
 **JUNIOR**
FRAMEWORK 



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Donald's has supported junior football in New Zealand for a decade, and globally has been a sponsor of the FIFA World for over 20 years. Our focus has always been to help Kiwi s and their parents enjoy football, with programmes such mall Whites, and the development of coaches and players ght the McDonald's Skills Zone. We even sent a Kiwi to walk to the pitch with the players at the FIFA World Cup Final!

We have increased our involvement with New Zealand's st popular game further with McDonald's Junior Football. Donald's shares New Zealand Football's goal to get more wi kids registered and playing club football. We believe t through increased investment at a national level, and by necting McDonald's restaurants and franchisees with even clubs we can achieve this goal, and help children live active and balanced lives.

Whether kids enjoy football because it's a fun way to make ends, or they're inspired to follow in the footsteps of their es and play on the world stage, McDonald's Junior Football has been developed to kick-start their dreams."



"As a kid growing up there was nothing I loved more than playing football with my friends. Having fun scoring goals, trying new skills and copying our football heroes helped me fall in love with the game."

WINSTON REID ALL WHITES CAPTAIN

"I've always enjoyed football from a young age. Having fun and working together with my team mates gave me the foundation I needed to become a Football Fern."

ABBY ERCEG FOOTBALL FERNS CAPTAIN

Purpose & Objectives

What is the McDonald's Junior Framework?

McDonald's Junior Framework Principles

McDonald's Junior Framework Direction

- Holistic Player Development**
- McDonald's First Kicks (4-6 Years)
 - McDonald's Fun Football (7-8 Years)
 - McDonald's Mini Football (9-12 Years)

McDonald's Junior Framework Training

- McDonald's First Kicks (4-6 Years) Training
- McDonald's Fun Football (7-8 Years) Training
- McDonald's Mini Football (9-12 Years) Training

McDonald's Junior Gamedays

- McDonald's First Kicks (4-6 Years) Gamedays
- McDonald's Fun Football (7-8 Years) Gamedays
- McDonald's Mini Football (9-12 Years) Gamedays

McDonald's Junior Framework Summary



OUR PURPOSE AND OBJECTIVES?

Junior Framework provides a national approach to the junior players. Its main aim is to play with high quality football increase both skill levels and the football. Through the McDonald's

Junior Framework players will experience age appropriate football games and coaching in a programme that is specifically tailored to meet their football wants and needs.

Through standardised playing formats, clear outcomes and training recommendations for each

OBJECTIVE 1

Aligning, designed, aged, based to the ent ers

structures which ers ard of ew

OBJECTIVE 2

Meeting the needs of players across the four corners: Social/Emotional, Physical, Mental & Technical/Tactical

Providing players with age-appropriate development which results in them falling in love with football

Aligning the junior game

Deliver a high quality football experience

Increase player numbers and skill levels from a young age

OBJECTIVE 3

Developing a development structure which offers more touches,

Developing the basic foundations and technical competencies to improve the

stage of a players development, alignment will be achieved across New Zealand in McDonald's Junior Football as well as increased support for our volunteer coaches.

The importance of the McDonald's Junior Framework cannot be underestimated. Implemented with commitment at all levels, it will ensure the experience provided at the grassroots leaves Kiwi kids enthused, technically competent and in love with our game.



It's National player Development an aligned, cohesive structure in of players across all levels of the distinction between the progressive work, with each stage having clear and structures so that coaches and er equipped to meet the needs of our it football. The Junior Framework is ion of future participation in our he platform for talented players to gressing.

For ability levels, players should enjoy ce at all stages. The framework aims l young players, while ensuring they cturum from community recreational the talented perform pathway.

he framework diagram, the Junior rammes across all three pathways e three foundation stages of players entals, playful technical training and raming). Although in this document ed community participation players where we offer three standardised ald's First Kicks (4-6 Years), all (7-8 Years) & McDonald's Mini the McDonald's Junior Framework and most talented players.

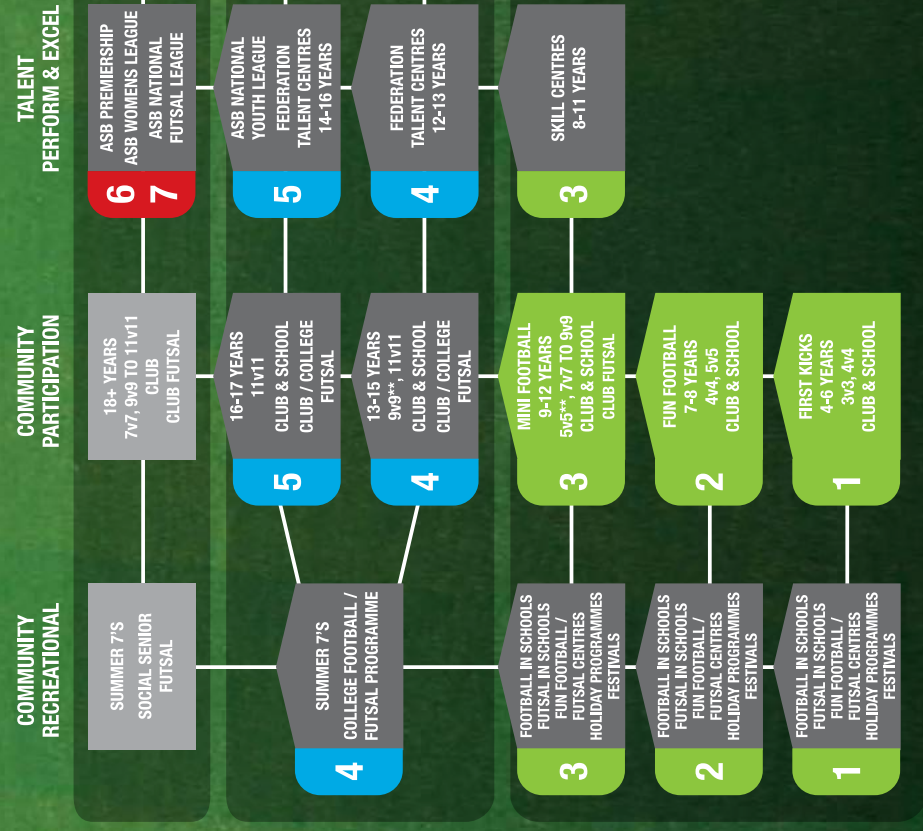
ational programmes are available ing more opportunities for kids to eefully fall in love with football.

al programmes such as Fun Football centres and holiday programmes are

flexible and aim to attract new players to our game long term. This provides our community participation players with more opportunities to play more football in and out of season. Also available for McDonald's Junior Football players are our Federation Skill Centres. These provide the most talented club players with the opportunity to work with the best coaches and players in their area, creating a platform to progress through other talent programmes available in the Youth Framework.

CHARACTERISTICS & OBJECTIVES OF PLAYER DEVELOPMENT STAGES

- 1 The sub-objectives of all development stages systematically build upon one another
- 2 The training stages are adjusted to players' natural development phases and blend into one another
- 3 The individual development of players always influences objectives, content, methods
- 4 Skipping stages limits the opportunity to achieve systematic and optimal player development



ACTIVE START 0-4 YEARS

* Refers to Girls Only Framework

STAGES OF DEVELOPMENT

- 7 STABILISING BEST PERFORMANCE Best Performance Training
- 6 PERFECTING BEST PERFORMANCE Best Performance Training
- FOOTBALL FOR LIFE Referee, Administrator, Coach, Fan, Supporter
- 5 PREPARATION FOR HIGHEST PERFORMANCE Best Performance Training
- 4 TRAINING TO SHAPE THE PLAYER ON THE FIELD Learn to Play the Game
- 3 FOOTBALL SPECIFIC BASIC TRAINING Playing together with Purpose
- 2 PLAYFUL TECHNICAL TRAINING

PERFORMANCE PHASE

GAME TRAINING PHASE

SKILL ACQUISITION PHASE



PRINCIPLES UNDERPIN THE McDONALD'S JUNIOR FRAMEWORK?

Donald's Junior Framework are the which provide us with clear guide junior structure:

Hours and number of

Framework provides a development on increasing the number of hours and the number of touches on the provided within this document which of hours players at different stages d playing per week to ensure that ng the required amount of hours to ent for life. To maximise the limited yers to play football, standardised sure that players touch the ball as ild their technical ability.

ent

r Framework focuses on promoting players rather than specialising in ng age. Emphasis is placed on the to develop an intrinsic motivation hat will support players who wish to

Development Age

through the McDonald's Junior differences in development ages will the same chronological age groups. recommendations provided in the mework, coaches and administrators he needs of young players, and allow ue potential by catering for players

Training Periods

on the development of a player rucial to ensure maximal response onald's Junior Framework aims to the awareness of training emphasis or skill and physical development mmondations for training to allow

between players. In addition smaller pitches enables a greater number of games to be played and players to play on the same football pitch through lots of mini games taking place simultaneously.

PRINCIPLES

1 ACCUMULATION OF HOURS & NUMBER OF TOUCHES

2 EARLY ENGAGEMENT

3 RECOGNISING DEVELOPMENT AGE

4 TRAINING EMPHASIS PERIODS

5 FOUR CORNERS APPROACH

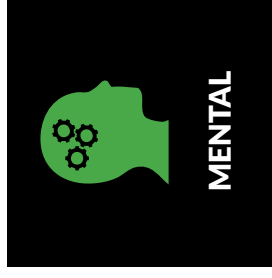
6 AGE APPROPRIATE GAMES

5. Four Corners Approach

The gradual progressive development of the junior player across all four corners is fundamental to their enjoyment, competency and retention in the game long term. Development across all four corners of a players development ensures that we take into consideration all factors that may be affecting a child's development as well as taking responsibility for developing the whole person and not just the football player. Although priorities may differ as players mature, the four corner model provides a reference for coaches and ensures individual components are not considered in isolation. The McDonald's Junior Framework programmes have been designed with the four corners of player development in mind relative to ages and stages of development, but coaches still must consider the individual development needs of each player as these can differ between players of the same chronological age.



TECHNICAL
TACTICAL



MENTAL



PHYSICAL



SOCIAL
EMOTIONAL

6. Age Appropriate Games

The gradual progression of Small Sided Games from 3 to 9 a-side ensures players are able and ready to move to the adult version of the 11v11 game. As with any learning process, it is a staggered progression that will ultimately leave the junior player more competent when playing the full sized game at 11 a-side. The smaller game not only



SMALL SIDED GAMES - THE KEY INGREDIENT

The world has been instrumental in world-class players. Small Sided Games opportunity for developing technically football players in a New Zealand

tractions, computers and traffic can street or backyard football played. To bring young players together and re they can just play, learning from accumulating many football hours.. simply aligns club programmes and rationale to ensure all players are at formats at the right time, based on needs.

Children get more enjoyment and learn Small Sided Games with simplified movement, players get to touch the ball

more often and have to make many more decisions with the ball never too far away.

Small Sided Games are a modified form of 11-a-side football, designed to meet the needs of junior players. These players have very different needs to adult players, particularly when their physical, mental, social and technical development is taken into account. The overall philosophy of Small Sided Games focuses on enjoyment and freedom of expression with very little coach involvement, particularly in the crucial early stages.

The diagram below summarises research undertaken in Small Sided Games and highlights the benefits in creating more technically proficient and creative players.

The benefits extend far beyond technical and tactical development. They ensure children develop an innate love for the game and remain in our sport for longer, hopefully passing on their enthusiasm to the next generation.



SMALL SIDED GAMES - OUR FOOTBALL FOCUS

Small Sided Games contribute to the development of the junior player significantly across all four corners as demonstrated in the below diagram.

TECHNICAL & TACTICAL

- 1 Increased number of touches
- 2 Increased number of 1 v 1's
- 3 Increased attacking situations
- 4 Increased defending situations
- 5 Closer ball control required
- 6 Increased ball speed (less space and time available)



MENTAL

- 1 More goals scored which results in greater confidence
- 2 Greater concentration required
- 3 More and easier decisions to be made
- 4 More games = greater motivation, emphasis on winning and less making mistakes



THE JOY OF PLAYING



- 1 Greater involvement and physical load
- 2 More active and less standing still
- 3 Better use of fundamental movement skills
- 4 Less power & strength required than in the adult game
- 5 Greater intensity



- 1 Greater interaction through communication
- 2 Enjoyment
- 3 Greater involvement and engagement whole pitch
- 4 Players feel more important to the team
- 5 Promote intrinsic motivation ahead of extrinsic

S FIRST KICKS (4-6 YEARS)

Kicks - The first introduction to developing fundamental physical and rewarding environment.

Young players are exposed to a high-quality experience of practising and playing in a rewarding environment, which can be the first time that the player becomes their sport. It is crucial that the playing experience is sustained from the start, and is sustained throughout the player's First Kicks football season.

This initiation phase allows children to discover the game, provides for basic fundamental movement skills and creates a positive football experience

What does the McDonald's First Kicks Player want and need?

The key to providing a high-quality experience is understanding the needs of 4-6 year-old children. Through understanding the stage of development they are at, and how they see the world, we can create a positive coaching and playing environment. Remember, we are developing the person not just the player.



TECHNICAL & TACTICAL

CHARACTERISTICS

Little coordination or familiarity with a football
 Exposed to lots of other generic sports at this age
 Little understanding or comprehension of how the game is played

MEETING NEEDS

Discover the Ball
 Ball each with lots of touches
 Running and turning using all surfaces of both feet



MENTAL

CHARACTERISTICS

Short concentration span
 Approach things with high levels of curiosity and imagination
 Have a positive outlook and can move on from mistakes very easily
 Lack of spatial awareness



PHYSICAL

CHARACTERISTICS

Often uncoordinated
 Energetic
 Fear of physical contact

MEETING NEEDS

Simple movement & coordination
 Include games with lots of movement
 Activities with running, jumping, tumbling and turning



SOCIAL/EMOTIONAL

CHARACTERISTICS

Unaware of group involvement in activities which is of little importance to them
 Playful

McDONALD'S FUN FOOTBALL (7-8 YEARS)

Football - Developing core technical skills and laying down the technical foundation for future football competency in a fun environment

The player's experience should be challenging. Players are shifting from a general environment, which offers fun throughout the season to help ensure they

What does the McDonald's Fun Football Player want and need?

Whether players fall in love with football is down to the experience they receive throughout the season. A fun and motivational coaching and playing environment should be provided to meet the wants and needs of the developing 7-8 year old child.

Generally McDonald's Fun Footballers are enthusiastic, motivated and have a desire to be active. Game leaders must provide them with lots of variation and create environments where they can explore new things through 'just playing'.



TECHNICAL & TACTICAL

CHARACTERISTICS

Football specific skills i.e. passing, dribbling, shooting are very basic and just are starting to form

Uncoordinated with the ball in the early stages

Little understanding or comprehension of how the game is played (in and out of possession)

MEETING NEEDS

Players are ready to develop football specific techniques particularly dribbling and shooting, build on their basic foundation

Playfully learning the basic skills

Let them play: give them room to explore and learn through their own experience while helping them understand the basic concepts/rules of the game



MENTAL

CHARACTERISTICS

Sensitive to criticism, enjoy being successful and seek praise

Short concentration span

Enjoy fun games

Lack of spatial awareness



PHYSICAL

CHARACTERISTICS

Often Uncoordinated Energetic

Desire for gymnastic type activities with lots of different movement

MEETING NEEDS

Provide opportunities for players to explore different movement patterns i.e. hopping, skipping, twisting and turning and combinations of these patterns

Include games that involve quick changes of direction, turning at different angles, weaving and dodging, use a ball for extra motivation



SOCIAL/EMOTIONAL

CHARACTERISTICS

Not very aware of group involvement in activities

Start to engage with other peers as they develop through McDonald's Fun Football

Excitable and playful

S MINI FOOTBALL (9-12 YEARS)

Football - Developing the movement and technical support lifelong participation in

Football player's experience should be fun and competitive challenges, with a focus on the learning of football skills in the game. McDonald's Mini Football is designed to learn, so coaches should apply their knowledge to learning the more advanced skills of the game. As players progress through the game, they start to develop a greater understanding of the game is played both in attack and defence. It is important to understand how to create and defend goals.

deny time and space. In summary, the season should offer a mix of motivation, competition and learning, to develop a well-rounded player.

What does the McDonald's Mini Football Player want and need?

This is the stage to ensure core skills are in place for long-term participation in football. On top of this, we strive to create a motivational environment that promotes a desire to play the game with all players.

At this age, players are generally competitive and have a desire to learn through playing. Coaches must provide them with a challenging environment that offers lots of opportunities to learn new skills and apply them within a game.



TECHNICAL & TACTICAL

CHARACTERISTICS

- Players are hungry to learn new skills. Basic tactical development with reference to roles within a team
- Players are becoming interested to learn the relevant skills required in the game
- Players are more aware of the concept of team
- Players become more tactically aware of the principles relating to creating and denying space

MEETING NEEDS

- Refining techniques relating to roles and introducing more advanced tactical elements
- Enthuse and encourage skill development with both feet
- Link training to matches with basic tactical development



PHYSICAL

CHARACTERISTICS

- Adapt to the physiological changes occurring within age groups and genders
- Enjoy the opportunity to challenge others in the area of physical contacts
- Very active and energetic
- Physical changes are present in girls

MEETING NEEDS

- Focus on agility and speed techniques within football contexts
- Use competitive games to challenge the physical development of a player



MENTAL

CHARACTERISTICS

- Critical of self and others
- Capable of and enjoy problem solving
- Can be sensitive to criticism
- Individually competitive



SOCIAL/EMOTIONAL

CHARACTERISTICS

- More responsibility for developing team culture
- Peers opinions are important to individuals
- Fairness is important to players at this stage
- Start to become more aware of and recognise

MODELS & ACTIVITIES FOR EDUCATING McDONALD'S BALLERS



Training is an opportunity to draw players into what football has to offer, so this experience should be exciting. The approach of the game leaders and the organisation of the training night are crucial here. Parents are heavily involved with players in junior football. With additional exposure to football outside of the club environment you help create should start to lay down the foundation for future participation.

McDONALD'S JUNIOR FRAMEWORK TRAINING MODELS

The organisation of training nights leaves a lasting impression with the key decision makers in a child's life. Clubs should strive to ensure the highest quality experience is offered to both the players and the volunteers. This can be achieved by considering the three models presented below and choosing the right model for the number of game leaders, players and mini pitches available.

MODEL	DESCRIPTION	MIN. REQUIREMENTS	OPTIMUM
1. STATION ROTATION ***	Lots of junior players train together, due to the availability of players, game leaders or facilities	3 game leaders with 3 areas available	4 game leaders with 4 areas available
2. DUAL TRAINING **	Two groups of junior players train together	2 game leaders with 2 areas available	2 game leaders with 2 areas available
3. TEAM BASED	A team of players and game leader train together throughout the season.	1 game leader	1 game leader



OPTIMAL TRAINING MODELS

	MCDONALD'S FIRST KICKS (4-6 YEARS)	MCDONALD'S FUN FOOTBALL (7-8 YEARS)
<ul style="list-style-type: none"> • Variation • Less organisation and management for the game leader • Easy to coordinate / oversee • Ensures players receive optimal amount of training in the relevant areas 	★ ★ ★	★ ★
<ul style="list-style-type: none"> • Interim step between both ends of the continuum 	★ ★	★ ★
<ul style="list-style-type: none"> • For the more capable coach • Affiliation to a team • Flexible components within a session (adjust based on needs) • Developing basic tactical concepts 	★	★

Note: more stars means more important

COMPARING THE DELIVERY MODELS

1. STATION ROTATION ***

< provides clear guidelines and best practice for clubs to follow. It proposes three variable, age clubs may need to use the model that meets their needs to best and this will be influenced by:

- Development stage of the players involved
- Game Leaders available
- Confidence of Game Leaders available
- Size of pitches available
- Whether you have the pitches for

en designed with high levels of flexibility, however clubs should strive to best meet the needs of their with the optimal models provided.

2. DUAL TRAINING **

This focuses on the individual development of young players, ensuring that time, which will ultimately lead to technical proficiency. It removes the link and teams, so the focus in training and on game day is on development. In Kicks and McDonald's Fun Football, where team sizes are small, Rotation benefit of maximising the limited resources available to clubs. Specific required than if the model was based on teams (due to the small numbers p

This is a compromise between Rotation Station and Team-based Training, from both. It is basically two game leaders and groups training together v rotation concept across two groups.

3. TEAM-BASED TRAINING *

Team-based training is the optimal delivery model for McDonald's Mini players who are starting to develop basic game understanding, and team training allows groups of players to train together based on ability and all

STATION ROTATION - THE PREFERRED MODEL ***

WHY IT'S THE PREFERRED MODEL

Additional demands on volunteer game leaders

requirement per game leader is two activities only
 ensures that players spend equal amount of time across all four key component stations
 station starts and stops, taking the pressure off the game leader to recognise when it is time to move a
 or does not have to worry about a smooth transition between the four components (moving cones and
 part of the session)
 junior players can often be challenging, with varying levels of interest and engagement. The use of
 these issues through short and varied practice sessions

Additional needs are at the HEART of the structure

provided have been designed with the needs of the player in mind
 o the correct training and for the required amount of time for their particular age group
 onal needs of the player are met through variation, engagement and fun, offering something different
 o different players and game leaders regularly

Additional support made easier for the club

ar model is organised makes it easier for a club to ensure a 'high-quality first experience'
 a high volume of players so less time is needed to coordinate individual team training nights
 are required than a team-based model, with higher volumes of players training at once
 ining is much easier to monitor with lots of players within an age group training at once

TRAINING

ramework training comprises of four
 nts, helping to meet the needs of
 e. They are:

Fun warm up activities helping with

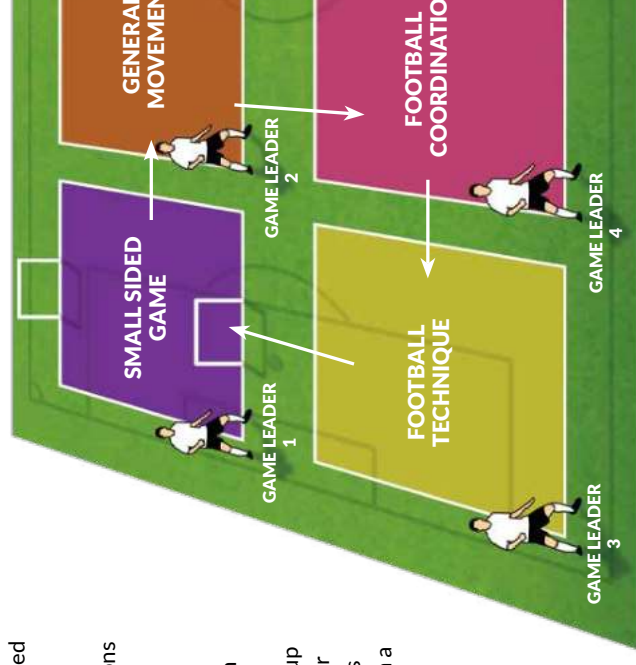
Activities allowing players to
 ootball techniques

Football related games



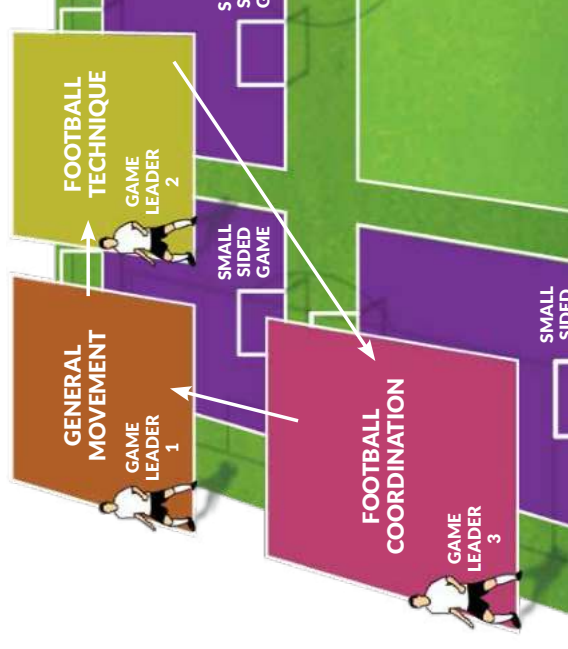
STATION ROTATION - OPTIMAL REQUIREMENTS

- This scenario shows the preferred arrangement
- Groups are spread across stations and they rotate clockwise after the dedicated amount of time
- This is ideal from a coordination and management point of view, as it requires no additional set-up once the session starts, however it is recognised that not all clubs will have four areas available on a training night



STATION ROTATION - MINIMUM REQUIREMENTS

- This scenario shows the minimal requirements
- This just requires game leaders to change their station over to another key training component for the remaining time of the session





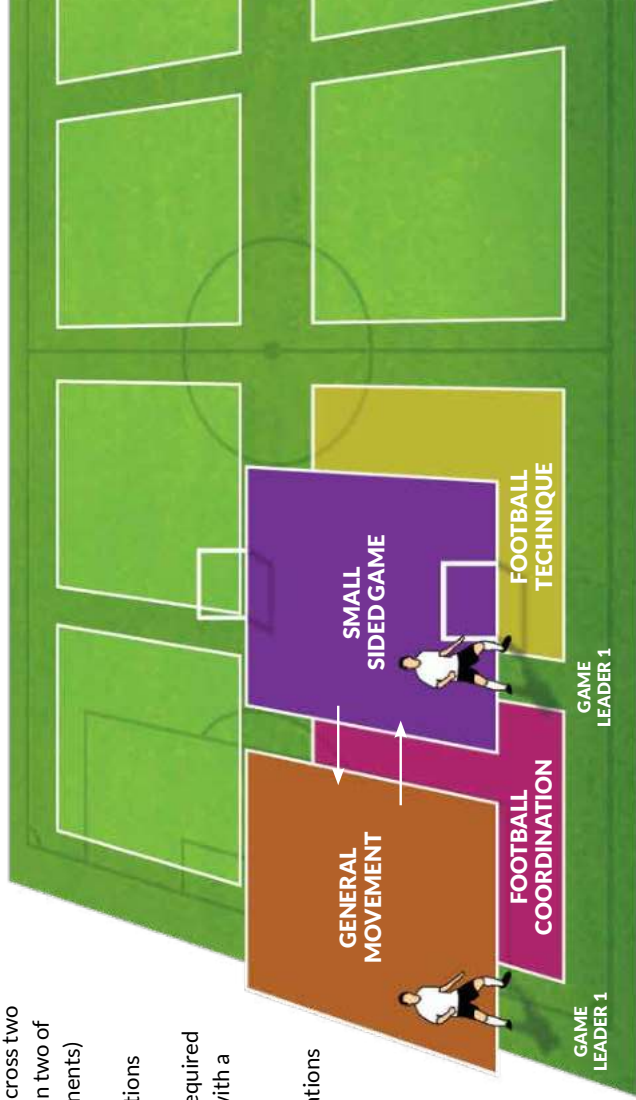
DUAL TRAINING **

... for clubs with fewer game leaders
... in Station Rotation. The principles
... with Station Rotation still

... apply, however Dual Training places more strain on the
... volunteer game leader due to the requirement to set up
... more stations within one session.

ING - REQUIREMENTS

... across two
... on two of
... (ponents)
... tations
... required
... n with a
... tations



... game leaders with 2 mini areas or more available. Minimum requirements: 2 game leaders and 2 mini areas

3. TEAM-BASED TRAINING *

Team based training is optimal for McDonald's Mini Football and is designed for one group of players. It provides the opportunity for game leaders to spend more time with their players, helping to build a rapport. This type of training is also helpful for clubs with very limited numbers of players, game leaders or facilities available for station rotation. For McDonald's First Kicks & Fun Football, this model should only be adopted if Station Rotation is not viable due to lack of resources, and even then, clubs should seek support to run Station Rotation with other local clubs.

Team-based training places greater strain on the game leader compared to Station Rotation. It is designed to set up and deliver all four stations in a session that the sessions are planned, prepared, and run correctly, to ensure the experience is fun, exciting and high quality.

TEAM-BASED TRAINING - REQUIREMENTS



- One game leader and a group of players in an allocated area
- Rather than rotation taking place between stations containing the key components, time within the session is allocated to a particular station session



HOW TO BE AN EFFECTIVE GAME LEADER

McDonald's First Kicks players are likely to be participating in organised football for the very first time, and they need to enjoy the experience if they are to fall in love with the game. For the McDonald's First Kicks game leader, this means having a good understanding of the children who are just entering the game.

FOUR CORNER OVERVIEW - WHERE IS THE FOCUS

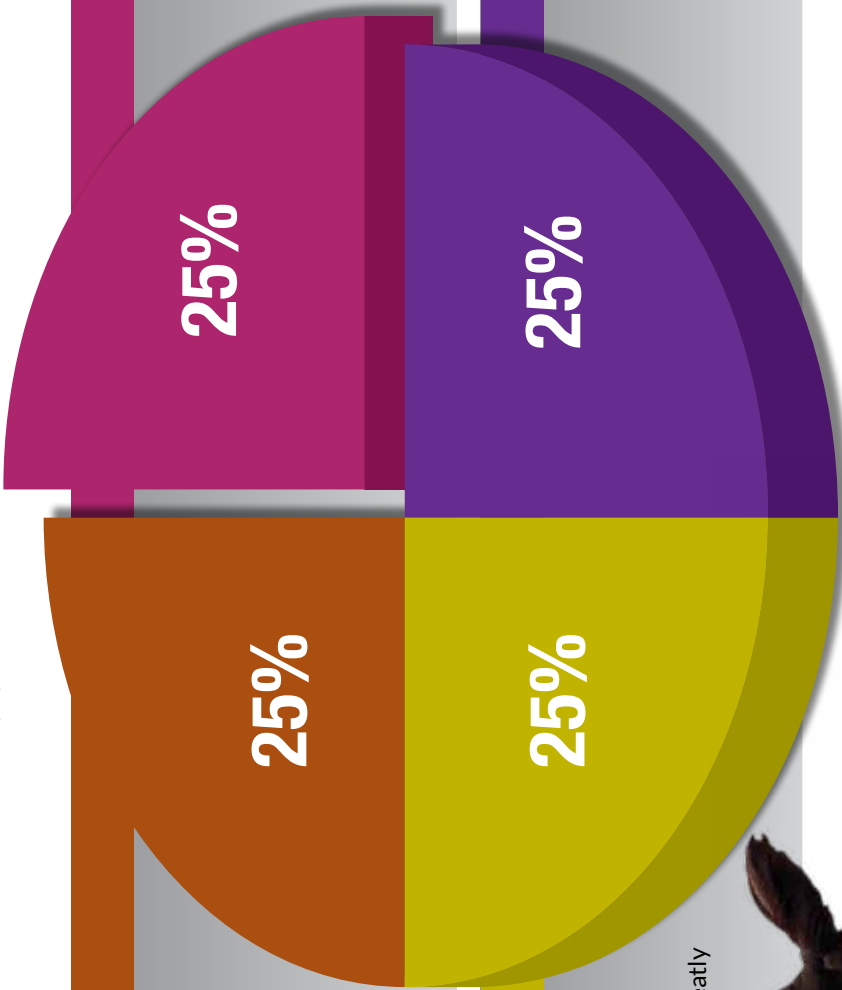
<p>TECHNICAL & TACTICAL</p> <ul style="list-style-type: none"> Activities provide learning opportunities – allow the children to play Technique development takes place through fun activities that offer lots of dribbling and shooting Football coordination is developed with lots of touches of the ball in different activities 	<p>PHYSICAL</p> <ul style="list-style-type: none"> High energy games with lots of activity Activities need to improve players coordination in general The ball should be used to add fun Activities include lots of different types of movements Sessions need to be safe and risk free
<p>MENTAL</p> <ul style="list-style-type: none"> Activities should involve opportunities to learn from worry free mistakes Activities should progress or challenge players Activities need to challenge players and make them aware of the other players around them Attach stories to activities to stimulate imagination and curiosity 	<p>SOCIAL / EMOTIONAL</p> <ul style="list-style-type: none"> Activities focus on individual players while in a group environment Activities give the player as much control of the ball as possible Activities need to be used as a tool to create positive experiences

The game leader must be aware of these characteristics and

coordination while introducing football

TRAINING - WHERE WE SPEND MOST OF OUR TRAINING TIME

Time spent on each component reflects the age-related requirements of the McDonald's First Kicks player.



MENT

Speeding up/slowing down, changing direction, stopping), jumping, landing) combining different movements, moving with the ball, safely) C's provides a foundation for players to learn more sequences later on

NIQUE

f the ball, practicing core techniques - dribbling, turning and s are fundamental features of the game that players enjoy greatly. All each, practising with little or no competition



FOOTBALL COORDINATION

Activities include:

- Lots of opportunities to practice dribbling, turning
- Games with an element of competition to motivate technique
- Lots of touches of the ball whilst attempting to pass a higher level

SMALL SIDED GAMES

SSG's motivate players more than any other activity SSG's should involve small numbers playing in small a SSG's provide the players with the chance to best use skills, developed in a group setting

WHAT DO THE PRACTICE SESSIONS INCLUDE?

A game leader will have achieved a great deal if he or she has built each child's confidence, self-esteem and motivation, and has helped them develop a love for the game. With this in mind, a McDonald's First Kicks session should always be structured with the following in mind:

- 1 Include general coordination activities - running, jumping, tumbling and turning
- 2 Include games with lots of movement
- 3 Include small sided fun games 1v1, 1v2, 2v2, and 3v3
- 4 Include lots of familiarity with the ball - running & turning using all parts of the foot to move & control the ball

All the McDonald's First Kicks at the Framework have been developed to be well suited to the players. This means game leaders don't need to worry too much about how to help the players learn. However, remain close to the session and react to the tasks. If they find tasks too easy, prepared to change something:

- 1 Change the size of target/goals
- 2 Change the part of the foot used
- 3 Increase or decrease the number of players

5 (GENERAL MOVEMENT)

- Modify area depending on the years.
- With cones scattered in the pond, outside of the Pond without a ball.



HOW TO PLAY

- Frogs move around the outside of the pond in direction dependant on coaches command.
- When the coach shouts "cross the pond" Frogs must dodge the cones and get to the other side.
- Frogs receive a point for getting across to the other side of the pond without touching a cone.

PROGRESSION

- Frogs asked to move backwards / sideways across the pond
- Frogs asked to jump across a number of cones in the pond
- Introduce ball for each Frog

OUTCOMES

- Keep their head up / Awareness
- Change of direction / pace
- Multi-directional movement / Jumping

RUNAWAY TRUCKS (FOOTBALL COORDINATION)

SETUP

- Area of up to 30 x 30m is the Road. Modify area depending on the number and age of players.
- All players are "Cars" inside the area with a ball each. The ball is the cars "Engine".



HOW TO PLAY

- Players dribble the ball around the area in the following commands:
 - "Green Light" – Player begins to move
 - "Red Light" – Player stops
 - "1st Gear" – Player dribbles ball at slow pace
 - "2nd Gear" – Player dribbles ball at medium pace
 - "3rd Gear" – Player dribbles ball at fast pace
 - "U-Turn" – Player performs turn to face opposite direction
 - "Somebody's in the way!" – Players must stop and change direction

PROGRESSION

- Introduce 2 blue players on the outside of the road to become the "Runaway Trucks"
- During session, when the coach shouts "Runaway Trucks" players enter the area and try to kick the ball into the "engines off road"
- Cars start with 10 points. If their ball is touched by a truck, retrieve it & join back in the session

OUTCOMES

- Dribbling and changing direction with a ball
- Acceleration and Deceleration with a ball
- Using body to protect ball whilst under pressure

TRUCKS (FOOTBALL TECHNIQUE)

- Create an area up to 30m x 20m. Modify the number of players



HOW TO PLAY

- One player in each pair starts as the 'truck', the other starts as the 'trailer'
- On your signal the game starts with the 'truck' moving around the area, leading the trailer who must follow the movements of the 'truck'
- When you call 'stop' the players freeze and check how close they are together compared to the other players

PROGRESSION

- BASIC:** Add one ball between each pair
- INTERMEDIATE:** Each player has a ball
- ADVANCED:** Trucks have more than one trailer

OUTCOMES

- Dribbling and changing direction with close ball control
- Keeping head up for awareness of space and other players while dribbling

LINE BALL (SMALL SIDED GAMES)

SETUP

- Create an area up to 40m x 25m. Modify the size depending on the number of players
- Assign each team a line to attack and defend
- Place as many balls as possible around the area for fast re-starts



HOW TO PLAY

- In this SSG the teams 'score' when a player crosses the opposition's end line
- When a team 'scores' they leave the ball on the end line and retreat, allowing play to re-start
- There are no throw ins, rather the ball is re-started

PROGRESSION

- INTERMEDIATE:** Players can only use the ball once
- ADVANCED:** Limit the number of touches a player can have before they touch the ball before re-starting

OUTCOMES

- Dribbling and changing direction with a ball
- Passing over short distances

MOVEMENT)

n. Modify area depending on the
 yers.
 n end of the area and the coach stands
 the area.
 / without a ball.



HOW TO PLAY

1. Coach calls out a methods of movement for players to perform (hopping, skipping, jogging).
2. If the coach shouts "freeze" players must stop and hold their position with out moving. If players move then they go back to the start to try again.
3. Winner is first person to the side where the coach is standing.

PROGRESSION

- Players to have a ball each
- Coach to use alternate trigger to "freeze", including raising a hand, bouncing a ball etc
- Players have to travel across the area twice to win

OUTCOMES

- Fundamental movements
- Balance / Core Stability
- Vision/ Keeping Head Up

BALL TECHNIQUE)

This is "The Sea". Modify area depending
 of players.
 re in pairs, with one ball (Missile)
 re line up on opposite sides of the sea.
 "Boats" start at the narrow ends of the sea



HOW TO PLAY

1. Destroyer Boats send their torpedo (pass their ball) to each other with each successful pass resulting in a point.
2. Patrol Boats fire their missile (pass their ball) at the Destroyer Boat's torpedo whilst it is in the sea. If they successfully hit the torpedo then they become the Destroyer boats.
3. The Pair of destroyer boats that completes the most passes wins.

PROGRESSION

- Players must use their right / left foot
- Destroyer boats must complete two successful Torpedo launches to get a point

OUTCOMES

- Surface of Football use for the Pass
- Weight / Accuracy of passing

GHOSTBUSTERS (FOOTBALL COORDINATION)

SETUP

1. Create an area up to 20m x 20m. Modify the size depending on the number of players
2. Players (Ghostbusters) start inside the square with a ball each
3. The coach (ghost) starts in the middle of the area



HOW TO PLAY

1. The players dribble their ball inside the square and call for them to use different parts of combinations
2. On calling 'Ghostbusters' you run around the perimeter
3. The players 'shoot' the 'ghost' by hitting the ball with their ball 3 times in 20 sec.
4. The players continue dribbling after the call

PROGRESSION

BASIC: Change the part of the square
INTERMEDIATE: Players can only 'shoot' the ghost with their dominant foot

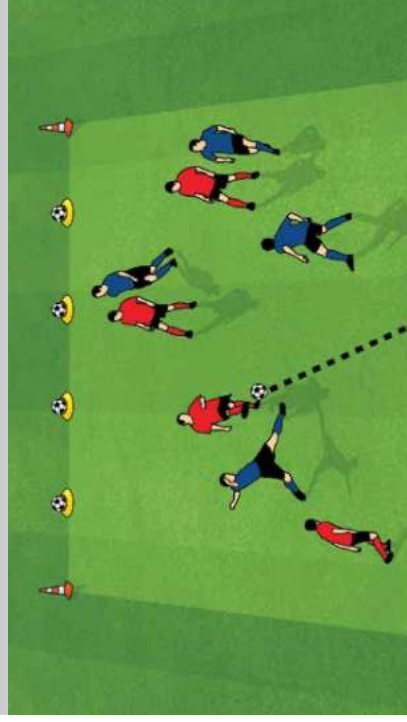
OUTCOMES

- Dribbling and changing direction with the ball
- Passing accuracy over different distances

HIT THE TARGET (SMALL SIDED GAMES)

SETUP

1. Area of up to 25 x 20m. Modify area depending on the number and age of players.
2. Divide the players into teams with bibs.
3. Have football around the area to restart match.
4. Place four target cones at each end of the pitch, with a football balancing on each.



HOW TO PLAY

1. In this game players score by passing the ball off opposing team's target cones
2. There are no throw ins, instead the ball is dropped into play
3. Once a ball is knocked off the target cone the match starts again

PROGRESSION

- Teams are only allowed to score in the target cones
- Once ball is knocked off it is not replaced until all four of oppositions footballs off target cones
- Place target cones inside the playing area

OUTCOMES

- Passing over short distances
- Basic awareness of other players

GENERAL MOVEMENT

1. Modify area depending on the number of players.
2. Set out using different coloured cones, with a ball each.



HOW TO PLAY

1. Players dribble the ball around the area, using both feet and trying new tricks.
2. When coach calls out a colour, players must dribble their ball to that colour line.
3. Players then continue to dribble around area.

PROGRESSION

- Award points for the first 5 players to get to the line.
- Coach calls another colour when players are on their way to a line (encourage turning).
- Add in a defender to guard a line.
- Players are not allowed to use the same turn twice in a row.

OUTCOMES

- Control the ball in the direction of a line or away from defenders
- Practicing lots of different turns
- Awareness of space to attack into

BALL TECHNIQUE

- As large as possible (30m x 20m) with a ball each



HOW TO PLAY

1. All players spread out in a defined space
2. Players dribble a ball around the area. On your call, the players stop and listen to you calling out two body parts, which each child has to join together, while still controlling the ball
3. Examples include nose to knee, knee to foot, foot to head

PROGRESSION

BASIC: Ask the players to connect one body part to the ball

Change the way the players move with the ball, eg. hopping or skipping

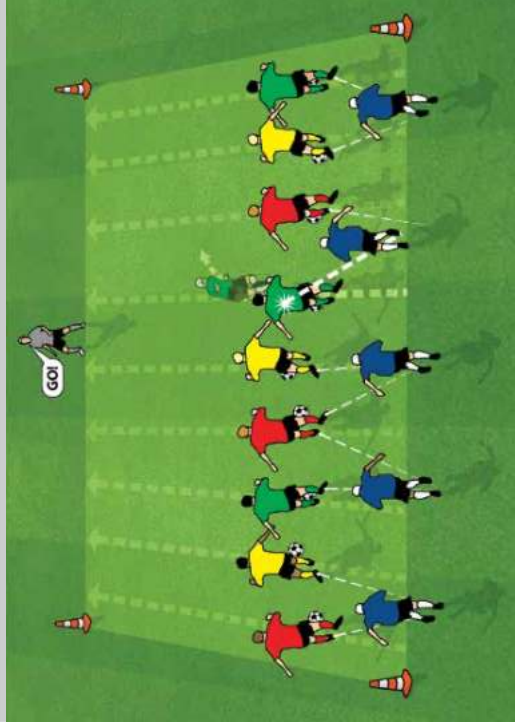
OUTCOMES

- Agility while changing direction at speed
- Coordinated speed
- Close ball control

CATCH ME IF YOU CAN (FOOTBALL COORDINATION)

SETUP

1. Area of up to 30 x 20m. Modify area depending on the number and age of players.
2. Players are split into 4 teams. 3 of the teams have a ball for each player (Robbers).
3. 4th team without ball start 5m behind other players (Cops).



HOW TO PLAY

1. When coach shouts "go" the robbers start to move. If a robber is caught by the cops without getting caught by the cops, they are out.
2. If robbers are caught they become cops.
3. Catch robbers on a different team to the one you are.
4. Next round starts from the opposite side of the field.
5. Team with the last robber left wins.

PROGRESSION

- Bring in a ball each for cops
- Cops begin 3m away from the robbers
- Cops begin 2m away from the robbers

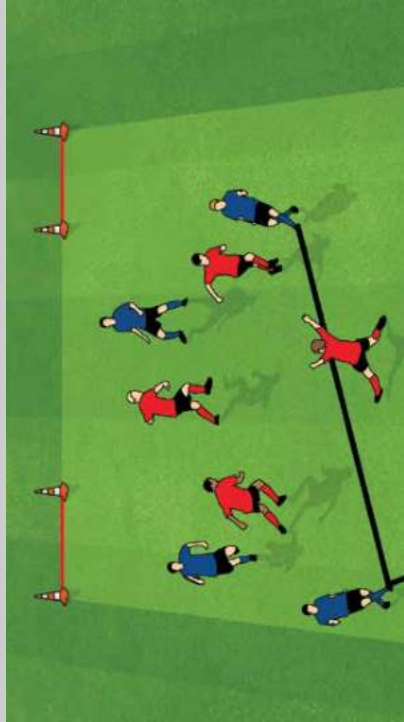
OUTCOMES

- Vision / Keeping head up
- Dribbling
- Acceleration

2 GOAL GAME (SMALL SIDED GAMES)

SETUP

1. Create an area up to 25m x 20m. Modify the size depending on the number of players
2. Use extra cones to create 2 goals at each end of the area. Assign each team goals to attack and defend
3. Place as many balls as possible around the area for re-starts



HOW TO PLAY

1. In this SSG the teams score by dribbling through the two goals they are attacking
2. When a team scores, they retreat, all start play from the goal line
3. There are no throw ins, rather the ball is dropped in

PROGRESSION

INTERMEDIATE: Players can only use their feet to touch the ball before a re-start

ADVANCED: Specify the number of touches the ball can be touched before a re-start

OUTCOMES

- Dribbling and changing direction with the ball
- Passing over short distances
- Dribbling using different parts of the foot

(GENERAL MOVEMENT)

Modify area depending on the number of players. Divide the area into four equal squares, one each (all same colour). Place a ball in the middle of each square and place their team places cone on floor as a "Dome" and one upside down as a "Dish".



HOW TO PLAY

1. Teams have 1 minute to turn as many cones into either Domes or Dishes (which ever their team represents).
2. After 1 minute, coach counts the amount of Domes / Dishes and award a winner.

PROGRESSION

- Encourage players to try different movements by creating new rules, e.g running backwards / side stepping between cones / jumping over cones before turning them over.
- Introduce a ball for each player to dribble.

OUTCOMES

- Mobility when changing direction at speed
- Movement in different methods - forwards / backwards etc
- Encourages teamwork
- Vision & spatial awareness

1-1 (FOOTBALL TECHNIQUE)

1. Modify area depending on the number of players. Divide area into shallow end of the sea (end of without a ball) and deep end of the sea (middle of the sea with a ball).



HOW TO PLAY

1. Shark begins game by shouting "Fishy, Fishy, Fishy come and swim in my sea".
2. Fish respond "Sharky, Sharky, Sharky you can't catch me" and try to swim (run or dribble) to the opposite shallow end of the sea.
3. Sharks try to "eat" the fish by passing their ball and hitting player's below the knee or the player's football.
4. If fish is "eaten", they become a shark. The last fish swimming is the winner.

PROGRESSION

- Put fish in pairs with one ball between them. Fish must pass the ball to each other 3 times whilst swimming to other side.

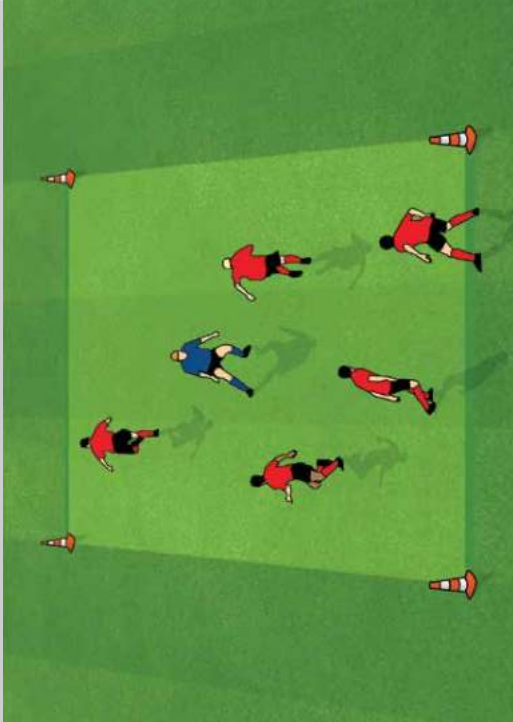
OUTCOMES

- Dribbling under close control whilst using different parts of the foot
- Ability to change speed with the ball

JAIL BREAK (FOOTBALL COORDINATION)

SETUP

1. Create an area up to 20m x 20m. Modify the size depending on the number of players
2. Choose one player to start in the middle as the 'police officer'
3. As soon as players understand the game, give every player a ball, except for the 'police officer'



HOW TO PLAY

1. The player in the middle starts as the 'police officer'
2. On your signal the remaining 'robbers' start to move towards the 'police officer' to the other end
3. Any player tagged by the 'police officer' is out of the game on that spot trying to tag the other 'robbers'
4. The game ends when all 'robbers' are out of the area

PROGRESSION

- BASIC:** Start with more than 4 players
- INTERMEDIATE:** All 'robbers' have a ball. 'police officer' must tackle out of the area

OUTCOMES

- Dribbling and changing direction with awareness
- Keeping head up for awareness of space while dribbling
- Timing of the tackle

1 GOAL GAME (SMALL SIDED GAMES)

SETUP

1. Create an area up to 25m x 20m. Modify the size depending on the number of players
2. Use extra cones to create 1 goal at each end of the area. Assign each team goals to attack and defend
3. Place as many balls as possible around the area for fast re-starts



HOW TO PLAY

1. In this SSG the teams score by dribbling through the goal they are attacking
2. When a team scores, they retreat, all start play from the goal line
3. There are no throw ins, rather the ball is dropped into play

PROGRESSION

- INTERMEDIATE:** Players can only use their feet
- ADVANCED:** Specify the number of players per team. Specify the number of touch the ball before a goal

OUTCOMES

- Dribbling and changing direction with awareness
- Passing over short distances
- Dribbling using different parts of the foot

HOW TO BE AN EFFECTIVE GAME LEADER

The McDonald's Fun Football player is capable of developing a greater level of game understanding, and acquiring a broader range of technical skill than the McDonald's development.

First Kicks player. For the McDonald's this means it is essential to have of what the players need across all development.



FOUR CORNER OVERVIEW - WHERE IS THE FOCUS

TECHNICAL & TACTICAL

- The content of activities and games used provides learning opportunities - allow the players to play
- Technique and skill development takes place through the use of games
- Coordination is developed through the introduction of the ball to games
- Learning takes place through the exploration of new games and activities
- Individual technique is the focus

MENTAL

- Players need to be continually to succeed regularly during the
- Coaches need to avoid criticisms Fun Football players
- Activities and games need to to become more spatially aware
- Coaches need to use stories to to activities and games

PHYSICAL

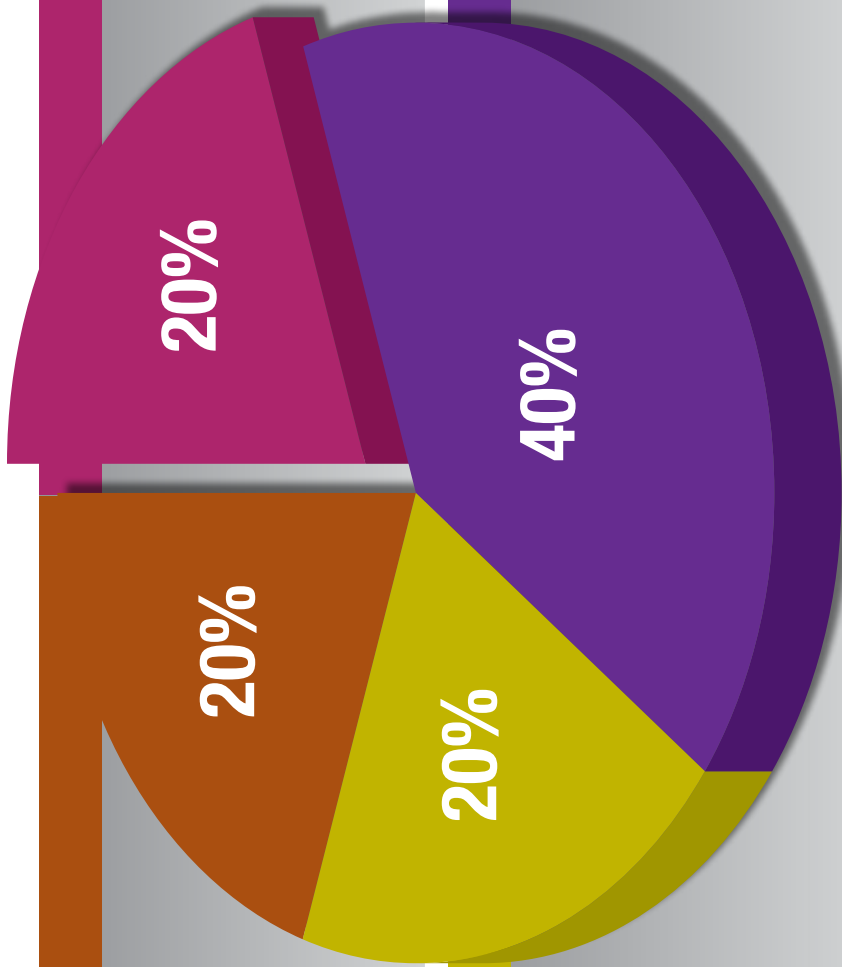
- Players need high energy games with lots of activity
- General Movement and Football Coordination activities must continue to improve players' coordination in general, but also with a more football specific focus with the use of the ball
- Lots of different types of movements need to be used across a session
- The ball needs to be used to add motivation to sessions

SOCIAL / EMOTIONAL

- Players at this age need to focus on technical development rather than tactical development
- Players need to be encouraged through wider group setting through 'fun'
- Activities and games need to be fun and fun experiences
- Activities give the player as much as the ball as possible

TRAINING - WHERE WE SPEND MOST OF OUR TRAINING TIME

spent on each component reflects the age-related requirements of the McDonald's Fun Football player.



MENT

as based on the A,B,C's central to McDonald's First Kicks, but more relevant football quickly, changing direction at speed, stopping quickly) and hopping with physical contact, landing safely, landing into other movements) combining movements with or without the ball, falling and other movements, dealing with physical contact) de a basis for football specific movement as players get older

NIQUE

es involve dribbling, shooting, fakes and turns, and the ssing. iches of the ball are essential should be a part of every session, incorporating the players ts of contact with the ball. is used to develop football specific coordination. ome comfortable with controlling the ball on the ground, and air

FOOTBALL COORDINATION

Activities involve:

- Small competitions and games should be used to m use these techniques
- Decision making about choosing the most appropriate different techniques should be encouraged
- Ball familiarization, using different parts of the foot more game specific activities
- All parts of the foot need to be used independently

SMALL SIDED GAMES

SSG's motivate players more than any other activity
 SSG's should meet the development needs of the McDonald's Footballer
 SSG's should involve a level of decision making that is (how and when to use other players)
 SSG's provide the players with the chance to best use skills, developed in a group setting.

WHAT DO THE PRACTICE SESSIONS INCLUDE?

A McDonald's Fun Football coach will have achieved a great deal if he or she has built each child's confidence, self-esteem & motivation, and has helped them develop a love for the game. With this in mind, a McDonald's Fun Football session should always:

- 1 Include general coordination activities - running, jumping, tumbling and changing direction
- 2 Include games with lots of movement
- 3 Include small sided fun games 1v1, 1v2, 2v2, 3v3
- 4 Include lots of familiarity with the ball - running & turning using all parts of the foot to move & control

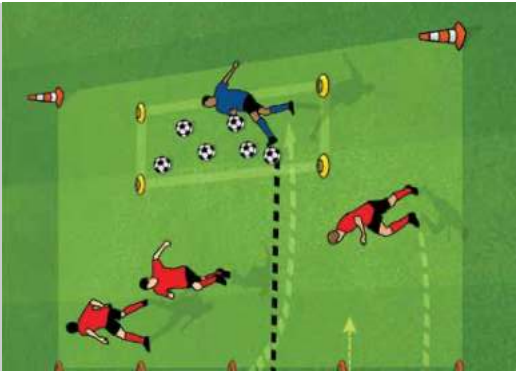
To ensure that McDonald's Fun activities are well suited to the players remain close to the session. Watch the tasks. If the tasks are too hard or to adjust or change something:

- 1 Change the size of target/goal
- 2 Change the part of the foot used
- 3 Increase or decrease the number of players
- 4 Change the area size to make it easier
- 5 Change the rules



D (GENERAL MOVEMENT)

in is the Island. Modify area depending e of players. Split area into two halves as (treasure chest) at each end and alls (treasure) within the grid. with bibs.



HOW TO PLAY

1. Players are pirates and they are safe in their own side of the Island.
2. Once pirates cross the centre line, the other team are allowed to tag them. Tagged pirate must return to their own treasure chest before attacking again.
3. Once players get inside the opponents treasure chest they are safe. They are allowed to dribble / carry one ball to their own side and place the ball within their own treasure chest.
4. Players are not allowed to stop opposition taking a ball back to their treasure chest.

PROGRESSION

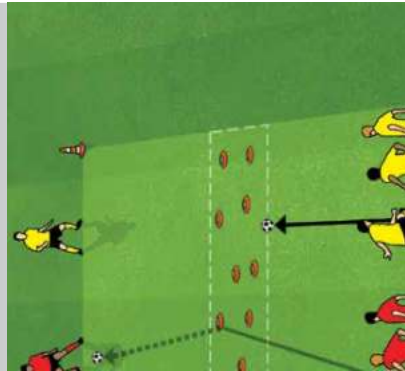
- Players are allowed to pass one ball back to their treasure chest
- Players are allowed to stop the opposition dribbling / passing footballs back to their treasure chest

OUTCOMES

- Awareness
- Change of running pace / direction
- Teamwork
- Long distance passes

INEFIELD (FOOTBALL TECHNIQUE)

(minefield). Modify area depending on players. d randomly in the minefield. ms. e side of minefield, with team mates at up of team mates.



HOW TO PLAY

1. Each team player tries to pass their football through the minefield with out touching any mines. Passes must be made along the floor. If the ball hits a mine they must try again.
2. After a successful pass, players must run and jump over the minefield.
3. First team to successfully get all of their players across the minefield wins.

PROGRESSION

- Pass with left/right foot only
- Pass with inside/ outside / laces / back heel
- Teams must all cross the minefield twice

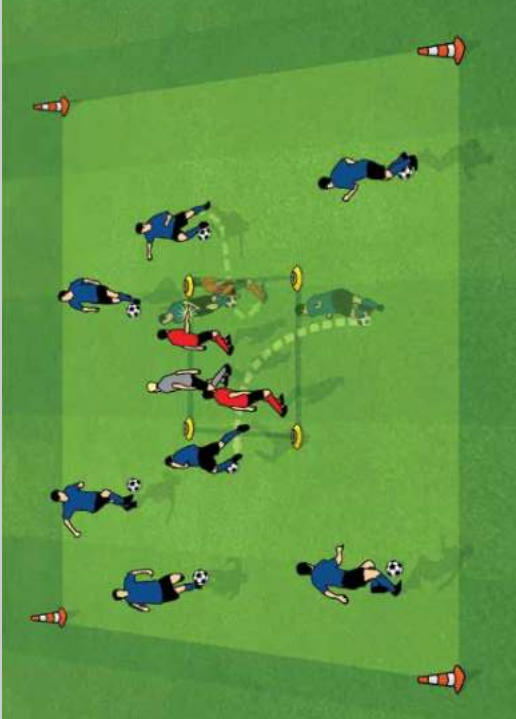
OUTCOMES

- Passing accuracy
- Fundamental movements - jumping, running etc

ZOMBIELAND (FOOTBALL COORDINATION)

SETUP

1. Area of up to 25 x 25m. Modify area depending on the number and age of players.
2. Have smaller 5x5m square in the middle - this is "Zombie land".
3. Coach begins as a Zombie, without a ball inside "Zombie land".
4. All other players ("Humans") are outside of the area with a ball each.



HOW TO PLAY

1. The Humans must try to dribble through Zombie Land (getting tagged (bitten) by the Zombie) allowed to move slowly.
2. If they get bitten by the zombie then the smaller square.
3. Every successful trip through Zombie Land point. 5pts means that a human can t Human.
4. The only person that must remain a Z

PROGRESSION

- Start game with more zombies inside
- Zombies are allowed to move quicker
- A Zombie is allowed to live outside Z

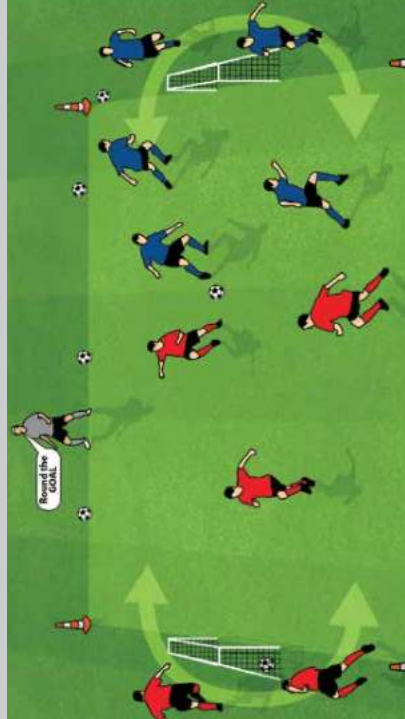
OUTCOMES

- Dribbling with close control
- Vision & Awareness
- Change of direction & speed
- Team Work

ROUND THE GOALS (SMALL SIDED GAMES)

SETUP

1. Area of up to 30 x 20m. Modify area depending on the number and age of players.
2. Divide the players into two teams with bibs.
3. Have footballs around the area ready to restart match.



HOW TO PLAY

1. In this game players score by passing the goal.
2. There are no throw ins, instead the ball stops ball. Both teams run around the attacking and back onto field of play.
3. When coach calls "Round the Goal", w ball continues the game, with the team opposite direction.

PROGRESSION

- Teams are only allowed to score in the pitch.
- Introduce Goalkeepers.

OUTCOMES

- Awareness of other players
- Passing over short distances

1. L. MOVEMENT)

...as possible (30m x 20m) in the area with a bib (flag) tucked into...



HOW TO PLAY

- 1. Players chase each other around the area, attempting to take the flag off other players
- 2. If a player snatches a flag, they keep hold of it
- 3. If a player loses their flag, they play on, trying to snatch other flags
- 4. The game ends when the last player has their own flag snatched
- 5. The winner is the player who captures the most flags

PROGRESSION

- INTERMEDIATE:** Create two teams - the winning team captures all the opposition flags first
- ADVANCED:** Give every player a ball to dribble while the play

OUTCOMES

- Agility while changing direction at speed
- Coordinated speed
- Develops spatial awareness
- Close ball control

MAGIC MIRRORS (FOOTBALL COORDINATION)

SETUP

- 1. Area of up to 20 x 20m. Modify area depending on the number and age of players.
- 2. Players stand 5m away from their partner, facing them with a ball in between.
- 3. Goals are placed behind each player (these could be two cones).
- 4. Players are giving a number each for each team.



HOW TO PLAY

- 1. Players will be facing each other, with movements and their partner copying will be hopping, start jumps, jogging on spot have to get their ball, turn and score
- 2. If the coach shouts out a number they have to get their ball, turn and score
- 3. The first player to score gains 2 points who scores second earns 1 point for...

PROGRESSION

- Players score in opponents goal
- Reduce to one ball. Players compete opponents goal

OUTCOMES

- Fundamental Movements
- Acceleration
- Quick Reactions
- Turning and Shooting

DRIVING FORWARD FOOTBALL COACHING CERTIFICATE TRAINING COURSE...

n. Modify area depending on the players. winner in a different colour bib. seen them. n the ball.



HOW TO PLAY

- 1. Players in yellow move around the area. Players in red tries to keep up with them whilst dribbling.
- 2. When the coach shouts "freeze" the two players stop. The yellow player faces their partner and makes a goal using their legs. The red player tries to pass the ball between their legs to score a goal.
- 3. Players then change roles.
- 4. Play for a set time and see how many goals are scored.

PROGRESSION

- Players to dribble with left/right foot
- Use different surface of foot to shoot
- Rotate partners
- Players have to score between another partners legs

OUTCOMES

- Dribbling whilst changing direction

FIRST TO FIRE (SMALL SIDED GAMES)

SETUP

- 1. Area of up to 20 x 20m. Modify area depending on the number and age of players.
- 2. 2 teams of equal numbers stand either side of goal. 2 orange cones (5m apart) in front of coach with 2 footballs in between.
- 3. All players are numbered on each team.



HOW TO PLAY

- 1. Players perform movements on line a on spot, star jumps etc).
- 2. Coach calls out a number, the number team runs around the yellow cone, cone goal.
- 3. Player who scores goal first gets 2pts score gets 1pt for team.
- 4. Total team points score is kept by coach.

PROGRESSION

- Place cones in the goal – if players shoot receive more points.
- Introduce a Goalkeeper to increase challenge boys aged 9+ and girls 11+ only).
- Decrease to 1 ball – both players will score on the one ball.

OUTCOMES

- Accuracy of shooting

GENERAL MOVEMENT)

1. Modify area depending on the ages.
2. As and provide them with a team name.
3. Starting around the outside of the area.



HOW TO PLAY

1. When coach calls out a team name they have to move to the opposite side and back.
2. Players move in different ways as instructed by the coach.

PROGRESSION

- Introduce footballs for players to carry, throw or dribble
- Two teams are called to move at one time
- Three teams are called to move at one time
- All teams go at same time
- Players can race against each other

OUTCOMES

- Keeping their head up / Vision
- Dribbling in tight spaces
- Spatial awareness

G (FOOTBALL TECHNIQUE)

1. 10m x 30m. Modify the size depending on ages
2. Inside the area with a ball each



HOW TO PLAY

1. Players dribble the ball inside the area, protecting their own ball, while trying to kick out other players balls
2. Each player starts with 10 points, and any time their ball leaves the area, kicked out or otherwise, they lose one point
3. The winner is the player left with the most points after playing for 2 min. The game can then re-start

PROGRESSION

- INTERMEDIATE:** Players who lose their ball remain outside the area juggling their ball. The last person in the area is 'king of the ring'
- ADVANCED:** Specify which foot the player must use to control the ball

OUTCOMES

- Dribbling and changing direction with close ball control
- Keeping head up for awareness of space and other players while dribbling

BEE KEEPERS (FOOTBALL COORDINATION)

SETUP

1. Area of up to 25 x 25m. Modify area depending on the number and age of players.
2. All players with a ball each and the same colour bib - these are the "Bees" and the ball is their honey. There are also 3 players in a different colour with out a ball - these are "Bee Keepers".
3. Have a goal in the centre of the area - this is the Honey Pot.



HOW TO PLAY

1. Bees dribble their ball (honey) around the Honey Pot (kick it in the goal).
2. Once a Bee loses their honey, then they are a Bee Keeper.
3. At the end of 1 minute, the Bees with honey are swapped with the Bee Keepers.

PROGRESSION

- Have an allotted time for the Bee Keepers to steal the Honey Pot once they have stolen it
- Bees without honey are allowed to have a 'honey pot' of their own
- Bee Keepers have a competition between teams to see how much honey they can steal

OUTCOMES

- Dribbling / Movement of ball
- Vision & Awareness
- Shielding / Use of Body
- Defending - Winning the Ball

2 GOAL GAME - CLOSE RANGE SHOOTING (SMALL SIDED GAMES)

SETUP

1. Create an area up to 25m x 20m. Modify the size depending on the number of players
2. Use extra cones to create 2 goals at each end of the area. Assign each team goals to attack and defend
3. Place as many balls as possible around the area for fast re-starts



HOW TO PLAY

1. In this SSG the teams score by dribbling through the two goals they are attacking
2. They can only score a close range goal 'zone'
3. When a team scores, they retreat, all start play from the goal line
4. There are no throw ins, rather the ball is dropped into play

PROGRESSION

- INTERMEDIATE:** Players can only use their feet
- ADVANCED:** Specify the number of players who can touch the ball before a goal is scored

OUTCOMES

- Dribbling and changing direction with close ball control
- Passing over short distances
- Dribbling using different parts of the foot
- Basic awareness of other players

THE NET (GENERAL MOVEMENT)

split into thirds. Modify area depending of players.
 teams, dribbled in a different colour.
 outside of each end of the area (Fish), with
 (Fisherman's Net).
 together, with each player only allowed to
 ly.



HOW TO PLAY

1. When Coach calls out a team the fish must try and travel through the middle third to get to the other side.
2. The Fisherman's Nets in the middle third try to tag (catch) players travelling through.
3. Fishes receive a point for travelling through successfully.
4. Fishes who are caught link in to one of the nets, facing the opposite direction to the player that they link next to.

PROGRESSION

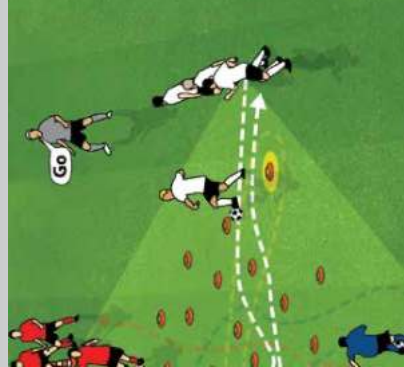
- Introduce a ball for the fishes
- Both teams go at the same time
- Nets are allowed to both turn at once if required

OUTCOMES

- Fundamental Movement
- Change of direction / speed
- Teamwork & Communication

Y (FOOTBALL TECHNIQUE)

is the Mine Field. Modify area depending of players.
 I numbers. Try to ensure that teams are
 rs.
 in the middle of the area. These are the
 y in each corner of the Mine Field.



HOW TO PLAY

1. When coach says "Go", the first player dribbles through the minefield, around the furthest cone and back to their corner.
2. Once they get back they tag their next player.
3. Next player repeats the dribble across the minefield.
4. First team to get all players through the minefield and back wins.
5. If a player or their ball hits a mine then they have to start again.
6. Teams then rotate around to the next starting position

PROGRESSION

- Dribble with Right / Left foot only
- Introduce more mines in the minefield
- Players have to cross the minefield twice to complete

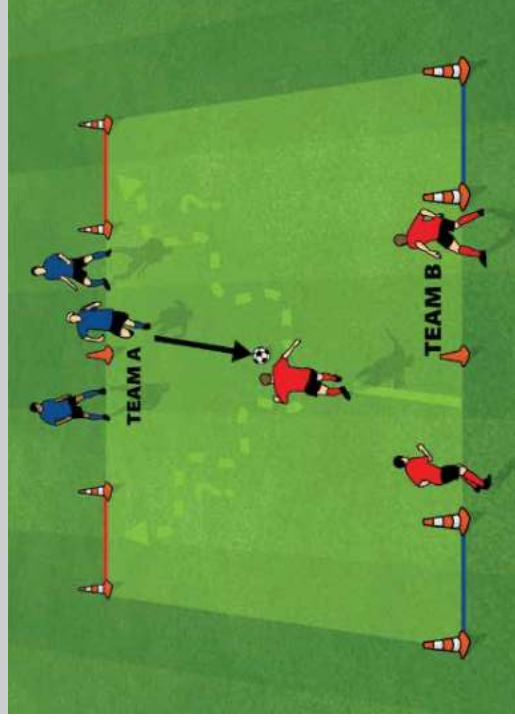
OUTCOMES

- Dribbling with Close control

GLADIATORS (FOOTBALL COORDINATION)

SETUP

1. Create an area up to 15m x 20m
2. Set up a goal 3m in size with large or different coloured cones on each corner of the area (two 3m goals at either end of the area)
3. Divide players into 2 teams of 'gladiators' and set them up at either end of the area behind the centre cones



HOW TO PLAY

1. Team A start with a ball each and teared
2. Team A pass the ball to team B, follow work as a defender. The team B 'glad moves to receive the ball and tries to performing a fake and dribbling thro
3. If the defending gladiator wins the ball the ball through their target goals
4. Players change roles after each turn (become attackers and vice versa)

PROGRESSION

- INTERMEDIATE: Specify one goal (left) must dribble through
- ADVANCED: Two attacker vs. two

OUTCOMES

- Dribbling and changing direction with
- Keeping head up for awareness of space while dribbling
- Using fakes and turns to beat a defen

MULTI BALL (SMALL SIDED GAMES)

SETUP

1. Area of up to 50 x 30m. Modify area depending on the number and age of players.
2. Place an equal number of goals at opposite sides of the area.
3. Split into 2 teams of equal numbers.
4. Have footballs around the area to restart match.



HOW TO PLAY

1. One team will start with all players had side of the area.
2. They are able to attack the opposite any of the opponents goal they wish.
3. If the defenders win possession of the attack the opponents goals.

PROGRESSION

- Remove a football to create the possi
- Introduce floater players that play fo

OUTCOMES

- Dribbling - Use of Body
- Dribbling - Close Control with Head
- Decision Making - when to pass / wh

HOW TO BE AN EFFECTIVE GAME LEADER

The McDonald's Mini Football player is much more capable of developing a basic understanding of the game as well as acquiring a broader range of technical skills. The McDonald's Mini Football coach is therefore required to have a good understanding of the increased capabilities across all four corners of their development and the appropriate coaching tools required to support the McDonald's Mini Football player.

understanding of the increased capabilities across all four corners of their development and the appropriate coaching tools required to support the McDonald's Mini Football player.

FOUR CORNER OVERVIEW - WHERE IS THE FOCUS



TECHNICAL & TACTICAL

All sessions must ensure the central focus is on technical development - high skill levels with both feet and other parts of the body in order to enjoy success.

Games and activities should begin to involve tactics related to the game, and start to develop basic individual roles within a team in different areas of the pitch.

Sessions need to develop player understanding of In Possession and Out of Possession work, and Transition.

All games and activities should continue to allow players to develop new skills and use them in game related activities.



MENTAL

Players need the challenge of both collective problem solving, and new challenges of this process.

Coaching should include effective challenges that will promote player initiative

Coaches need to create positive environments for players at this age can be highly sensitive to criticism from both peers and coaches

Activities and games need to include positive individual competitiveness

Coaching needs to include lots of positive communication.



PHYSICAL

Players at this age need high energy games with lots of activity.

All activities should include an aspect of physical competitiveness or contact - players need to become comfortable with increased physicality.

Speed, agility and stability should be key components as players now face physical challenges both in and out of possession.

Coaches need to take into account players who may be experiencing comparatively rapid physiological change which influences football development.



SOCIAL / EMOTIONAL

Games and activities need to encourage players to be aware of the value of others.

Coaches need to foster positive peer relationships through communication, trust among team members and ownership of individuals to take ownership of their own development

At all times coaches need to be fair and convey a strong sense of justice and respect



TRAINING - WHERE WE SPEND MOST OF OUR TRAINING TIME

spent on each component reflects the age-related requirements of the McDonald's Mini Football player.

MENT

otball development rather than general development strength and speed should be the focus

eed training can be delivered in games and activities and ating and age appropriate

hat strengthen and stabilise joints and tendons should injury

NIQUE

focus on the transition from 'playing' to 'training' e the most significant motivating factor for the players, of fundamental technique in an organized manner should

ues are: dribbling, shooting, faking and turning, passing eceiving/controlling the ball and heading.

be on combining movements while controlling the ball involve lots of repetitions of all the associated gh highly motivational progressions.



FOOTBALL COORDINATION

- Organisation of the activities should always provide to perform a technique in a game related scenario
- Small competitions and games should be used to reinforce use these techniques
- Decision making about choosing the most appropriate different techniques should be encouraged
- Ball familiarization, using different parts of the foot for more game specific activities
- Activities should also focus on using competition to execute movement while under pressure.

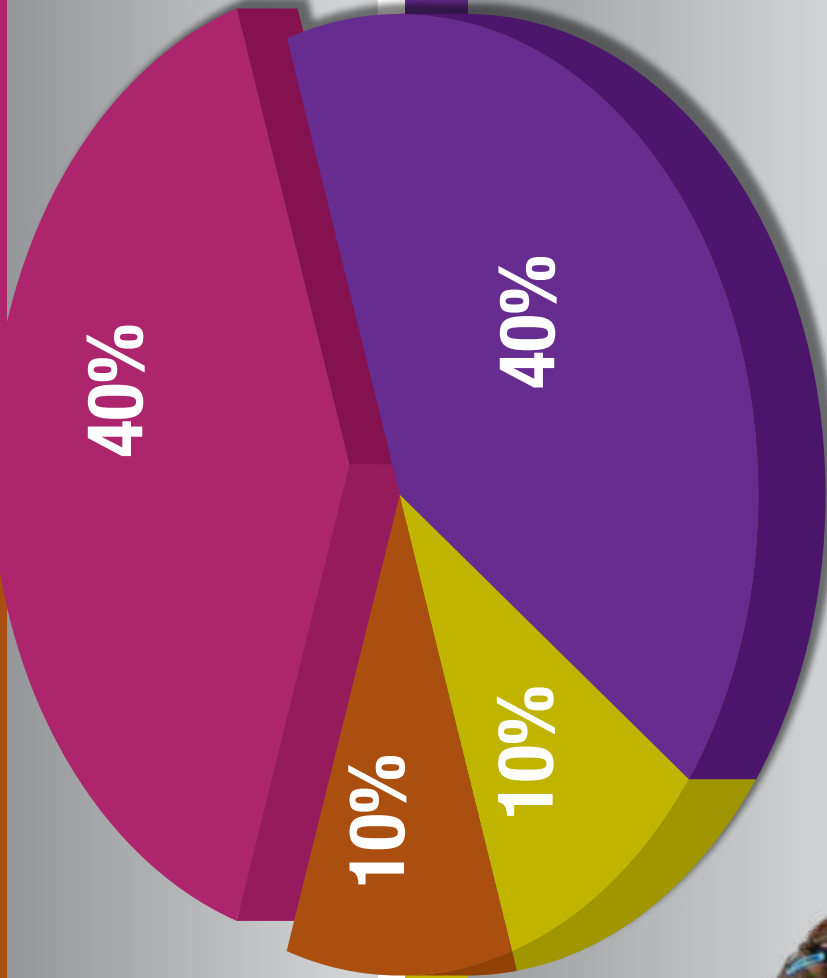
SMALL SIDED GAMES

SSG's should involve 3v3 through to 9v9

Rules should be modified to encourage technical development problem solving by players e.g multiple goals or limited challenge decision making

Progressive introduction of tactical problems should be development

SSG's should develop a player understanding of a) In of Possession and c) Transition



WHAT DO THE PRACTICE SESSIONS INCLUDE?

Player needs at this age are now strongly linked to succeeding on game day, so ensure the activities and games used reflect this. Remember though, to use positive re-enforcement and avoid focusing on the negative and criticising players. Motivate players with praise-related feedback for demonstrating effort, good technique, effective team play, etc. Make sure the activities and games are still always fun!

To help ensure that the games and activities are well suited

to the players, make sure you remain
Watch how players react to the task
or too easy, be prepared to adjust or

- 1 Change the size of target/goal
- 2 Change the part of the foot used
- 3 Increase or decrease the number of players
- 4 Change the area size to make it more challenging
- 5 Change the rules

CASTLE GATES (GENERAL MOVEMENT)

Modify area depending on the number of players. Split into two teams of 4 "castle gates" around the outside of the circle. Knights operating inside the circle, Dragons operating outside of the circle.



HOW TO PLAY

1. Knights are moving around inside the circle and Dragons moving around outside.
2. Coach shouts out a number and that Knight has to get to one of the Castle gates before the Dragon catches them.
3. Each time a Knight escapes, a point is awarded to their team.
4. Swap over teams so that they play the other role.

PROGRESSION

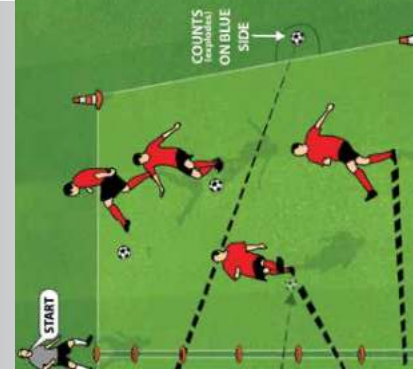
- Shout out two or more numbers
- Certain Castle Gates are locked and Knights must get a key (one of the Footballs) before escaping through them
- Introduce a ball for players on both teams. Players must keep the ball under control when tagging / escaping

OUTCOMES

- Acceleration
- Change of pace / Direction
- Teamwork / Communication
- Fundamental Movements
- Dribbling

STEAR (FOOTBALL TECHNIQUE)

Modify area depending on the number of teams and bib accordingly. Split into two teams of the same size, with one team (the Snatchers) each and must remain in their team



HOW TO PLAY

1. On the coaches call, players pass the ball from their area to the opposing area.
2. The ball must stop in the opponents area for it to count – if it goes out of the area is counts as a bomb against the team passing.
3. The ball must come to a stop before a team is allowed to pass it back.
4. The idea of the game is to clear your team's area of as many bombs as possible.
5. Game is stopped after 1 minute and the number of bombs are counted (explode).

PROGRESSION

- Only allowed to use right / left foot
- Players can pass moving bomb back with a maximum of two touches
- Players are allowed to pass moving bomb back with a maximum of one touch

OUTCOMES

- Passing accuracy

STEAL (FOOTBALL COORDINATION)

SETUP

1. Area of up to 20 x 25m. Modify area depending on the number and age of players.
2. Split into two equally sized teams with players given an individual number each.
3. Split the pitch into two halves.
4. Each team to have 1 ball.



HOW TO PLAY

1. Both teams begin by passing the ball to each other.
2. When coach calls a number, that player, the "Snatcher", entering the opposition half has 2 seconds to win the ball.
3. Teams awarded 1 point if their "Snatcher" wins the ball. 2pts if they pass it back to their own half and dribble it back.

PROGRESSION

- Limit number of touches for the passer
- Send two "Snatchers" in

OUTCOMES

- Defending – closing down opposition
- Passing accuracy, angle and weight
- Decision Making - pass to feet or space
- Movement after a pass has been played

FIRST TIME FINISH (SMALL SIDED GAMES)

SETUP

1. Area of up to 50 x 30m. Modify area depending on the number and age of players.
2. Place a goal at opposite sides of the area.
3. Split into 2 teams of equal numbers.
4. Have footballs around the area to restart match.



HOW TO PLAY

1. Two teams take part in a regular Small Sided Game. The goals they are attacking.
2. Attackers are given more goals if they score a first time finish.
3. When a team scores, they retreat, all players start play from the goal line.
4. There are no throw ins, rather the ball is dropped into play.

PROGRESSION

- Introduce GK (defenders) who are able to catch the ball
- Award more goals for a first time finish

OUTCOMES

- Dribbling and changing direction with the ball
- Passing – weight of pass

GENERAL MOVEMENT

1. Modify area depending on the number of players.
 2. Place gates around the area (Gates can be made with 2 cones).
 3. All players in Red have a ball each, 2 or 3 players in Blue are without a ball (Gate Keepers). Or the Coach can be the Gate Keeper.
 4. Place 4 Goals around the outside of the area.



HOW TO PLAY

1. Animals move around the area, with Zookeepers looking after each gate
2. When coach shouts "Zoo Escape", animals aim to break out through unguarded gates. Zookeepers stop animals escaping by tagging them
3. If animals escape they score 1 point and then re-enter to start again

PROGRESSION

- Introduce ball each for animals to have in hands / at feet
- Introduce ball each for Zookeeper to have at feet
- Use a different "trigger" for Zoo Escape. For example, instead of coach shouting they could bounce a ball instead (Vision & Awareness)

OUTCOMES

- Agility whilst changing direction
- Movement in different methods - forwards/backwards etc
- Acceleration/Deceleration

TECHNIQUE

1. Modify area depending on the number of players.
 2. Place gates around the area (Gates can be made with 2 cones).
 3. All players in Red have a ball each, 2 or 3 players in Blue are without a ball (Gate Keepers). Or the Coach can be the Gate Keeper.
 4. Place 4 Goals around the outside of the area.



HOW TO PLAY

1. When coach shouts "Go", teams have to try and hit the opponents Skittles over, whilst also defending their own. 1pt for each skittle knocked over. Footballs are not allowed to go out of the overall area.
2. Balls that get passed into your own area by opponents can be used to shoot again.
3. Skittles are to be picked up by a defender as soon as they have been knocked over. (Introduce point penalties if they are not picked up quickly enough)
4. The team who has knocked down most cones within the time limit allowed wins.

PROGRESSION

- Players are only allowed to have a maximum of 3 touches of the ball each time
- One team player is allowed to transfer to opponents area to rebound shots at skittles

OUTCOMES

- Shooting accuracy
- Choice of shot - laces for power / inside for the accuracy

GATE KEEPERS (FOOTBALL COORDINATION)

SETUP

1. Area of up to 25 x 25m. Modify area depending on the number and age of players.
2. Place gates around the area (Gates can be made with 2 cones). Ensure that you have more gates than gate keepers.
3. All players in Red have a ball each, 2 or 3 players in Blue are without a ball (Gate Keepers). Or the Coach can be the Gate Keeper.
4. Place 4 Goals around the outside of the area.



HOW TO PLAY

1. Reds dribble through the Gates and go to the other side of the area.
2. Gate Keepers stop the reds from dribbling through the Gates. Gate Keepers are only there to block and not to tackle.
3. Play for a set time and see how many reds get through.
4. Switch team roles.

PROGRESSION

- Increase / decrease the number of gates
- Increase / decrease the number of Gate Keepers
- Gate Keepers are allowed to win the ball. Gate Keepers are allowed to score in one of the goals, or score reducing to zero

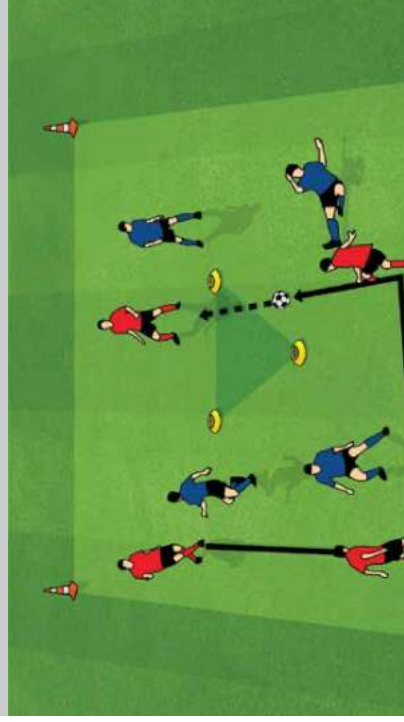
OUTCOMES

- Dribbling with low centre of gravity
- Change of pace & direction
- Awareness - keep head up to know when to stop

TRIANGLE GAME (SMALL SIDED GAMES)

SETUP

1. Create an area up to 40m x 25m. Modify the size depending on the number of players
2. Set up a triangle with 3m sides in the centre of the area
3. Divide the players into two teams with bibs
4. Place as many balls as possible around the area for fast re-starts



HOW TO PLAY

1. Teams try to score by passing the ball into the triangle securely to a team mate on the other side of the triangle.
2. Play does not stop when a goal is scored. Teams keep possession and looks to score
3. There are no throw ins, rather the ball goes out of play

PROGRESSION

- INTERMEDIATE:**
- Specify which foot can be used to score
 - Assign 2 specific sides of the triangle to be scored through
 - Limit the number of touches allowed e.g. 2 touch only
- ADVANCED:**

OUTCOMES

- Dribbling and changing direction with the ball
- Dribbling using different parts of the foot
- Passing over short distances with both feet
- Awareness of space to move into to receive the ball
- Awareness of positioning of teammates and opponents

GENERAL MOVEMENT

1. Area of up to 30 x 20m. Modify area depending on the number and age of players.
 2. Two teams of equal numbers. Individual players are allocated a number on each team.
 3. Each player has a ball.
 4. Split pitch into two halves, marked by cones.



HOW TO PLAY

1. Yellow team chase first. When they tag a Red / Blue they must tell the player which corner square to enter and perform challenge.
2. After player performs challenge they are allowed back into the main area.
3. If all players from red team are performing challenges in corner squares, blues win (and vice versa).

PROGRESSION

- Increase number of players in chasing team.
- Increase difficulty of challenges performed in corner squares.
- Introduce a ball for players in the main area.

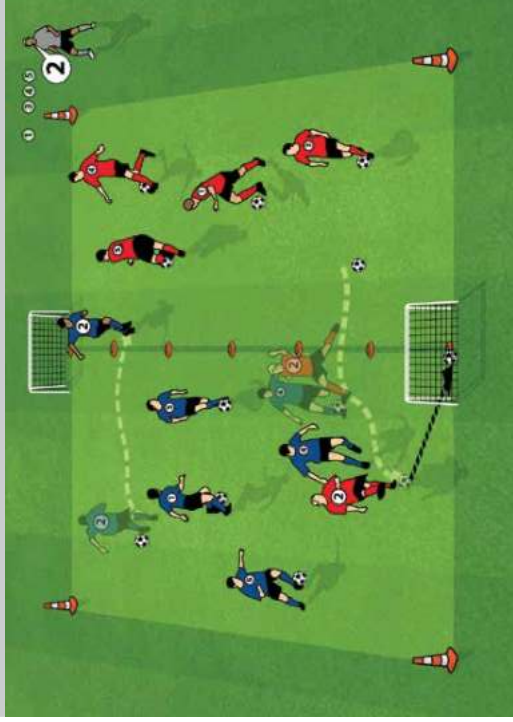
OUTCOMES

- Encourages players to be comfortable on the ball
- Develops spatial awareness
- Develops balance

HUNTING TIME (FOOTBALL COORDINATION)

SETUP

1. Area of up to 30 x 20m. Modify area depending on the number and age of players.
2. Two teams of equal numbers. Individual players are allocated a number on each team.
3. Each player has a ball.
4. Split pitch into two halves, marked by cones.



HOW TO PLAY

1. Players will be dribbling their ball until number.
2. When a number gets called that player goes into the opposition area and try to get opposition as possible. When they get balls they try to score in one of the goals in their team.
3. Whoever scores the most goals in a 10 minute period wins.
4. Players then go back into their own half.

PROGRESSION

- Have two numbers called out at once
- First player to score wins an additional point

OUTCOMES

- Dribbling – change of direction / speed
- Closing down players / winning possession
- Team work
- Defending in pairs

FOOTBALL TECHNIQUE

1. Area of up to 50 x 30m. Modify area depending on the number and age of players.
 2. Use extra cones to create 2 goals at each end of the area.
 Assign each team a goal line / pair of goals to attack.
 3. Place as many balls as possible around the area for fast restarts.



HOW TO PLAY

1. Players pass the ball about their area.
2. When coach calls a number, player carries out the following tasks:
 - "1" – Whole group moves in a clockwise direction to the next square
 - "2" – Whole group moves in an anti clockwise direction to the next square

PROGRESSION

- "3" – group passes ball in a clockwise direction to the next square
- "4" – group passes ball in an anti clockwise direction to the next square
- "5" – group passes ball in a diagonal direction to the next square
- "6" – Players play a 3v3 against the team on their half of the pitch (2 footballs)

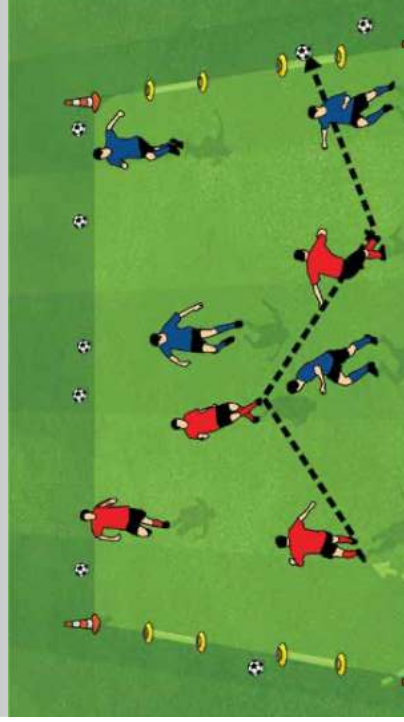
OUTCOMES

- Passing accuracy

2 GOAL CHANGEOVER (SMALL SIDED GAMES)

SETUP

1. Area of up to 50 x 30m. Modify area depending on the number and age of players.
2. Use extra cones to create 2 goals at each end of the area. Assign each team a goal line / pair of goals to attack.
3. Place as many balls as possible around the area for fast restarts.



HOW TO PLAY

1. Teams score by dribbling or passing the ball into the goals they are attacking.
2. When a team scores, they retreat, all start play from the goal line.
3. There are no throw ins, rather the ball is dropped into play.
4. If coach shouts "change" teams attack the goal they are currently attacking – do this frequently.

PROGRESSION

- Players can only use their non-dominant foot
- Specify the number of players that have to be in possession before a 'goal' is scored.

OUTCOMES

- Selection of turns
- Passing over short distances
- Dribbling using different parts of the foot

DRY (GENERAL MOVEMENT)

1. Modify area depending on the number of players. The centre which is the prison. Players in the prison to start with and the prison.



HOW TO PLAY

1. In this game the objective is for the attackers to break into the prison and help the prisoners to escape.
2. Guards defending the prison try to tag attackers attempting to break in. If an attacker gets tagged they must go to the outside of the large area before trying to break in again.
3. Attackers have two lives each. If they are tagged twice they then become prisoners. If prisoners escape then they become attackers and attempt to free others.
4. If the prison guards capture all prisoners then they win the game. If all prisoners escape and break out of the overall area then they win the game.

PROGRESSION

- Make prison bigger or smaller
- Guards can only move sideways
- Attackers have 1 minute to get as many prisoners freed as possible
- Add a ball each for attackers and / or the Prison Guards

OUTCOMES

- Change of Pace / Direction
- Acceleration / Deceleration
- Dodging and deception
- Teamwork & Communication

SETUP

1. Area of up to 25 x 25m. Modify area depending on the number and age of players.
2. Players are in pairs, in different coloured bibs.
3. One ball between each pair.
4. Place different coloured gates around the area.



HOW TO PLAY

1. Players all play in a 1v1 against each other.
2. The aim is to score goals through the gates. Goals can be scored in any direction. Players are not allowed to score twice in a row.
3. If defending player wins the ball then they must pass it to the gates.
4. Play for a set time or play till someone scores goals.

PROGRESSION

- Players can only score through certain gates
- If the ball goes out of play the opponent gets the ball
- Different colours of gates are worth different points

OUTCOMES

- Shooting Technique – Look at the Ball
- Ball on contact etc
- Use of body to shield ball
- 1v1 fakes and turns
- Dribbling

DRY (FOOTBALL TECHNIQUE)

1. Divide the area up further by the number of players. Split the pitch into 3 areas as shown below. Two teams of equal numbers, all starting in the middle area. Except for a striker on each team who starts in the attacking third.



HOW TO PLAY

1. The 'shooters' line up vertically at intervals either side of the area
2. The 'targets' line up with a ball each at the start of the area
3. On your signal, the first 'target' tries to dribble past the first pair. The first pair of 'shooters' tries to hit the 'targets' ball by passing their ball
4. If the 'targets' ball gets hit they must start again from the back of the line
5. If the 'target' passes the first pair the next in line starts as the first 'target' continues toward the end
6. The 'shooters' get a point for each hit, and the 'target's get two turns each

PROGRESSION

BASIC: Change the part of the foot used to dribble
INTERMEDIATE: Players can only pass the ball at the 'target' with their non-dominant foot

OUTCOMES

- Dribbling and changing direction with close ball control
- Keeping head up for awareness of space and other players

SHARP SHOOTER (SMALL SIDED GAMES)

SETUP

1. Area of approximately 45 x 30m. Modify area depending on the number and age of players. Split the pitch into 3 areas as shown below.
2. Two teams of equal numbers, all starting in the middle area. Except for a striker on each team who starts in the attacking third.
3. Footballs around the area to restart match.



HOW TO PLAY

1. Each team has to pass ball into strikers
2. Only the striker in attacking third can score 1v1 with the GK.
3. Rotate striker on a regular basis.

PROGRESSION

- Striker has a time limit to score when the ball is in the attacking third
- One defender can challenge attacker into attacking third
- Another attacker can join striker when attacking third
- Players in middle third must make a pass into attacking third

OUTCOMES

- Vision and awareness
- Movement to receive the ball

Game day is where football comes alive. Filled with fun activities and games in a positive environment, the game day allows McDonald's Junior Footballers to practice what they have learnt in a slightly more competitive environment.

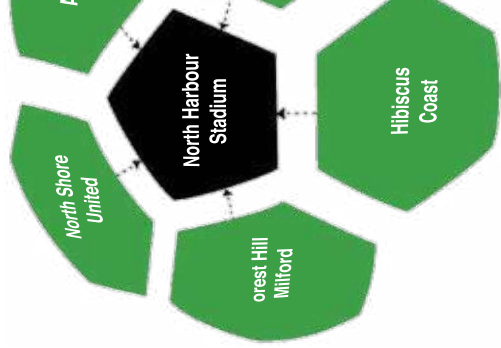
There are different models of delivery for Game Day and one which has been very successful across New Zealand is a Central Venue Hub. This involves a number of clubs travelling to one venue, where multiple fixtures take place. The Central Venue may alter each week, with a host club taking responsibility for organizing Game Day on that particular weekend. This has been successful for a number of reasons:

- 1 A fun and exciting atmosphere**
Having numerous club's players, coaches and parents attending one venue leads to a larger event. This results in a fun, festival atmosphere, providing an exciting experience for the players involved.
- 2 Games played at a guaranteed venue and time on a regular basis**
The familiar routine makes it easy for parents, coaches, game leaders, administrators and spectators to plan their time and commit to the framework on a weekly basis.
- 3 Reduced emphasis on competition and winning**
The focus on game day should be on player enjoyment and

development, with less emphasis placed on the outcome of the game. Multiple games on game day allows players to move on quickly from previous matches and have the chance to play.

4 Maximising the use of one venue
As the number of McDonald's clubs in the country grows, playing venues become increasingly important. Having multiple pitches available means that more players are able to participate in game days.

5 Limited reliance on club volunteers
With the lack of regular home fixtures for many clubs, the pressure on volunteers to organize game days is increased and shared across all clubs.



GAMEDAY

The playing formats for game day are based on world-best practice, the developmental needs of players and the availability of resources in New Zealand. Although there is little flexibility within the playing formats, the guidelines allow for delivery models that are flexible enough to meet the short-term needs of clubs.

OPTIMAL GAMEDAY MODELS

McDONALD'S FIRST KICKS (4-6 YEARS)	McDONALD'S FUN FOOTBALL (7-8 YEARS)	McDONALD'S MINI FOOTBALL (9-10 YEARS)
Rotation Station (GM, FC & FT) and 3 x 10 minute SSG (3v3/4v4)	Rotation Station (GM, FC & FT) and 4 x 10 minute SSG (4v4/5v5)	FC or FT warm-up and 2 x 25 minute SSG (7v7)
OPTIMAL		



GOALS

Goals, markers, poles or flags can be used as goals.



	McDONALD'S FIRST KICKS (4-6 YEARS)	McDONALD'S FUN FOOTBALL (7-8 YEARS)	McDONALD'S MINI FOOTBALL (9-10 YEARS)
MINIMUM	1.5 x 0.9m	1.8 x 0.9m	3.8 x 1.9m
MAXIMUM	2 x 1m	2 x 1m	4 x 2m



THE BALL

	McDONALD'S FIRST KICKS (4-6 YEARS)	McDONALD'S FUN FOOTBALL (7-8 YEARS)	McDONALD'S MINI FOOTBALL (9-10 YEARS)
Size 3			
		Size 3	Size 4



PENALTY AREA

	McDONALD'S FIRST KICKS (4-6 YEARS)	McDONALD'S FUN FOOTBALL (7-8 YEARS)	McDONALD'S MINI FOOTBALL (9-10 YEARS)
No Penalty Area			
	No Penalty Area	No Penalty Area	8m length x 1.6m width
			8m



NUMBER OF PLAYERS

	McDONALD'S FIRST KICKS (4-6 YEARS)	McDONALD'S FUN FOOTBALL (7-8 YEARS)	McDONALD'S MINI FOOTBALL (9-10 YEARS)
3v3 or 4v4			
	Maximum of two substitutions who may rotate regularly	4v4 or 5v5 Maximum of two substitutions who may rotate regularly	7v7 Maximum of three substitutions who may rotate regularly

DIMENSIONS

be rectangular and should be between the following dimensions:

McDONALD'S FIRST KICKS (4-6 YEARS)	McDONALD'S FUN FOOTBALL (7-8 YEARS)	McDONALD'S MINI FOOTBALL (9-10 YEARS)	McDONALD'S MINI FOOTBALL (11-12 YEARS)
20 x 1.5m	2.5 x 20m	4.5 x 30m	6.4 x 4.5m
30 x 20m	30 x 20m	5.5 x 3.5m	70 x 50m

RESTART OF PLAY

a kick forward to a team mate from the goal line. The opposition must be 4.5m away from the goal line. In order to score a goal from someone else on the field before a goal is scored, play is restarted at the side conceding the goal taking the form of play.

OUT OF PLAY - BALL THE TOUCHLINE

Kicks & McDonald's Fun Football is played behind or dribbled into play from behind the touchline. To ensure players have as much space as possible, players have approximately 4.5m from the play from a restart. This is the game leader using "ready-set-go!" and should be retreat to 4.5m away from the touchline. In order to score a goal from kick or throw, one else on the field before entering the touchline.

GOAL KICK

Goal Kick is awarded when in to play from behind the touchline. The ball must be kicked directly into the touchline and should use both feet. The ball must be kicked from behind and over their head. The ball must be touched until it has touched the touchline. A free kick is awarded. A free kick is awarded directly from a throw in.

GOAL LINE

Goal Kick is awarded (Not applicable for McDonald's Fun Football -

Goal Kick is awarded:

Kicks & McDonald's Fun Football is played from anywhere along the goal line. The ball must be kicked by their own half until the ball is kicked (start of play)

McDonald's Mini Football

At McDonald's Mini Football the goalkeeper is permitted to handle the ball anywhere in the penalty area and can restart play either from their hands or on the ground. Coaches should encourage goal keepers wherever possible to roll out of their hands or play from the ground; however it is recognised that kicks out of their hands may be required every now and again.

SCORING GOALS

A goal is scored when the whole ball crosses the line (in between markers when original goals are not used). Where original goals are not used, the height should be reflective of the tallest player on the pitch.

McDonald's First Kicks & McDonald's Fun Football

Goals can only be scored from the opposition's half as there are no goal keepers.

OFFSIDE

There are no offside in small sided football but poaching should not be encouraged.

FOULS AND MISCONDUCT

There are only indirect free kicks for fouls and misconducts with the exception of penalty kicks. Free Kicks occur when a player:

- Kicks or attempts to kick an opponent
- Trips or attempts to trip an opponent
- Jumps at an opponent
- Charges an opponent
- Strikes or attempt to strike an opponent
- Pushes an opponent
- Tackles an opponent from behind to gain possession of the ball
- Making contact with the opponent before touching the ball
- Holds an opponent
- Spits at an opponent
- Handles the ball deliberately
- Plays in a dangerous manner
- Impedes the progress of a player

McDonald's Mini Football

CONSIDERATIONS FOR THE GAME LEADER

Promote player development, participation and fun

- Discourage players from guarding the goal constantly and promote maximum involvement
- Ensure the correct numbers of players are on the field
- Most fouls and misconduct are not deliberate or serious at this level. Give advantage to the attacking team allowing the game to flow with minimal stoppages.
- Ensure there are no positions at this age, children should be involved in all aspects of the game
- Ensure parents adhere to player development and participation rather than winning through creating a positive playing environment
- Talk to players in the first instance players before opting to blow the whistle
- Praise and encourage both teams in an enthusiastic and approachable manner
- Remember the children are learning the game, be flexible and patient



near old player experienced game day
g and perhaps trained once a week
ld's First Kicks programme should
with more flexibility to allow clubs
programme possible whilst maximising
facilities available. Whether that
during the summer months, playing
exploring indoor training venues, we
meet the needs of the McDonald's

Optimally clubs should offer both training and game day,
but if all options are explored and this is not possible, game
day alone will suffice.

The next couple of pages will bring McDonald's First Kicks
alive and help clubs and volunteers understand how to best
meet the needs of our McDonald's First Kicks Players in
both game day and training.

Game day is filled with variation, with lots of short activities
and exposure to the different components required
within the game. The emphasis is on fun, exploration and
enjoyment for individual players, with no requirement to
understand tactics or team play.

Recognition should be based on the individual improvement
of a player and not game results at this early stage. This will

enhance the quality of the experience
parents.

At McDonald's First Kicks stage, play
rotation station prior to playing through
of 3v3 or 4v4 (refer to McDonald's
more information on station rotation
pressure around facilities and time
through games following an initial sta



SETUP

3v3 or 4v4 (without GK's)

20 x 15m (3v3)

30 x 20m (4v4)

1.5 x 0.90m

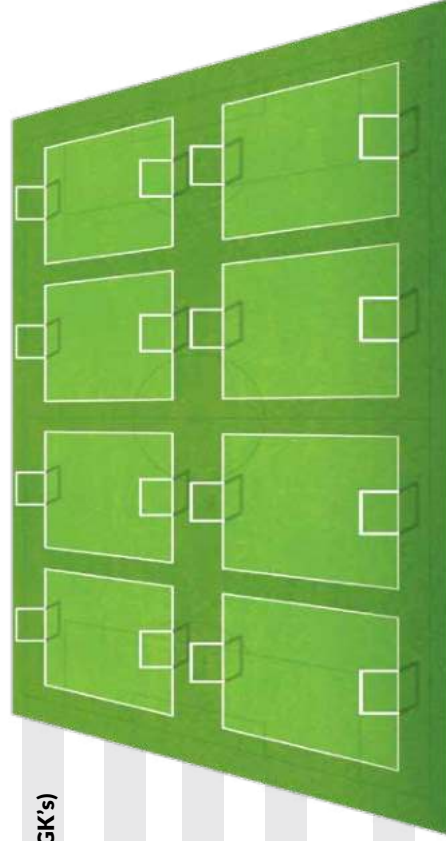
2 x 1m

3

45-60 minutes

2 x per week including Game day

field 8



GAMEDAY OPTIMAL REQUIREMENTS

- Split players in to the relevant number of groups (based on the no. of mini pitches required)
- Rotate 3 x 8-10 minute station activities (General Movement, Football Technique, Football Coordination)
- 3 x 10 minute Small Sided Games
- Number of stations should match number of Small Sided Game pitches required for a smooth transition*
- For clubs with significant pressure around facilities and time, they can opt to purely rotate through games following a station activity

* For example five SSG pitches are required for games and therefore five stations should be setup (1 x GM, 2 x FC and 2 x FT) experience more of one component than another in this setup, but on game day this is not an issue.

TYPICAL SATURDAY LOOKS LIKE FOR A CHILD'S FIRST KICKS

concept, introduced in training, try to ensure that players receive their development. Although station part of the day, it provides a valuable to continue developing the football applied in the real game situation. It only increase the child's love and all Sided Game.

GAMEDAY BENEFITS

- 1 Lots of variation leading to greater engagement from the player throughout the whole day
- 2 Station rotation prior to games ensures greater focus is placed on individual player development leading to more confident and technically competent football players
- 3 Player's experiencing football related activities prior to playing the game fosters future habits related to warming up that are required later in life to reduce the incidence of injury
- 4 A learning environment whereby players learn the skills required to play the game effectively and confidently and then are given lots of opportunity to try them in games
- 5 More Small Sided Games in one day resulting in greater motivation for more of the time. (Shorter games mean less dramatic score lines)

near old player experienced game day
g and perhaps trained once a week
d's Fun Football programme should
with more flexibility to allow clubs
programme possible whilst maximizing
facilities available. Whether that
during the summer months, playing

gameday midweek or exploring indoor training venues, we
should strive to best meet the needs of the McDonald's Fun
Football player.
McDonald's Fun Football builds on the models and
philosophies introduced at McDonald's First Kicks. The
child's football development is continued in a logical and
progressive fashion to ensure technical proficiency in fun

safe and rewarding environments remains the main focus
of development.
In a nutshell, fun activities and Small Sided Games are
provided in a motivational but not over-burdening
environment. The focus is on individual development of the
player with no requirement to understand advanced team
tactics and this is reflected in the playing structures.

The player's experience should be
motivation and excitement. The Mc
Game day enables players to ex
in either the 4v4 or 5v5 format
opposition. These shorter games,
team and opportunities to play again
all help to keep the children interest



SETUP

4v4 or 5v5 (without GK's)

25 x 20m

30 x 20m

1.8 x 0.90m

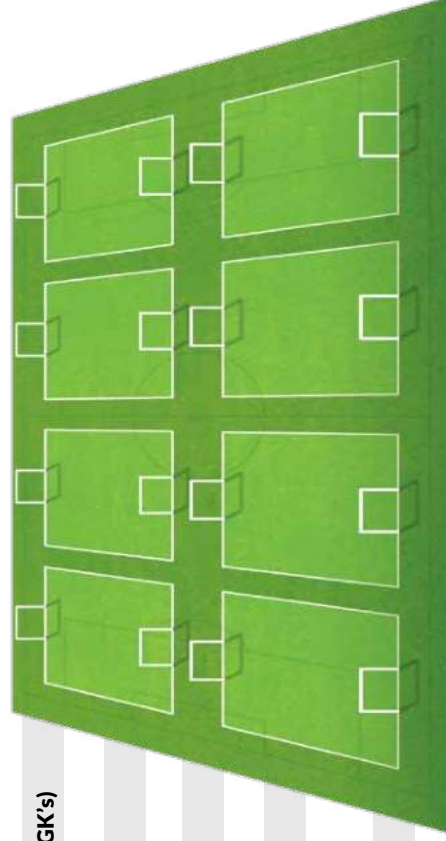
2 x 1m

3

60-75 minutes

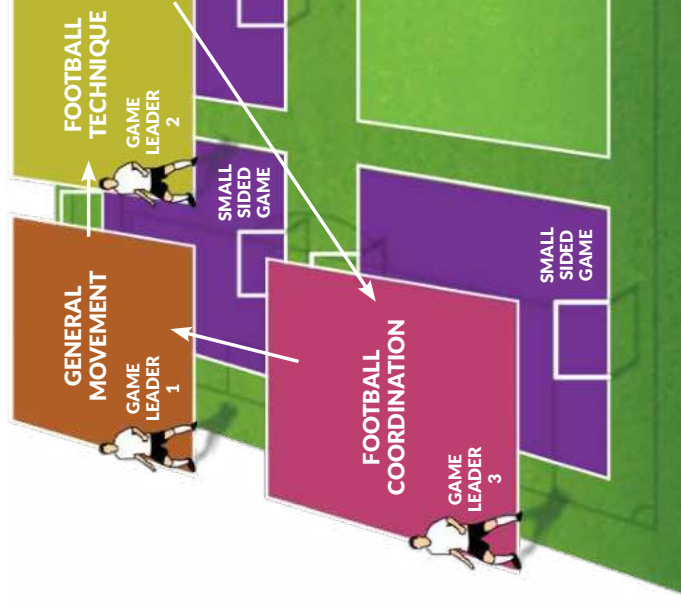
2 x per week
including Game day

field 8



GAMEDAY OPTIMAL REQUIREMENTS

- Split players in to the relevant number of groups (based on the no. of mini pitches required)
- Rotate 3 x 8-10 minute station activities (General Movement, Football Technique, Football Coordination)
- 4 x 10 minute Small Sided Games
- Number of stations should match number of Small Sided Game pitches required for a smooth transition*
- For clubs with significant pressure around facilities and time, they can opt to purely rotate through games following a station activity



* For example five SSG pitches are required for games and therefore five stations should be setup (1 x GM, 2 x FC and 2 x FT) experience more of one component than another in this setup, but on game day this is not an issue.

WEEKLY SATURDAY WORKS LIKE FOR THE FUN FOOTBALL

concept, introduced in training, to ensure that players receive the their development. Although station part of the day, it provides a valuable to continue developing the football applied in the real game situation. I only increase the child's love and all Sided Game.

GAMEDAY BENEFITS

- 1 Lots of variation leading to greater engagement from the player throughout the whole day
- 2 Station rotation prior to games ensures greater focus is placed on individual player development leading to more confident and technically competent football players
- 3 Player's experiencing football related activities prior to playing the game fosters future habits related to warming up that are required later in life to reduce the incidence of injury
- 4 A learning environment whereby players learn the skills required to play the game effectively and confidently and then are given lots of opportunity to try them in games
- 5 More Small Sided Games in one day resulting in greater motivation for more of the time. (Shorter games mean less dramatic score lines)

ball sees the introduction of formal play and this is reflected in the larger more traditional methods of running

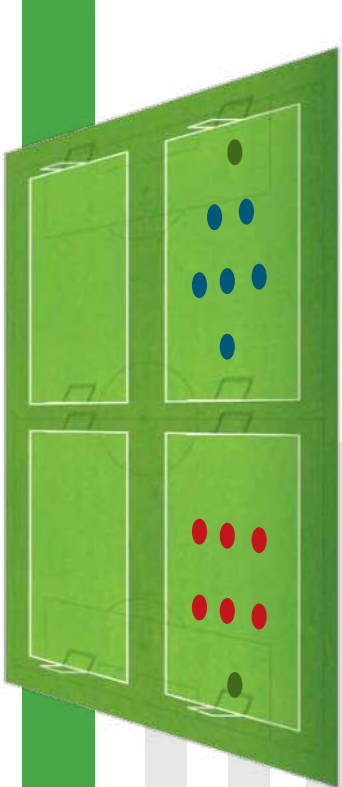
The development from 7v7 through to 9v9 at McDonald's Mini Football reflects the developments in mental awareness that take place at this stage. Players develop a greater understanding of how to play the game both in and out of possession, as well as the principles associated with creating and denying space and time.

Please note that in girls-only football at the McDonald's Mini Football stage smaller sided games are played for longer, with 5v5 continuing from McDonald's Fun Football with the gradual progression to 7v7. This unique gender intervention aims to accelerate the technical development of the female player by increasing the number of touches on the ball.

Success for a McDonald's Mini Football player is measured purely by individual and technical skills and basic tactical understanding becomes more important to the development of the player at this stage, so this should not be overemphasized. Long-term development should be based on game day experience.



SETUP (9-10 YEARS)



7v7* (with GK's)

45 x 30m

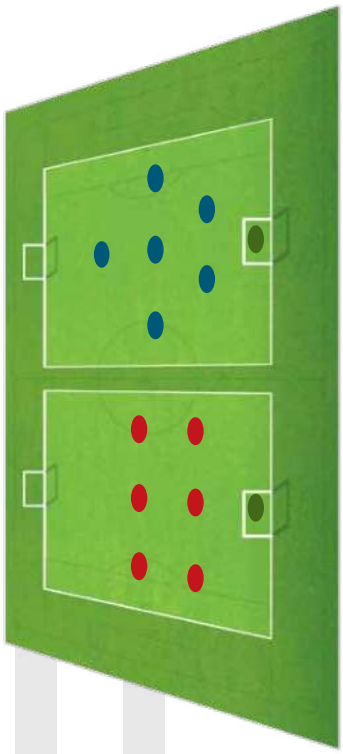
55 x 35m

3.8 x 1.9m

4 x 2m

4

Maximising the use of one football field



75-90 minutes

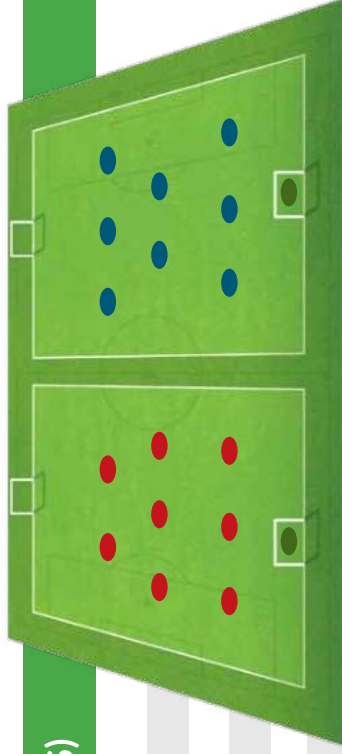
3 x per week including Game day

field 4

Home & Away

Senior Framework

Max. size field (physically mature or talented players)



SETUP (11-12 YEARS)

9v9* (with GK's)

60 x 45m

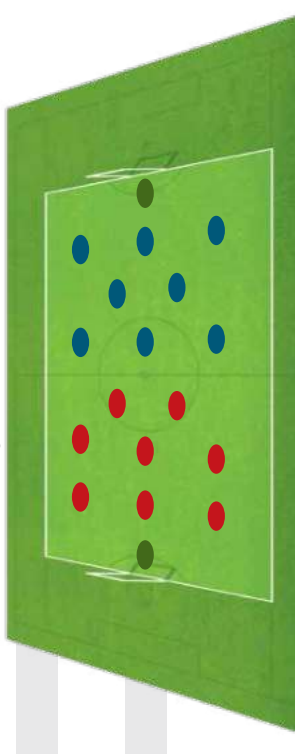
70 x 50m

4 x 2m

5 x 2m

4

Maximising the use of one football field



90 minutes max.

3 x per week including Game day

field 2

Home & Away

Senior Framework

WHAT A TYPICAL SATURDAY MORNING LOOKS LIKE FOR THE McDONALD'S MINI FOOTBALL PLAYER

McDonald's Mini Footballers will start to favour particular positions, however they should be encouraged to try new positions to develop a greater understanding of the game and to raise their awareness of areas they need to work on. The structures outlined for both 7v7 & 9v9 are guidelines to assist coaches in assisting the development of the McDonald's Mini Footballer.

GAMEDAY BENEFITS

The benefits of structures in football are as follows:

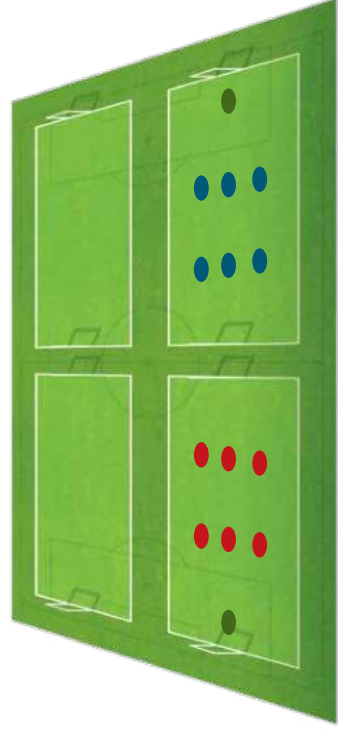
- 1 Greater understanding of the game reference to areas of the pitch.
 - 2 Greater enjoyment through effective working cooperatively in a team.
 - 3 Players experience different positions that helps them develop a shared understanding.
- Although structures are crucial to them they should be gradually and subtly simply a framework to work from.

Beware of these traps:

- 1 Information overload from the coach and low confidence.
- 2 Over-emphasis of structures detracting from the fun and the players ability to express themselves through football.
- 3 Negative structures and tactics in or

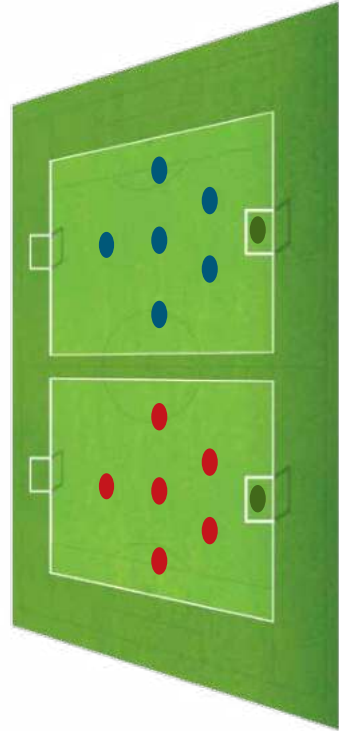
moving towards 4-4-2

Introduction of playing structures to be easy to monitor and focuses together as a team. This playing structure allows compact units when defending and attacking. This particular structure develops an understanding and awareness of relatively close proximity, space and basic organisation in both attacking and defensive moments of the game relatively early. This structure lays the basic foundations for the 4-4-2 formation and exposes players to develop their understanding of play in wide areas.



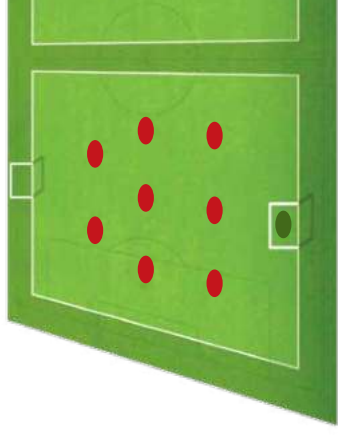
moving towards 4-3-3

This may be seen as a progression from the 4-4-2 structure as it allows three players to play on three lines. The central forward playing in front of the introduction of a forward player allows the team to move from front to back and allows for the development of early forward passing from the attacking and defensive players and encourages defenders to use players in the midfield line. This structure predisposes players to greater angles which in turn encourages a passing game.



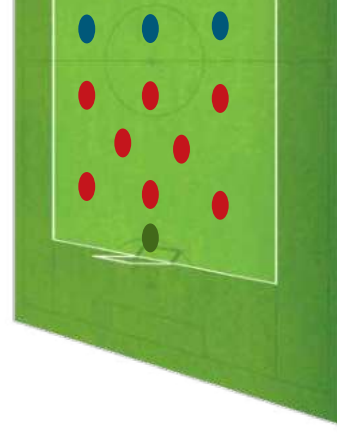
1-3-3-2 (developing towards 4-4-2)

At 9v9 a forward line of players are added to the structure creating a 3-3-2 formation. The structure now develops an understanding of playing on three lines and provides balanced coverage across the whole pitch. The structure enables players to remain within close proximity of each other promoting opportunity for combination play in both attack and defence. The attacking structure utilising two forwards and wide midfield players can help develop your players understanding of how to create and score from crossing opportunities as well as how the two forwards can effectively combine. Discovering how to quickly move the ball from one side of the pitch to attack down the other using central players as the pivot becomes a key learning opportunity for players utilising this structure. In defence the small distances between the three lines helps players to quickly create a short and tight structure that can move cohesively from side to side, forward and backwards while reducing space and time for the opposition to play.



1-3-2-3 (developing towards 4-3-3)

The 9v9 structure includes the introduction of two wide forward players to the forward line and an extra player to the midfield line. This structure continues to promote the use of a short passing game and building play through midfield as passing and support angles can be created with relative ease. In attack forward players develop an understanding of how to combine on a line of three and wide forwards gain exposure to creating and exploiting 1v1 situations. In addition with two central midfield players moving the ball into wide areas and maintaining possession of the ball in the centre of the pitch becomes easier. Central midfield players can start to develop an understanding of how to support the attack when the ball is with the forwards and the wide defenders should be encouraged to explore how and when to enjoy in the attack when the ball moves to their side of the pitch. In defence the structure enables the team to defend from the front using the three forward players to quickly pressurise the opposition to deny time and space. In addition the structure will help wide forwards learn how to support midfield players and wide defenders when the



IDEAL SATURDAY MORNING LOOKS LIKE FOR THE MINI FOOTBALLER

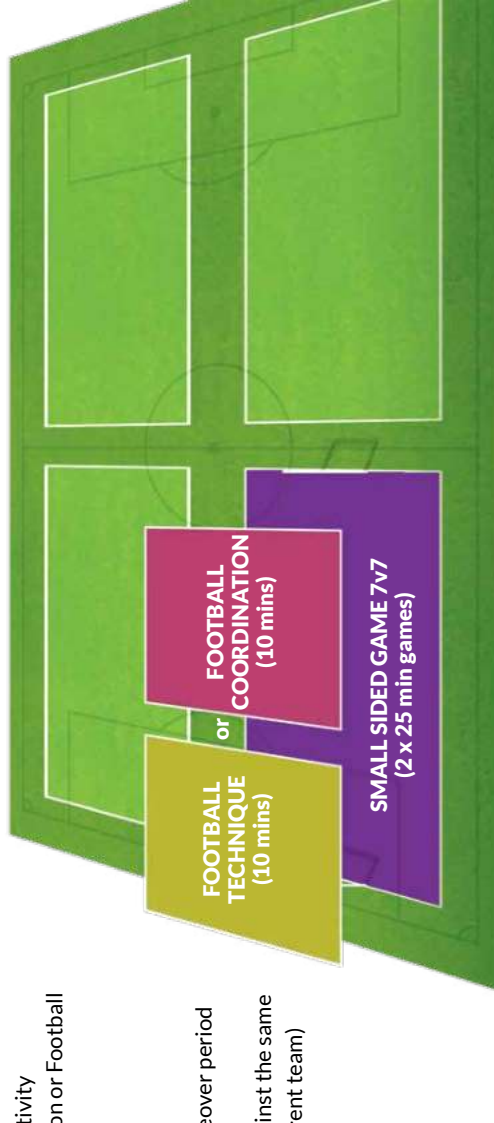
will see the introduction of home and away fixtures for clubs.

Why?

- There is less chance of a scoreline blow-out with shorter games, so confidence and motivation are
- More emphasis can be placed on development as opposed to winning, particularly if teams play each other
- promote more positive and attacking football rather than negative football in order to protect a win
- Coaches have more opportunity to change teams around and try players in different positions across
- With players playing two shorter games, they should be less focused on winning and much quicker

2 Small Sided Games within 1 game day (optimal)

7v7



activity on or Football cover period inst the same ent team)

- 10 minute station activity (Football Coordination or Technique)
- 25 minute half
- 5 minute half time
- 25 minute half

9v9

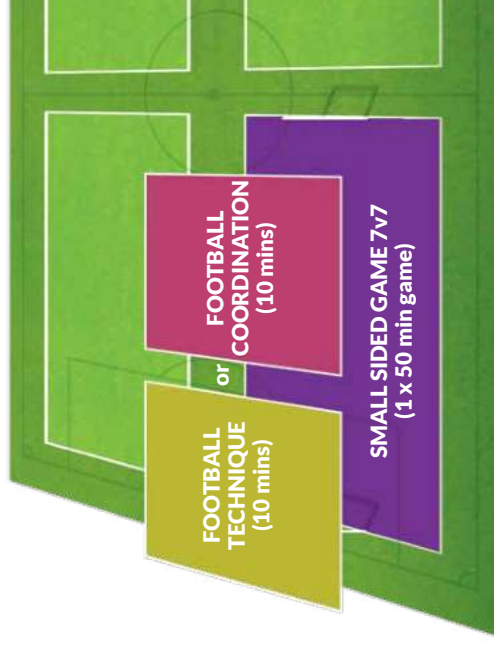


activity on or Football cover period inst the same ent team)

- 10 minute station activity (Football Coordination or Technique)
- 30 minute half
- 5 minute half time
- 30 minute half

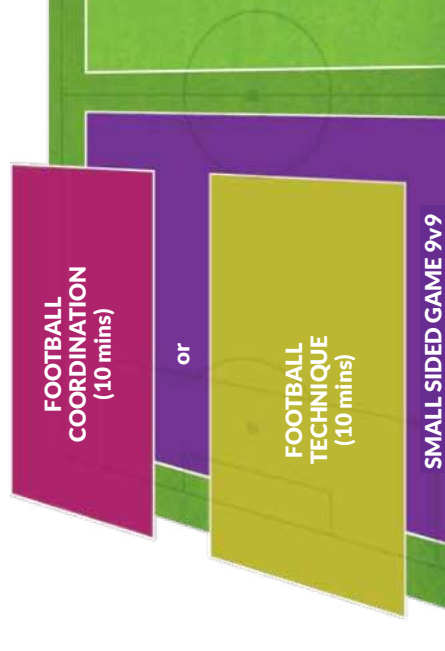
Option B: Playing 1 Small Sided Game within 1 game day

7v7



- 10 minute station activity (Football Coordination or Technique)
- 25 minute half
- 5 minute half time
- 25 minute half

9v9



- 10 minute station activity (Football Coordination or Technique)
- 30 minute half
- 5 minute half time
- 30 minute half

COMPONENT STAGE



SPECIFIC BASIC TRAINING

together with Purpose



TECHNICAL TRAINING

starting with the Ball



FUNDAMENTALS

starting with Football

AGE

11-12 YEARS

9-10 YEARS

PLAYING FORMAT

7v7*
9v9
(with GKs)

5v5*
7v7
(with GKs)

GAME TIME

2x
30mins

2x
25mins

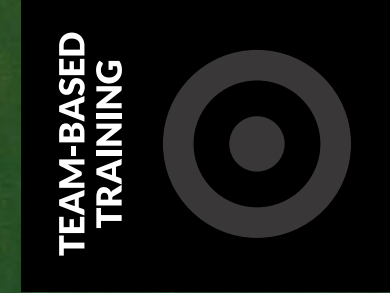
OBJECTIVE

Developing the football specific movement and technical capabilities to support an effective lifelong participation

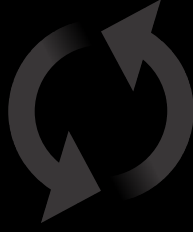
TEAM-BASED TRAINING



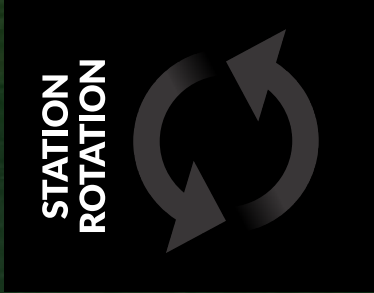
RECOMMENDED TRAINING MODEL



STATION ROTATION



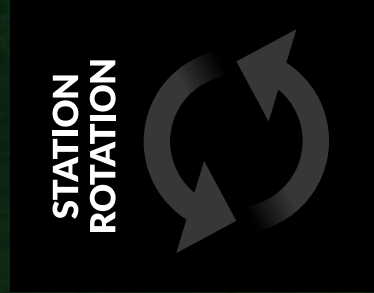
Developing physical literacy and laying down the technical foundations for future football competency in a fun motivational environment



STATION ROTATION



The first introduction to football: developing physical literacy through a safe, fun and rewarding environment



*Refers to Girls Only Framework



NEW ZEALAND
FOOTBALL

JUNIORS

New Zealand Football would like to thank the following organisation for
their invaluable support of Junior Football in New Zealand.



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