

COACHING CURRICULUM

UNDER 13-15

Skill	Extension	Recommendation
KICKING Type of Kick	Drop punt both feet	Players need to be aware of the mechanical actions of the kick, including leg-hip flexibility, leg swing, arm arch, pointed toe, stable support leg.
	Torpedo punt	Players should be able to demonstrate the grip and approach to kick a torpedo punt.
	Banana (check-side)	Players need to be aware of the grip and approach of the banana kick and its relevance in a game.
	Quick kick	The quick kick needs to be practised at game-paced situations and players need to understand the relevance of this kick.
	Off the ground	The coach must introduce the relevance of the kick off the ground, similar to the quick kick, and demonstrate kicking off the ground with pointed toe and using the side of the foot as in soccer.
	Angle kicking - 'snap'	Encourage players to experiment and have fun with different kicking angles.
KICKING Accuracy	To a lead	Players should understand how to correct their body position and weight their kick to a leading player. Players should also be aware of the ability to kick the ball to a leading player's advantage or 'space' the ball.
	On the run	Players need to understand and practise preparing their body while running to kick to a target - being aware of body positioning, deceleration of stride and follow through with kicking leg.
	For goal - set-shot	Players should be able to develop a routine to enable them to comfortably kick at goal from a stationary set situation 20m out.
	For goal - running shot	Players need to understand and practise preparing their body while running to kick for goal - being aware of body positioning, deceleration of stride and follow through with kicking leg.
	For goal - snap shot	Encourage players to experiment and have fun with different kicking angles at goal once players have mastered the ability to guide the ball to their foot.
HANDBALL Type of handball	Rocket	The player should be able to correctly backspin the handball with the ability to be accurate over distance.
	Bounce (overspin)	The player needs to understand how to execute a bounce handball and its relevance in a game situation.
HANDBALL Use	Both hands	A player needs to be extended so that they can handball accurately to a teammate with both hands.
	Quick disposal	A player needs to understand the relevance of disposing the ball by hand quickly, irrespective of the form it shows in the air, under game situations.
	Front and centre handball	Introduce the concept of handballing the ball to a teammate within a 45-degree arc in front of the handballer.
	From ground	Players need to practise handballing the ball from low positions after trapping and collecting the ball.
	Hit/knock on	The concept of 'keeping the ball alive' by knocking it on or hitting it on should be introduced.
	Follow up	To promote running to support, players should be encouraged to follow up their handball to the target to 'assist'.

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MARKING Type of Mark/ Technique	Overhead - standing	Players in this age group should have confidence and success in standing their ground and marking overhead with correct technique without any external pressure.
	Pack marking - overhead/chest	Players should be encouraged to contest for marks in pack situations to enable greater surety under external pressure.
	Overhead - leaping, both legs	Players should be encouraged to reach their highest point when taking overhead marks.
	Chest mark/diving	Increase the level of difficulty with external contesting or lowering the level the ball approaches.
	In front - hand mark	Players need to be encouraged to mark the ball with the correct hand marking technique.
	Body positioning	Players need to be able to brace their bodies to assume an advantageous position to mark.
	Landing/rolling	Players need to be shown how to land and/or roll effectively and safely after making an attempt.
PICKING UP THE BALL	Stationary ball	Players should, at this stage have the ability to collect a stationary or moving ball off the ground running at game speed.
	Ball approaching	
	Ball moving away	
	Ball running across path	
BOUNCING THE BALL	Touching the ground	Players should at this stage have the ability to touch the ball on the ground, running at game speed.
	Bouncing the ball - both hands	Players should at this stage have the ability to bounce the ball on the ground, running at game speed.
TAP-OUT	Both hands	Players at this stage should be encouraged to continue to palm and tap the ball at various angles with both hands.
	Leap	Special emphasis at this age group should be to allow the players an opportunity to co-ordinate their leaps.
PLAY ON	Selecting when	The coach needs to include drills and activities that challenge and present players opportunities to play on.
	Use of peripheral vision/scanning	Players need to be shown the art of scanning their head left and right when in possession of the ball to enable a greater field of vision.
LEADING	Timing your lead	Players at this age group should be introduced to the art of leading in the forward area against an opponent.
	Area to lead to	Players need to co-ordinate their lead to allow as much space as possible to lead into.
	Gaining an advantage before leading	Body positioning before the lead and wrong footing an opponent should be introduced to this age group.

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CRUMBING	The crumbing funnel - front and centre	The concept of crumbing front and centre of a marking pack should be introduced at this age. Players need to learn the value of crumbing the ball in front of a marking pack.
CHANGING DIRECTION	Baulk/side-step/dummy	Players should be aware of the opportunity to wrong foot an opponent or get around an opponent.
	Spin	The spin should be reinforced to players at this stage.
	Fending	Players should be drilled in the abilities to avoid being tackled, including the fend from a would-be tackler, emphasising ball protection and correct technique.
	Blind turn	Players should be encouraged to develop more advanced evasive skills such as the blind turn.
RUNNING	Technique	Many running styles reduce a player's ability to efficiently move around the ground.
	To receive	Players should continue to be encouraged to run when they haven't got the ball to increase their chances of getting it.
	To back up/numbers at the ball	Players should continue to be encouraged to run when they haven't got the ball in order to increase their chances of getting it or assisting a teammate.
	Man up (accountability)	Players at this age need to be aware of their defensive responsibilities when their team is not in possession of the ball.
	Running into space	Players need to be aware of and discover spaces that are created in a game of football.
	Running into ball carrier's vision	The coach must make players aware of moving to the right field of vision when receiving or leading for the ball.
TACKLING	Front falling	Players should be introduced to the front falling tackle to enable the smallest to the biggest players to tackle in a game.
	Front drive	Players should be introduced to the front drive tackle taking into account their welfare and their readiness for this skill.
	Front (drop tackle)	To minimise the likelihood of injury or awarding a free kick to the opposition, this tackle should be encouraged.
	Rear (drop tackle)	
	Side (drop tackle)	
SPOILING	Preferred/non-preferred side	Coaches need to reinforce the need to spoil in marking situations when a player's chances of marking the ball are minimal.
	Rear (overhead mark)	
	Side (chest mark)	
SMOTHERING	Side	The coach needs to reinforce the technique of spoiling the ball from the side.
	Front	This form of smother should be introduced to this age group.
SHEPHERDING	Technique	The coach needs to reinforce to players the need to support a teammate with the ball by legal and effective shepherding.
ON THE MARK	Standing the mark	This age group should understand the value of actively standing the mark to create confusion or a possible turnover. Aim to cover the most dangerous part of the ground.
BUMPING	Technique	Players should be fully aware of the ability to bump and absorb a bump.
	One-on-one tussle	Players need to be given activities against their peers to help demonstrate and discover ways to maintain their position.

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ROLLING	Forward	Players should be able to demonstrate a forward roll without injury with and without the ball in their possession.
	Forward recover	Players at this age group need to be able to recover to their feet quickly after rolling to the ground.
	Backward	This advanced form of rolling needs to be introduced to players in this age group.
LANDING	Two feet	Players should be well versed with the simple 'motor-bike' landing on two feet.
	One foot	Players need to be set activities and drills which enable them to refine landing on one foot.
	Variety of positions and forces	Develop and conduct activities which will assist players to land on one and two feet.
RUCKWORK	Craft	Players should be taught the subtleties of ruck-work, including palming and knocking on.
RECOVERY	Second and third efforts	The coach needs to develop a player's awareness to stay in a contest for the ball.
	Maintaining ground	Players need to be given activities against their peers to help demonstrate and discover ways to maintain their position.
	Keeping feet	Players should be encouraged to avoid 'going to ground'.
DEFENCE	Backline play	The essence of backline play needs to be reinforced at this age group with manning up, movement of the ball away from the corridor and spoiling from behind emphasised.
	Restricting space	Players who play in the backline must be made aware of playing their opponent on the side/area that precludes that player from running to goal.
	Attacking	Defenders should continually be encouraged to become playmakers and be part of a forward build-up and not just defensively oriented.
FORWARD	Forward-line play	Players should be encouraged to continue leading to the kicker and playing in front of their opponent.
	Creating space	Players need to be introduced to the ability to identify space to lead into that is created by player movements in the forward line and need to be encouraged to avoid congesting the most effective scoring area - the 'hot spot'.
	Leading	Continually practise leading drills and activities to reinforce timing and direction of leads in the forward area.
	Defending	Players at this age group need to be aware of their responsibilities as a defender when the opposition has the ball. Their ability to 'keep the ball in their area' needs to be reinforced.
	Forward-line set-ups	Basic forward line set-ups at centre bounces and dead-ball situations should be encouraged.
MIDFIELD	Defending	Manning up and being accountable for your own 'match up' should be coached to players who play in midfield/on-ball roles. This practice should be tempered and the players' abilities to win the football and dispose of it creatively should not be suppressed for the sake of being overly opponent-conscious.
POSITIONAL PLAY	Line specific	Players should be introduced to certain unique demands of their specific 'line' i.e. full-forward line, half-forward line, centreline, half-back line, full-back line, on-ballers.
	Position specific	Players should receive specific information and feedback on how to play their specific position and should be encouraged to play in as many positions as possible during their season to meet the demands of the modern game.

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TEAMWORK	Sharing the ball	Players should be well aware of their responsibility as a member of a team to deliver the ball to teammates in a better position or for the team to maintain possession.
	Protecting teammate	Players should be well aware of their responsibility as a member of a team to protect their teammate who has the ball or is about to gather.
	Constructive talk	At this age group, the coach needs to introduce and drill effective communication between teammates.
	Cover	At under-15 level and beyond, when players have become aware and drilled in effective on ground talk, the coach should introduce 'cover' concepts to the team. 'Covering' assists players who are out of position to have their immediate opponent accounted for by another teammate.
SET PLAYS	Centre square set-ups	At this age group, the basic roles and set-ups available to players playing in the centre square should be introduced. The coach should introduce the ruck, 'blocker', 'sweeper' and rover roles and develop 'ruck area zoning' concepts with all players in the team.
	Boundary throw-ins	The rucks should be introduced to areas around the boundary throw-ins where they should attempt to knock or palm the ball depending if the throw-in is in the forward area, backline area or midfield.
	Field ball-ups	The rucks should be introduced to areas around the field ball-ups where they should attempt to knock or palm the ball depending if the ball-up is in the forward area, backline area or midfield.
	Opposition kick-outs	Players should be made aware of their roles in a 'zone' or when an opposing team forms a huddle on their kick-in. The importance of 'man-on-man' cover when the opposition kicks the ball in should also be practised.
	Own kick-outs	The coach should vary the roles players are given and also give most players the opportunity to be the 'designated kicker'.
TRANSITIONAL PLAY	Switch	Players need to be introduced to 'switching' the ball from one side of the ground to the other to increase the chances of a more fluent forward move.
	Running from back half	Encourage players to be involved in attacking moves when they are playing in backline positions.

Miscellaneous	Component	Recommendation
CONDITIONING	Aerobic - natural	Incorporated in training activities - drills, warm-up activities.
	Muscular - natural	Incorporated in training activities - drills, warm-up activities.
	Anaerobic - natural	Incorporated in training activities - drills, warm-up activities.
	Speed/agility - natural	Incorporated in training activities - drills, warm-up activities.
	Flexibility	Stretching program used at training and on match-days
NUTRITION	Healthy choices	Advice on healthy eating is advisable at this age group.
	Game-focused habits	Identification of energy-rich foods and pre-game meals.
RECOVERY/BODY MANAGEMENT	Techniques	Players at the level where the physicality of the game increases the incidence of injury should start to be introduced to responsible injury treatment and recovery practices. Strategies such as recovery stretching, hot/cold showers, optimal rest and sleep, correct recovery and pre-game diet should be introduced.
WELFARE		Interests of the child - social, emotional, development. Coach to develop self-esteem and inherent success or sense of worth in all activities.
SOCIAL SKILLING	“How do others see me?”	More ‘we’ orientated rather than ‘me’ orientated. Feedback becomes vitally important to get a sense of how they are seen by others. Peer acceptance becoming more important. Sensitive to negative comparisons with other children.
INJURY MANAGEMENT		Introduction to correct injury management techniques - RICER, warm up, cool down, stretching.