



NEW ZEALAND  
FOOTBALL

# TALENT DEVELOPMENT PROGRAMME

## MANUAL



# TALENT DEVELOPMENT PROGRAMME

*Editorial staff: New Zealand Football Development Department.  
Printed February 2020. Design by Sidekick Creative Ltd. © New Zealand Football*



# CONTENTS

Purpose and Objectives	4
What is the NZF Talent Development Programme?	5
NZF Talent Development Programme Delivery Methods	6
- Talent Development Programme	7
- Federation Talent Centre (FTC)	8
- NZF National Age Group Teams	9
Guiding Principles	10
Characteristics of a Youth Footballer	12
- Considerations for identifying players with high potential	13
How to run a NZF Development Programme	14
NZF Talent Development Programme Curriculum	15 - 17
Planning a NZF Talent Development Programme	18 - 25
<b>TALENT DEVELOPMENT PROGRAMME SESSION LIBRARY</b>	<b>26 - 39</b>
<b>APPENDICES</b>	<b>40 - 58</b>
A1. Minimum Operating Requirements	42 - 44
A2. Step by Step Guide	45 - 46
A3. Risk Assessment Form	47
A4. Incident Report Form	48 - 49
A5. Medical Consent Form	50
A6. Player Registration Form	51
A7. Annual Review	52 - 55
A8. Questionnaires	56 - 58



# PURPOSE & OBJECTIVES

## WHAT IS THE PURPOSE OF THE NZF TALENT DEVELOPMENT PROGRAMME?

The New Zealand Football Talent Development Programme provides an aligned, co-ordinated approach to the development of high potential youth footballers, aged 13-19 years. The programme outlines the standards that clubs must meet as a part of gaining a New Zealand Football Regional Youth League Club License. Its main aim is to provide a challenging, structured programme for players, in an enjoyable environment that maximises player development.



### OBJECTIVE 1

Produce better footballers in New Zealand by increasing the number and quality of training opportunities for more players aged 13-19

### OBJECTIVE 2

Provide clear training guidelines based on the unique landscape and environment in New Zealand for youth footballers wanting to be the best they can be

### OBJECTIVE 3

Create a clear aspirational pathway for youth footballers in New Zealand

# WHAT IS THE NZF TALENT DEVELOPMENT PROGRAMME?

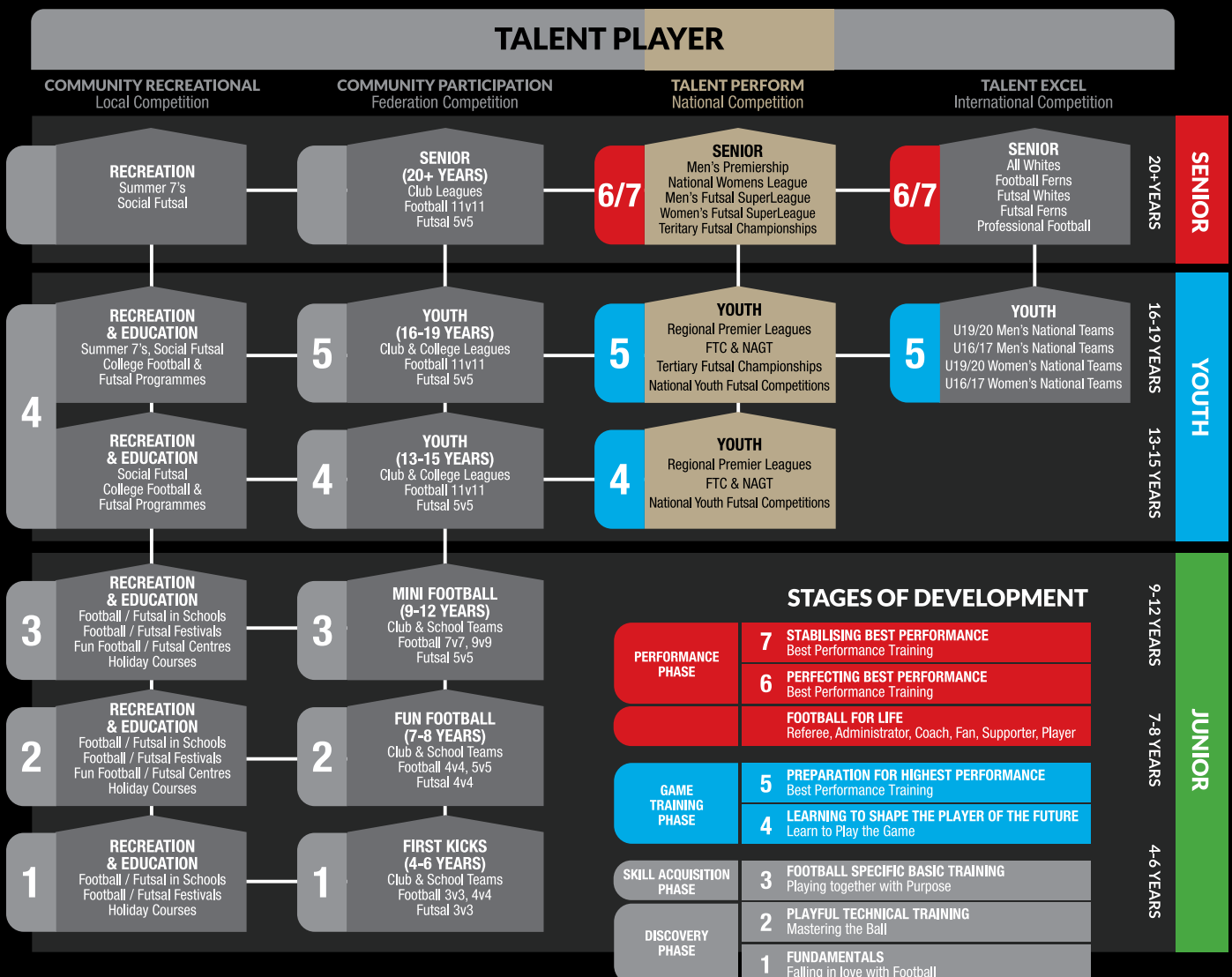
## NZF PLAYER PATHWAY

As you can see from the framework diagram, the Youth Framework offers programmes across all four pathways in order to cater for players in different stages of their development.

The “Talent Perform” and “Talent Excel” pathway should offer players, who are showing potential, a higher level of provision that meets their development needs and

challenges them at an appropriate level. The New Zealand Football Talent Development Programme will provide a season long extensive training and games programme under the guidance of appropriately qualified coaches and will be the expected standard of those clubs operating in the Regional Youth Premier Leagues and wishing to obtain a New Zealand Football Regional Youth League Club License.

## THE TALENT PLAYER DEVELOPMENT PATHWAY



# NZF TALENT DEVELOPMENT PROGRAMME DELIVERY METHODS

## NZF TALENT DEVELOPMENT PROGRAMME DELIVERY METHODS

WHAT IS IT?	NUMBER	AGE GROUPS	CONTACT
NZ Football National Age Group Teams	1 National Programme	Boys: U16, U17, U19, U20 Girls: U16, U17, U19, U20	Camps Tours
Federation Talent Centre (FTC)	7 Federation Networks	Boys: U13, U14, U15, U16 Girls: U14, U16	Camps Tours NAGT
Talent Development Programme	Dependent on those meeting criteria	One team per age-group for boys, girls or both in the youth competitions organised by NZF's Federations	U13-U15yrs: 24 weeks U16-U17yrs: 30 weeks



## TALENT DEVELOPMENT PROGRAMME

New Zealand Football will encourage players with high potential and who wish to progress their football to the next level to access a club or regional entity that holds a Regional Youth League Club License. This will allow these high potential players to train and play together in the same environment with the assurance that they are in a development environment that meets high standards.

Players will be challenged appropriately with and against players of a similar ability. This will help to accelerate player development as players will be required to operate at a standard that involves a higher level of performance across all four corners of player development.

### TALENT DEVELOPMENT PROGRAMME CRITERIA

<b>Playing Philosophy</b>	Follow the NZF Playing Philosophy and Team Model or approved equivalent
<b>Age groups offered</b>	One team per age-group for boys, girls or both in the youth competitions organised by NZF's Federations
<b>Number of players per age group</b>	Maximum 22 players
<b>Player Eligibility</b>	65% of players to be homegrown*
<b>Total number of contacts</b>	U13-U15 yrs: 3 trainings a week +1 game per week U16-U17 yrs: 4 trainings a week +1 game per week
<b>Programme duration</b>	U13-U15yrs: 24 weeks U16-U17yrs: 30 weeks
<b>Training area</b>	Half pitch minimum
<b>Player to coach ratio</b>	Maximum of 12:1
<b>Programme Administrator</b>	Administration point of contact
<b>Programme Directors Qualification</b>	Accredited OFC/NZF B License or equivalent
<b>Team Coach Qualification</b>	Head Coach: OFC / NZF C Licence or equivalent + Emergency Aid Assistant Coach: NZF Youth Level 2 or equivalent + Emergency Aid Goal Keeper Coach: NZF Goalkeeping Level 1 or equivalent
<b>Curriculum Delivered</b>	NZF Talent Development Programme or equivalent
<b>Player feedback meetings</b>	Minimum of 2 meetings annually
<b>Player Education Workshops (Federation can deliver)</b>	Minimum of 2 meetings annually
<b>Support/Evaluation Visits from Federations</b>	Minimum of 3 visits annually
<b>Club/School Link</b>	Players' school to be listed on the team register

\*Home grown players are players that have been registered with the club or been part of the clubs' NZF Skills Centre Programme for 2 or more consecutive seasons.

# NZF TALENT DEVELOPMENT PROGRAMME DELIVERY METHODS *cont...*

## FEDERATION TALENT CENTRE (FTC)

The role of the FTC is to identify and (where relevant) develop players within the Federation. Federations will develop a scouting network in conjunction with New Zealand Football in order to identify high potential players and invite them in to short periods of contact with other players of similar ability. Activities such as training, camps and tournaments will provide players

opportunities to challenge themselves at a higher level and will enable the Federation and New Zealand Football staff to continually monitor player progress.

Any activity held by the Federation will not conflict with the Regional Youth Premier League competition and will be conducted with the following criteria.

## FEDERATION TALENT CENTRE PROGRAMME CRITERIA

<b>Playing Philosophy</b>	Follow the NZF Playing Philosophy and Team Model
<b>Age groups offered</b>	Boys U13, U14, U15, U17 Girls U14, U16
<b>Number of players per group</b>	Maximum of 22 per group
<b>Number of contacts per year</b>	As per Federation activity
<b>Training area</b>	Full field minimum
<b>Programme duration</b>	As per Federation
<b>Player to coach ratio</b>	Maximum of 12:1
<b>Programme Administrator</b>	Administration point of contact
<b>FTC Director</b>	Accredited OFC/NZF A License or equivalent
<b>Coach Qualification</b>	Head Coach: Accredited OFC/NZF B License + Emergency Aid or equivalent Assistant Coach: Accredited OFC/NZF C Licence or equivalent Goal Keeper Coach: Accredited NZF Goalkeeping Level 1 or equivalent
<b>Curriculum Delivered</b>	NZF Talent Development Programme or equivalent
<b>Player feedback meetings</b>	Minimum of 1 meeting annually
<b>Support/Evaluation Visits from New Zealand Football</b>	Minimum of 1 visit annually





## NZF NATIONAL AGE GROUP TEAMS

New Zealand Football will operate a number of National Age Group Teams. These will have contracted, dedicated coaches. The National Age Group Teams will be for identified players from across New Zealand to come together at a national

level to work with and be assessed by the National Age Group Coaches and National Technical staff for the purpose of being selected for future National Teams. This programme could include camps, tournament and tours and will be conducted using the following criteria:

### NEW ZEALAND FOOTBALL NATIONAL AGE-GROUP CRITERIA

<b>Playing Philosophy</b>	Follow the NZF Playing Philosophy and Team Model
<b>Age groups offered</b>	Boys U16, U17, U19, U20 Girls U16, U17, U19, U20
<b>Number of players per group</b>	As per competition guidelines
<b>Training area</b>	Full field minimum
<b>Player to coach ratio</b>	Maximum of 12:1
<b>Programme Administrator</b>	Administration point of contact
<b>New Zealand Football Technical Director</b>	Accredited OFC/NZF A Licence or equivalent
<b>Coach Qualification</b>	Head Coach: Accredited OFC/NZF A License + Emergency Aid or equivalent Assistant Coach: Accredited OFC/NZF B License + Emergency Aid or equivalent Goal Keeper Coach: OFC/NZF Goalkeeping Level 2 (when applicable)
<b>Curriculum Delivered</b>	NZF Talent Development Programme or equivalent
<b>Player feedback meetings</b>	Once on every camp
<b>Support/Evaluation Visits from High Performance Sport New Zealand</b>	Minimum of 1 visits annually



# GUIDING PRINCIPLES

## PROVIDING A PLATFORM FOR PLAYER DEVELOPMENT

New Zealand Football recognise the importance of the long term development of our young football players and therefore put a large emphasis on coach education. Coaches should develop our footballers as people as well as players and the focus of training should cover all areas of the four corner model. The Technical, Tactical, Mental and Physical components are distinguishable but not separable. They should be developed in a challenging environment where age appropriate values create a culture that promotes learning and enjoyment.



The following principles ensure the appropriate training environment for holistic player development within the New Zealand Football Talent Development Programme:

### 1. Training that looks like the game

- Involve all four moments (Attacking, Defending and transitions)
- Scenarios that players will face in the game
- Challenging, non-isolated and exciting practices
- Incorporate interference to ensure game realism
- Involve the PDE Chain of Learning; (P) **PERCEIVING** the problem, (D) making a **DECISION** based on options identified and (E) **EXECUTE** the decision made

### 2. Recognising development age

- Players with the same chronological age can differ by two to four years in their development stages;
- Player development can be non-linear and is an important factor to consider during the identification process of players with high potential;
- Late maturers should be given as much attention as early maturers so all players have the chance to reach their development potential

### 3. Reaching an unknown potential

- Sessions should incorporate components from each of the four corners of player development to help players strive to reach an unknown potential;
- Coaches are encouraged to focus on long term development over immediate outcomes
- Opportunities for players to take part in task based sessions where the players are supported and feel able to try things without a fear of failure

### 4. Periodised training programme

- Coaches are encouraged to divide their overall training plan into periods to accomplish different goals;
- Coaches periodised planning should look to meet the long term technical, tactical, physical and mental needs of the players

### 5. Effective feedback for players

- Coaches to have a good understanding that players will have accelerations and decelerations in their development
- Coaches providing informed feedback that is relevant to the task being performed and the overall objective of the practice
- Players are instilled with a 'Growth Mindset'
- Coaches providing feedback based upon player effort, rather than the outcome only

## 6. One environment

- New Zealand Football believes the development of players with high potential should take place in one environment. This enables the philosophy and methodology of coaching to be aligned throughout the programme which ensures consistency of learning
- It also enables coaches to better monitor the physical work load of players throughout the training programme to ensure players are challenged and progressing physically whilst maintaining a balance of training and playing
- Where players operate across multiple environments, it is vitally important there is quality communication across those environments to ensure the best development outcome for each individual

## PRINCIPLES

- 1 TRAINING THAT LOOKS LIKE THE GAME
- 2 RECOGNISING DEVELOPMENT AGE
- 3 REACHING AN UNKNOWN POTENTIAL
- 4 PERIODISED TRAINING PROGRAMME
- 5 EFFECTIVE FEEDBACK FOR PLAYERS
- 6 ONE ENVIRONMENT



# CHARACTERISTICS OF A YOUTH FOOTBALLER

During their youth years, players are in or entering puberty, a phase of radical mental and physical change. It is important to know that, on average, females enter puberty about two years earlier than males.

While this decrease in coordination and strength can lead to a temporary slowdown in a player's physical and technical development, the rapid

intellectual development means they have the ability to operate within and understand far more complex situations as well as increase their understanding and appreciation for teamwork. It is also vitally important that there is a focus on player welfare. The inclusion of programmes such as ongoing injury prevention, appropriate strength and conditioning, mental skills techniques and nutrition will contribute to the overall development and welfare of the player.

## CULTURE

### TECHNICAL / TACTICAL

- Youth players need the opportunity to practice learnt techniques in activities that involve decision making and problem solving
- Fundamental movements / basic techniques are acquired and players will want to apply these in skill activities
- Due to the grasp of basic techniques, players should be more likely to perform these under competitive conditions
- The idea of "team" will be well established, with players having a basic understanding of tactical set ups and positional roles and responsibilities

### MENTAL

- Players are faced with a transition from the smaller form of the game to 11v11 at youth level. This can be challenging and affect decision making as well as introduce tactical problems to solve.
- With more competitive fixtures in the youth space, anxiety in players may be heightened resulting in different reactions to familiar scenarios.
- Players are capable of making informed decisions and value the opportunity to share ideas

### PHYSICAL

- The issue of growth and development is heightened at this age, as players can experience rapid changes to their body. The perception of a player's potential ability should be considered with this in mind.
- Youth players face a higher risk of injuries, especially overuse ones as muscle and bone can grow at different rates
- Athleticism becomes increasingly important due to larger size of pitches and the introduction of competition

### SOCIAL / EMOTIONAL

- As young players seek emotional autonomy from their parents, friends and peers become more significant. In some cases this may mean that there are more distractions away from the football environment.
- Are more willing to take part in peer interaction, forming bonds and relationships with people in their age group
- Wish to be treated as an adult and have formed opinions already

## CONSIDERATIONS FOR IDENTIFYING PLAYERS WITH HIGH POTENTIAL

Selection is a natural component of team sport, however; coaches should be aware of individual player differences when selecting and retaining players. Late maturers should be given as much attention as early maturers so that all players have the chance to reach their development potential.

There are some factors that all coaches should be aware of when selecting players.

### RELATIVE AGE EFFECT (RAE)

The RAE refers to the scenario where the more mature players within an age group are selected. Typically this is evident through a bias to the first quarter of the selection window (i.e. when players are selected on year of birth then there is a disproportionate bias towards players born in January, February and March). This is especially evident when groups are dual age banded.

This in turn leads to the selected players;

- Accessing better coaching
- Working with more challenging team mates and against more challenging opponents
- Having access to more competitive games.

This then becomes a self-fulfilling prophecy. We must therefore be more careful when selecting players by:

- Looking at their PDE abilities.
- Ensuring a balanced selection spread across the whole year (or both years if dual banded)
- Select players in each quarter of the age grade
- Avoid selecting solely on physicality
- Avoid using physical tests on young players in the selection process

### ICEBERG EFFECT

The Iceberg Effect is where 'child geniuses' seem to have 'natural talent'. These players have often already accumulated an extraordinary amount of practice in comparison to their peers. They may have an older sibling or access to regular training that others don't. Caution should be taken when measuring others against these players. We must allow others who have yet accumulate the same amount of practice an opportunity to do so. There also needs to be care taken in how we encourage these advanced players. Focus should be put on praising effort and not talent as this has been found to lead to a growth mind-set, which is an important factor in long-term development and achievement.



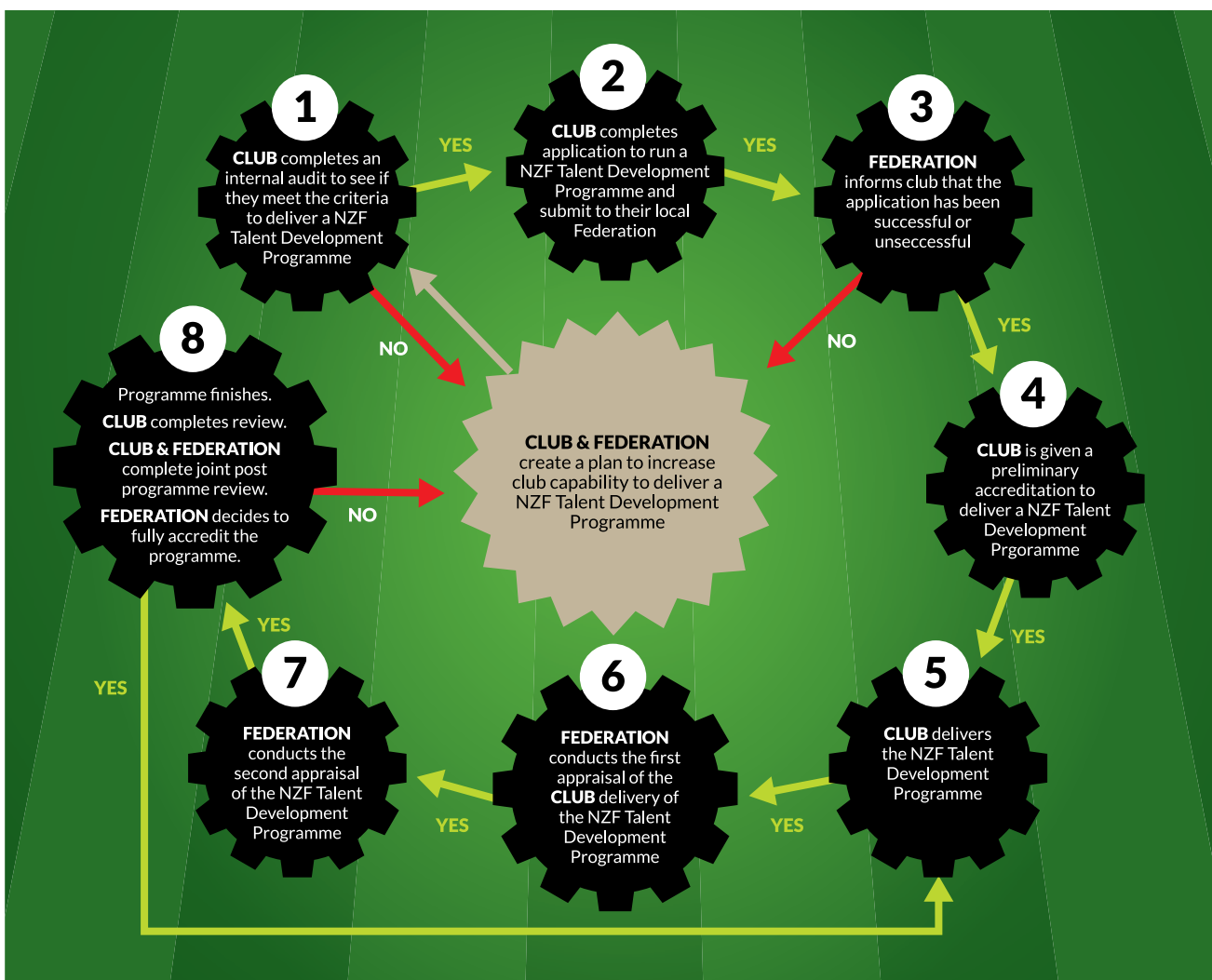
# HOW TO RUN A NZF TALENT DEVELOPMENT PROGRAMME

The New Zealand Football Talent Development Programme outlines the standards that clubs must meet as a part of gaining a **New Zealand Football Regional Youth League Club License**.

The New Zealand Football Talent Development programme is developed by New Zealand Football and monitored by New Zealand Football's seven regional Member Federations. The regional Member Federations throughout New Zealand are responsible for supporting clubs to meet the standards of the New Zealand Football Talent Development Programme.

The model of setting up a New Zealand Football Talent Development Programme is outlined in the diagram below. To cover all aspects of the programme, a contract is signed between the football club, Member Federation and New Zealand Football.

It's vital to ensure a consistent standard throughout New Zealand. One key safeguard are the New Zealand Football Talent Development Programme templates provided at the back of this document that aim to make consistent delivery as easy as possible, e.g. the Minimum Requirement Form (Appendix 1). In addition to this, a Member Federation staff member will visit those clubs wanting to meet the New Zealand Football Talent Development Programme Criteria and use Appendix 1 as the quality control form during appraisals. Clubs are also expected to use the New Zealand Football Talent Development Programme curriculum provided, or create sessions that are in line with the New Zealand Football Talent Development Programme curriculum and principles and that are agreed by the Member Federation.



# NZF TALENT DEVELOPMENT PROGRAMME CURRICULUM

## CREATING THE PLAYER OF THE FUTURE

New Zealand Football’s phased approach, aligned to a national curriculum, will help create players of the future. The Game Training phase is designed to enable players to learn how to use the core skills they developed in the Skill Acquisition phase to play the game within the structure of 11 v 11. This will help prepare players for the Performance Phase when

they reach senior football. As players progress into the senior framework the foundation of practice completed at the 13-19 year age groups should give them the ability and confidence to play in line with New Zealand Football’s philosophy in the context of the modern football game.

MAIN MOMENT	ATTACKING	TRANSITION TO DEFEND	DEFENDING	TRANSITION TO ATTACK
Key Principle	<p>Controlled Possession - Build up play</p> <p>Incisive Possession - penetration into the middle and final third</p> <p>Combination Play in the middle and final third</p> <p>Individual Play to create goal scoring opportunities</p>	<p>Press the ball immediately</p> <p>Prevent forward passing</p> <p>Quickly into defending positions</p>	<p>Win the ball back as close to the opponent’s goal as possible</p> <p>Deny time and space</p> <p>Limit goal scoring opportunities</p>	<p>Quick forward passing and movement</p> <p>Quickly into attacking positions</p>
Team Task	Fundamental Tasks to make the key principles happen			
Player Task	General and Specific			
Player Actions	Positioning, Receiving the Ball, 1 v 1, Travel with the ball, Striking the Ball, Communication			

Please refer to the player profiles in the NZF National Curriculum to see some examples of the player tasks and actions expected of players in order to execute the NZF playing style.

# NZF TALENT DEVELOPMENT PROGRAMME CURRICULUM *cont...*

## STRUCTURING PRACTICE

New Zealand Football Talent Development Programme sessions are designed using the Game Training methodology. All four Main Moments will be evident, however, there will be a specific focus on a Key Principle within a particular Main Moment from when the player arrives at practice until they leave. This will result in players understanding how to execute the key principle in the context of the whole game.

### BEFORE TRAINING. FIFA 11+ WARM UP

- New Zealand Football recommend players arrive 30 minutes prior to training & perform the FIFA 11+ in order to prepare themselves for the training ahead
- New Zealand Football endorses the principle of safe warming up and promote the use of the FIFA 11+ programme prior to two training sessions a week.
- It is designed to be delivered by the team coach or by the players.
- It incorporates running, active stretching, balance and strengthening exercises.
- Wherever possible, include a ball.

### PART 1. PASSING PRACTICE

- This time is used to prepare the players for the upcoming activity, technically and mentally, as well as physically.
- This time is also used to introduce the tactical theme of the session, providing hidden learning and introducing the specific passing, first touch and football-related movements designed to help achieve the session objective.

### PART 2. POSITIONING GAME

- The theme is developed by the introduction of limited opposition, providing opportunities for appropriate perception, decision and execution in a realistic setting.
- Passing practices with added game-related resistances.
- Designed to further develop passing and first touch under pressure.
- Players are now required to develop, improve or reinforce their positioning, handling speed and decision-making.
- They are always opposed, but usually with numerical superiority to the attacking team. The degree of opponent resistance can be gradually increased.
- The coach structures the exercise to encourage specific behaviours and achieve specific outcomes, related to the session objective.

### PART 3. GAME TRAINING

- Specific and game-related exercises designed to develop, improve or reinforce team understanding and player roles.
- Has direction and includes realistic opposition that can be gradually increased.
- Is situated in the area of the field where the desired actions usually take place.
- Challenges such as modifications and constraints can be placed on the players (corridors, additional boundary lines, limited touches, restricted areas, etc).
- Each team plays towards targets (small goal, big goal, cross a line in possession, etc).

### PART 4. TRAINING GAME

- A game involving two even teams (or a neutral player working with the team in possession) used to conclude the session.
- These should involve teams with even numbers or one neutral so the team in possession has a one person advantage.
- Goals for both teams (either big or small goals).
- The 4 main moments for both teams (attack, defend, transition).
- Players in game-specific positions and areas.
- A real game or a section of it, with as many of the 11v11 rules present as possible.





## USE FOOTBALL TO GET FIT4FOOTBALL

The football season in New Zealand is shorter than in many established nations. It is therefore vital to maximise the time that players train and play.

If the purpose of training is to improve match performance then training activities must be football-related and resemble the match. If all of the training is related to achieving a clear objective then the chance of transferring this objective into the match performance is greatly increased.

This is also true of physical conditioning and coaches should aim to ensure that players are allowed to develop in this corner whilst taking part in football-related activity. This will result in multiple benefits from training across more than one of the Four Corners.

**Football Training = Football Conditioning**  
**Football Conditioning = Football Training**



## DEVELOP THE PERSON AS WELL AS THE PLAYER

The holistic approach also develops the mentality of the player, helping them to maximise their opportunity for development. Particularly in the higher levels of the game, player mentality is key and can be the determining factor in unlocking player potential.

When the game resistances are present the player's mental skills are being developed. With the correct level of challenge and good feedback the confidence, composure, concentration and character of each player can be developed.

**Football Training = Football Thinking**  
**Football Thinking = Football Training**



# PLANNING A NZF TALENT DEVELOPMENT PROGRAMME

## PLANNING GUIDELINES

The Game Training phase presents us with an opportunity to utilise a four-year programme to develop an understanding of the Key Principles, Team Tasks and Player tasks within all four Main Moments, as well as consistently improving the core skills within the team setting.

By working backwards we can outline in a structured way the logical steps required to produce players at 17 years of age (the end of the Game Training Phase) who can play according to the Playing Style.

In other words, coaches have four years help teach skilful 13 year-old players how to use functional game skills in the context of the Team Model, better preparing them for Performance Phase football.

In order to do this, detailed planning should be undertaken and New Zealand Football recommend the following:

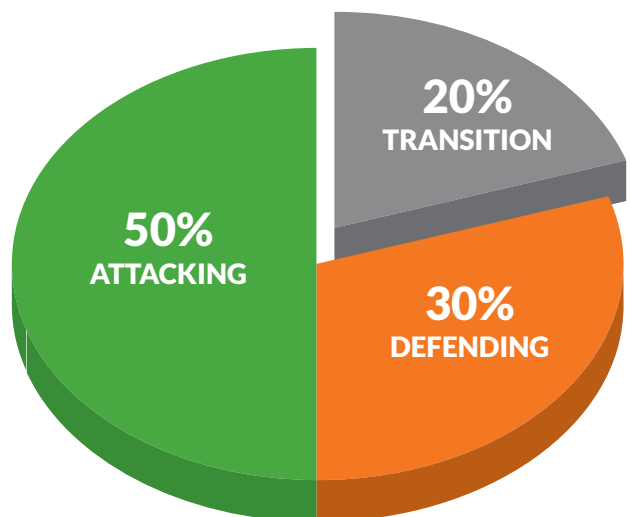
- Create a season template for your Training Programme
- Divide the Game Training Phase into four separate years
- Divide each year into 6-week cycles
- Label each cycle and week (for example, 'Cycle 3, Week 4')
- Insert the competition games and expected pre-season games
- Mark the days on which training sessions for that age-group will take place
- Plan the tactical, tactical mental and physical content for each cycle

New Zealand Football would like to develop players who can play a proactive, effective, controlled and incisive possession based style of football and therefore recommend more time is allocated to the attacking moment.

Whilst focusing more on attacking play we must be careful not to neglect the other Main Moments. New Zealand Football believe that pro-active, creative attacking, is more difficult to learn than aggressive, collective and intelligent defending and that the two transition moments can be addressed in the same training session, because when one team is in transition to attack, the other is in transition to defend.

Coaches should incorporate the transition moments within every attacking and defending session so players are conditioned to see the links between the main moments. It is also important that this structure is evident in order to develop players with great PDE.

Our rough guide on Main Moment allocation is that for every 6 sessions the following applies:



There is no magic order, but here is an example for a team that trains 3 times per week:

DAY	MON	TUES	THURS
Week 1	Attack	Defending	Transition
Week 2	Attack	Transition	Attack
Week 3	Attack	Defending	Transition
Week 4	Attack	Defending	Transition
Week 5	Attack	Defending	Attack
Week 6	Attack	Defending	Attack

A whole range of possible considerations might lead to a different order to this, but the key points are:

- Training is planned in 6-week cycles
- The Main Moments are rotated using a designated allocation which is based on the Playing Style

Teaching the Key Principles within the four Main Moments to develop the Playing Style

We have allocated Main Moment themes to every training session, and the breakdown was based on the Playing Style statement.

Now we can add more detail to the contents of each session by choosing which Key Principle will be developed.

Using attacking as an example, we refer back to the Team Model and find the Key Principles:

MAIN MOMENT	KEY PRINCIPLES
ATTACKING	<p>Controlled Possession – build up</p> <p>Incisive Possession – penetration into the middle and final third</p> <p>Combination Play – in the middle and final third</p> <p>Individual Play – to create goal scoring opportunities</p>

We now have a series of main headings for attacking training sessions. Following these headings ensures that we are working towards developing the Team Model according to the Playing Style.

A youth coach in the Game Training phase should always know which Main Moment and which Key Principle they are working on in every single training session they conduct.

Before we add the Key Principles to the attacking sessions we must now decide how to rotate the Key Principles e.g. should there be equal time or weighted, in relation to the 6-week cycles? It is a good idea to determine a main focus for each cycle and to allocate the Key Principles according to that.

Below is a hypothetical example of a six week cycle where a team trains three times per week with one game on Saturday (18 total sessions):

# PLANNING A NZF TALENT DEVELOPMENT PROGRAMME *cont...*

## CYCLE 1

ATTACK							Total Sessions per cycle = 9
CYCLE 1 MAIN FOCUS: Develop ability to play out from the back							
KEY PRINCIPLES	ALLOCATION						
Cycle	1	2	3	4	5	6	
Controlled possession - Build-Up	3	3	2	2	2	3	
Incisive Possession – Penetration in The Middle Third	3	3	3	2	2	1	
Combination Play in the middle and final third	2	2	3	3	2	2	
Individual Skill to create & convert goalscoring chances	1	1	1	2	3	3	

We can now apply the same process to the other Main Moments

DEFENDING							Total Sessions per cycle = 5
CYCLE 1 MAIN FOCUS: Win the ball back as close to the opponents goal as possible							
KEY PRINCIPLES	ALLOCATION						
Cycle	1	2	3	4	5	6	
Win the ball back high up the field	3	2	2	1	2	2	
Deny opponents time and space to build up	1	2	2	2	1	2	
Limit opponents ability to create scoring chances	1	1	1	2	2	1	

TRANSITION							Total Sessions per cycle = 4
MAIN FOCUS: Transition							
KEY PRINCIPLES	ALLOCATION						
Cycle	1	2	3	4	5	6	
Transition into defence	2	2	2	2	2	2	
Transition into attack	2	2	2	2	2	2	

We can now allocate our Main Moments and Key Principles to the cycle:

DAY	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Monday</b>	<b>ATTACK</b> Controlled build up	<b>ATTACK</b> Controlled build up	<b>ATTACK</b> Penetration in the middle third	<b>ATTACK</b> Penetration in the middle third	<b>ATTACK</b> Penetration in the middle third	<b>ATTACK</b> Combination play
<b>Tuesday</b>	<b>DEFENDING</b> Win the ball back high up the field	<b>TRANSITION</b> To attack	<b>DEFENDING</b> Win the ball back high up the field	<b>DEFENDING</b> Win the ball back high up the field	<b>DEFENDING</b> Deny opponents time and space to build up	<b>DEFENDING</b> Prevent goal scoring opportunities
<b>Thursday</b>	<b>TRANSITION</b> To attack	<b>ATTACK</b> Controlled build up	<b>TRANSITION</b> To defence	<b>TRANSITION</b> To defence	<b>ATTACK</b> Combination play	<b>ATTACK</b> Individual Skill to score goals
<b>Saturday</b>	Pre-season Game	Pre-season Game	Pre-season Game	Pre-season Game	Game	Game

A key point to remember is that devoting more time to a specific aspect of the Team Model for six weeks will lead to better learning of that aspect.

Cycle 2 can be planned to focus on other Key Principles, or to further reinforce and extend the learning of Cycle 1 by repeating the programme (or a combination of both, depending on team progress).

The decisions to be made next are:

- How to progressively develop the Main Moments and Key Principles over the cycles of one season
- How to progressively develop the Main Moments and Key Principles over the four years of the phase

These are the challenges for Technical Directors and Coaches and there is no magic formula to follow. However, some guidelines are:

- Planning is critical
- Use a step-by-step and year-by-year approach to develop players for the Performance Phase
- The plan is your guide, but do not be too strict in following it, you may need to adjust it based on how the players are developing
- Your annual plans will improve from year to year with experience and learning from mistakes

Please see an example on the next page of an entire 24 week training programme. The six week cycles are based on the assumption of three training sessions per week on Monday-Thursday, and one game on a Saturday.

# PLANNING A NZF TALENT DEVELOPMENT PROGRAMME *cont...*

## CYCLE 1

DAY	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Monday</b>	<b>ATTACK</b> Controlled build up	<b>ATTACK</b> Controlled build up	<b>ATTACK</b> Penetration in the middle third	<b>ATTACK</b> Penetration in the middle third	<b>ATTACK</b> Penetration in the middle third	<b>ATTACK</b> Combination play
<b>Tuesday</b>	<b>DEFENDING</b> Win the ball back high up the field	<b>TRANSITION</b> To attack	<b>DEFENDING</b> Win the ball back high up the field	<b>DEFENDING</b> Win the ball back high up the field	<b>DEFENDING</b> Deny opponents time and space to build up	<b>DEFENDING</b> Prevent goal scoring opportunities
<b>Thursday</b>	<b>TRANSITION</b> To attack	<b>ATTACK</b> Controlled build up	<b>TRANSITION</b> To defence	<b>TRANSITION</b> To defence	<b>ATTACK</b> Combination play	<b>ATTACK</b> Individual skill to score goals
<b>Saturday</b>	Pre-season Game	Pre-season Game	Pre-season Game	Pre-season Game	Game	Game

## CYCLE 2

DAY	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Monday</b>	<b>ATTACK</b> Penetration in the middle third	<b>ATTACK</b> Penetration in the middle third	<b>ATTACK</b> Controlled build up	<b>ATTACK</b> Controlled build up	<b>ATTACK</b> Combination play	<b>ATTACK</b> Controlled build up
<b>Tuesday</b>	<b>DEFENDING</b> Deny opponents time and space to build up	<b>TRANSITION</b> To attack	<b>DEFENDING</b> Deny opponents time and space to build up	<b>DEFENDING</b> Win the ball back high up the field	<b>DEFENDING</b> Win the ball back high up the field	<b>DEFENDING</b> Prevent goal scoring opportunities
<b>Thursday</b>	<b>TRANSITION</b> To attack	<b>ATTACK</b> Penetration in the middle third	<b>TRANSITION</b> To defence	<b>TRANSITION</b> To defence	<b>ATTACK</b> Individual skill to score goals	<b>ATTACK</b> Individual skill to score goals
<b>Saturday</b>	Game	Game	Game	Game	Game	Game

## CYCLE 3

DAY	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Monday</b>	<b>ATTACK</b> Combination play	<b>ATTACK</b> Individual skill to score goals	<b>ATTACK</b> Penetration in the middle third	<b>ATTACK</b> Combination play	<b>ATTACK</b> Penetration in the middle third	<b>ATTACK</b> Controlled build up
<b>Tuesday</b>	<b>DEFENDING</b> Win the ball back high up the field	<b>TRANSITION</b> To attack	<b>DEFENDING</b> Deny opponents time and space to build up	<b>DEFENDING</b> Win the ball back high up the field	<b>DEFENDING</b> Deny opponents time and space to build up	<b>DEFENDING</b> Prevent goal scoring opportunities
<b>Thursday</b>	<b>TRANSITION</b> To attack	<b>ATTACK</b> Controlled build up	<b>TRANSITION</b> To defence	<b>TRANSITION</b> To defence	<b>ATTACK</b> Combination play	<b>ATTACK</b> Penetration in the middle third
<b>Saturday</b>	Game	Game	Game	Game	Game	Game

## CYCLE 4

DAY	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Monday</b>	<b>ATTACK</b> Controlled build up	<b>ATTACK</b> Penetration in the middle third	<b>ATTACK</b> Individual skill to score goals	<b>ATTACK</b> Controlled build up	<b>ATTACK</b> Penetration in the middle third	<b>ATTACK</b> Combination play
<b>Tuesday</b>	<b>DEFENDING</b> Prevent goal scoring opportunities	<b>TRANSITION</b> To attack	<b>DEFENDING</b> Deny opponents time and space to build up	<b>DEFENDING</b> Win the ball back high up the field	<b>DEFENDING</b> Deny opponents time and space to build up	<b>DEFENDING</b> Prevent goal scoring opportunities
<b>Thursday</b>	<b>TRANSITION</b> To attack	<b>ATTACK</b> Combination play	<b>TRANSITION</b> To defence	<b>TRANSITION</b> To defence	<b>ATTACK</b> Combination play	<b>ATTACK</b> Individual skill to score goals
<b>Saturday</b>	Game	Game	Game	Game	Game	Game

# PLANNING A NZF TALENT DEVELOPMENT PROGRAMME *cont...*

Here is an example of how a 24 week training programme could be inserted into the New Zealand context using all four cycles:

	January	February	March	April	May	June
Saturday		1				
Sunday		2	1			
Monday		3	2			1 Queens BDay
Tuesday		4	3			2 Defend WBH
Wednesday	1 NY's Day	5	4	1		3
Thursday	2 Day after NY's	6 Waitangi Day	5	2 Transition D		4 Attack IS
Friday	3	7	6	3	1	5
Saturday	4	8	7	4 Game	2 Game	6 Game
Sunday	5	9	8	5	3	7
Monday	6	10	9	6 Attack P	4 Attack P	8 Attack CBU
Tuesday	7	11	10	7 Defend WBH	5 Defend DTS	9 Defend PGSO
Wednesday	8	12	11	8	6	10
Thursday	9	13	12	9 Transition D	7 Transition A	11 Attack IS
Friday	10	14	13	10 Good Friday	8	12
Saturday	11	15	14	11 Game	9 Game	13 Game
Sunday	12	16	15	12	10	14
Monday	13	17	16 Attack CBU	13 Easter Monday	11 Attack P	15 Attack C
Tuesday	14	18	17 Defend WBH	14	12 Transition A	16 Defend WBH
Wednesday	15	19	18	15	13	17
Thursday	16	20	19 Transition A	16	14 Attack P	18 Transition A
Friday	17	21	20	17	15	19
Saturday	18	22	21 Game	18	16 Game	20 Game
Sunday	19	23	22	19	17	21
Monday	20	24	23 Attack CBU	20 Attack P	18 Attack CBU	22 Attack IS
Tuesday	21	25	24 Transition A	21 Defend DTS	19 Defend DTS	23 Transition A
Wednesday	22	26	25	22	20	24
Thursday	23	27	26 Attack CBU	23 Attack CP	21 Transition D	25 Attack CBU
Friday	24	28	27	24	22	26
Saturday	25	29	28 Game	25 Game	23 Game	27 Game
Sunday	26		29	26	24	28
Monday	27		30 Attack P	27 ANZAC Day	25 Attack CBU	29 Attack P
Tuesday	28		31 Defend WBH	28 Defend PGSO	26 Defend WBH	30 Defend DTS
Wednesday	29			29	27	
Thursday	30			30 Attack IS	28 Transition D	
Friday	31				29	
Saturday					30 Game	
Sunday					31	



July	August	September	October	November	December	
	1 Game					Saturday
	2			1		Sunday
	3 Attack CBU			2		Monday
	4 Defend PGSO	1 Defend WBH		3	1	Tuesday
1	5	2		4	2	Wednesday
2 Transition D	6 Attack P	3 Transition D	1	5	3	Thursday
3	7	4	2	6	4	Friday
4 Game	8 Game	5 Game	3	7	5	Saturday
5	9	6	4	8	6	Sunday
6	10 Attack CBU	7 Attack P	5	9	7	Monday
7	11 Defend PGSO	8 Defend DTS	6	10	8	Tuesday
8 Tour Window	12	9	7	11	9	Wednesday
9	13 Transition A	10 Attack C	8	12	10	Thursday
10	14	11	9	13	11	Friday
11	15 Game	12 Game	10	14	12	Saturday
12 Middle Weekend	16	13	11	15	13	Sunday
13	17 Attack P	14 Attack C	12	16	14	Monday
14	18 Transition A	15 Defend PGSO	13	17	15	Tuesday
15 Tour Window	19	16	14	18	16	Wednesday
16	20 Attack C	17 Attack IS	15	19	17	Thursday
17	21	18	16	20	18	Friday
18 Game	22 Game	19 Game	17	21	19	Saturday
19	23	20	18	22	20	Sunday
20 Attack C	24 Attack IS	21	19	23	21	Monday
21 Defend WBH	25 Defend DTS	22	20	24	22	Tuesday
22	26	23	21	25	23	Wednesday
23 Transition D	27 Transition D	24	22	26	24	Thursday
24	28	25	23	27	25 Christmas Day	Friday
25 Game	29 Game	26	24	28	26	Saturday
26	30	27	25	29	27	Sunday
27 Attack P	31 Attack CBU	28	26 Labour Day	30	28	Monday
28 Defend DTS		29	27		29	Tuesday
29		30	28		30	Wednesday
30 Attack C			29		31	Thursday
31			30			Friday
			31			Saturday
						Sunday

# TALENT DEVELOPMENT PROGRAMME SESSIONS LIBRARY

Provided in the following section are examples sessions using the game training methodology. All sessions are designed with the aim of creating players for the future game, in line with New Zealand Football's playing philosophy.

All practices can be altered to change the Main Moment (i.e. when a team is building from the back the opposing team will be pressing from the front) and can be progressed or regressed easily to meet player ability. The role of the coach is to bring the sessions to life.



Coaches are encourage to design their own practices based on the principles of the New Zealand Football Talent Development Programme and using the Game Training structure.

All sessions provided have been designed using 18 players (16 outfield and 2 goal keepers). Examples have been given that show how goal keepers may or may not be involved in all parts of the session.



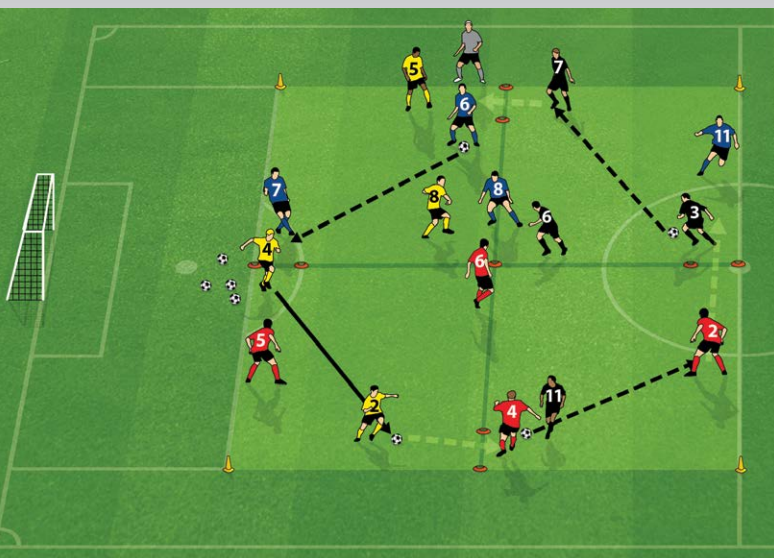
# SESSION 1

PLAYING MOMENT **ATTACKING** | FOCUS **BUILDING FROM THE BACK**

## 1. WARM UP / PASSING PRACTICE

### ORGANISATION

- Create an area up to 44x44m. Modify the area depending on the number and ability of your players
- Divide the pitch in quarters using cones
- Using different colour cones, create gates as in the diagram
- Divide the players into 4 even teams
- Each team of 4 start in a different half of the area
- Place spare balls around the outside



### EXPLANATION

- Each team is facing a different direction (N, S, E, W)
- Ball starts from the deepest player
- Each team is trying to progress through the gates (cones) by the wide player receiving the ball and dribbling through the gate
- As the wide player travels through the gate, all players transfer to the other half and organize themselves into starting positions to start the pattern again the opposite way
- Teams in opposing directions should try and go through the gates at a similar time (i.e. if the team opposite you goes through a gate then your team should quickly try and go through a gate also)

### POSSIBLE PROGRESSIONS

1. The wide player must travel through the gate using their first touch
2. Opposing teams cannot travel through the same gate at the same time
3. If a gate is blocked from natural player movement, you are unable to travel through it and must quickly find the other gate
4. If both gates are blocked, you can dribble over half way anywhere along the line

## 2. POSITIONING GAME

### ORGANISATION

- Create an area up to 44 x 44m. Modify the area depending on the number and ability of your players
- Divide the pitch in half using cones
- Divide the players into 3 even teams and one neutral player
- Have a target player on each end which should be the GK
- Place spare balls behind the target players



### EXPLANATION

- Ball is played in from the target player to their team
- The team in possession (blue) is trying to progress the ball over half way
- The defending team (red) can have 4 players trying to win the ball and one player in the opposite half
- Once the team in possession (blue) goes over half way, they are now trying to pass the ball into the opposite target player. The remaining defender is active throughout this process
- If the team in possession (blue) successfully get the ball into the opposite target (yellow 1) the blue team retreats back to their half and the red team are now defending the yellows.
- If the defending team (red) win the ball at any time, they can score by getting the ball into the target player ahead of them. If this happens, the team that just won possession (red) becomes the team playing out and the team that just lost possession (blue) becomes the defending team
- The game is always in transition and should not stop unless the ball goes out
- At all times, players can use defensive target players to keep the play moving
- If the ball goes out, start with the target player of the team who's throw in it would have been

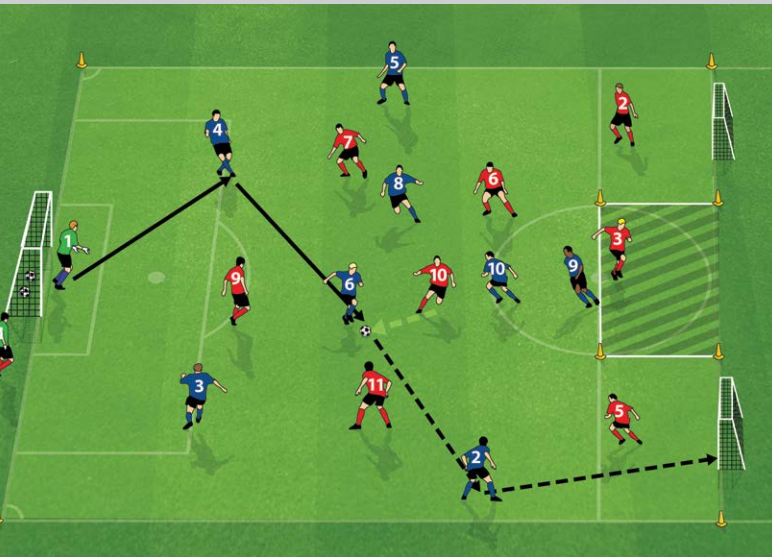
### POSSIBLE PROGRESSIONS

1. Players must travel over half way with their first touch
2. Players must receive the ball over half way (through ball)

### 3. GAME TRAINING

#### ORGANISATION

- Create an area up to 65x65m. Modify the area depending on the number and ability of your players
- Create a 20m x 10m zone on the half way line
- Divide the players into 2 even teams
- The team building from the back plays a 1-4-3-1 formation
- The team pressing plays a 1-3-2-3 formation
- A large goal at one end and a large goal and 2 small goals at the other end
- Place spare balls in the goals



#### EXPLANATION

- Play always starts with the GK defending the single large goal. The blue team is trying to build up from the back to either score in the small goals or get a player in possession in the zone on half way
- If the blue team win the ball they are trying to score in the single large goal
- If the ball goes out the play starts with the GK again.

#### POSSIBLE PROGRESSIONS

1. If the blue team tries to score in the small goal and misses, a coach at half way quickly plays another ball into the reds to attack
2. Play throw ins if the ball goes out

### 4. TRAINING GAME

#### ORGANISATION

- Create an area up to 55x55m. Modify the area depending on the number and ability of your players
- Divide the players into 2 even teams
- Teams play in a 1-3-2-3 formation
- Large goals
- Place spare balls in the goals



#### EXPLANATION

- Regular game with regular rules

#### OUTCOMES

- Passing, receiving, dribbling, awareness
- Playing under pressure
- Understanding of how to spread out within a space to maximize ball movement and to spread the opposition defenders
- Understanding combinations within the back four and midfield players
- Understanding how speed of play can be used to create space when building from the back

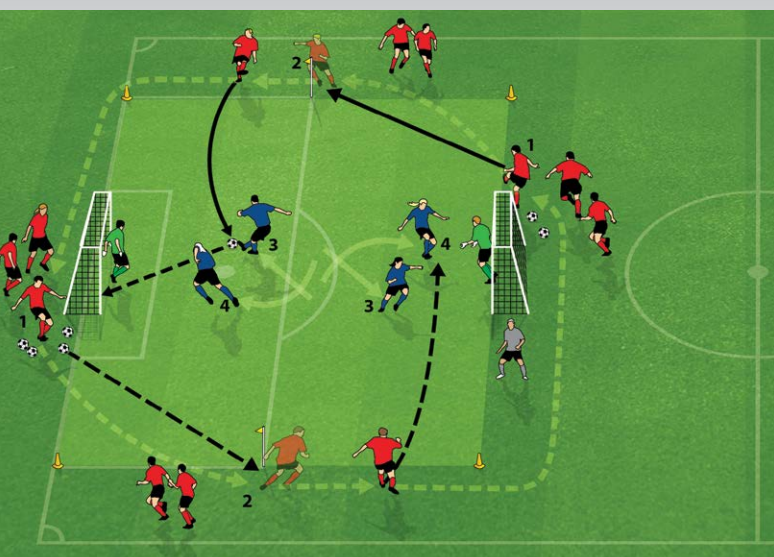
# SESSION 2

PLAYING MOMENT **ATTACKING** | FOCUS **COMBINATION PLAY IN WIDE AREAS**

## 1. WARM UP / PASSING PRACTICE

### ORGANISATION

- Create an area up to 44 x 36m or double the 18 yard box
- Divide the area in half
- Put flags or mannequins on the corner of the 18 yard box
- Split players up so there are even numbers to the side of the goals, one player at each flag and players in the middle to finish on goal
- Balls to the side of the goals with the players



### EXPLANATION

#### Pattern 1

- Both balls start at the same time with player 1 passing the ball into player 2
- Player 2 receives the pass outside the flag, dribbles down the edge of the 18 yard box and crosses to players 3 and 4 who try and score
- Player 1 moves to player 2's starting position. Player 2 moves to the back of the line closes to the goal they just crossed the ball towards.

#### Pattern 2

- Both balls start at the same time with player 1 passing the ball into player 2
- The two players perform a wall pass around the flag.
- Player 2 should then try and cross the ball in one touch to players 3 and 4 who try and score.
- Players rotate the same.

#### Pattern 3

- Both balls start at the same time with player 1 passing the ball into player 2
- Player 2 passes inside to player 3 or 4 while player 1 overlaps player 2.
- Player 3 or 4 then pass back out wide to the overlapping player 1.
- Player 1 crosses to players 3, 4 and 2 who try and score.
- Players rotate the same

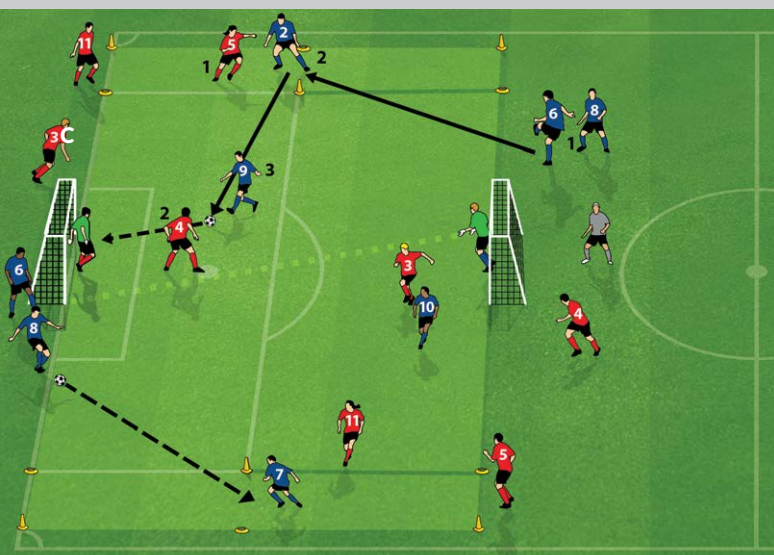
#### Pattern 4

- Players can choose any of the above three patterns
- Rotate the players who are attempting to score
- Rotate which side the crosses are coming from

## 2. POSITIONING GAME

### ORGANISATION

- Create an area up to 44 x 36m or double the 18 yard box
- Divide players into 2 teams, one with right sided players, and the other with left sided players.
- Divide the pitch in half
- Put flags or mannequins on the corner of the 18 yard box
- Create 4 wide areas 8 x 18m
- Balls to the side of the goals with the players



### EXPLANATION

- Balls are played in at the same time from the players beside the goal to the wide player
- When the wide player takes their first touch, the game is live
- Using the combinations from the passing practice, the blue team of 3 (numbers 6, 2 and 9) try to create a goal against the red team of 2 (numbers 5 and 4)
- Deep player in possession should be on 2 touch
- Players always start from the same starting positions and rotate with others in the same starting position.
- After a set time period, switch the defending and attacking teams with the red team attacking in the opposite direction (i.e. down the left side)

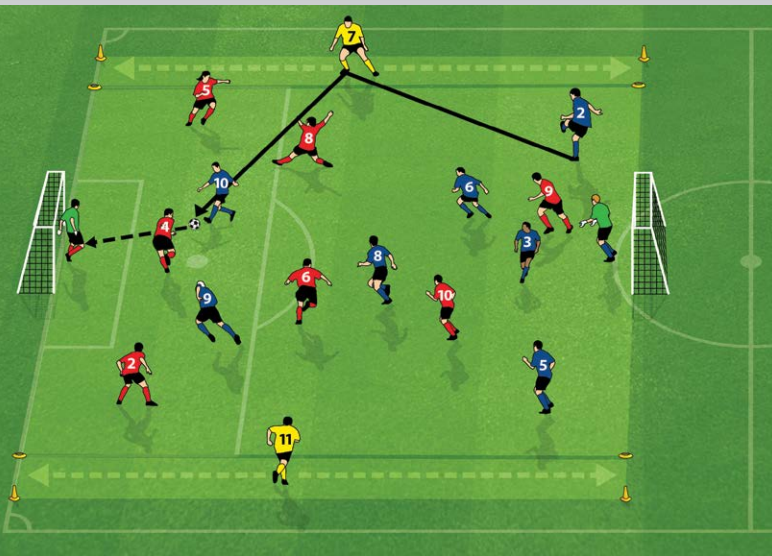
### POSSIBLE PROGRESSIONS

1. Wide players must try to beat their defender 1v1
2. 1 touch finish

### 3. GAME TRAINING

#### ORGANISATION

- Create an area up to 44 x 50m. Modify the area depending on the number and ability of your players
- Create wide areas 8 x 50m with cones
- Divide the players into 2 even teams with 2 neutral players in the wide areas that play in both directions for both teams
- Teams play a 1-3-3-1 formation with neutral wide players
- Balls in the goals



#### EXPLANATION

- Ball starts with the GK
- Normal game played with wide channels
- Team gets 3 points for a goal from wide channels and 1 point for a goal from normal play
- Only one player can defend in the wide area
- Wide players do not have to stay in wide areas but must begin their movement from the wide area
- If the ball goes out, start with the GK of the team who's throw in it would have been

#### POSSIBLE PROGRESSION

1. If the ball goes wide, players must try to beat their defender 1v1
2. 1 touch finish

### 4. TRAINING GAME

#### ORGANISATION

- Create an area up to 60x55m. Modify the area depending on the number and ability of your players
- Divide the players into 2 even teams
- Teams play in a 1-3-2-3 formation
- Large goals
- Place spare balls in the goals



#### EXPLANATION

- Regular game with regular rules

#### OUTCOMES

- Passing, receiving, dribbling, crossing, timing of runs, finishing, 1v1
- Understanding how to support the wide player based on their movement
- Combinations between wide and central players

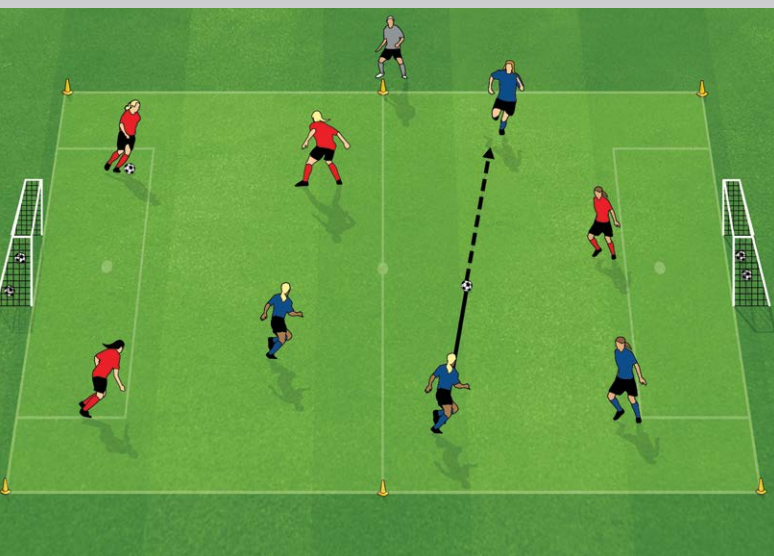
# SESSION 3

PLAYING MOMENT **ATTACKING** | FOCUS **ATTACKING USING THE 9 IN THE FINAL THIRD**

## 1. WARM UP / PASSING PRACTICE

### ORGANISATION

- Create 2 areas up to 15m x 30m. Modify the area depending on the number and ability of your players
- Divide the area in half using cones
- Large goals at each end
- Divide the players into 2 even teams
- Have one player from each team join the team in the other half
- Place spare balls in the goals or around the outside



### EXPLANATION

1. Start with the ball being passed between all players in each half
  - General movements after each pass
  - Introduce touch limits, 1, 2 or 3
  - Ask players to find a longer pass after there have been 2 or 3 shorter passes
2. Start with the ball being passed between all players in each half
  - On the coaches whistle the ball should be transferred to the team with more numbers in that half
  - At this point, the player with the ball should then try and find their lone player in the other half of the field
  - Players should support the lone player both underneath and beyond and finish with a shot on goal
  - All but one player should transfer to the opposite side of the field so the teams are now on opposite sides to where they started
  - The pattern now repeats in the opposite direction

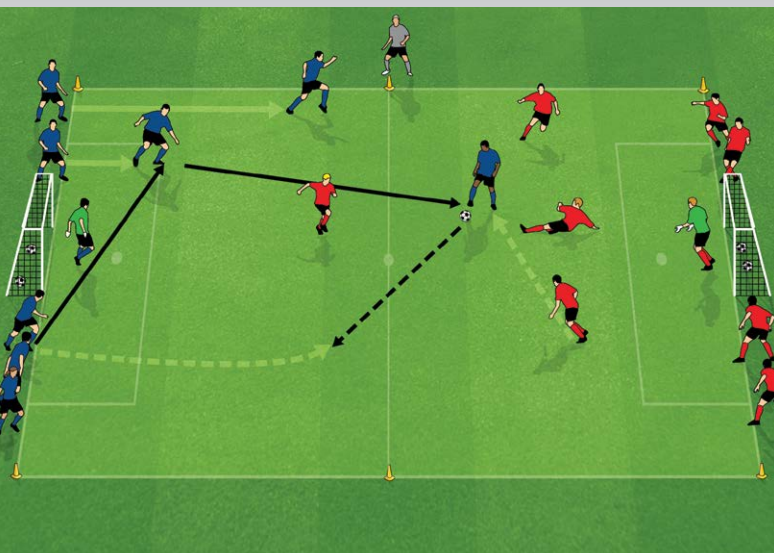
### PROGRESSION

- Same as 2 above but now when the coach blows his whistle the players are on one touch

## 2. POSITIONING GAME

### ORGANISATION

- Create an area up to 20 x 40m. Modify the area depending on the number and ability of your players
- Divide the pitch in half using cones
- Divide the players into 2 even teams
- Players start on each side of the goal with one player operating as a striker in the opponents half
- Place spare balls in the goal



### EXPLANATION

- Game is started by a blue player on one side of the goal passing to a blue player on the other side of the goal
- Those blue players plus one more blue player become attackers
- The 3 blue players can only progress over half way with a pass to the striker
- The red striker can only defend in the attacking half of the field
- The blue striker is free to receive the ball and must pass the ball back to a supporting blue player in one touch. At this point the game becomes live
- Blue are now 4v3 trying to score in the goal
- The play continues in both directions until a goal is scored or until the ball is out
- At all times, players can only progress over half way with a pass to the striker
- Whichever team is defending at the time the ball goes dead (eg red) must go back to their lines. The team that was attacking (eg, blue) become the defenders and the play starts with the new red players at the start of the line

### POSSIBLE PROGRESSIONS

1. Striker can now receive and turn with the ball (first touch is still free)
2. One touch finish
3. One touch in the attacking half



### 3. GAME TRAINING

#### ORGANISATION

- Create an area up to 55 x 50m. Modify the area depending on the number and ability of your players
- Put a line 5m outside the 18 yard box
- Red team plays in formation 1-4-3-1 with the 1 up front being the yellow neutral player
- Blue team plays in formation 1-3-2-3 with the 1 at the back being a neutral player
- Place spare balls in the goal



#### EXPLANATION

- Play starts with the neutral player playing in to the blue 6 or 8
- Blue team is trying to score in the big goal
- The blue full backs (2 and 5) cannot both join in the attack at the same time
- The red team must not drop deeper than the line until the ball is played into that area
- If the red team wins the ball they score by scoring in the little goals or getting the ball into the neutral player

#### POSSIBLE PROGRESSIONS

1. The attacking team plays with a two touch limit once they are over the dotted line

### 4. TRAINING GAME

#### ORGANISATION

- Create an area up to 60x55m. Modify the area depending on the number and ability of your players
- Divide the players into 2 even teams
- Teams play in a 1-3-2-3 formation
- Large goals
- Place spare balls in the goals



#### EXPLANATION

- Regular game with regular rules

#### OUTCOMES

- Passing, receiving, dribbling, finishing, 1v1
- Combination play
- Understanding how to support the forward player

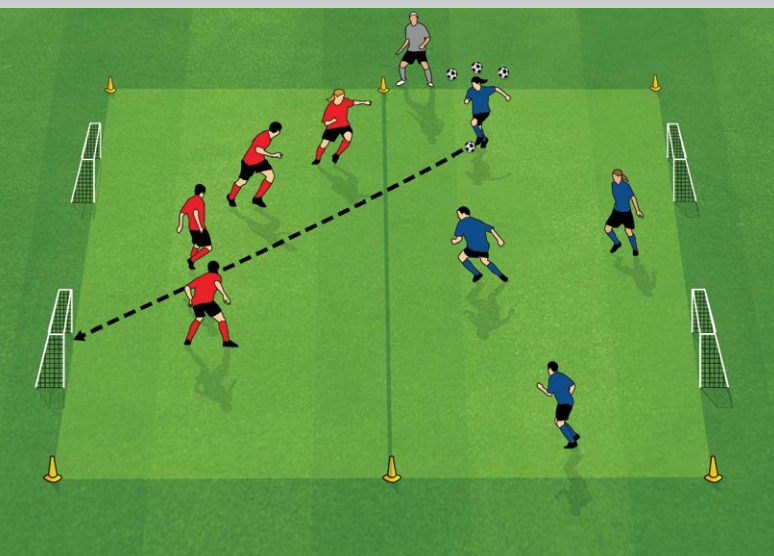
# SESSION 4

PLAYING MOMENT **DEFENDING** | FOCUS **PREVENTING PASSES THROUGH THE BACK 4**

## 1. WARM UP / PASSING PRACTICE

### ORGANISATION

- Create 2 areas up to 30 x 20m. Modify the area depending on the number and ability of your players
- Divide the pitch in half using cones
- Divide the players into 4 teams of four
- Place spare balls with the coach



### EXPLANATION

- Ball starts with the blue team who are trying to score by passing the ball through or around the red team into one of the small goals
- Red team must move as a unit to prevent the ball being played through them
- If the blue team successfully play the ball through the red team and score in one of the small goals then the blue team start again with a ball from the coach.
- If the blue team miss the goal and the ball goes out then the red team start with a ball from the coach.
- If the red team intercept the pass then the game continues with the red team now trying to score.

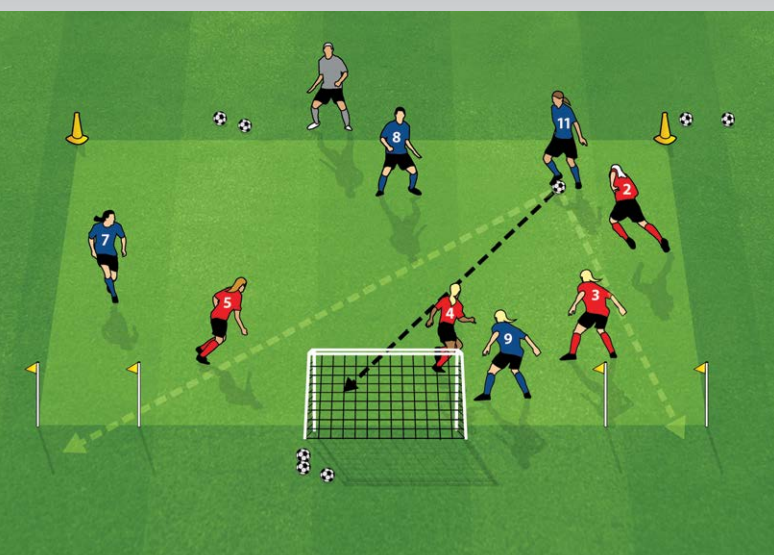
### POSSIBLE PROGRESSIONS

1. Pass to the other side must be in one touch
2. Make the area wider
3. One player on the defending team can now enter the opposing half to win the ball (make sure players are fully warmed up for this)

## 2. POSITIONING GAME

### ORGANISATION

- Create an area up to 30 x 20m. Modify the area depending on the number and ability of your players
- Divide the players into a defending four and an attacking four
- Place a small goal centrally down one end and flags in wide areas to create gates at the same end
- Place spare balls at each end of the area



### EXPLANATION

- The play begins with the blue team receiving the ball from the coach
- The blue team gains two points by scoring in the small goal and 1 point by dribbling through the flags
- The red team is trying to stop them. If the red team wins the ball they are trying to dribble over the end line opposite to where the goal is
- If the ball goes out, the blue team start again with a ball from the coach

### POSSIBLE PROGRESSION

1. Red team must score in one touch or dribble through the cones on their first touch
2. Make the area wider

### 3. GAME TRAINING

#### ORGANISATION

- Create an area up to 65 x 50m. Modify the area depending on the number and ability of your players
- Create 3 zones just before the half way line (20, 25 and 20 x 8m)
- Red team plays in formation 1-4-3
- Blue team plays in formation 3-3-3
- Place spare balls in the goals



#### EXPLANATION

- Ball starts with the blue number 4
- The blue team are trying to score in the big goal
- Only one of the 2, 4 and 5 for the blues is allowed out of their zone at a time both in and out of possession
- If the red team win the ball they are trying to score in the small goals
- The game only stops if the ball goes out in which case it starts again with the blue 4

### 4. TRAINING GAME

#### ORGANISATION

- Create an area up to 60x55m. Modify the area depending on the number and ability of your players
- Divide the players into 2 even teams
- Teams play in a 1-4-3-1 formation
- Full backs should try and be high up the field when attacking and dropped off when defending
- Large goals
- Place spare balls in the goals



#### EXPLANATION

- Regular game with regular rules

#### OUTCOMES

- Passing, receiving,
- Recognising when to press and when to provide cover
- Working in a defensive unit to limit balls being played in between defenders

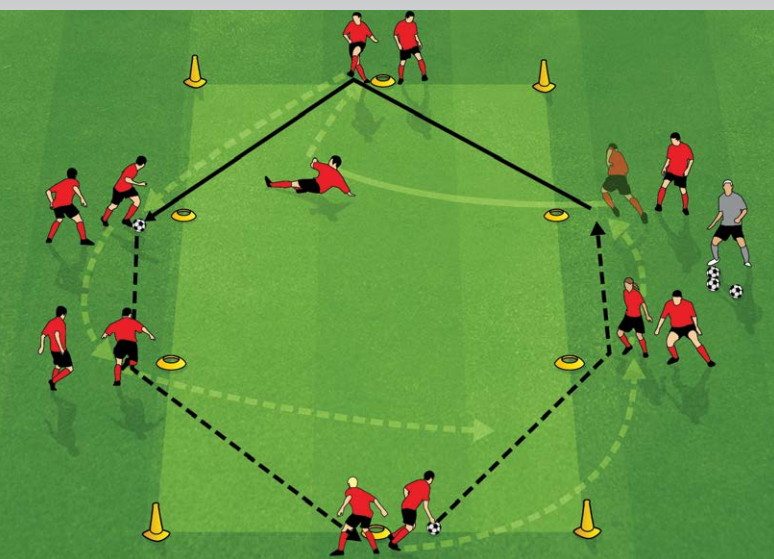
# SESSION 5

PLAYING MOMENT **DEFENDING** | FOCUS **WINNING THE BALL IN THE ATTACKING HALF**

## 1. WARM UP / PASSING PRACTICE

### ORGANISATION

- Create an area up to 30 x 20m
- Place flags and cones as shown
- Place spare balls at each end



### EXPLANATION

#### Pattern 1

- Balls start simultaneously from each end
- Players are trying to progress the ball from one end to the other and can do this with any combination of forward passes (ball cannot be played square across the area)
- Both balls should not end up at the same cone, therefore players must be aware at all times where the other ball is and choose the correct pass accordingly
- Players follow their pass to the next cone or to the end of the line at each end

#### Pattern 2

- Same as pattern 1 above
- After a player makes the final pass to the end player, they must cut off one of the passing options or "show the player receiving the ball one way"
- The player who just received the ball must play the pass to the player that is not cut off

### PROGRESSION

1. 2 touch limit

## 2. POSITIONING GAME

### ORGANISATION

- Create an area up to 50 x 40m
- Divide the pitch into thirds (20, 5 and 20 x 45m)
- Divide the players into three even teams with the extra player being a neutral player
- Create 2 gates on halfway using flags
- Spare balls on half way with the coach



### EXPLANATION

- The ball always starts from the coach
- The red team plus the neutral can score 2 points for dribbling the ball through the central gates and 1 point for dribbling through the middle zone in wide areas.
- If the reds score, they must transfer the ball to the blue team, yellow now must try and defend the blue team in the same team shape.
- The yellow team is trying to win the ball and stop the blue team from scoring. The yellow player remaining in the middle zone can tackle the player trying to dribble through the gates or wide areas.
- If yellow win the ball, they score by dribbling over the end line opposite to where the gates are. If this happens, red would become the defending team and yellows would be trying to score.

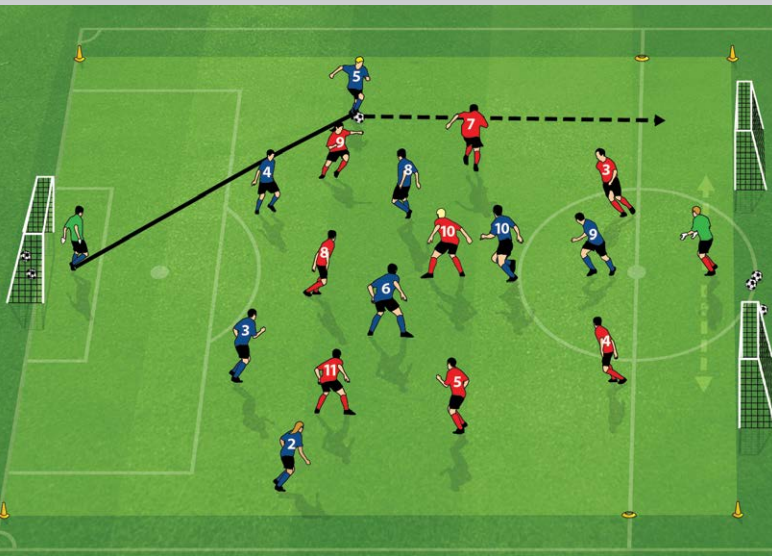
### POSSIBLE PROGRESSIONS

1. Limit the teams to 2 touches

### 3. GAME TRAINING

#### ORGANISATION

- Create an area up to 50 x 65m. Modify the area depending on the number and ability of your players
- Create an end zone of 65 x 6m at the half way end
- Large goals at one end and 2 small goals at the half way end
- Blue plays a 1-4-3-1 formation
- Red plays a 1-2-3-3 formation
- Place spare balls in the goals



#### EXPLANATION

- Play starts with the blue GK
- Blue score either in the small goals or by playing the ball into the GK's feet from their defending half and getting it back. If they score the game starts again.
- GK on half way is free to move anywhere within their zone
- If the red team successfully win the ball back they try and score in the large goal as quickly as they can.
- The red numbers 3 and 4 must stay in realistic positions and not push forward into the midfield.

#### POSSIBLE PROGRESSIONS

- Limit the blue team to 2 touch
- When red wins the ball in the attacking half, they must try and score within 5 seconds
- Create zones where you want the red team to win the ball and give extra points if they can win the ball in these zones

### 4. TRAINING GAME

#### ORGANISATION

- Create an area up to 50x50m. Modify the area depending on the number and ability of your players
- Divide the players into 2 even teams
- Teams play in a 1-3-2-3 formation
- GK operates as a second centre back when the team is in possession
- Place spare balls in the goals



#### EXPLANATION

- Regular game with regular rules

#### OUTCOMES

- Understanding how to "show players one way" towards support
- Working as a unit to win the ball
- Quickly attacking or keeping possession once the ball is won

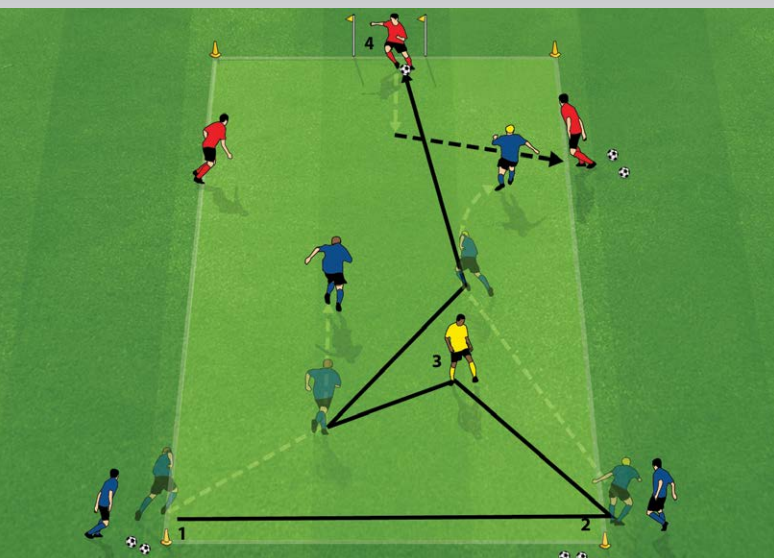
# SESSION 6

## PLAYING MOMENT TRANSITION

### 1. WARM UP / PASSING PRACTICE

#### ORGANISATION

- Create 2 areas up to 15 x 30m
- Place flags at one end to form a gate
- Players set up as shown in the diagram
- Place spare balls where the players line up



#### EXPLANATION

- Ball starts with player 1 playing to player 2
- Player 2 then passes the ball to player 3 with players 1 and 2 both supporting that pass
- The three players combine to find a "third man run" who then passes the ball through the end gate to the red player 4
- The ball going through the gate indicates the blue team has lost the ball. Players 1 and 2 now have to put immediate passive pressure on the red player 4 and "show them one way".
- The red player 4 now must play the ball to another red player in the direction they are being shown by the blue players.
- The red players involved in the play must circulate the ball back to the start and join the back of the line.
- The blue players take up the positions of the red players (rotate the yellow player)

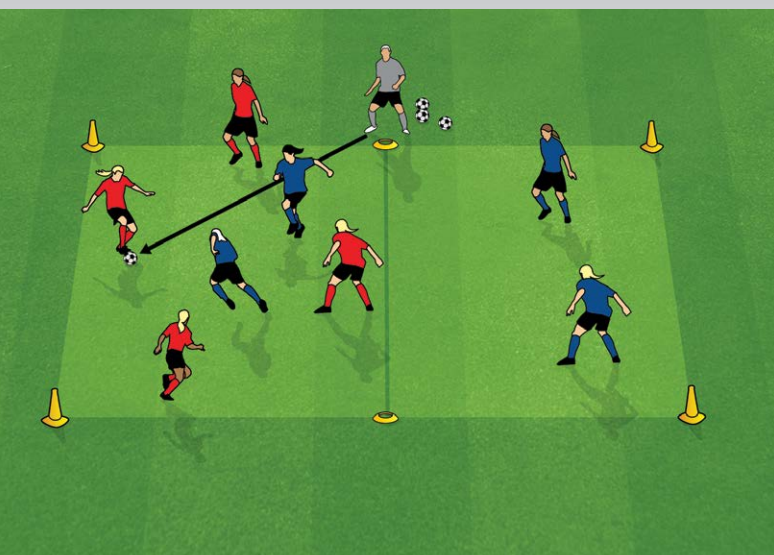
#### POSSIBLE PROGRESSIONS

1. Try different passing combinations i.e. player who plays it across must overlap

### 2. POSITIONING GAME

#### ORGANISATION

- Create 2 areas up to 8 x 16m
- Put a half way line in each area
- Divide players up into 4 even teams
- Place spare balls with the coach



#### EXPLANATION

- Play is started with the coach playing the ball to one of the teams (red).
- When red touch the ball, blue can send 2 players to win the ball
- If the ball goes out, red get one "strike". Three "strikes" and the ball starts on the opposite side with blue now in possession and red sending 2 players
- However, if blue can win the ball and transfer it to their other players, they get to keep the ball and now red must send 2 players
- 6 passes can equal a goal. Play to a certain number of goals

#### PROGRESSION

- Make the space smaller or bigger
- Enforce a two touch limit

### 3. GAME TRAINING

#### ORGANISATION

- Create an area up to 55 x 50m. Modify the area depending on the number and ability of your players
- Large goal at one end and two small goals at the other end
- Teams play a 1-3-2-3 formation
- Place spare balls in the goals



#### EXPLANATION

- Play starts with the GK on halfway passing the ball into the attacking team
- The attacking team (blue) is trying to score in the large goal. If they score they get the ball back from half way and attack again
- If the defending team (red) wins the ball, they score by quickly attacking the small goals. If they score in the small goals they now turn around and attack the big goal
- The blue team must get into their defensive shape quickly
- GK on half way can try and stop players scoring in either small goal.
- The GK on half way is also an option for the team attacking the large goal to play back to. If this happens, the GK must play in 2 touches

#### EXPLANATION PROGRESSION

1. If the team defending the big goal wins the ball, they must score within 5 seconds

### 4. TRAINING GAME

#### SETUP

- Create an area up to 55x50m. Modify the area depending on the number and ability of your players
- Divide the players into 2 even teams
- Teams play in a 1-3-2-3 formation
- Place spare balls in the goals



#### EXPLANATION

- Regular game with regular rules

#### OUTCOMES

- Reacting quickly to losing the ball
- Quickly attacking once the ball is won



NZFF  
Coaching  
Courses  
3/3





# APPENDICIES

A1. Minimum Operating Requirements	42 - 44
A2. Step by Step Guide	45 - 46
A3. Risk Assessment Form	47
A4. Incident Report Form	48 - 49
A5. Medical Consent Form	50
A6. Player Registration Form	51
A7. Annual Review	52 - 55
A8. Questionnaires	56 - 58



# APPENDIX 1

## MINIMUM REQUIREMENT OPERATING LIST

NZF TALENT DEVELOPMENT PROGRAMME				
Requirement	Details	Evidence	Req Met (Y/N)	Notes
Playing Philosophy and Team Model	Follow the NZF Playing Philosophy and Team Model or approved equivalent	1. Show evidence of own playing philosophy or adoption of NZF's 2. Show team model		
Age groups offered	One team per age-group for boys, girls or both in the youth competitions organised by NZF's Federations	1. Players registered in National Registration System 2. Players observed during appraisals		
Number of players	Maximum 22 players per age group	1. Players registered in National Registration System 2. Players observed during appraisals		
Home Grown Players	65% of players to be homegrown*	1. Players registered in National Registration System 2. Players observed during appraisals		
Programme designed over	U13-U15: 24 weeks U16-U17: 30 weeks	1. Training Programme Submitted 2. Training Programme Observed		
Number of training sessions and games per week	U13-U15: 3 sessions +1 game U16-U17: 4 sessions +1 game	1. Training Programme Submitted 2. Training Programme Observed		
Training Area	Must have a half pitch minimum for each group	Observed at training		
Curriculum delivered	NZF Talent Development Programme Curriculum or Equivalent	1. Training Sessions Submitted 2. Training Sessions Observed		
Director of Football	An active OFC/NZF B Licence or equivalent	DOF registered on National Registration System		
Coach Qualifications <i>Each top age-group team must have the following coaches:</i>	<b>Head Coach:</b> Active OFC/NZF C Licence or equivalent + emergency aid; <b>Assistant Coach:</b> Active NZF Youth Level 2 or equivalent + emergency aid; <b>Goal Keeper Coach:</b> Active NZF Goalkeeping Level 1 or equivalent	1. Coaches registered on National Registration System 2. Coaches observed during appraisals		
Emergency Aid	Must have one person at each session who holds a current first aid qualification	Observed during appraisal		
Player to Coach Ratio	Maximum of 12:1 ratio	Observed during appraisal		
Player/Parent Induction meeting	Must hold an induction meeting for players and parents	1. Dates of meeting provided		

# APPENDIX 1 cont...

## MINIMUM REQUIREMENT OPERATING LIST

Requirement	Details	Evidence	Req Met (Y/N)	Notes
Player feedback meetings	Minimum of 2 meetings annual	1. Dates of meeting provided 2. Player feedback forms on National Registration System		
Player Education Workshops	Must provide a minimum of 3 meetings annually	1. Training Programme Submitted 2. Workshops observed		
Coach Education/ Player ID workshops	Coaches must attend a minimum of 2 Federation workshops per year	1. Coaches registered on National Registration System 2. Coaches' attendance at meeting		
Agreed support visits from Federation	Minimum of 3 visits annually	Dates of meeting provided		
Club/School Link	Players' school to be listed on team register	Schools assigned in National Registration System		

*\*Home grown players are players that have been registered with the club or been part of the clubs' NZF Skills Centre Programme for 2 or more consecutive seasons.*

REGISTRATIONS				
Requirement	Details	Evidence	Req Met (Y/N)	Notes
NZF Talent Development Programme Registered	NZF Talent Development Programme Registered on National Registration System	National Registration System		
Players Registered with NZF	Each player registered on National Registration System	National Registration System		
Player Medical Details	Medical details taken as part of registration	National Registration System		
Coaches Registered with NZF	Each coach registered on National Registration System	National Registration System		
Coaches Police Vetted	Each coach Police Vetted	Vetting forms observed at appraisal		
Minimum player registration period	U13-U15: 24 weeks U16-U17: 30 weeks	Registration Form		

# APPENDIX 1 cont...

## MINIMUM REQUIREMENT OPERATING LIST

TRAINING STANDARDS				
Requirement	Details	Evidence	Req Met (Y/N)	Notes
Session Duration	Minimum 60 mins / Maximum 90 mins	Observed at Appraisal		
Curriculum delivered	NZF Talent Development Programme Curriculum or equivalent	Observed at Appraisal		
Type of training surface	1. Grass or Turf Football Surface 2. Suitable Futsal Surface (if applicable)	1. Venue assigned on National Registration System 2. Observed at Appraisal		
Size of area used	1. Minimum of Half a pitch per team 2. Appropriate Futsal Venue (if applicable)	1. Venue assigned on National Registration System 2. Observed at Appraisal		
Quality of area used	Appropriate playing surface	Observed at Appraisal		
Size of Footballs	U13 – Size 4 U14-U17 – Size 5	Observed at Appraisal		
Number of Footballs	Minimum of 1 per player	Observed at Appraisal		
Quality of equipment used	Appropriate bibs, cones & goals	Observed at Appraisal		
First Aid	First Aid Kit present	Observed at Appraisal		
Attendance records	Weekly player register undertaken	Observed at Appraisal		

ADMINISTRATION				
Requirement	Details	Evidence	Req Met (Y/N)	Notes
Risk Assessment	Risk Assessment for venue undertaken	Risk Assessment Form completed		
Incident Reporting	Incident report and history to be recorded	Incident Reporting documents		

Club Signature \_\_\_\_\_

Date: / /

Federation Signature \_\_\_\_\_

Date: / /

# APPENDIX 2

## STEP BY STEP GUIDE

BEFORE				
	Task	Time Restraint	Completion Date	Completed Y/N
1	Hold meeting with Federation to plan NZF Talent Development Programme	No later than 8 weeks prior to NZF Talent Development Programme commencing		
2	Locate Venue	No later than 8 weeks prior to NZF Talent Development Programme commencing		
3	Venue Risk Assessment	No later than 8 weeks prior to NZF Talent Development Programme commencing		
4	Assess venue/coach cost breakeven point	No later than 8 weeks prior to NZF Talent Development Programme commencing		
5	Secure venue booking	No later than 8 weeks prior to NZF Talent Development Programme commencing		
6	Recruit head coaches	No later than 8 weeks prior to NZF Talent Development Programme commencing		
7	Recruit assistant and GK coaches	No later than 6 weeks prior to NZF Talent Development Programme commencing		
8	Inform local Federation of details of upcoming Talent Development Programme	No later than 6 weeks prior to NZF Talent Development Programme commencing		
9	Design Talent Development Programme programme, including training, parent & player discussions	No later than 4 weeks prior to NZF Talent Development Programme commencing		
10	Purchase football equipment (Balls, Bibs, Cones, Goals, Flat Spots, Medical Kit)	No later than 4 weeks prior to NZF Talent Development Programme commencing		
11	Arrange Appraisal Visits with local Federation	No later than 3 weeks prior to NZF Talent Development Programme commencing		
12	Registration Deadline	As per competition regulations		
13	Ensure that players are registered on National Registration System	As per competition regulations		
14	Distribute Schedule and Playing Group Register to coaches	No later than 2 weeks prior to NZF Talent Development Programme commencing		
15	Check amount of football equipment in relation to registration numbers (Balls, Bibs, Cones, Goals, Flat Spots, Medical Kit)	No later than 2 weeks prior to NZF Talent Development Programme commencing		
16	Hold Parents and Player presentation	No later than 1 week prior to NZF Talent Development Programme commencing		

# APPENDIX 2 cont...

## STEP BY STEP GUIDE

<b>DURING</b>				
	<b>Task</b>	<b>Time Restraint</b>	<b>Completion Date</b>	<b>Completed Y/N</b>
1	Check area for hazards, record concerns where necessary	Beginning of each session		
2	Register attendees	Beginning of each session		
3	Record incidents / injuries	Each session		
4	Hold Parents and Player feedback meeting	In line with designed programme		
5	Facilitate Federation appraisals	In line with designed programme		
6	Organise review meeting with relevant stakeholders & Federation	During last 2 weeks of the NZF Talent Development Programme programme		
7	Distribute Player, Parent and Coach review questionnaires	During last 2 weeks of the NZF Talent Development Programme programme		

<b>AFTER</b>				
	<b>Task</b>	<b>Time Restraint</b>	<b>Completion Date</b>	<b>Completed Y/N</b>
1	Collate information provided from player, parent & coach review questionnaires	No later than 1 week after the completion of the NZF Talent Development Programme programme		
2	Hold review meeting with relevant stakeholders & Federation	No later than 2 weeks after the completion of the NZF Talent Development Programme programme		

# APPENDIX 3

## RISK ASSESSMENT FORM

The form is used by the provider to help access the potential risks of the venue that is being considered for use as a NZF Talent Development Programme venue.

1. LOCATION – SETTING THE SCENE						
Location		Division				
Area / Activity / Person:						
2. IDENTIFYING HAZARDS – WHAT CAN GO WRONG AND WHO WILL BE AFFECTED?						
Hazard	Something with the potential to cause harm			Person at Risk		
A				Staff <input type="checkbox"/>	Player <input type="checkbox"/>	Other <input type="checkbox"/>
B				Staff <input type="checkbox"/>	Player <input type="checkbox"/>	Other <input type="checkbox"/>
C				Staff <input type="checkbox"/>	Player <input type="checkbox"/>	Other <input type="checkbox"/>
D				Staff <input type="checkbox"/>	Player <input type="checkbox"/>	Other <input type="checkbox"/>
3. EXISTING CONTROL MEASURES – WHAT PRACTICAL STEPS ARE ALREADY IN PLACE?						
Hazard	Existing Control Measures					
A						
B						
C						
D						
4. EVALUATING RISK – NOT 'WORSE CASE SCENARIO', TAKES INTO ACCOUNT EXISTING CONTROLS						
Hazard	Consequence (1-5)	x	Likelihood (1-5)	=	Risk Ration (1-25)	
				=		
				=		
5. RISK PRIORITISED ACTION PLAN –APPLY CONTROLS: E=ELIMINATE, I=ISOLATE, M=MINIMISE						
Hazard	E / I / M	Practicable Steps required to further control risk			Responsibility	
6. FURTHER INFORMATION: CROSS-SECTOR SAFETY RESPONSIBILITIES						
Who is responsible for local monitoring?						
Is further competent (clinical risk, manual handling) advice required Yes / No Comments:						
Do third parties (agencies) require a copy of this risk assessment for their safety Yes / No Comments:						
7. ASSESSMENT SIGN-OFF: ASSESSMENT MONITORING RESPONSIBILITIES						
Assessor's Name:			Assessor's Signature:			
Date of Assessment: / /		Review: Daily <input type="checkbox"/> Weekly <input type="checkbox"/> (tick one)		Reassessment Date: / /		
Manager's Signature:						
Notes:						

# APPENDIX 4

## INCIDENT REPORT FORM

This form is used in the event of an incident such as an injury sustained at a NZF Talent Development Programme Venue. It will be used as a guide to prevent repetition of incidents, and kept on file by the provider.

Please print clearly and tick the correct box

Status: Coach/Staff <input type="checkbox"/>	Player <input type="checkbox"/>	Other <input type="checkbox"/>	Injury treated on site <input type="checkbox"/>	Further Treatment Required off site <input type="checkbox"/>
--	---------------------------------	--------------------------------	---	--

### 1. DETAILS OF INJURED PERSON

Name:	Phone (H):	Phone (W):
Address:		
		Sex: Male <input type="checkbox"/> Female <input type="checkbox"/>
Date of Birth: / /		
Position:	Support Staff <input type="checkbox"/>	Coach <input type="checkbox"/> Assistant Coach <input type="checkbox"/> Player <input type="checkbox"/> Other <input type="checkbox"/>

### 2. DETAILS OF INCIDENT

Date: / /	Time:
Location:	
Describe what happened and how:	

### 3. DETAILS OF WITNESSES

Name:	Phone (H):	Phone (W):
Address:		
Email:		
Name:	Phone (H):	Phone (W):
Address:		
Email:		

### 4. DETAILS OF INJURY

Nature of injury (e.g. sprain, cut, break, illness)
Cause of injury (e.g. fall, twist, knock)
Location on body (e.g. back, left forearm)
Type of Injury (e.g. field of play, another person, hot water)

### 5. TREATMENT ADMINISTERED

First Aid given: Yes <input type="checkbox"/> No <input type="checkbox"/>
First Aider name:
Treatment:
Referred to:



# APPENDIX 4 cont...

## INCIDENT REPORT FORM

SECTION 6-9 MUST BE COMPLETED BY CO-ORDINATOR

### 6. DID THE INJURED PERSON STOP FURTHER INVOLVEMENT?

Yes  No  If yes, state date: / / Time:

OUTCOME

Treated on site:  Treated by Doctor:  Hospitalised:  Returned to Activity:  Alternative duties:  Rehabilitation:

### 7. INCIDENT INVESTIGATION (comments to include causal factors):


### 8. RISK ASSESSMENT

Likelihood of recurrence:

Severity of outcome:

Level of risk:

### 9. ACTIONS TO PREVENT RECURRENCE

Action	By Whom	By When	Date Completed
			/ /
			/ /
			/ /
			/ /

### 10. ACTIONS COMPLETED

Signed (Co-ordinator):

Title:

Date: / /

Feedback to person involved

Date: / /

### 11. REVIEW COMMENTS

Federation Development Officer:

Reviewed by Head Physio on Site (signed):

Date: / /

Reviewed by Patient/Victim.(signed):

Date: / /

# APPENDIX 5

## MEDICAL CONSENT FORM

The form is to be completed by parents or guardians of children that attend a NZF Talent Development Programme. It needs to be provided before the player takes part in any sessions.

I/We ..... (Parent/Guardian) have registered our child ..... to attend ..... (programme) between ..... (start date) and ..... (end date).

I/We give permission for the administrators and/or staff Coaches to obtain necessary medical attention and treatment for my/our child for any injury and/or illness during the training sessions.

Venue: ..... Date: .....

Signed: ..... (Parent/Guardian)

My/Our child is taking the following medication (Please Specify)

Type of medication: .....

Medical Condition: .....

Family Doctor's Name: ..... Doctor's Ph No: .....

RECENT INJURY HISTORY		
Date	Injury (please describe)	Injury Management & Treatment (please describe)

Other comments: (Please list any allergies or other concerns – and the treatment requirements)

# APPENDIX 6

## PLAYER REGISTRATION FORM

Before the session takes place, all registrations are gathered on this form and given to the coach together with a copy of the medical consent form for each player.

First name ..... Last Name .....

Date of Birth ..... Place of Birth ..... Gender .....

Country of Birth (Mother) .....

Country of Birth (Father) .....

Phone Number (Home) .....

Phone Number (Mobile) .....

School .....

Email Address .....

Emergency Contact Name .....

Emergency Contact Number .....

Emergency Contact Relationship .....

Parent Guardian 1 First Name .....

Parent Guardian 1 Last Name .....

Parent Guardian 1 Contact Number ..... Gender .....

Parent Guardian 2 First Name .....

Parent Guardian 2 Last Name .....

Parent Guardian 2 Contact Number ..... Gender .....

Medical Form Filled .....

Preferred Position .....

Federation .....

Parent Grandparentage .....

NZ Residency .....

# APPENDIX 7

## TECHNICAL FEEDBACK & AGREED ACTIONS

**COACHING** - Consider the playing environment for those involved in the NZF Talent Development Programme sessions and improvements that can be made to increase its quality.

Areas of Consideration	Feedback	Action Plan	Responsibility	Timescale
Qualification of Coaches				
Coach Development / Additional Workforce				
Facilities				
Kit & Equipment				
Other				

# APPENDIX 7 cont...

## TECHNICAL FEEDBACK & AGREED ACTIONS

**CURRICULUM** - Consider the programme that has been delivered to the players, specifically reflecting on meeting player needs, developing player ability. Think about changes that could be made, that is relevant to your players, to maximise their development.

Areas of Consideration	Feedback	Action Plan	Responsibility	Timescale
Sessions focus on Main Moments and Key Principles				
Focus on four corners of player development				
Duration of programme				
Additional opportunities for player development				
Other				

# APPENDIX 7 cont...

## TECHNICAL FEEDBACK & AGREED ACTIONS

**PLAYERS** - Consider the group of players that are attending your NZF Talent Development Programme and if the programme is meeting their needs.

Areas of Consideration	Feedback	Action Plan	Responsibility	Timescale
Quality of players involved				
Enjoyment & motivation				
Quantity of players involved				
Promotion & Recruitment				
Other				

# APPENDIX 7 cont...

## TECHNICAL FEEDBACK & AGREED ACTIONS

**LOGISTICS** - Consider the programme that has been delivered to the players, specifically reflecting on meeting player needs, developing player ability. Administration procedures / Location & Time of practice / Financial / Policies / Procedures.

Areas of Consideration	Feedback	Action Plan	Responsibility	Timescale
Administration procedures				
Location & Times of practice				
Financial				
Policies & Procedures / Safeguarding players				
Other				

# APPENDIX 8

## PLAYER QUESTIONNAIRE

1. Which age group are you in?

- U13 boys
- U14 boys  U14 girls
- U15 boys  U16 girls
- U17 boys

2. The training sessions were enjoyable:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

3. The training sessions helped me to become a better player:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

4. The training sessions provide me with problems to solve:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

5. The coaches are friendly and enthusiastic:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

6. The coaches help me to learn how to become a better player:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please add any additional comments that you feel will help us make the programme better in the future.



# APPENDIX 8

## PARENT QUESTIONNAIRE

1. The communication in the lead up to the programme was sufficient:

- Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

5. My son / daughter's ability has improved as a result of being part of the programme:

- Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

9. We would recommend programmes to parents of other players:

- Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

2. The Player & Parent induction meeting was informative:

- Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

6. The Player & Parent feedback meetings were informative and helpful for us, as parents, and for my son / daughter:

- Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

*Please add any additional comments that you feel will help us make the programme better in the future.*

3. My son / daughter enjoyed being part of the programme:

- Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

7. The programme is good value for money:

- Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

4. The coaching at the programme was to an appropriate standard:

- Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

8. We, as parents, can clearly see what the programme is trying to achieve:

- Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

# APPENDIX 8

## COACH QUESTIONNAIRE

1. I have enjoyed coaching at the programme:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

2. Organising and administering the programme has been easy to do:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

3. The programme curriculum is appropriate for the players involved:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

4. The kit & equipment provided by the programme club was to an appropriate standard:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

5. The facility provided by the club was to an appropriate standard:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

6. The players enjoyed being part of the programme:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

7. The programme club have provided opportunities for me to develop my coaching:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please add any additional comments that you feel will help us make the programme better in the future.

# DO YOU WANT TO BE THE NEXT ALI RILEY OR RYAN THOMAS?



If you want to be an All White or Football Fern, you will need to love football, be willing to work really hard and answer **YES** to one of these questions?

**FOOTBALL  
FERNS**<sup>TM</sup>  
NEW ZEALAND  
FOOTBALL

**ALL  
WHITES**<sup>TM</sup>  
NEW ZEALAND  
FOOTBALL

1 WERE YOU BORN IN NEW ZEALAND?

2 WAS YOUR MUM OR DAD, GRANDMA OR GRANDPA BORN IN NEW ZEALAND?

3 HAVE YOU LIVED IN NEW ZEALAND FOR 5 YEARS OR MORE? \*

If you answer **YES** to one of these questions, then you can try to live the dream and maybe one day play for New Zealand in a World Cup!!

*\*In limited circumstances FIFA can allow a player to represent a country that isn't of his or her birth but they must have lived continuously for 5 years in that country and have moved there for reasons unrelated to football.*



NEW ZEALAND  
FOOTBALL

TALENT

