </ul>
<b>SUGGESTED CHANGES</b>	<ul style="list-style-type: none"> <li>• Players can start with toe taps before attempting to juggle;</li> <li>• Players can work in pairs to combine scores.</li> </ul>



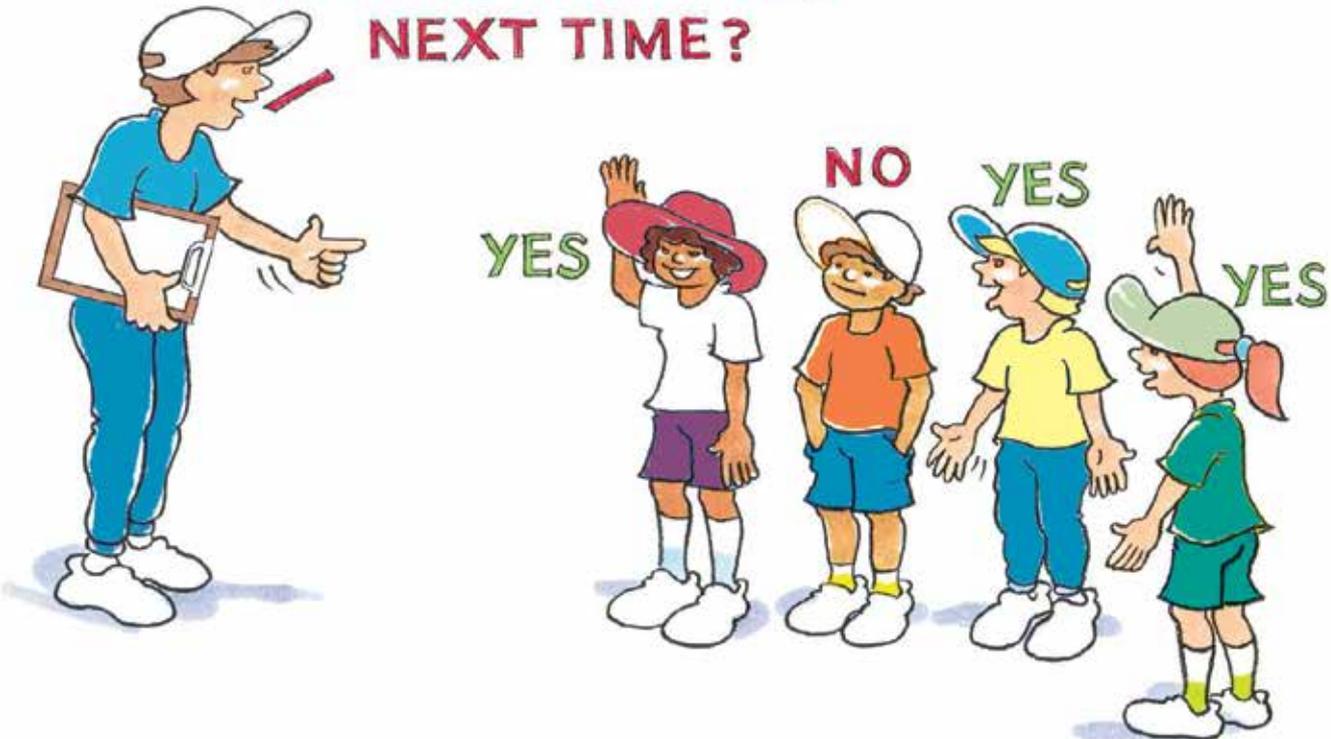
# WHAT DID YOU LIKE?

The coach asks players about the games to receive feedback.

**SESSION**

• END / 5 MINUTES

**WHO WANTS TO  
PLAY TODAY'S GAMES  
NEXT TIME?**



## LET'S SEE IT!

Players are selected to demonstrate actions while the coach asks questions to reinforce the key skills or tactical points.

### SESSION

• END / 5 MINUTES

#### COACH ASKS

- Where is it best to aim when trying to score a goal?
- Why is it important to look up when running with the ball?
- How do you control the ball as you receive a pass?



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Ashley Baker (AASC Community Program Leader)

Sutherland Shire Football Association

Australian Sports Commission (AASC NSW)

Castle Hill Rockets FC

Bondi Beach OSHC

Baulkham Hills North PS

## References

- 'Football for Kids', Football Federation Australia, 2011
- 'Playing for Life – Football', Australian Sports Commission, 2013
- 'Playing for Life', Australian Sports Commission Resource Kit
- 'FFA National Curriculum', Football Federation Australia, 2013

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## About ALDI

Nothing will stop kids from playing football, despite the obstacles – dinnertime, bad weather, neighbourhood dogs or fading light. Kids are full of passion, energy and ingenuity – they will always find a way to keep playing.

We love that passion at ALDI, which is why we're thrilled to be partnering with the MiniRoos.

For over 15 years, Australian families have trusted ALDI to feed kids and fill their lunch boxes. Our fruit and vegetables are delivered fresh in-store every day and we're proud to be the first and only major supermarket with no artificial colours storewide.

Kids have an incredible hunger to play football. We want to match it by joining with your local club to provide the balls, the kits, the goals and the maybe even the halftime snacks to fuel their fire. Together we can keep them playing, and who knows; maybe we'll find a future Soccerroo or Matilda along the way.

**For more about ALDI, please visit [www.aldi.com.au](http://www.aldi.com.au)**





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