

COACHING CURRICULUM

UNDER 16-18

Skill	Extension	Recommendation
KICKING Type of Kick	Drop punt both feet – to a lead	Use correct grip. Learn appropriateness of power of kick related to ball hang time. Learn where to aim body to leads at various distances.
	Drop punt both feet – on the run	Use correct grip. Learn to 'balance up' before disposal. Uses of leg follow through. Learn correct landing depending on whether a 'long-only' kick or a 'target' kick.
	Drop punt preferred foot – for goal – set shot	Use correct grip. Learn to set 'target' behind the goal. Prepare 'run-up' routine for player to be balanced at the point of kick. Use of 'man on the mark' to simulate game situation.
	Drop punt preferred foot – for goal – running shot	Use correct grip. Prepare player to be balanced at the point of kick.
	Snap shot kick both feet – for goal	Continue to experiment with holding the ball at different angles towards the goal. Practise kicking across the body at different angles.
	Torpedo – preferred foot	Use correct grip. Experience the fundamentals of this kick, individually and collectively.
	Banana (checkside) preferred foot	Continue to experiment with holding the ball at different angles. Follow through.
	Quick kick both feet	Experiment with getting foot to ball quickly. Develop target/space kicking – use of peripheral vision.
KICKING Accuracy	Stationary target	Players should develop a routine that enables them to comfortably kick from a stationary set situation 20m or more with a player on the mark.
	To a lead	Players should understand how to correct their body position and weight their kick to a leading player.
	On the run	Players need to understand and practise preparing their body while running to kick to a target – being aware of body positioning, deceleration of stride and follow through with kicking leg.
	For goal – set shot	Players should develop a routine that enables them to comfortably kick at goal from a stationary set situation 20m or more with a player on the mark.
	For goal – running shot	Players need to understand and practise preparing their body while running to kick to a target – being aware of body positioning, deceleration of stride and follow through with kicking leg.
	For goal – snap shot	Encourage players to experiment and have fun with different kicking angles at goal once players have mastered the ability to guide the ball to their foot.
HANDBALL Type of Handball	Rocket – both hands	Continue with understanding the fundamentals. Vary distances. Simulate situations for use of this handball.

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HANDBALL Use	Quick hands – both hands	'Grab and hit'. Experience improving speed handball to front and either side (right to left/left to right).
	Front and centre – both hands	Concentrate on using handball within vision and body protection (i.e. up to about 45° from perpendicular each side) to front and either side.
	Off ground – both hands	Concentrate on ground ball handball. Emphasis on picking up ball with hands and handballing before straightening.
	Backwards – both hands	Develop concept of player moving away from goal, first option to handball to player running towards goal.
	Hit/knock-on – both hands	Develop knowledge when to hit stationary ball and/or moving ball. Practise hitting ball with either open hand or fist.
	Follow up	Develop concept of assisting teammate after handballing.
MARKING Type of Mark/ Technique	Overhead – both legs	Continue understanding the fundamentals of overhead marking. Concentrate on slightly bent arms (about 120°).
	Chest	Continue understanding the fundamentals of chest marking. Concentrate on the tuck of the body.
	Body use	Practise use of arms and/or use of body.
	Pack mark – overhead and chest	Using the fundamentals learnt, experience group situations.
	In front – hand mark	Continue understanding the fundamentals of marking with the hands. Concentrate on slightly bent arms (about 120°).
PICKING UP BALL	Stationary ball	Continue understanding the fundamentals of picking up the ball.
	Ball approaching	
	Ball going away	
	Ball running across path	
BOUNCING BALL	Preferred hand	Continue experiencing bouncing ball – walking, jogging and running at different speeds.
	Touching on ground – both sides	Continue experiencing touching ball on ground – walking, jogging and running at different speeds.
TAP-OUT	Both hands	Develop skills to hit to various positions. Use of a ruck bag. Use of thrown ball, bounced ball, kicked ball.
PLAY ON	Selecting when	Practise technique of playing on without or with opposition. Introduce game-type situations to gain further experience, including use of umpires.
	Use of peripheral vision – scanning	Extend experience of playing on by introducing other receiving players to develop decision-making.

Skill	Extension	Recommendation
LEADING	Timing	Develop the ability to time lead.
	Area to lead – finding space	Use of scanning ('periscope eyes'). Need to use/develop game-sense drills so player can gain experience in decision-making.
	Gaining an advantage	Set up game-type situations where players will learn: (a) How to fend off opponents at the right time; (b) How to dummy lead; (c) how to bump opponents at the right time.
CRUMBING	Use of crumbing line – front and centre	Further develop the concept of running to the crumbing line.
CHANGING DIRECTION EVASIVE SKILLS	Side step	Continue to practise this skill following the basic fundamentals.
	Baulk/dummy	
	Spin	
	Blind turn	
	Fending	Make sure players understand that they must keep their hand nearest the opponent free at all times.
RUNNING	Technique	Continue specialised activities to develop speed, e.g. drills – high knees, bum kicks, lunges, skips.
	To receive	Game-sense drills that give players experience at when and where to run to receive.
	To back up	Game-sense drills that give players experience at running to support.
	To man up (accountability)	Game-sense drills that give players experience at changing from offensive mode to defensive mode.
	To chase	Game-sense drills that give players experience at 'hard' chasing an opponent.
	To cover	Game-sense drills that give players experience at making decisions whether to cover for a teammate or not.
	To carry ball	Game-sense drills that give players experience at carrying the ball while sprinting.
	Dummy lead – creating space	Game-sense drills that give players experience making a lead to open up space for a teammate to lead to.
	Running into space	Game-sense drills that give players experience at finding space to lead into.
	Running into vision	Game-sense drills that give players experience at running into the vision of the player with the ball and about to dispose.
TACKLING	Side	Continue understanding of the fundamentals. Use of tackling bags and opponent.
	Rear	
	Front falling	
	Front dive	Encourage players with strong and effective tackling tendencies to develop this type of tackle to retard forward movement of the ball.
SPOILING	Rear – preferred/non-preferred	Continue understanding of the fundamentals. Emphasis on use of arm, where to spoil, whether to spoil ball, use of opposite leg to jump, positioning of body.
	Side	

Skill	Extension	Recommendation
SMOTHERING	Side	Continue understanding of the fundamentals. Emphasis on bent elbows, hand positioning, watching ball.
	Front	
SHEPHERDING	Arm use	Continue to practise the changing of the line of opponent by use of the arm.
	Side push – ball carrier off balance	Continue to practise side pushing of opponent when about to dispose and can't reach or are near the boundary line.
ON THE MARK	Standing the mark	Continue to practise standing the mark. Emphasis on use of forward arms, being a moving mark.
	Slowing play	Set up game-sense drills that give players experience at covering an opponent from playing on or disposing quickly.
BUMPING	Technique	Continue understanding of the fundamentals. Use of bumping bag before opponent.
	One-on-one tussle	Continue understanding of the fundamentals.
CHASING	When to – as per running	Set up game-sense drills that give players experience at 'hard' chasing an opponent.
ROLLING	Forward	Continue understanding of fundamentals. Emphasis on correct technique.
	Forward recover	
	Shoulder	
	Backward	
LANDING	Two feet	Continue understanding of fundamentals. Correct technique, including feet shoulder width apart; hips, knees and ankles flexed; straight back.
	One foot	Continue understanding of fundamentals. Emphasis on correct technique and balance.
	Various positions/ forces	Introduce landing from various positions when player is disoriented in flight.
RUCKWORK	Craft	Set up game-sense drills that give players experience at using body to gain advantage over opponent.
RECOVERY	Second and third efforts	Set up game-sense drills that give players experience at maintaining effort until ball is obtained.
	Maintaining ground	Set up game-sense drills that give players experience at keeping ground. Emphasis on broad base of support, using strength of body appropriately.
	Keeping feet – non-contact	Set up game-sense drills that give players experience at keeping feet, especially when turning, dodging or weaving.
	Keeping feet – contact	Set up game-sense drills that give players experience at keeping feet after contact.

Tactic	Extension	Recommendation
DEFENCE	Backline play	The essence of backline play needs to be reinforced at this age group with manning up, movement of the ball away from the corridor and spoiling from behind emphasised.
	Restricting space	Players who play in the backline must be made aware of playing their opponent on the side/area that precludes that player from running to goal.
	Attacking	Defenders should continually be encouraged to become playmakers and be part of a forward build-up and not just defensively oriented.
FORWARD PLAY	Forward-line play	Players should be encouraged to continue leading to the kicker and playing in front of their opponent.
	Creating space	Players need to be introduced to the ability to identify space to lead into that is created by player movements in the forward line and need to be encouraged to avoid congestion.
	Leading	Continually practise leading drills and activities to reinforce timing and direction of leads in the forward area.
	Defending	Players at this age group need to be aware of their responsibilities as a defender when the opposition has the ball.
	Forward-line set-ups	Introducing players at this age with basic forward-line set-ups at centre bounces and dead-ball situations should be encouraged.
POSITIONAL PLAY	Line specific	Players should be introduced to certain unique demands of their specific 'line'.
	Position specific	Players should receive specific information and feedback on how to play their specific position.
TEAMWORK	Sharing the ball	Players should be well aware of their responsibility as a member of a team to deliver the ball to teammates in a better position or for the team to maintain possession.
	Protecting teammate	Players should be well aware of their responsibility as a member of a team to protect their teammate who has the ball or is about to gather it.
	Constructive talk	At this age group, the coach needs to introduce and drill effective communication between teammates.
	Cover	The coach should introduce 'cover' concepts to the team. 'Covering' assists players who are out of position to have their immediate opponent accounted for by another teammate.
SET PLAYS	Centre square set-ups	At this age group, the basic roles and set-ups available to players playing in the centre square should be introduced. The coach should introduce the ruck, 'blocker', 'sweeper' and rover roles and develop a 'ruck area zoning' concept with all players in the team.
	Boundary throw-ins	At this age group, the basic roles and set-ups available to players playing around a boundary throw-in should be introduced. The coach should introduce the ruck, 'blocker', 'sweeper' and rover roles and develop a 'ruck area zoning' concept with all players in the team. The rucks should be introduced to areas around the boundary throw-in where they should attempt to knock or palm the ball.
	Field ball-ups	At this age group, the basic roles and set-ups available to players playing around a field ball-up should be introduced. The coach should introduce the ruck, 'blocker', 'sweeper' and rover roles and develop a 'ruck area zoning' concept with all players in the team.
	Opposition kick-outs	Players should be made aware of their roles in a 'zone' or when an opposing team forms a huddle on their kick-in. The importance of 'man-on-man' cover when the opposition kicks the ball in should also be practised.
	Own kick-outs	Set plays involving players with specific roles when the team is kicking in should be introduced and continually rehearsed using various players, not just a set few. The coach should vary the roles players are given and also give most players the opportunity to be the 'designated kicker'.
TRANSITIONAL PLAY	Switch	'Switching' the ball from one side of the ground to the other to increase the chances of a more fluent forward move.
	Running from back half	The coach needs to continue encouraging players to be involved in attacking moves when they are playing in backline positions.

Miscellaneous	Component	Recommendation
<p>CONDITIONING</p> <p>It is recommended that coaches seek qualified advice from conditioning experts before recommending these activities to their players.</p> <p>Note: coaches should be encouraged to incorporate programmed conditioning into ball drills as much as possible.</p>	Aerobic – programmed	Conditioning programs related to developing greater aerobic (endurance) fitness need to be slowly introduced to this age group.
	Muscular – programmed	At under-16, players should be introduced to body weight exercises to develop joint stability and muscular strength. At under-17 and under-18, the physical endowment of the players will determine the extent to which weight training should be encouraged.
	Anaerobic – programmed	A player's ability to contest for the ball at multiple efforts will be dependent on their anaerobic fitness.
	Speed/agility – programmed	Speed can be improved, especially the ability of a player to accelerate to their top speed. Special conditioning programs are available to improve this area of the game.
	Flexibility – programmed	Stretching programs used at training and on match-days.
	Balance	Specific programs to improve balance and body orientations can be introduced to players.
NUTRITION		Identification of energy-rich foods and pre-game meals. Foods that assist in recovery should be introduced at this age group.
RECOVERY/BODY MANAGEMENT	Techniques	The ability to improve recovery from training and games should be introduced. Strategies such as recovery stretching, hot/cold showers, optimal rest and sleep, correct recovery and pre-game diet should all be introduced. The number of games players at this level are subjected to should be monitored and appropriate rest should be a priority.
WELFARE		Coach to develop self-esteem and inherent success or sense of worth in all activities. Responsible drinking practices and social and performance-enhancing drugs should be addressed and a structure through which a player or parent can seek support from the club should be investigated.
SOCIAL SKILLING	"How do others see me?"	More 'we' orientated rather than 'me' orientated. Feedback becomes vitally important to get a sense of how players are seen by others.
INJURY MANAGEMENT		Introduction to correct injury management techniques – RICER, warm up, cool down. Rehabilitation programs should be investigated via the club physiotherapist, head trainer or doctor.