



ACTIVITY GUIDE FOR ALDI MINIROOS



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CONTENTS

3 What is coaching kids all about?

3 What tools do I need?

4 How to use this manual

5 Group Management Tips

6 Beginning

20 Middle

40 End

46 Acknowledgements

46 References

48 State Football Contacts

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 playing football 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 will have a life long connection with the game.

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.

**'WINNING' WAS THE LEAST
IMPORTANT VALUE.**

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 .

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 helping young players learn 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?

There is a range of tools that all football Program Leaders require. 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 Program Leader' 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 should also be used to recognise effort.

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

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 Program Leader 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.

How to use this Manual

Be Flexible

Use the session plans as a guide. Each session will throw up its own set of unique challenges and issues, so be flexible in your delivery and be willing to change your session 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 session plan 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 they are having fun, they are all involved and there are opportunities to repeat the desired skill, you are succeeding!

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.

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 highlight players during the game that are trying hard to encourage other players to maintain effort.

Discrete coaching

Allows players needing extra assistance to be discretely coached on the side in an unobtrusive 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”

C – 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.
H – 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.
A – AREA	Change the size of the playing area to make the game easier or harder depending on your observations and the objective.
N – 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.
G – 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.
E – 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.
I – INCLUSION	Make changes to ensure that everyone in your session is included, having fun and achieving success. Ask the players what would make the game better.
T – TIME	Use time as a tool to increase intensity and create a sense of urgency. '10 seconds to go!'



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 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.



Group Management Tips

Clearly define your playing area

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)

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

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

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

These activities are the perfect way to start your sessions.

Focus on allowing your ALDI MiniRoos to have fun rather than working hard on skills.

If you find an activity the children enjoy, repeat it in the next session you run.

The most important thing to remember is to **Let Them Play**.



HERE! THERE! NOWHERE!

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

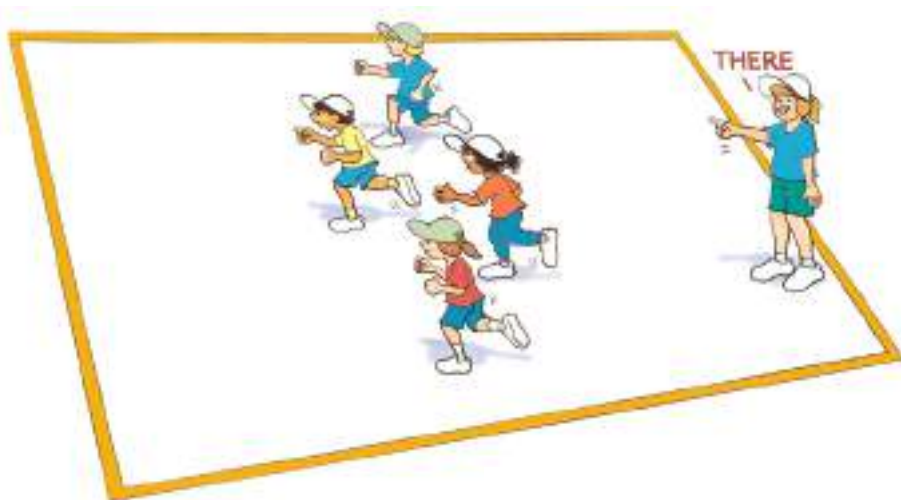
SESSION 1

• BEGINNING / 5 MINUTES

EQUIPMENT

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

WHAT TO DO	Setting Up - Establish a large playing area to encourage running (dribbling) with the ball. Playing - Start without the ball at first, then introduce a ball for every player after a few turns; - You explain the actions then make random calls that the players follow: 'Here!' – all players run with the ball toward you; 'There!' – all players run with their ball away from you in the direction they are pointing; 'Nowhere!' – all players stand on the spot and alternately tap the ball with the balls of their feet (toe taps).
WHAT TO LOOK FOR	Are players able to maintain control of the ball whilst dribbling?
SUGGESTED CHANGES	- Players must touch the ball every 1 or 2 steps; - Use both feet when dribbling.



FOOTBALL JUGGLING

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

SESSION 1

• BEGINNING / 5 MINUTES

EQUIPMENT

• 1 ball per player

WHAT TO DO	Setting Up • All players have a ball and spread out randomly in the playing area. Playing • Demonstrate how to drop the ball on the ground, lightly kick it and catch it; • Ask 'how many times can you drop, kick and catch your ball in a row?'; • Players can experiment with different types of juggling including: - Drop onto thigh and catch; - Foot to foot; - Try using both feet.
WHAT TO LOOK FOR	• Are players achieving success? • Is it too hard or too easy?
SUGGESTED CHANGES	• Players to attempt to kick the ball no higher than eye level; • Players to drop the ball straight onto their foot; • Try and use both feet.

Objective:
Ball mastery,
Ball control!



FOX AND GEESE TAG

The 'fox' faces three 'geese' who have formed a chain with the baby goose at the back. The fox attempts to tag the baby goose, while the other geese attempt to protect it. Play in groups of 4.

SESSION 3

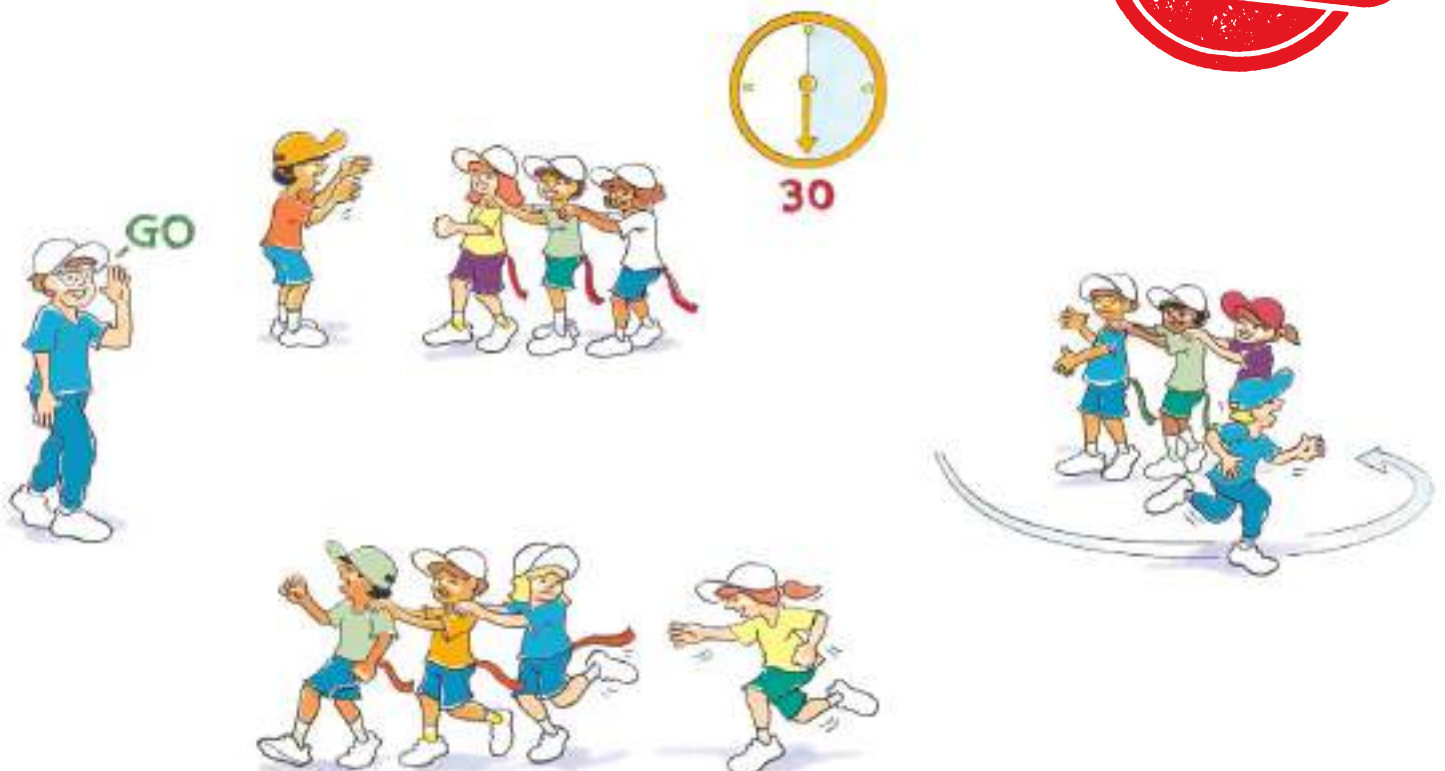
• BEGINNING / 5 MINUTES

EQUIPMENT

• 1 stopwatch or clock; team bibs or sashes as a tail for the baby goose (optional)

WHAT TO DO	Setting Up • Form groups of four players; • A fox faces three geese who have formed a chain by placing their hands on the shoulders of the person in front. Playing • On 'Go!' the fox attempts to tag the baby goose at the back of the chain by tagging or removing their tail; • When tagged (or after 30 seconds) the baby goose becomes the fox and the fox joins the front of the chain as a goose; • Repeat until all players have had a turn as the fox
WHAT TO LOOK FOR	• Are all players involved? • Are all players having fun?
SUGGESTED CHANGES	• Increase/decrease the size of the area; • Increase/decrease the number of geese/foxes.

Objective:
Gross motor skill
development, Engage all



PAIRS PASSING

On the Program Leader's signal, players in pairs pass a football to each other three times between a gate, then move to other gates to repeat the activity – continue for 30 seconds. Pairs score a point for each gate they pass a ball through.

SESSION 3

• BEGINNING / 10 MINUTES

EQUIPMENT

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

WHAT TO DO	Setting Up • Players set up a gate within the playing area and face each other with a ball. Playing • On your signal, pairs pass a ball three times to each other, then run with the ball to a free gate and repeat the activity; • Continue for 30 seconds until you call 'Stop!' • Pairs score one point for each gate they pass the ball through three times; • Repeat the activity with pairs trying to beat their own score.
WHAT TO LOOK FOR	• Where can they stand to make the passes easier/harder • Are they improving after each round?
SUGGESTED CHANGES	• Make the gates smaller to improve accuracy; • After 5 passes, the player with the ball remains at the gate whilst the other player finds a new partner.



CIRCLE CHASE

Two footballs are passed around a circle from player to player. The aim is for one ball to catch up with the other. Play in groups of 6 to 8.

SESSION 4

• BEGINNING / 5 MINUTES

EQUIPMENT

• 2 footballs; 1 set of marker cones (30)

WHAT TO DO	Setting Up • Form a circle with markers and direct players to stand between each space; • Two players start with a ball and are separated by several players. Playing • Players pass the ball around the circle, trying to overtake the ball in front; • When you call 'Change!' players must change the direction of the pass.
WHAT TO LOOK FOR	• Are players passing the ball accurately? • Is the circle size appropriate for the players involved?
SUGGESTED CHANGES	• Change group numbers to create more passing opportunities; • Points for number of completed passes in a certain amount of time.

Objective:
Have fun,
Pass the ball



OCTOPUS FOOTBALL

Players with a football each attempt to run over the opposite goal line. An 'octopus' stands in the centre of the pitch and attempts to tag players as they cross. When tagged, players must freeze on the spot and attempt to tag other players running with a ball.

SESSION 6

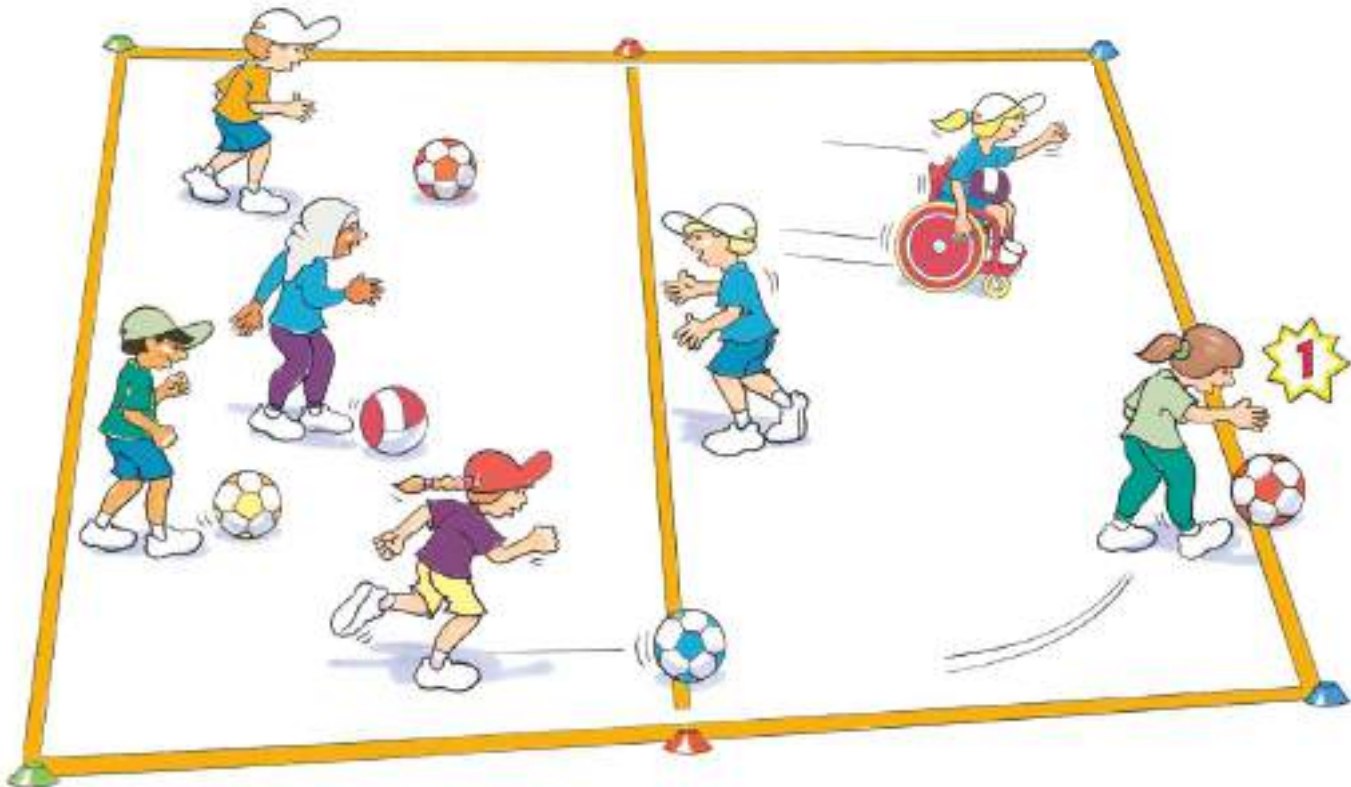
• BEGINNING / 5 MINUTES

EQUIPMENT

• 1 football per player; 1 set of marker cones (30)

WHAT TO DO	Setting Up • One player starts as the octopus; • All other players start with a ball behind the goal line. Playing • On the octopus's signal, players attempt to cross the pitch by running with their ball and avoid being tagged by the octopus; • Tagged players must freeze on the spot and hold their ball under their foot; however they can tag other players that run past; • The last player to successfully cross the pitch without being tagged wins.
WHAT TO LOOK FOR	• Are players keeping the ball under control? • Are all players achieving success?
SUGGESTED CHANGES	• Add an extra octopus to increase challenge; • Add bonus points for tricks and turns.

Objective:
Running with
the ball, 1v1



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 7

• BEGINNING / 5 MINUTES

EQUIPMENT

• Marker cones to define playing area

WHAT TO DO	Setting Up • Define the playing area – a key step in any player/space awareness activities; • Disperse the players. Playing • Players move around, mindful of other players, the boundaries and the surface. For example, if playing outdoors, are there any holes in the ground? • If indoors, an option is to use a backdrop of music; • Change the locomotion – e.g. run, walk, hop, skip, gallop; • Add a ball and have players practice moving with ball at their feet.
WHAT TO LOOK FOR	• Are players keeping their head up; • Can they use both feet with the ball.
SUGGESTED CHANGES	• Add cones as obstacles to increase difficulty; • Reduce the size of the area.

Objective:
Ball mastery,
changing directions



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 7

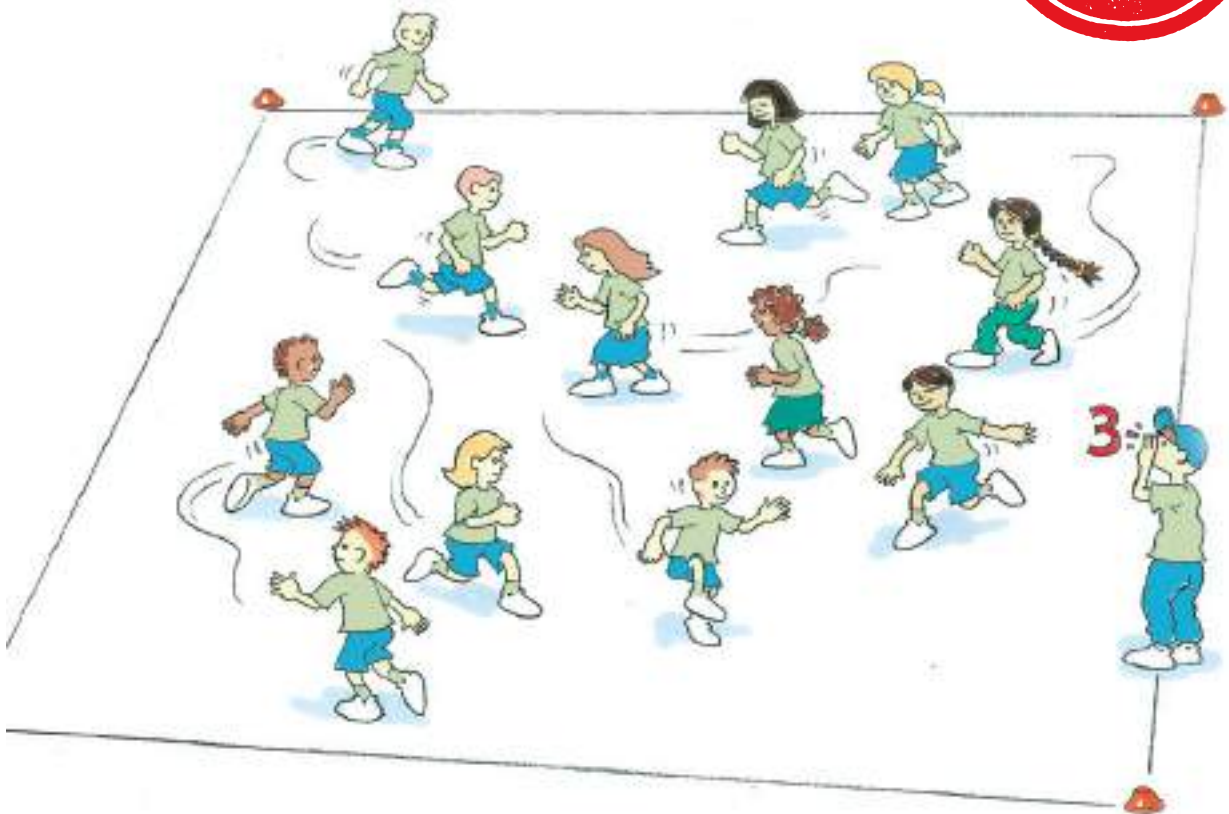
• BEGINNING / 5 MINUTES

EQUIPMENT

• Marker cones to define playing area

WHAT TO DO	Setting Up • Mark an area free of obstructions – disperse the players. Playing • Start with slow jogging; • Try several group sizes before you get to the number you would like for a subsequent activity, e.g. start by calling; • 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; • As an option, use some bright music as a backdrop. Stop the music and call the number for the group size.
WHAT TO LOOK FOR	• Short transitions; • Is everyone involved?
SUGGESTED CHANGES	• Have players move around whilst dribbling a ball; • Change the way they dribble each time (right/left foot, faster/slower)

Objective:
Ball mastery. Change directions with the ball



PASS, PASS, PASS

2 groups of equal size face each other. Each player has a ball at their feet. On a signal, players pass their ball over a line in the direction of the opposite team. They continue to pass any balls in their area over to the other side to try and clear their own area. After a set period, balls are counted to see who has the fewest balls in their area.

SESSION 7

• BEGINNING / 5 MINUTES

EQUIPMENT

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

WHAT TO DO	Setting Up • Mark an area free of obstructions – disperse the players; • Each player to have a ball at their feet. Playing • Set time of 30 seconds per game; • Encourage different strategies e.g. ball gatherers and ball passers; • Demonstrate the benefits of a good first touch.
WHAT TO LOOK FOR	• Are players finding space to pass the ball into? • Are both teams having fun?
SUGGESTED CHANGES	• Modify area to increase/decrease the challenge; • Modify rules – change feet, can only pass from inside own area etc.

Objective:
First touch,
Passing the ball



PARTNER TAG

Players are paired off. On a signal, one player, the tagger, tries to tag the other player. At the same time, all the other pairs are doing the same thing – taggers are trying to tag their partners.

SESSION 8

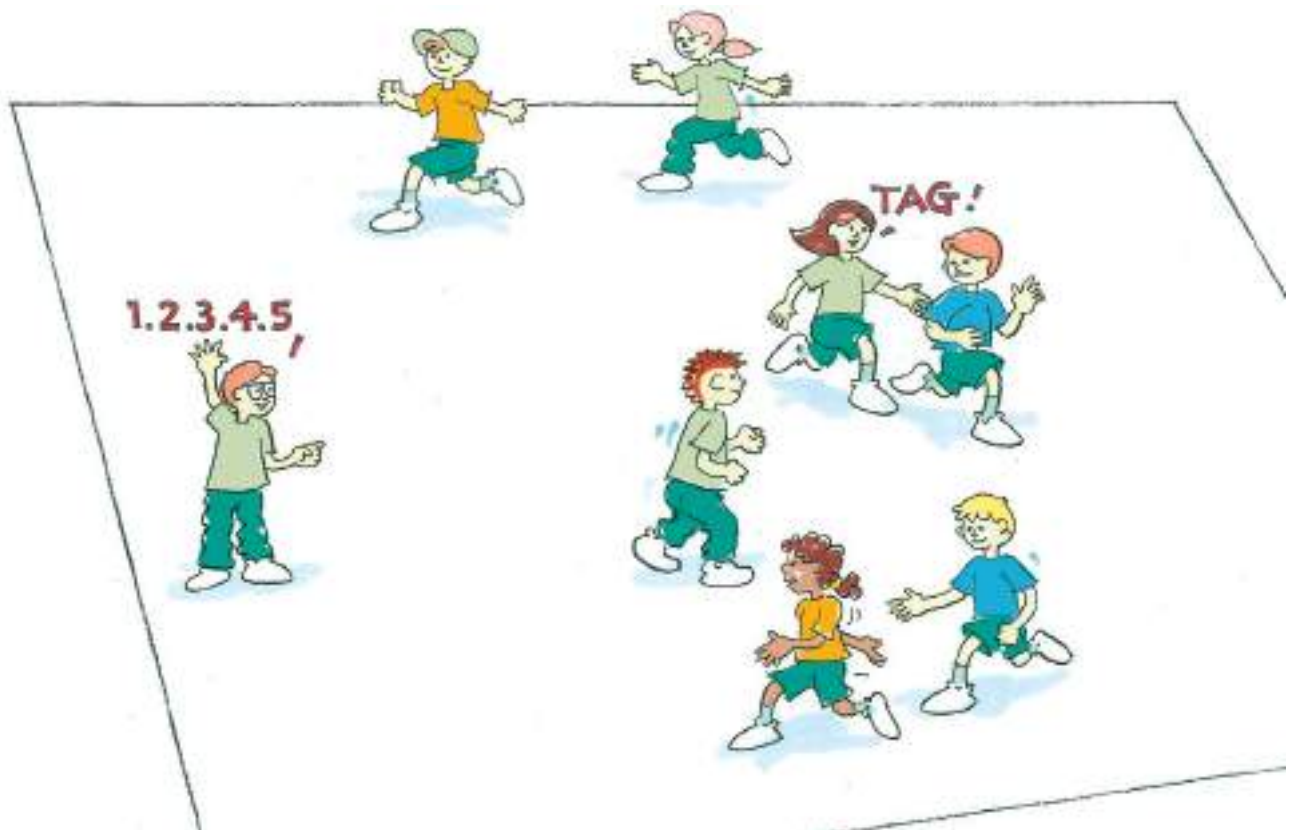
• BEGINNING / 5 MINUTES

EQUIPMENT

• Marker cones to define playing area, 1 ball per pair

WHAT TO DO	Setting Up • Form pairs, allow the players to decide which partner is the tagger. Playing • The tagger counts to 5 to give the other player time to get away; • If space is restricted, or on the first occasion, restrict movement to a fast shuffle (2 feet on the ground or pretty close to it); • When a person is tagged, roles swap – don't forget the count to 5; • Introduce balls and various dribbling techniques.
WHAT TO LOOK FOR	• Is everyone involved? • Are they having fun?
SUGGESTED CHANGES	• Change partners; • Reduce number of taggers.

Objective:
Gross motor skill development,
Running with the ball



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 9

• BEGINNING / 5 MINUTES

EQUIPMENT

• Marker cones to define playing area, 1 ball per pair

WHAT TO DO	Setting Up • 3 players join hands as the net; • Clearly define boundaries. Playing • The 'Net' works together to catch fish by tapping them on the shoulder; • Players are not allowed run out of bounds; • Progress to having every fish with a ball, practicing dribbling to get away from the net.
WHAT TO LOOK FOR	• Is everyone moving around? • Are they having fun?
SUGGESTED CHANGES	• Adjust the size of the area; • Split the 'Net' if it gets too long.

Objective:
Gross motor skill development,
Ball mastery



FLIP IT

2 groups. Half the players try to turn the markers with the round side up and the other half with the round side down (dish up). On a signal, players run around trying to flip over the other group's markers to match their own.

SESSION 10

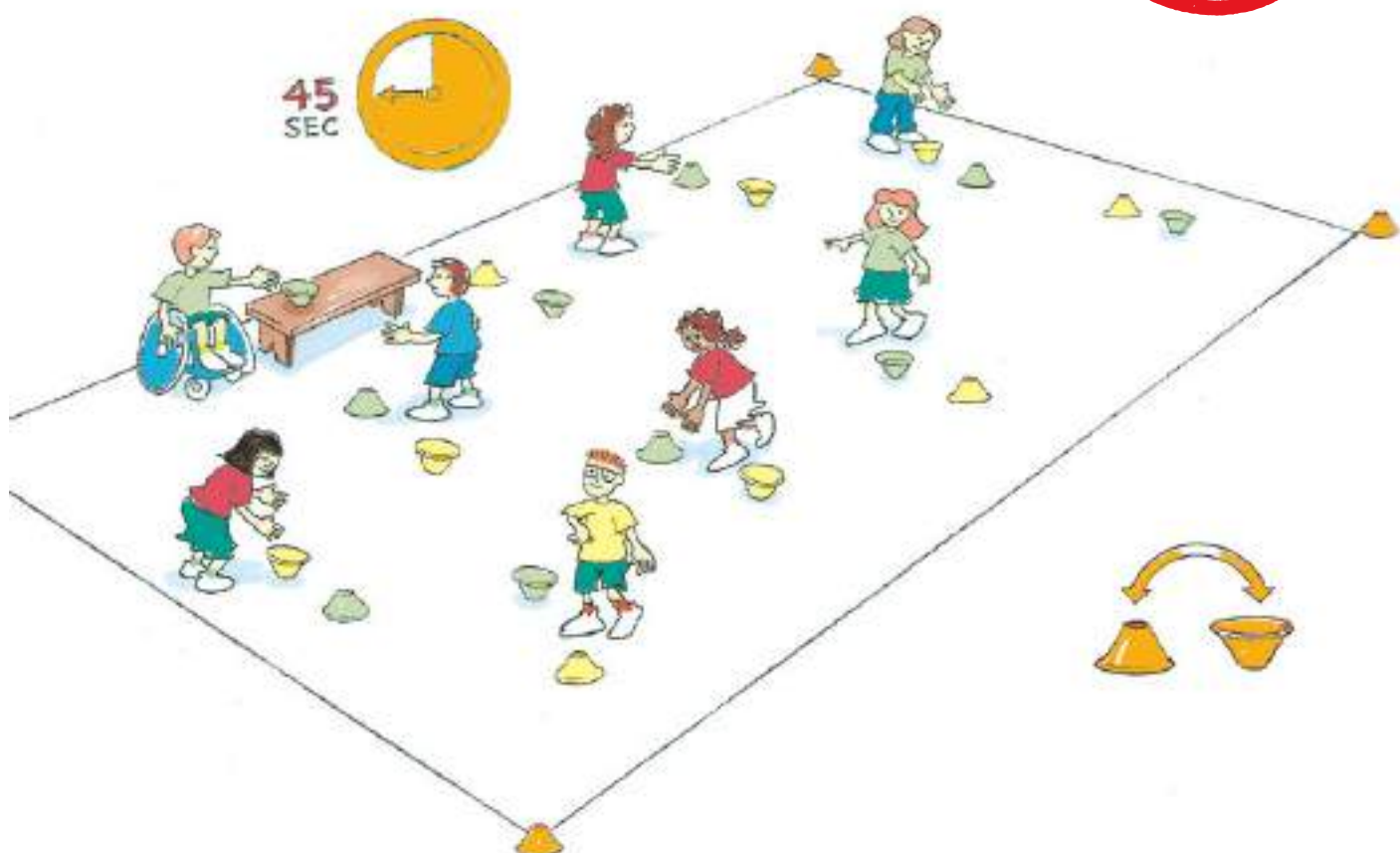
• BEGINNING / 5 MINUTES

EQUIPMENT

• Marker cones to define playing area, minimum 1 marker per player

WHAT TO DO	Setting Up • Divide players into two groups; • Fill playing area with as many markers as possible, with approximately half of them upside down. Playing • On the start whistle, players run in to the area a try and turn as many markers over as possible; • One team is trying to turn them all up, the other team is trying to turn them all down; • Keep playing for 45 seconds; • After each round, count which team has the most cones turned their way.
WHAT TO LOOK FOR	• Is everyone engaged? • Are they having fun?
SUGGESTED CHANGES	• Modify area, numbers or equipment to create more intensity.

Objective:
Gross motor skill
development



FOLLOW THE BALL

Players in a circle pass a ball to one another. Once the ball is passed the player moves to where they passed it. Play in groups of 5.

SESSION 10

• BEGINNING / 5 MINUTES

EQUIPMENT

• 1 ball per group

WHAT TO DO	Setting Up • Players in small groups stand in a circle with 1 ball per group. Playing • Players pass the ball to another player not directly beside them, then follow their pass and stand directly behind the player they passed it to; • The player who receives the ball passes it to another player and follows their pass; • Once players have the hang of it, see how many passes they can complete in 1 minute.
WHAT TO LOOK FOR	• Are the passes accurate? • Is everyone getting a go?
SUGGESTED CHANGES	• Increase/decrease the size of the circle; • Players pass with non-dominant foot.

Objective:
Passing the ball,
First touch





MIDDLE

These activities are skill-based and will help your ALDI MiniRoos develop as players.

Once you find a series of activities the children enjoy, do not be afraid to use them regularly in your sessions.

You can progress the difficulty of each activity by using the CHANGE IT technique, described on page four of the booklet.

Remember to encourage every child and give plenty of praise to everyone in the group.



DRIBBLERS AND ROBBERS

Players (dribblers) with a football move around the area. One or two players are robbers and attempt to intercept dribblers' balls without making body contact.

SESSION 1

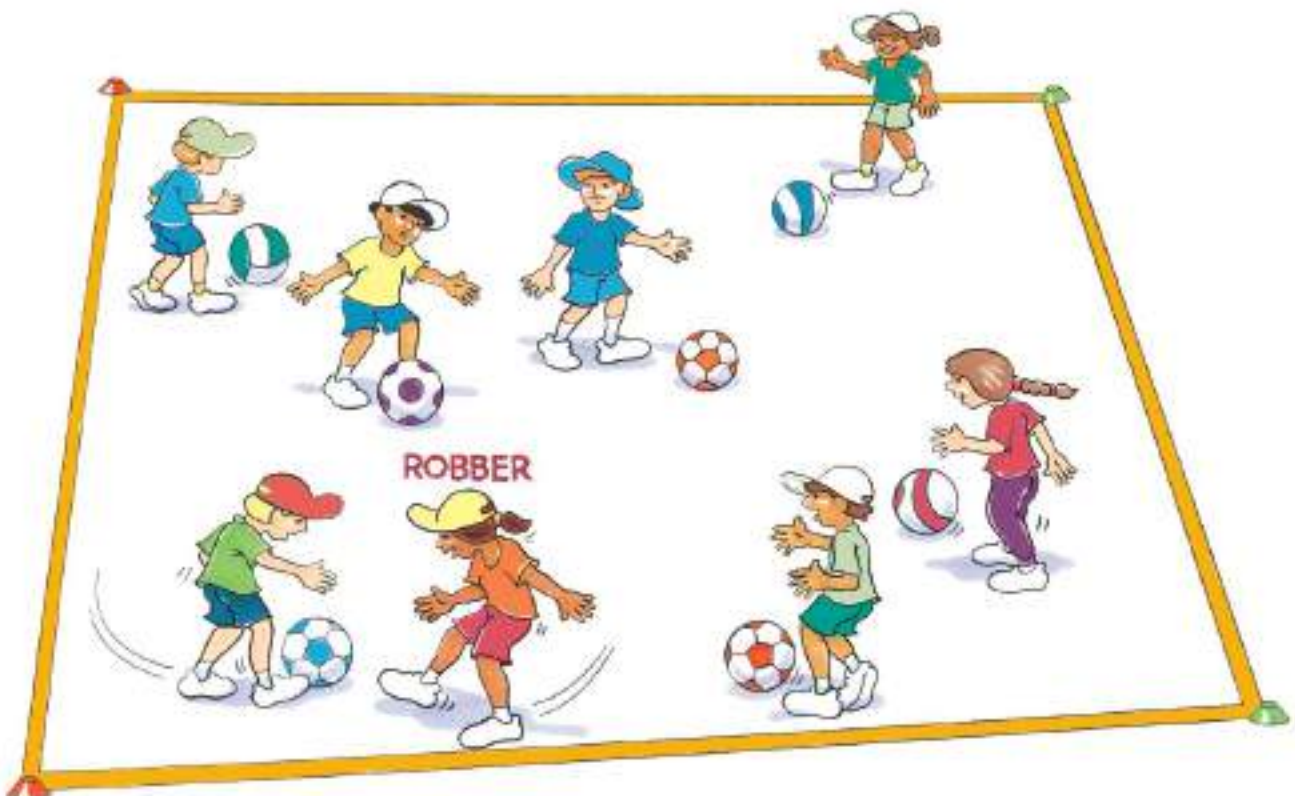
• MIDDLE / 10 MINUTES

EQUIPMENT

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

WHAT TO DO	Setting Up • One or two players are robbers and start without a ball. All other players (dribblers) spread out in the playing area with a ball each. • Program Leader can start as robber to ensure game success. Playing • On your signal, robbers attempt to win possession of a player's ball; • When a robber wins possession of a ball, they score a point and give the ball back to the dribbler; • Robbers cannot steal the ball from the same dribbler twice in a row; • Play continues until you call 'Time!'; • Robbers count total score at the end of the game.
WHAT TO LOOK FOR	• Are players keeping control of the ball? • Is it too easy for the robbers?
SUGGESTED CHANGES	• Increase/decrease the number of robbers; • Change the size of the area to create more space for dribblers.

Objective:
Running with the ball, Ball control



BACK TO BACK

On 'Go!' players standing back to back run around a marker on their goal line then attempt to run the football over their opponent's goal line to score a point. Play in groups of 2 to 4.

SESSION 1

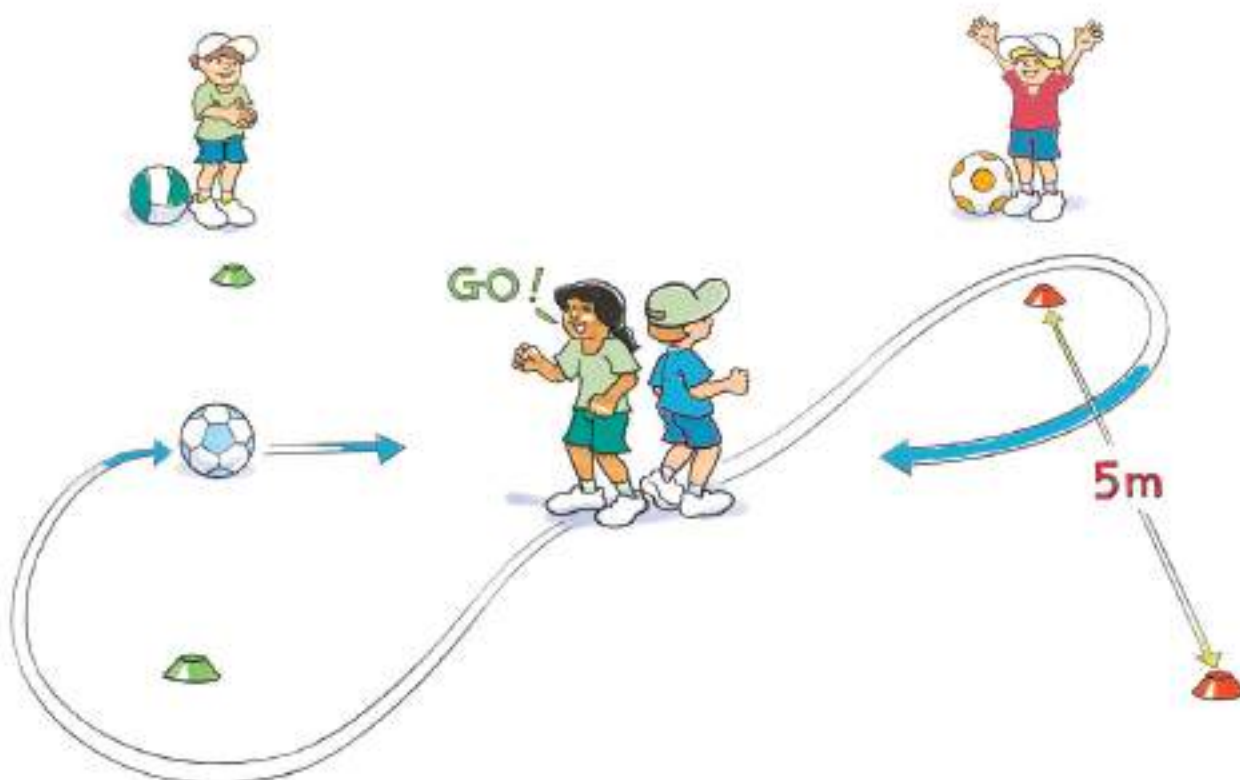
• MIDDLE / 15 MINUTES

EQUIPMENT

• 1 football per pair, a set of marker cones

WHAT TO DO	Setting Up • Pairs with a ball collect four marker cones to create their goal lines (Program Leader will need to help set this up for younger groups); • A ball is placed on a goal line at one end of the pitch; • Pairs start back to back in the middle of their pitch. Playing • When the player facing the ball calls out 'Go!' both players run to opposite ends of their pitch and around a marker cone; • The player who was facing the ball collects it and attempts to run with the ball over their opponent's goal line to score a point; • Players take turns facing the ball and calling 'Go!'
WHAT TO LOOK FOR	• Do attackers have control of the ball when they score? • Is it too hard for the attacker to pass the defender?
SUGGESTED CHANGES	• Defenders can only move laterally; • Attackers must stop the ball on the line to score; • After a few turns, have players change partners.

Objective:
changing direction
with the ball, 1v1



FOOTBALL MARBLES

Players in pairs attempt to score as many 'ball hits' as they can in a row by passing their football to make contact with their partner's ball.

SESSION 1

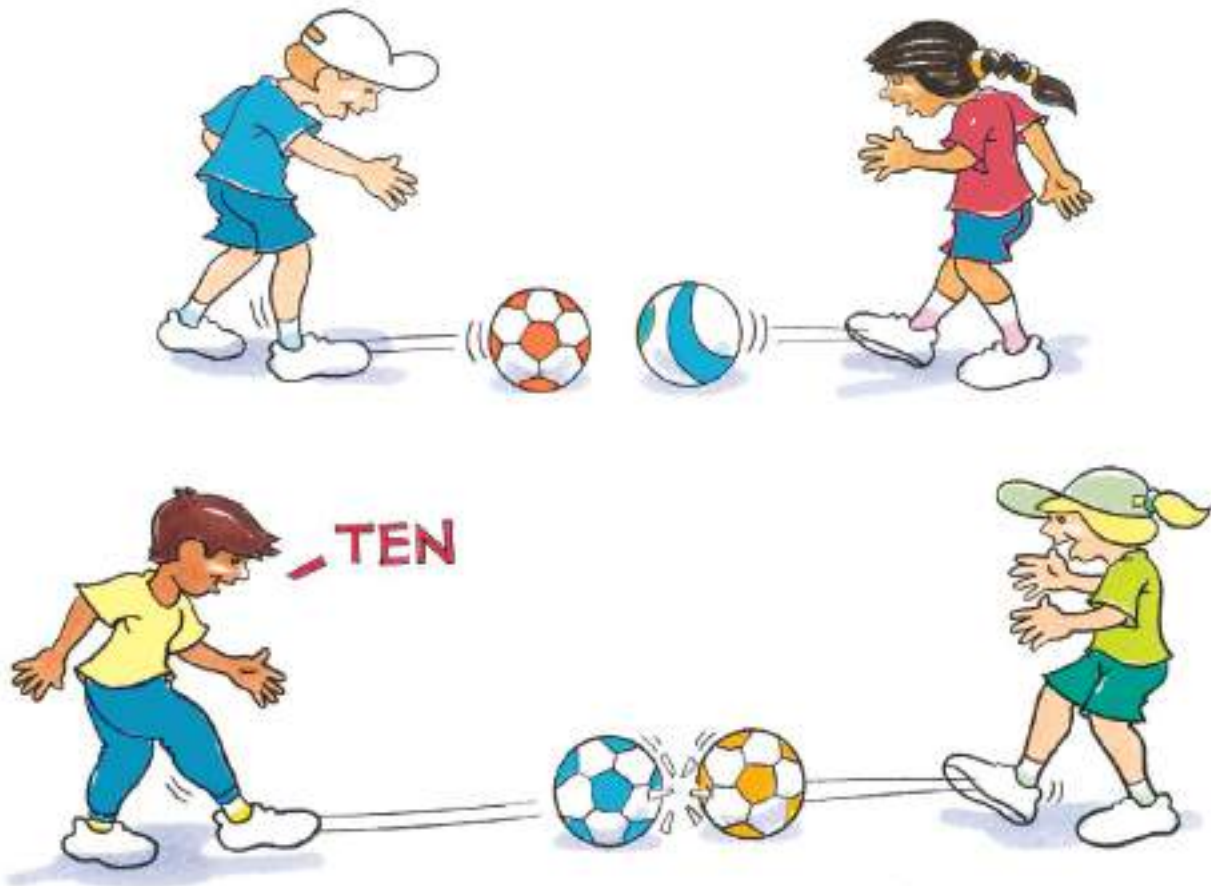
• MIDDLE / 10 MINUTES

EQUIPMENT

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

WHAT TO DO	Setting Up • Players in pairs, with a ball each, face each other one metre apart. Playing • Players take turns to pass their ball to make contact with their partner's ball; • Scoring options: - the pair with the highest amount of 'ball hits' in a row wins; - pairs can attempt to beat their own score; or - the team with the highest number of 'ball hits' wins.
WHAT TO LOOK FOR	• Are players getting lots of opportunities to succeed? • Are all players engaged? • Highlight those that are using their instep with success.
SUGGESTED CHANGES	• Players can take a step back after a certain number of 'hits'; • Players to try using their non-dominant foot.

Objective:
Passing the ball,
Accuracy



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. Start with Program Leader as the Troll.

SESSION 2

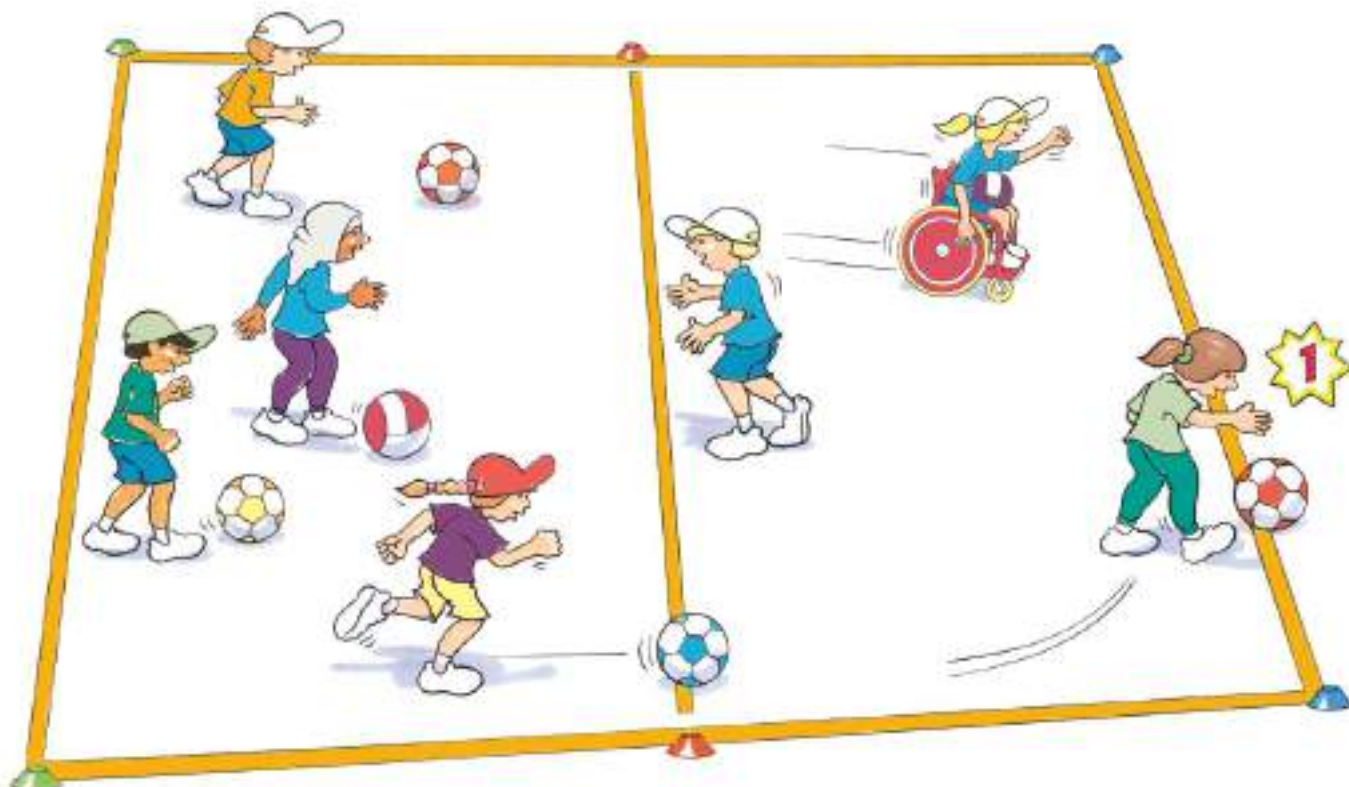
• BEGINNING / 10 MINUTES

EQUIPMENT

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

WHAT TO DO	Setting Up • One player starts as the troll; • All other players start with a ball along the goal line. Playing • On the troll's signal, players attempt to cross the bridge by running with their ball; • The troll attempts to gain possession of a player's ball before they reach the opposite goal line; • The player who loses possession of their ball changes place with the troll; • Scoring: - one point = player runs with the ball successfully over the goal line.
WHAT TO LOOK FOR	• Are players keeping the ball under control? • Are all players achieving success?
SUGGESTED CHANGES	• Add an extra Troll to increase challenge; • Add bonus points for tricks and turns.

Objective:
Running with
the ball, 1v1



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.

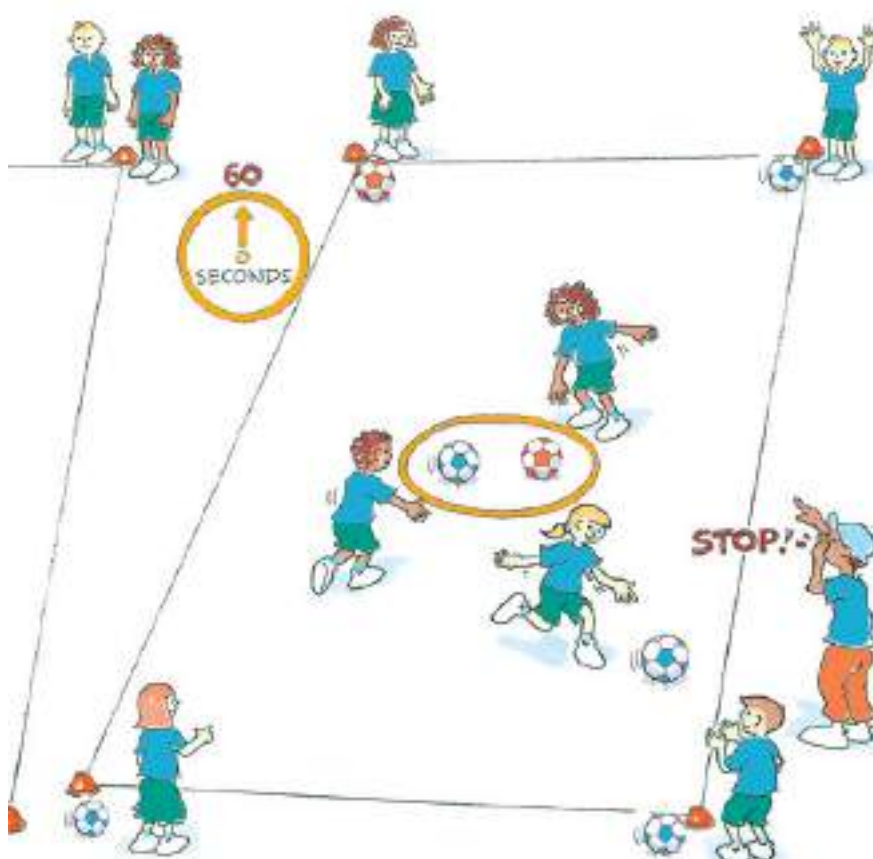
SESSION 2

• BEGINNING / 5 MINUTES

EQUIPMENT

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

WHAT TO DO	Setting Up • Form 4 equal groups, positioning 1 group on each corner of the playing field; • Place a pile of footballs in the centre of the playing area. Playing • 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; • 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; • The group with the most balls at the end is the winner; • As a progression, allow players to steal from other groups once all the balls in the middle are gone.
WHAT TO LOOK FOR	• Are players dribbling with their heads up? • Are all players engaged?
SUGGESTED CHANGES	• Increase the size of the area; • Players can pass to their corner after a short dribble.



KRAZYKEEPER

Players in a team try to score goals by kicking a football past a goalkeeper (krazykeeper) into one of two goals. Play with 4 to 8 per team.

SESSION 2

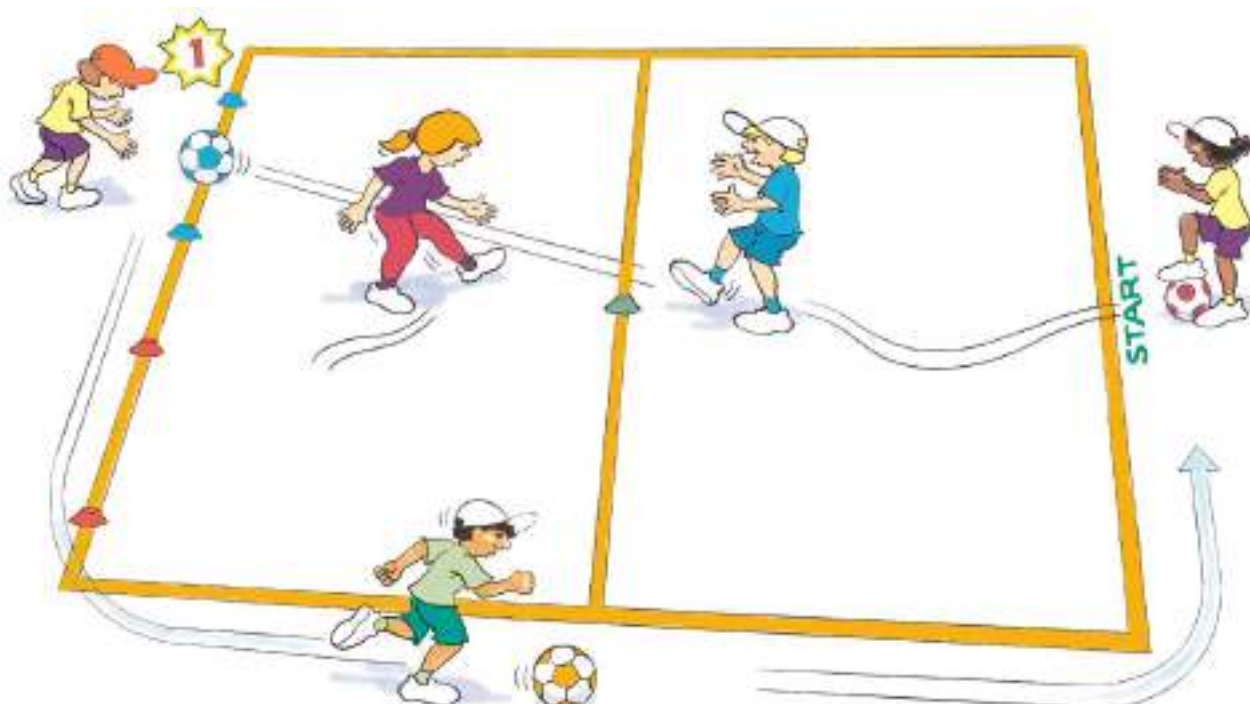
• MIDDLE / 10 MINUTES

EQUIPMENT

- 1 football per player (except for the keeper and fetcher);
- 1 set of marker cones (30)

WHAT TO DO	Setting Up • Teams set up an area with 2 goals behind the goal keeper's end. Playing • On 'Go!' one player at a time runs to the centre line, shoots at one of the two goals and runs quickly to take the fetcher's place; • A fetcher starts behind their team's goal line and collects the ball from a goal attempt. They then run back to the start with the ball in their hands or with it on the ground; • A krazykeeper tries to block each goal attempt with their hands or feet; • Teams nominate a new krazykeeper and play again; • Scoring options: - the player with the highest amount of goals scored wins; - teams try to beat their group score.
WHAT TO LOOK FOR	• Are players getting enough opportunities to score? • Is the desired outcome being achieved?
SUGGESTED CHANGES	• Move the goals further away to increase challenge; • Add an extra attacker to create a 2v1.

Objective:
Striking the ball,
Scoring goals



SPACE INVADERS

Astronauts in pairs attempt to pass their cargo (the football) across space to score points. Meanwhile, 2 or 3 space invaders attempt to intercept the cargo. Play in groups of 6 to 10.

SESSION 3

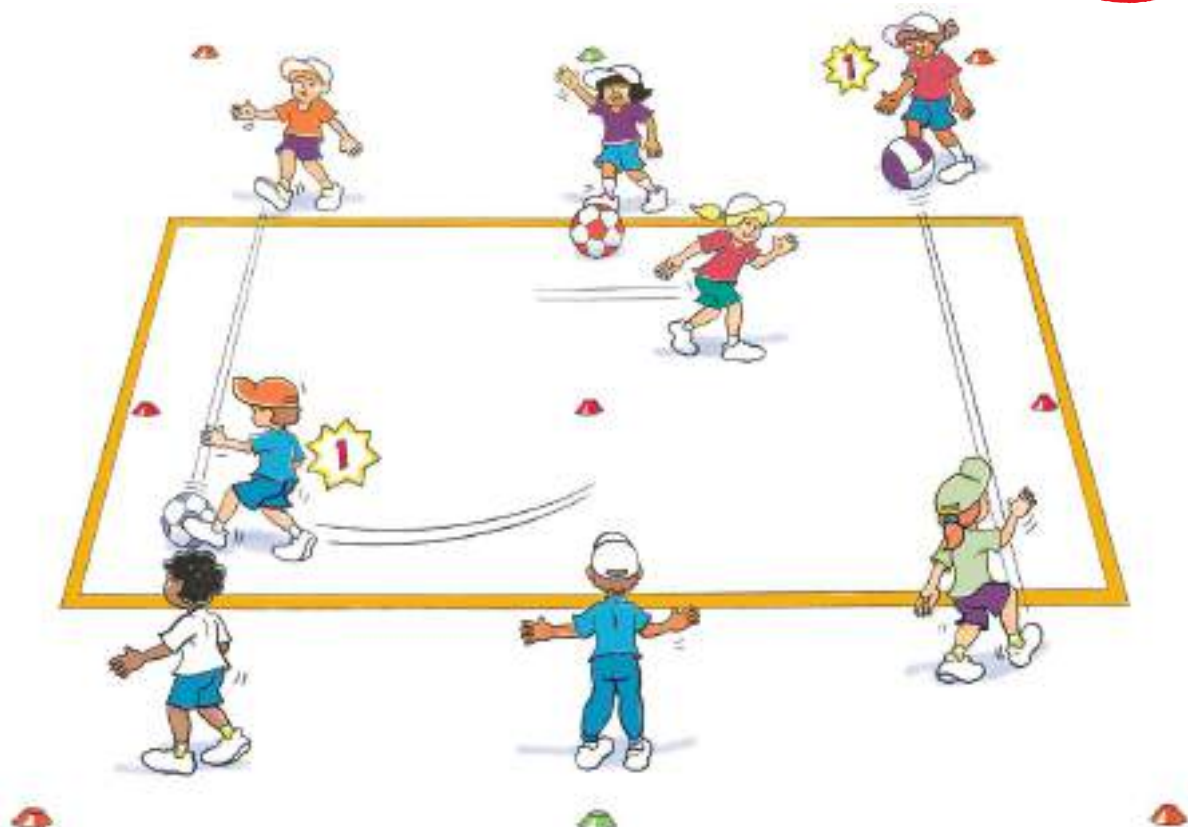
• MIDDLE / 10 MINUTES

EQUIPMENT

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

WHAT TO DO	Setting Up • Divide groups into pairs with one ball per pair; • One pair starts as space invaders (their ball is set aside). Playing • Space invaders keep moving from side to side inside their half of the playing area; • Astronauts can only move behind and along their boundary line to pass and receive their ball; • Set a time limit (such as one minute) for players to score points; • Scoring options: - Astronaut pairs — each successful pas = one point. Highest score is the winning astronaut pair; - Space invaders — each intercept = one point. Highest score is the winning space invader; • Change space invaders with astronauts and play again.
WHAT TO LOOK FOR	• Is the objective being achieved? Why/why not? • How can the game progress?
SUGGESTED CHANGES	• Increase/decrease the number of space invaders; • Players can pass to anyone on the other side, work as a team.

Objective:
Pass the ball,
First touch

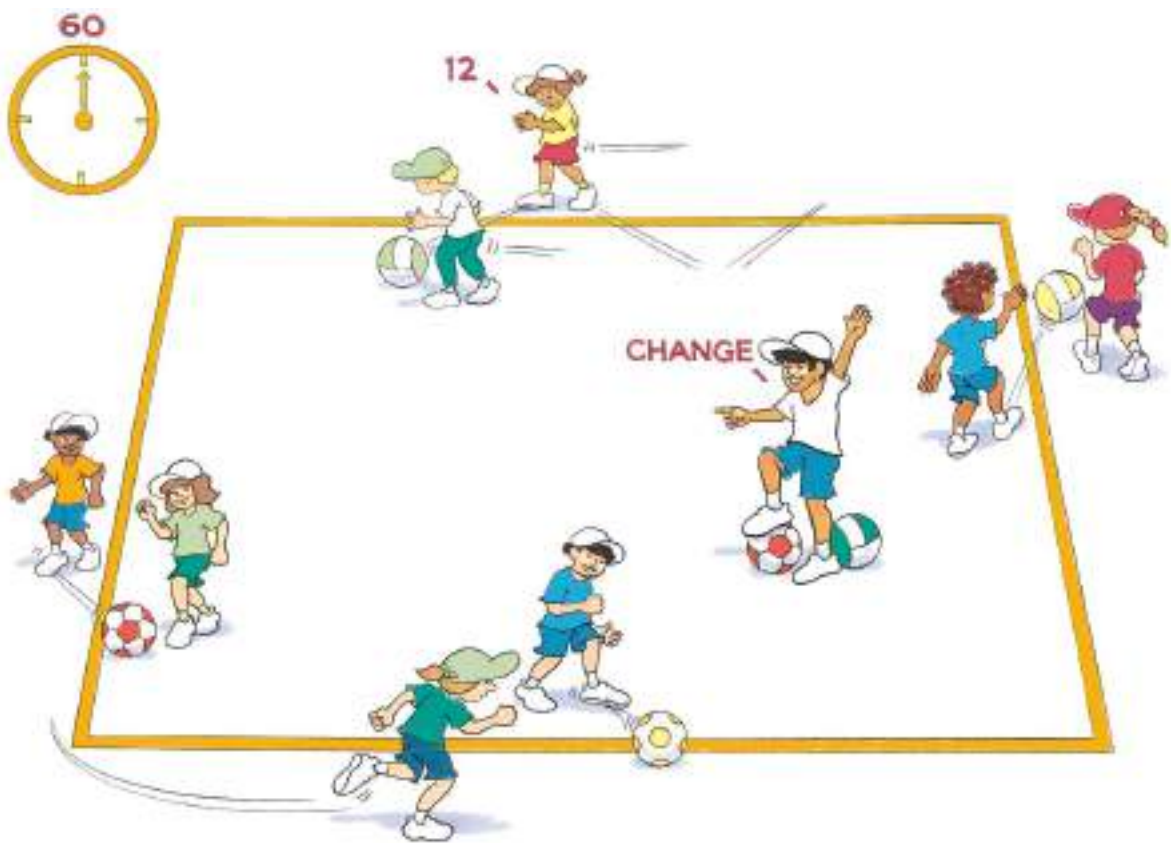


BOUNDARY PASS

In pairs, players try to make as many passes to each other as they can in 60 seconds.
To add a challenge, every pass has to be across a different boundary line.

SESSION 4 • MIDDLE / 10 MINUTES	EQUIPMENT • 1 football per pair; 1 set of marker cones (30)
WHAT TO DO	Setting Up • Pairs start within the marked area near the centre. Playing • On your signal, pairs move in the same direction and pass the ball to each other across the boundary lines; • Pairs score one point for each pass they make within the time limit; • The activity can be repeated with pairs attempting to beat their score while running in the opposite direction.
WHAT TO LOOK FOR	• Are all players engaged? • How can you increase or decrease the challenge?
SUGGESTED CHANGES	• Introduce a defender to try and intercept passes; • Bonus points for one-touch passing.

Objective:
Pass the ball,
Run with the ball



TRICKY GOAL LINES

One at a time, attacking players with a football enter the playing area and quickly choose one of two possible goal lines to run over before being dispossessed of the ball. Play in groups of 8 to 12.

SESSION 4

• MIDDLE / 10 MINUTES

EQUIPMENT

• 1 football per player on the attacking team; 1 set of marker cones (30)

WHAT TO DO	Setting Up • Organise players into two groups at diagonal points of the playing area; • Attackers line up behind a marker cone with a ball each; • The defender must wait for the attacking player to pass through a gate before entering the pitch. Playing • Attackers attempt to run with the ball over a selected line before being dispossessed of the ball; • Scoring: - the attacker runs the ball over a goal line = one point; - the attacker scores a goal = bonus point; • Swap roles when all attackers have had a turn or after each play.
WHAT TO LOOK FOR	• Are the players waiting in line still engaged? • Is the objective being achieved?
SUGGESTED CHANGES	• Add another attacker to create a 2v1; • Modify goal sizes to increase/decrease challenge.

Objective:
Run with the ball,
1v1, strike the ball



CHANGE FOOTBALL

Two opposing teams are allocated corresponding numbers. When the Program Leader calls their number, those players must run onto the pitch and attempt to score a goal.

SESSION 5

• MIDDLE / 10 MINUTES

EQUIPMENT

• 1 to 2 footballs per game; team bibs or sashes; 1 set of marker cones (30) or pop up goals

WHAT TO DO	Setting Up • Divide players into two groups and distribute team bibs or sashes; • Teams stand on opposite sides of the pitch and are allocated a number (with the corresponding number on the other team). Playing • Roll the ball onto the pitch and call two numbers such as '1 and 5'; • Players 1 and 5 from each team run onto the pitch and attempt to gain possession of the ball and score a goal; • All other players stand on the sideline and can pass the ball back into the pitch if it rolls out; • After no more than 15 seconds, call, for example 'Change 3 and 4'. Players who were on the pitch must leave immediately so that players 3 and 4 can take over playing.
WHAT TO LOOK FOR	• Are all players involved? • Is the objective being achieved?
SUGGESTED CHANGES	• Add extra goals to increase likelihood of success; • Move from 2v2 to 3v3.

Objective:
1v1,
Striking the ball

2 3 4 6

1

5

5

1

2 3 4 6

6

DEFENDERS AND STRIKERS

A 'defender' passes a ball into the pitch and immediately runs to defend the goal.
At the same time, a 'striker' runs forward to take control of the ball and attempt a shot a goal.
Play in groups of 6 to 10.

SESSION 5

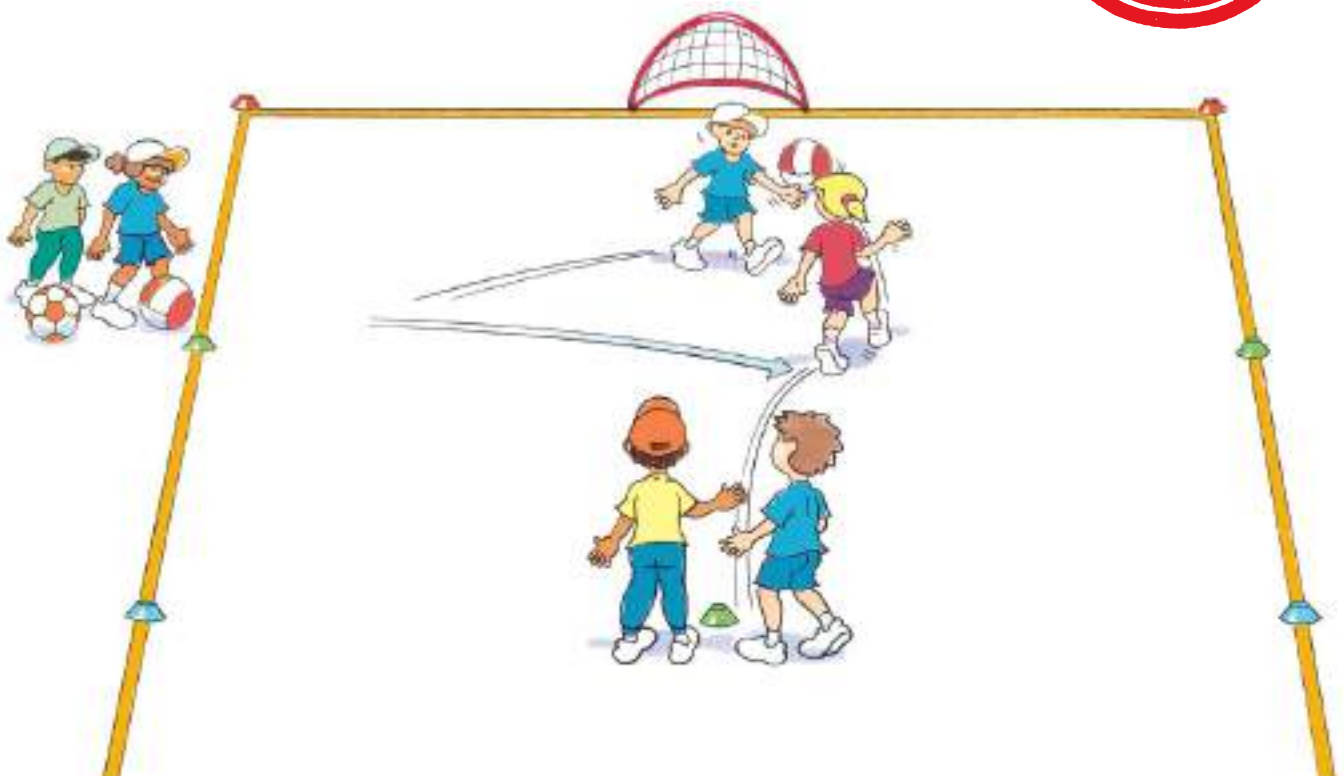
• END / 5 MINUTES

EQUIPMENT

• 1 football for each keeper; 1 set of marker cones (30) (optional)

WHAT TO DO	Setting Up • Divide players into defenders and strikers; • Defenders line up on one side of the pitch with a ball each; • Strikers line up on the pitch facing the goal. Playing • The defender first in line rolls or passes the ball into the pitch and immediately runs to defend the goal; • At the same time, the striker first in line runs to take control of the ball and attempt a shot at goal; • Once a shot at goal has been made, the striker retrieves the ball and both players change places and move to the end of their new line while the next defender and striker have a turn.
WHAT TO LOOK FOR	• Are the strikers getting enough time to shoot before defenders get to them? • Is the activity too hard/easy?
SUGGESTED CHANGES	• Adjust the area to create more space for strikers? • Defenders to defend passively at first.

Objective:
1v1,
Striking the ball



SKITTLE FOOTBALL

Teams play a small sided game of football. There are no goal keepers and no offside. Players can score by knocking down their opponents skittles with the ball.

SESSION 6

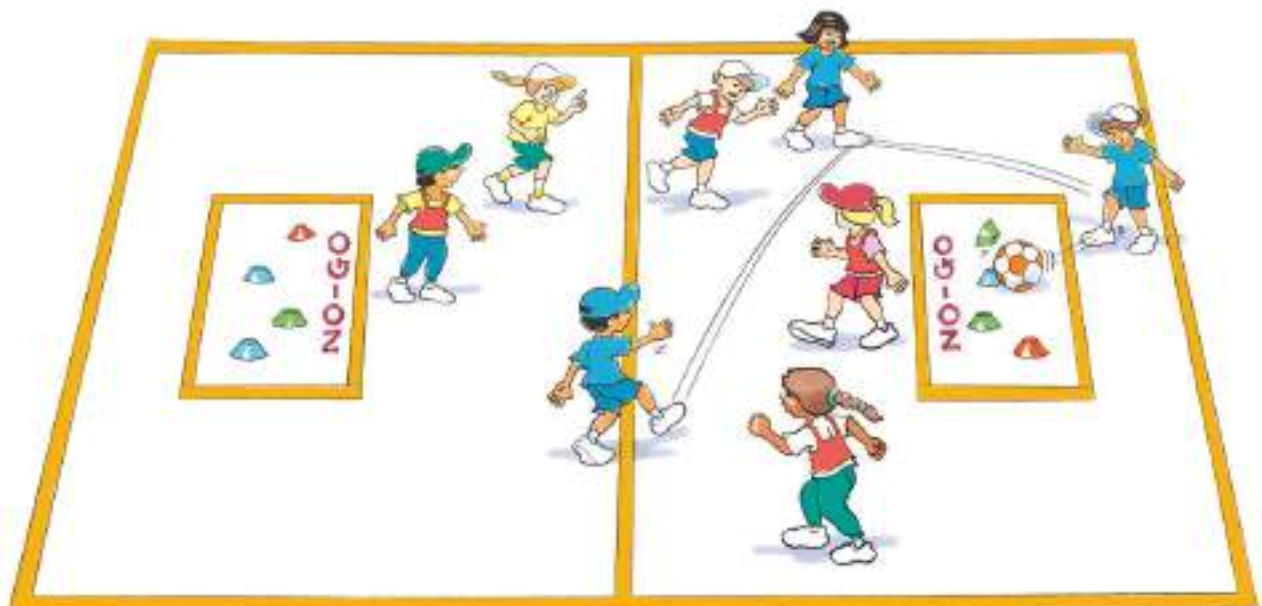
• MIDDLE / 10 MINUTES

EQUIPMENT

• 1 football per game; 1 set of marker cones (30)

WHAT TO DO	Setting Up • Form teams (teams self-referee); • All players must be in their own half for the start of play. Playing • A minimum of two players on the team must have touched the ball before a goal can be scored; • After a skittle in the goal area has been knocked over, the team that didn't score starts with the football from the halfway mark.
WHAT TO LOOK FOR	• Is it easy to score? • Are all players involved?
SUGGESTED CHANGES	• Create 2 no-go zones at each end to change point of attack; • Set-up another playing area to reduce the number of players on the pitch.

Objective:
Passing the ball,
striking the ball, 1v1



SHUTTLE PASS

A cooperative game- a ball is passed to a receiver, the passer runs to take the place of the receiver and the receiver in turn runs to join players at the passer's line. (Teams of 4 or more.)

SESSION 7

• MIDDLE / 5 MINUTES

EQUIPMENT

• Marker cones to define playing area, one ball per team of players

WHAT TO DO	Setting Up • Mark an area free of obstructions – place players into teams; • Each team to have a ball on one side. Playing • Player 1 passes the ball to Player 2 and then runs to Line B; • Player 2 passes the ball to Player 3 and then runs to Line A; • Repeat this pattern until the 'stop' signal is given; • Which team can make the most successful passes.
WHAT TO LOOK FOR	• Look for players with a good first touch to demonstrate; • Can players pass accurately to their teammates.
SUGGESTED CHANGES	• Change to non-dominant foot passing only; • Proficient groups may like to try one-touch passing.



PASS WORLD RECORD

Pairs of passers pass the ball to each other, trying to make as many successful passes as possible. Two defenders try to stop the passers and make them start their count again. Off-field, 2 players pass the ball to each other trying to reach a record total (8 or more players).

SESSION 7

• MIDDLE / 10 MINUTES

EQUIPMENT

• Marker cones to define playing area, 1 ball per pair of passers, braids or bibs for defenders

WHAT TO DO

Setting Up

- Mark a large enough area for pairs of passers to spread out;
- Each pair to have a ball at their feet.

Playing

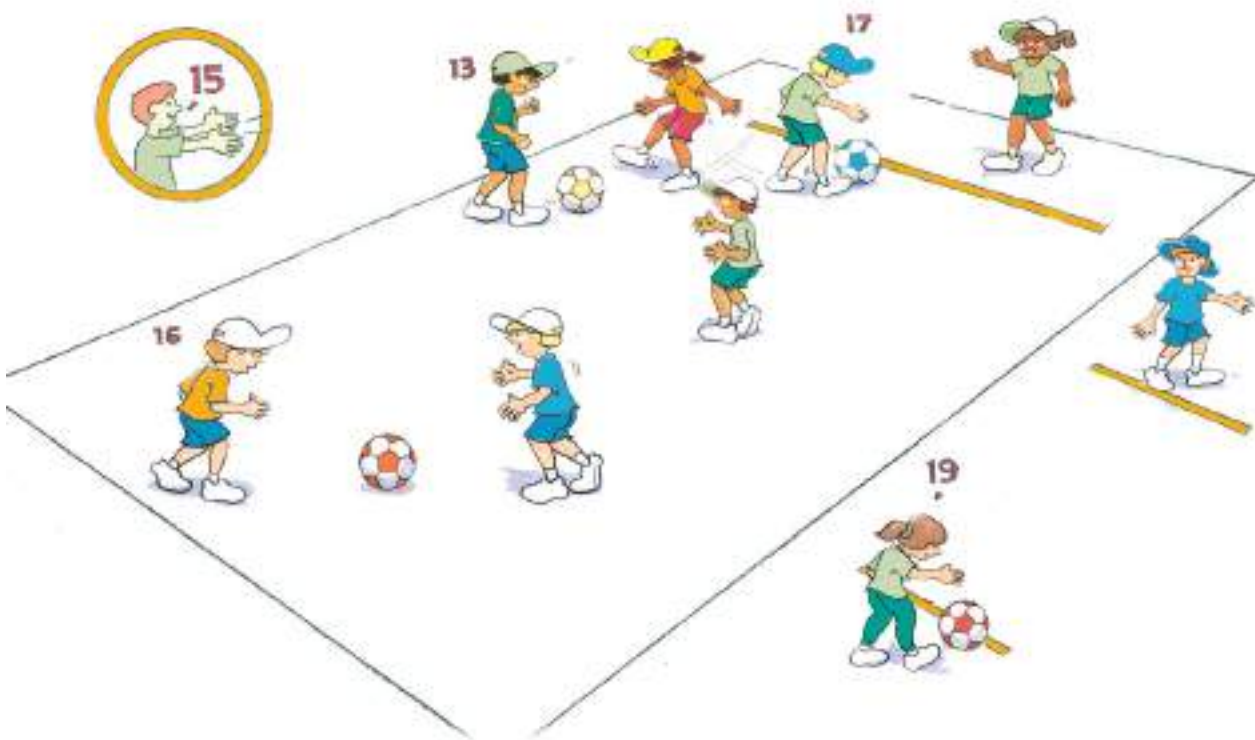
- Set time of 30-60 seconds per game;
- Encourage passers to focus on their first touch to enable quick passing;
- Defenders just need to touch the ball to reset the count, discourage them from kicking it away;
- Defenders can't intercept the same pair in a row;
- Rotate defenders and record breakers.

WHAT TO LOOK FOR

- Are players getting a good opportunity to practice passes?
- Is everybody engaged?

SUGGESTED CHANGES

- Increase the size of the area;
- Reduce number of defenders.



KEEP THE BALL

A team of 4 or more passers are distributed around the playing field with no more than 2 defenders. The passing team aims to make 5 passes between team-mates without the ball being intercepted.

SESSION 7

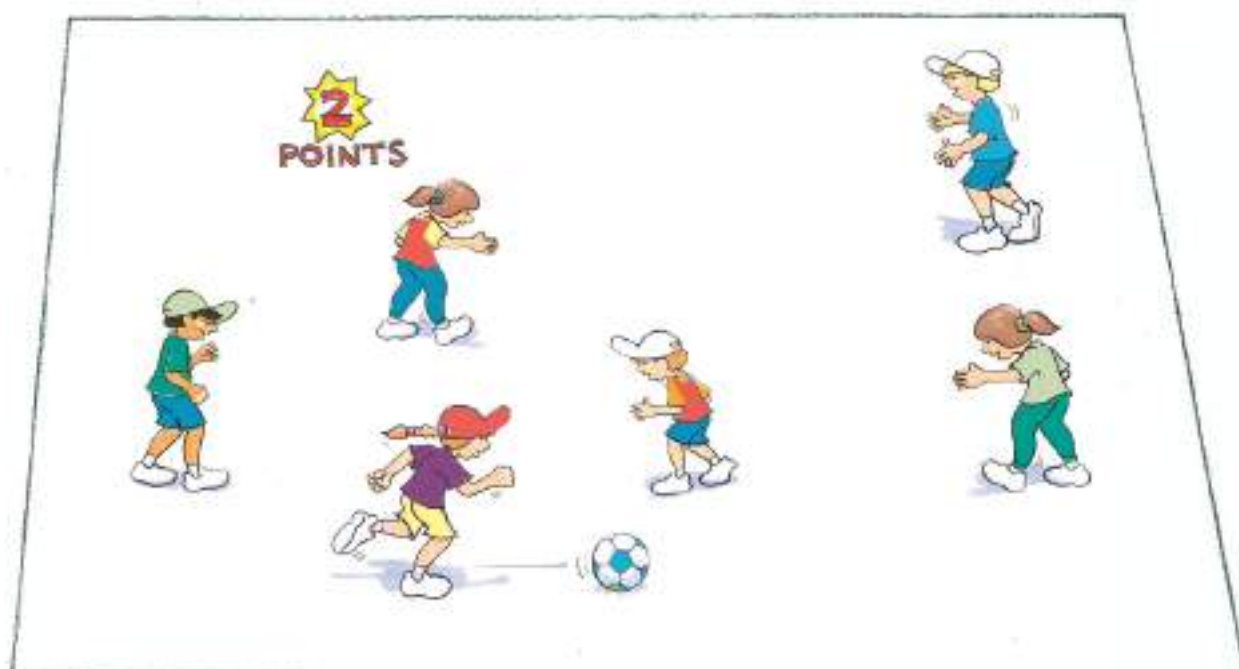
• MIDDLE / 10 MINUTES

EQUIPMENT

• Marker cones to define playing area, braids or bibs for defenders, 1 ball per game

WHAT TO DO	Setting Up • Mark a large enough area for passers to spread out; • Ensure there are enough passers to give them an advantage over the defenders. Playing • Set time of 2 minutes per game; • Encourage passers to focus on their first touch to enable quick passing; • Defenders just need to touch the ball to reset the count, discourage them from kicking it away; • Rotate defenders and passers every couple of minutes; • Every 5 passes gets a point, group with highest point score wins.
WHAT TO LOOK FOR	• Are players taking too long to pass the ball? • Is the attacking team achieving success?
SUGGESTED CHANGES	• Add the 'hot potato' rule (pass within 3 seconds); • Reduce number of defenders; • Increase area size.

Objective:
Passing the ball,
First touch, 1v1



KING OF PASSING

Players try to out-score opponents by accurately passing balls close to the target and displacing opponents' balls to deny access to the target. (Play in small groups.)

SESSION 8

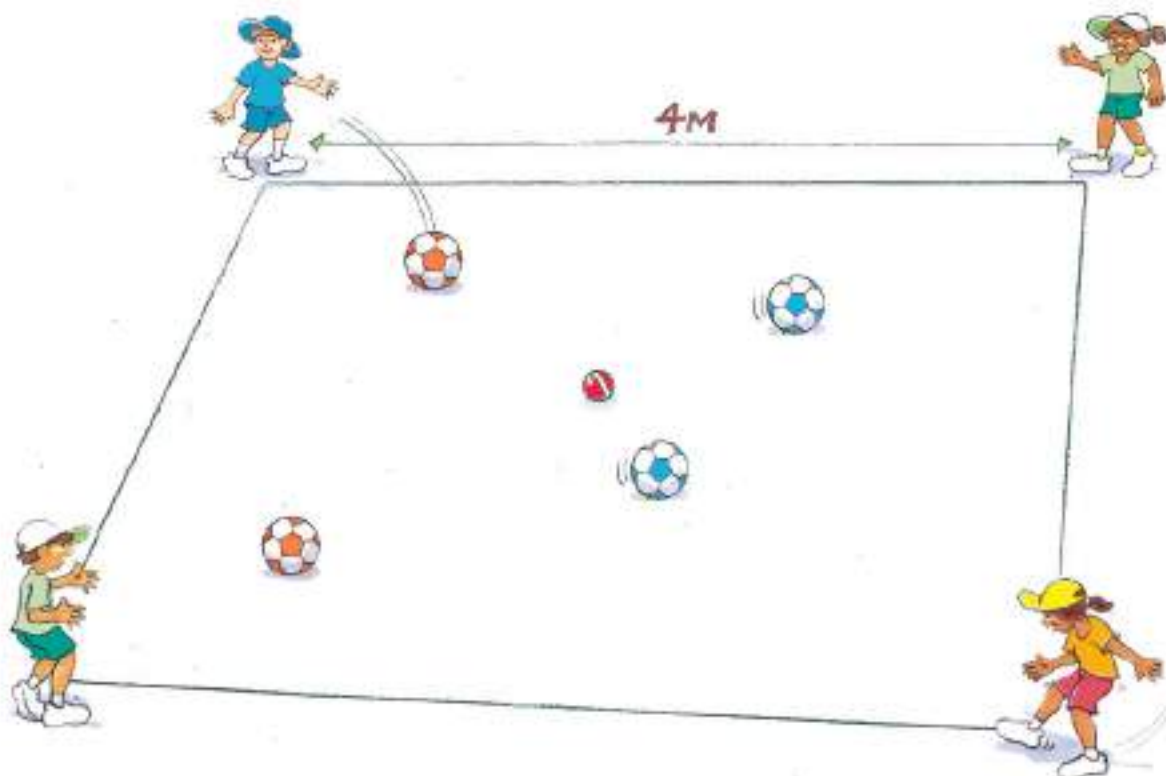
• MIDDLE / 10 MINUTES

EQUIPMENT

• Marker cones to define playing area 4m x 4m, minimum 1 ball per player, different shape/style ball to use as target

WHAT TO DO	Setting Up • Players stand with a ball at their feet around the edge of the playing area; • A target ball or object is placed in the middle of the playing area. Playing • Each player in turn passes their ball toward the target to try and get it the closest; • Give each player a chance to go first and award points based on distance from the target; • Emphasize the importance of good technique in achieving accurate passing; • As a progression, split the group into teams and play against each other.
WHAT TO LOOK FOR	• Is the game challenging? • Is the objective being achieved?
SUGGESTED CHANGES	• Use non-dominant foot; • Each player starts with 2 balls; • Increase the distance to target.

Objective:
Passing
the ball



CHASE THE DRIBBLER

Players in pairs pass a ball back and forth in the centre of a playing field. When the Program Leader 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 9

• MIDDLE / 5 MINUTES

EQUIPMENT

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

WHAT TO DO	Setting Up • Organise players into pairs with one ball per pair; • 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. Playing • 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; • The player who does not have the ball is to chase the player with the ball and try to stop them from scoring; • Defenders are not allowed to tackle attackers from side on or behind.
WHAT TO LOOK FOR	• Are players passing the ball quickly? • Is everyone involved?
SUGGESTED CHANGES	• Swap partners after a few turns; • Start without chasing defenders; • Move goals further away from shooting line.

Objective:
Gross motor skill development,
Ball mastery



KICK 4 AND GO

A player passes four consecutive balls into the field of play and then runs between markers to score points. When the fielding team have returned all four balls to the start position, they call 'STOP!' The player who just passed the balls calculates their score and a new player is nominated to have a turn. Play in groups of 6-10.

SESSION 9

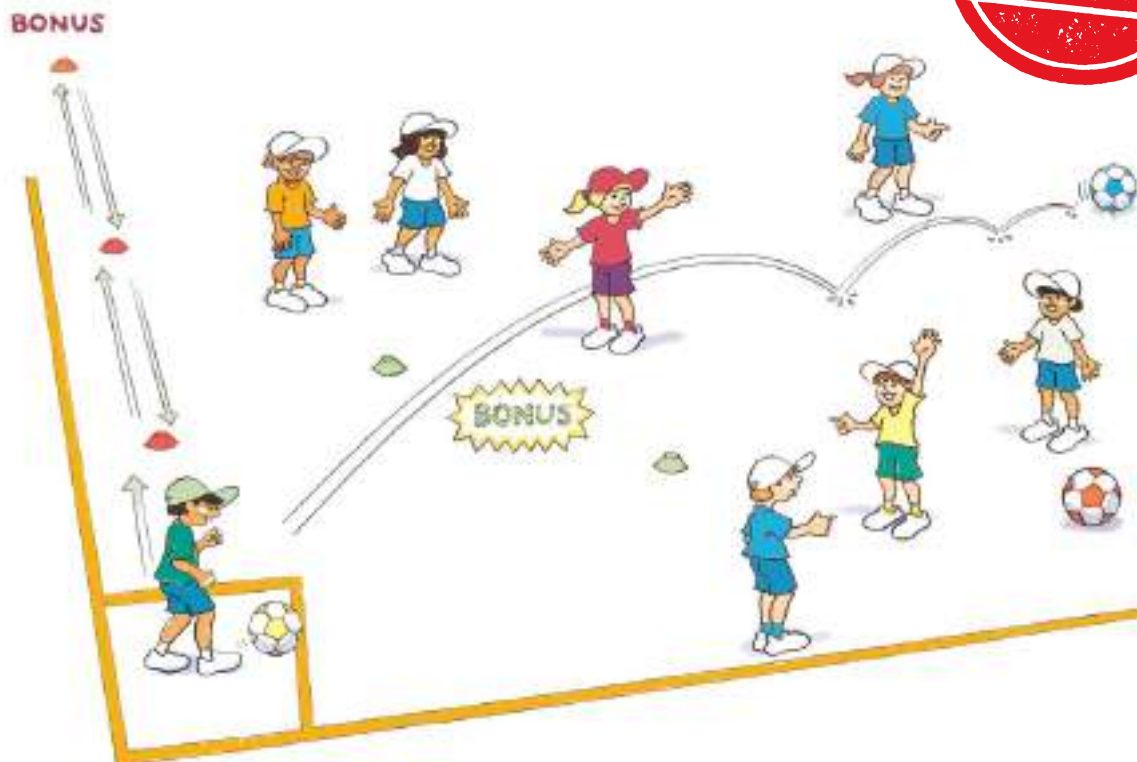
• MIDDLE / 20 MINUTES

EQUIPMENT

• Marker cones to define playing area , 4 balls per field, extra cones/goals for bonus points

WHAT TO DO	Setting Up • Set up one corner of the playing field with 4 balls to be kicked into the playing area; • Place a running area to the side of the field where the kicker can run in order to score points. Playing • Nominate a 'striker' to kick four balls as fast as they can into the playing area. Fielders can't move until last ball is kicked; • When the last ball is kicked, the striker runs between the markers to score points; • All other players are on the field and must dribble or pass the balls and return them to the start position quickly; • Once players have returned all balls to the start position, they call 'STOP!'; • The striker counts their points for runs completed; • Players then rotate positions until all have had a turn as the striker.
WHAT TO LOOK FOR	• Are all players involved? • Are football skills being practiced?
SUGGESTED CHANGES	• Add goals to the field for bonus points; • Add a defender to try and prevent fielders from returning the balls.

Objective:
Striking the ball,
Running with the ball,
Passing the ball



DRIBBLE AND STEAL

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

SESSION 11

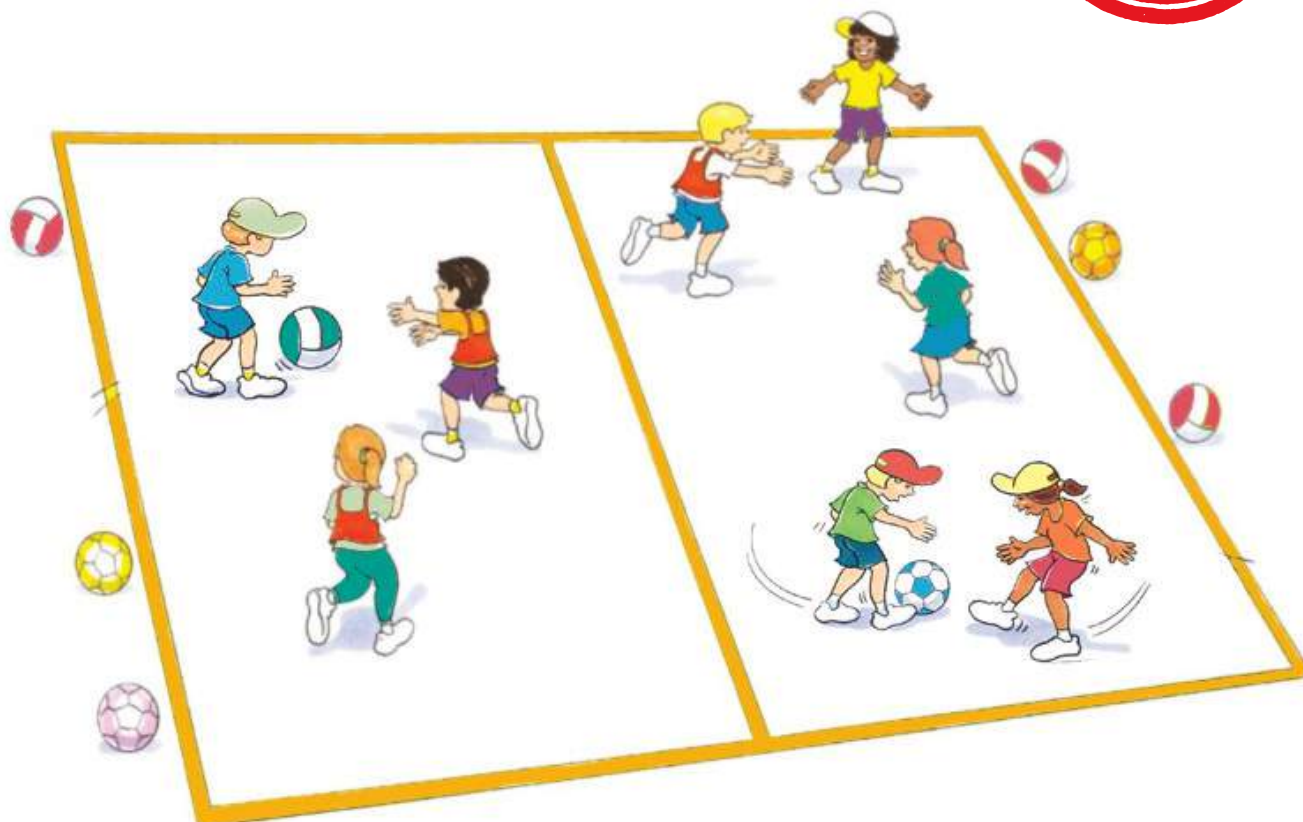
• BEGINNING / 5 MINUTES

EQUIPMENT

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

WHAT TO DO	Setting Up • Organise players into two even teams, each in separate halves of the playing area; • Place a number of balls behind each goal line. Playing • Players try and steal the other team's balls and dribble them to their own half without being dispossessed by the other team; • Assign one player from each team to be the defender to try and stop the other team from reaching their goal line.
WHAT TO LOOK FOR	• Are players able to change direction and keep the ball? • Is the game challenging enough?
SUGGESTED CHANGES	• Players are awarded bonus points for tricks; • Add extra defenders to increase the challenge.

Objective:
Running with the ball, 1v1





END

Finish your session with a game.

These activities will give you some fun options but the key thing to remember is **Let Them Play**.

Whilst it is fine to keep score, do not make the result the focal point of the game.
Instead, use these activities to praise individual moments of effort and skill.

This is the final stage of your session.

But before the children head home, be sure to ask them for feedback and then plan your next session around the activities they have enjoyed.



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 Program Leader or players to increase fun and participation. Play with 4 to 5 per team.

SESSION 2

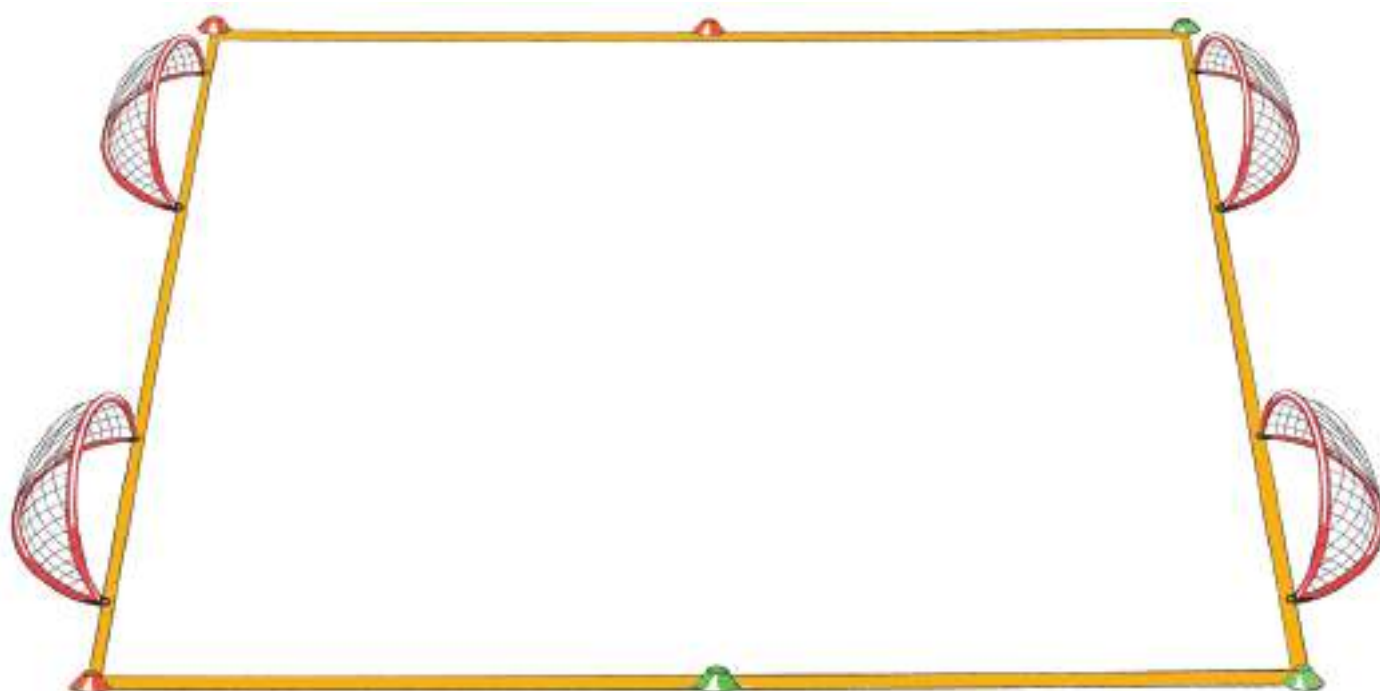
• MIDDLE / 15 MINUTES

EQUIPMENT

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

WHAT TO DO	Setting Up • Form teams (teams self-referee); • All players must be in their own half for the start and re-start of the game (after a goal). Playing • Play starts with a pass forward from the middle of the half-way line; • A minimum of two players on the team must have touched the ball before a goal can be scored.
WHAT TO LOOK FOR	• Are all players involved? • Are both teams creating opportunities to score?
SUGGESTED CHANGES	• Teams must complete 3 passes before they can score; • Add another ball to create higher involvement.

Objective:
Have fun. Combine
all football skills



ALDI MINIROOS FOOTBALL

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

SESSION 3

• MIDDLE / 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

WHAT TO DO	Setting Up • Create a pitch suitable for the area and ability of players (maximum of 30 metres by 20 metres); • Form two teams of four players, no goalkeepers; • All players must be in their own half for the start and re-start of the game (after a goal); • Opponents must be five metres away from the ball until it is in play. Playing • Play starts with a pass forward to a team-mate from the middle of the halfway line; • A goal (one point) is scored when the whole ball passes over the goal line between the goals.
WHAT TO LOOK FOR	• Are all players involved? • Are players having fun?
SUGGESTED CHANGES	• Bonus points for passes before scoring; • Players can only shoot from within a certain distance to goal.

Objective:
Have fun, Combine
all football skills



4V4 FOOTBALL

Teams of 4 play in small sided football games.
Rotating teams after every goal or after a short amount of time

SESSION 4

• MIDDLE / 15 MINUTES

EQUIPMENT

• Marker cones, 2 balls per game, goals, bibs

WHAT TO DO	Setting Up • Create a pitch suitable for the area and ability of players (maximum of 30 metres by 20 metres); • Form two teams of four players, no goalkeepers; • All players must be in their own half for the start and re-start of the game (after a goal); • Opponents must be five metres away from the ball until it is in play. Playing • Play starts with a pass forward to a team-mate from the middle of the halfway line; • A goal (one point) is scored when the whole ball passes over the goal line between the goals; • Once a goal is scored, teams rotate to play a different opponent
WHAT TO LOOK FOR	• Are all players involved? • Are players having fun?
SUGGESTED CHANGES	• Bonus points for passes before scoring; • Players can only shoot from within a certain distance to goal.

Objective:
Have fun, Combine
all football skills



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 offside. The rules on how to score can be determined by the Program Leader or players to increase fun and participation. Play in groups of 4 or 5.

SESSION 5

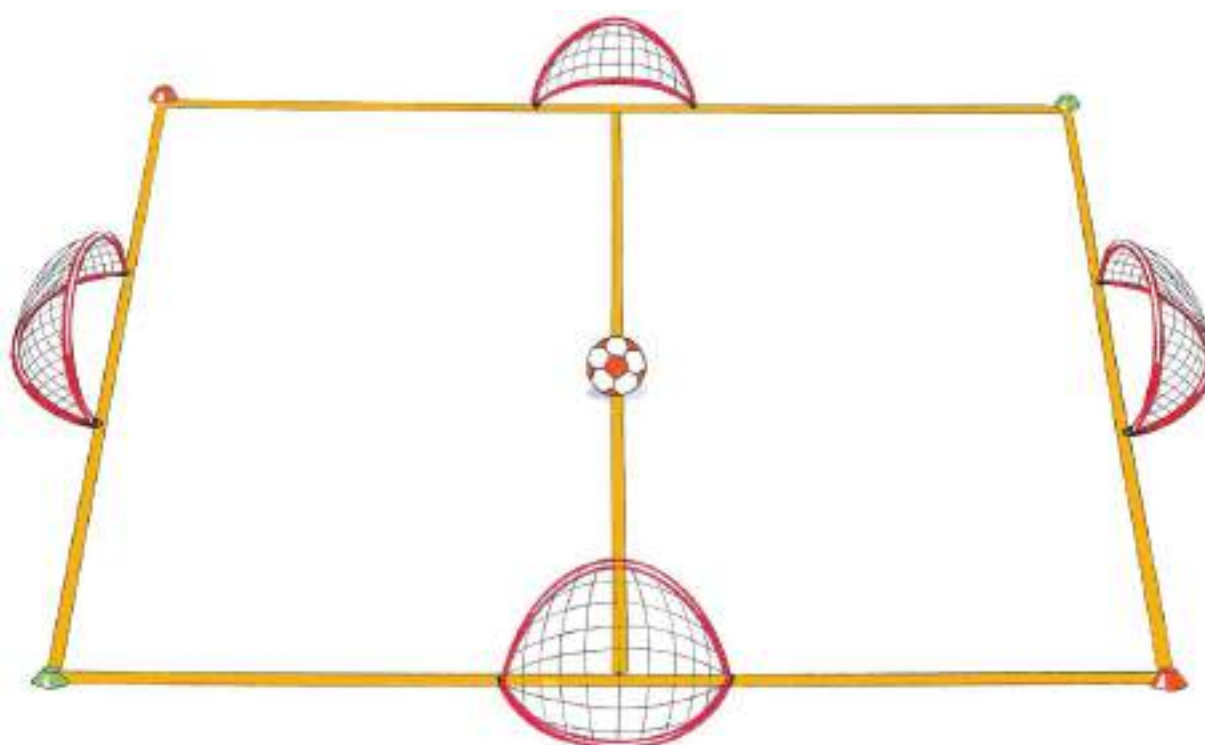
• MIDDLE / 10 MINUTES

EQUIPMENT

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

WHAT TO DO	Setting Up • Form teams (teams self-referee); • All players must be in their own half for the start and re-start of the game (after a goal). Playing • Play starts with a pass forward from the middle of the halfway line; • A minimum of two players on the team must have touched the ball before a goal can be scored; • Scoring options: - side goals = one point - end goals = three points.
WHAT TO LOOK FOR	• Are players scoring regularly? • Are all players getting touches on the ball?
SUGGESTED CHANGES	• Teams must complete 3 passes before scoring; • Play with 3 teams and rotate between them.

Objective:
Have fun, Combine
all football skills



END ZONE

4v4 or 5v5 – the playing area has a score line at each end. The team with the ball aims to pass or dribble the ball into their opponents' end zone line.

SESSION 10

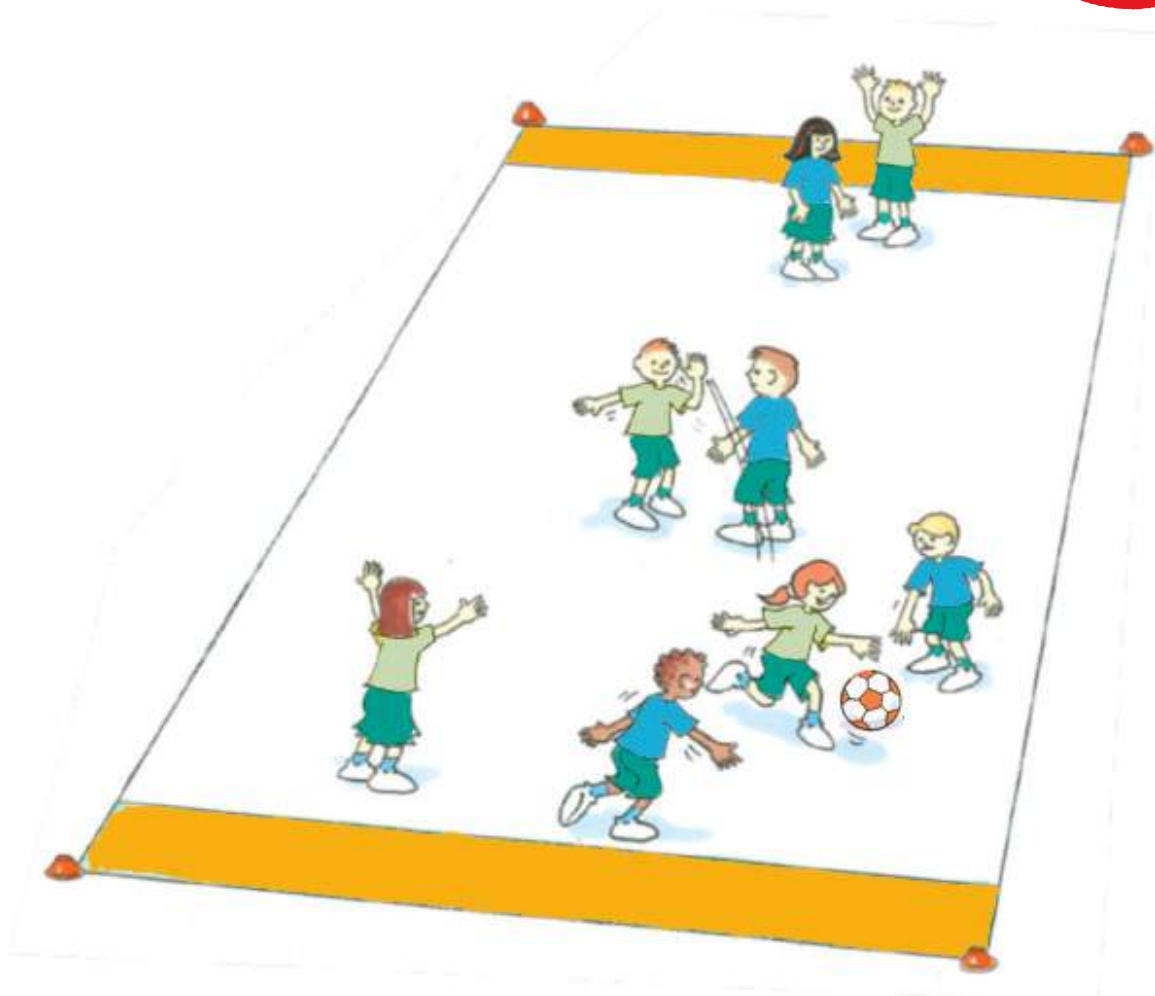
• MIDDLE / 10 MINUTES

EQUIPMENT

• Marker cones to define playing area 20m x 30m, 1 ball per game, bibs/braids to differentiate teams

WHAT TO DO	Setting Up • Set up field with goal zones and separate teams. Playing • Players are to work as a team to try and get the ball into their opponents' end zone; • To score, the ball must be stopped inside the boundaries of the end zone; • After scoring the opposing team starts with the ball at half way.
WHAT TO LOOK FOR	• Are players using passes to try and score? • Is everyone engaged?
SUGGESTED CHANGES	• Defending team can only walk; • Add another ball to increase player involvement.

Objective:
Passing the ball,
First touch, 1v1



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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

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- 'Football for Kids', Football Federation Australia, 2011
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- '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 Socceroo or Matilda along the way.

For more about ALDI, please visit www.aldi.com.au





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