



Coaching Manual

Skill Acquisition Phase

Part of the Foundation Phase

Football based on the FA National Football Curriculum



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Welcome to **Coaching at Football Canterbury.**



This Coaching Manual is based on our Football Curriculum and **Football Canterbury** is a proud supporter of FA's vision of the future and pathway for our girls and boys to become better footballers.

We believe its important to follow this curriculum so that our children have the best chance to progress as footballers in any environment and onwards to their next stages of personal development.

A key point relating to Youth Coaching, which is one of the issues we are addressing within Football Canterbury, is to establish the necessary behaviour patterns and player actions in the early stages of development, we create football habits that serve the player as they progress.

The general coaching philosophy:

Senior Players - Job Description: Short Term problem solution (improving a current fault in team performance/preparing for a specific opponent.

Youth and Junior Players - Job Description: Long term problem solution (preparing the players for senior football).

Junior Players - Job Description: Long term skill or habit introduction and acquiring a passion to enjoy the game, (preparing the players for Youth football). This is where most of you will fit in.

This is the first step on a long journey towards becoming a complete footballer. We're glad to have you on-board!

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About this age group

The characteristics of children this age are:

- They are highly motivated and enthusiastic
- They are competitive, like challenges and want to show they're the best
- They are well balanced and coordinated
- They are very adaptive to learning motor skills
- Although still self-centred, they start to learn how to work together
- They are sensitive to criticism and failure (praise is important)
- They are physically and mentally ready for a more structured approach to training

In this period before entering the growth spurt that goes hand in hand with puberty, children are well balanced and coordinated. This makes them very adaptive to developing motor skills (techniques/habits) especially since this is one of the brain's key development periods.

This is mostly describing boys, as girls enter puberty with growth spurts slightly earlier and we need to be aware of the differences. You may have in these age groups mixed teams of girls and boys which is a good thing, but you do need to be aware of these ongoing physical changes.

Hopefully it now makes perfect sense why we call this phase the 'Skill Acquisition Phase'. The focus during this period is on the development of the 'functional game skills'.

These are the technical skills you need to perform effectively during a game.

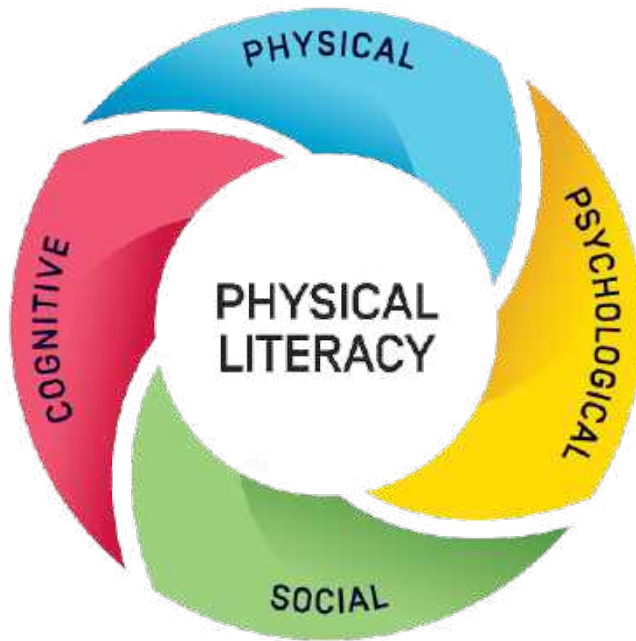
The word 'functional' emphasises the difference to 'un-functional' tricks, which may be fun to see and do but useless during the game.

SPECIFIC TECHNICAL HABITS MUST BE DEVELOPED NOW

(if we miss out here it will hamper us for the rest of our playing career).

Experts call this phase of 'turbo charged' technical development the 'Golden Age of motor learning'. In no other development phase in life will motor learning happen faster than here. As a logical consequence of the above, it makes sense that we make optimal use of this period to lay a sustainable technical foundation.

Physical Literacy, So what is it?



Physical literacy is the human capability of motivation, confidence, physical competence, in other words climbing, jumping, dodging and weaving, all those movements that we take for granted that our kids don't necessarily naturally acquire by climbing trees and generally just playing about with their friends. Their practice sessions are now organised into specific actions and sometimes they miss out on simple learnt tasks such as balancing, jumping and sharing with others. The age of technology has taken away a lot of the time originally spent doing things outside.

WE BREAK THESE ELEMENTS DOWN INTO THE FOUR PILLARS AND TRY AND INCORPORATE THEM INTO OUR WARM UP'S AND OTHER ACTIVITIES.

PHYSICAL

Skills and Fitness acquired through movement.
Object manipulation
Strength and coordination
Stability and Balance
Moving with equipment
Flexibility & Agility
Speed and Endurance

PSYCHOLOGICAL

Engagement and enjoyment
Confidence Motivation
Motivation
Self perception
Self (emotional) regulation
Self (physical) regulation

SOCIAL

Relationships
Collaboration
Ethics
Society and Culture

COGNITIVE

Knowledge
Safety and Risk
Rules
Reasoning
Strategy and Planning
Tactics
Perceptual Awareness

Why **Coach** this way.



We believe that a predominantly ‘Holistic’ approach to coaching football is the best choice. Our belief is supported by analysis and scientific research.

The ‘Holistic’ v ‘Isolated’ debate Just like there are many different philosophies on how to play football, there are also different philosophies on what is the most effective way to coach football.

Many coaches, and indeed countries, still hold the belief that football must be broken down into its many small components and that these components should then be practiced in isolation until the techniques are deeply ingrained: we call this the ‘**Isolated**’ approach.

We fundamentally use a holistic approach but still see the benefit of using isolated activities within these early age groups which we employ in our regular coaching sessions, we take a player centric approach and make every part of the development responsive to playing football and not just learning tricks. This makes sense if you think about it for a little longer: *A player who looks great performing a prescribed technique on the training pitch but does not recognise when to use it during the game has the same problem as the player who sees the right moment but lacks the technique or ability to execute it. If you can only do one technique or skill, i.e. kicking it with your left foot, then that is your only decision, you will choose in all circumstances.*

Holistic Teaching

In terms of teaching players, there are two main ways in which the holistic approach is implemented:

i) Training Session Content: Clear guidelines are provided to assist coaches to design game-related and football-specific exercises which maximise learning and lead to the development of the kind of players we need.

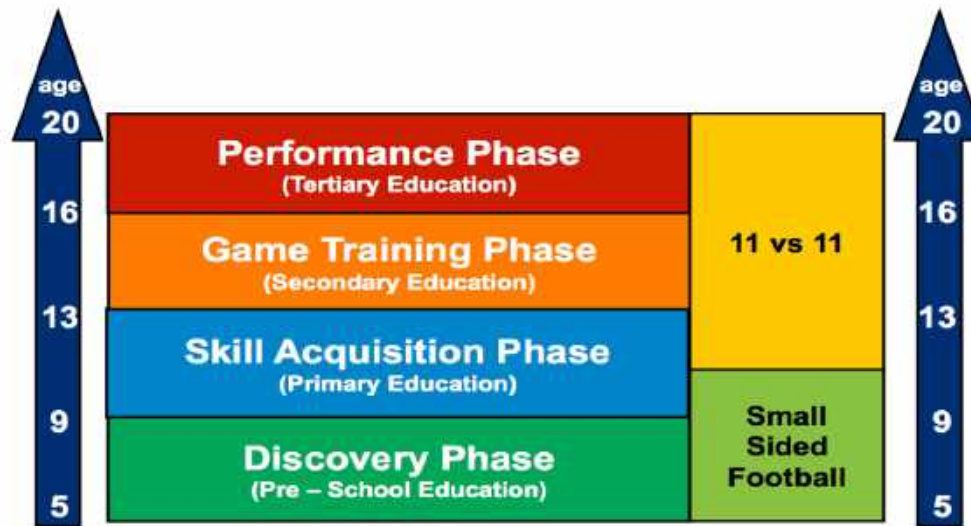
Our approach also aims to drastically reduce the amount of time players have traditionally spent standing still in training, while coaches give one long-winded speech after another. When conducting training sessions, it is important for the coach to remember ‘it’s all about the players. The focus should be on helping the players to improve and enjoy themselves.

Players learn by ‘doing’ and the coach must guide and facilitate this learning process. The coach has to learn when to stop the players, how long for and how often. They must also learn what to say and how to say it in order to achieve the best possible outcome. Stopping the players *too* often and talking for *too* long are not only non-educational, but they also frustrate the players and take away their enjoyment of training. Perhaps more worryingly, they take away valuable training time.

Most of this is accomplished through **repetition**, and that is incredibly important in developing players, but we must strive for *repetition of football-specific activities with a focus on a particular aspect*.

Isolated practice is still integrated along with individual actions, such as how to kick a ball, how to chip or shield a ball etc.

Our Football Curriculum



The Building Blocks

The Football Curriculum distinguishes 6 Building Blocks: 4 training Building Blocks and 2 playing Building Blocks.

The Building Blocks Methodology is the framework that provides practical guidelines for coaches working at all levels of youth development. Key aims of this are:

- Develop technically proficient players.
- Develop tactically aware, proactive players.
- Continue to develop our youth football to a successful style based upon technique and creativity.
- To instil a lifelong passion and love for football in young players.



Skill Acquisition Phase

- In the Skill Acquisition Phase the coach must focus exclusively on providing a solid foundation of **technical skill**.
- If the player does not gain this **skill foundation** during this phase it will be very difficult to make it up later.
- No amount of fitness or competitive spirit will ever compensate for deficiencies in **functional game skills**.
- Discovering one's (im)possibilities through trial and error.
- Natural development: 'learn FOOTBALL' by playing football.
- Enjoying their time with the ball and the training sessions.

This Manual focuses specifically on the Skill Acquisition Phase

About the **Skill Acquisition Phase** coaches should.....



In Small Sided football, the 'coach' should not worry about 'tactics' other than encouraging the young players to try and score when they have the ball and win it back when the other team has the ball in order to prevent them from scoring.

Control the ball before doing something with the ball.

Try and keep in their positions, left right front back etc. Be where they can receive the ball, in possession, and be between the ball and goal when out team does not have possession.

Teams of 7 or 9 players (including a goalkeeper).

Aim for equal playing time.

No 'coaching' only reminding them and giving encouragement.

'Natural' development through just playing and discovering one's (im)possibilities through trial & error.

Emphasis on fun & enjoyment through playing the game.

The best coach is not the one who shouts instructions the whole game, however unfortunately many parents seem to feel that's what good coaches are supposed to do. If they do this, you are taking away the players ability to make their own football decisions.

A training session for children of this age consists of 3 components: Skill Introduction, Skill Training and a Skill Game.

The purpose of the Skill Introduction (introducing the skill as part of the warm-up) is to get the players in the right frame of mind and activate their bodies. It's unnecessary to run laps around the field and do stretches to achieve that: all sorts of relays and tagging games with and without the ball are much better (more specific, more fun) they also help develop the children's basic coordination or physical literacy.

The Skill training is the section of the training session where we conduct a specific football exercises such as Running with the Ball or Striking the Ball.

The last part (Skill Game) is where we see it applied in a game based situation, to see what learning has occurred.

The emphasis in the Skill Acquisition Phase is on enjoying the game while learning positive football habits, being the Four Core Skills through fun and engaging football activities.

THE FOUR CORE SKILLS

This training program focuses upon developing four core skills when in and out of possession of the ball:

- First Touch
- Running with the ball
- 1v1
- Striking the ball

These four core skills cover 95% of the actions of any outfield player when in possession of the ball during a game of football . The other 5% consists of actions such as Goal Keeper actions and throw-ins.

Before we begin coaching the **Skill Acquisition Phase**.



It is important that a coach takes time to plan each training session. Over plan rather than under plan, it is easier to omit planned activities than to add unplanned ones, and alternate number of players, and extra one or less two as they are ill etc. Ensure you are focussing on **ONE** of the core skills per session.

Coaches should gather information about the participants, such as previous playing experience in the sport, level of technical ability, as well as physical fitness. Why they like to play and what motivates them, any illness, injury or medical condition that might restrict their ability to participate.

Goals should be established for the season as well as each session this helps monitor the progress of the team and individuals and aids in the parental expectation.

Sessions need to be engaging, stimulating and work all the children simultaneously, they can achieve aerobic benefit without realising, running with the ball within an activity, is far better than just running laps.

All situations are about preparing the players for game situations so its about creating decision making processes and ingraining the core skills.

Ask yourself “does this exercise reflect a game situation?” if your answer is “No”, revisit and change the exercise.

Before the players arrive or the session starts, the coach(s) need to have their session mapped out and set up ready to begin. The lesson plans enclosed are an aid to this end.

The emphasis in the Skill Acquisition Phase is on Skill Development but this can/should not be separated from developing insight/game understanding at the same time.

If this approach is applied properly, it will provide a seamless transition into the Game Training Phase (eleven a side football).

Coaching the **Skill Acquisition Phase**

Plan your sessions in advance with a key objective (ONE of the Core Skills per session). Over plan rather than under plan, it is easier to omit planned activities than to add unplanned ones, and alternate number of players, and cater for an extra one or less two as they are ill etc.

- Arrive early and set up the area.
- Give clear, short instructions.
- Demonstrate quickly and efficiently.
- Keep the session flowing.
- Vary the activities but keep it simple.
- Encourage after mistakes, this is where players learn the most in the failure zone.
- Be enthusiastic and give lots of praise and positive encouragement.
- Be patient.
- Enjoy what you are doing (both the players and you!).
- Keep everyone active, avoid having players standing around.
- Conclude the session properly. Talk to participants and review key points.
- Give all the children time and attention, not just the most talented.
- If the session is not quite working, **SO CHANGE IT.**

Coaches should avoid.....

- Too long waiting in lines.
- Sending the players on a run without a ball (Laps).
- Non-stimulating or over-complicated exercises.
- Intensity too high or too low.
- Coach intervening too much and talking for too long.

Coaching Tip: *Reflect the session yourself, was it fun, did the participants enjoy themselves, what could I do to improve the session, did everyone participate enough? Did they learn what was intended to be taught?*

***Better Coaches,
Better Players.***

S.O. C.H.A.N.G.E. I.T.



S	SAFETY Is the area physically safe and is it a safe environment.
O	ORGANISATION Have you everything required, equipment etc, and you are ready.
C	COACHING STYLE Provide feedback and be yourself in your own manner
H	HOW YOU SCORE/WIN Increase opportunities to score and or succeed.
A	AREA Increase or decrease the game challenges by changing the size and shape of the playing area, ie long and narrow versus short and wide, smaller/larger.
N	NUMBER Use different numbers of players to overload the advantage of one team, or balance the teams with uneven numbers.
G	GAME RULES Change the rules slightly , ie no tackling, minimum number of passes.
E	EQUIPMENT Vary the equipment used, bigger or smaller goals, more goals.
I	INCLUSION Engage the players in modifying the practice; Consider what can a player do to include them at their ability level.
T	TIME Reduce or extend the time to perform actions, how many passes in 30 seconds, get a shot off in 10 seconds. Manage the time allocated.

In short, if the players need to be challenged or it's not working:

So Change it!

U8 and U9: 7 v 7- 1:3:3

GAME DAY COACHING GUIDE:

Start by working on a basic organisation (1 in goal, 3 at the back, 3 up front, this is a progression of the diamond shape, with now our 3 attackers and defenders more fixed) and a basic understanding of some team tasks (e.g. how to defend and attack as a team). The coach should still let every player play in every position regularly. One week they want to be the Goalkeeper, next time the centre forward etc. The coach should not be too concerned with 'tactics'. The focus in training is on the individual player, so they then apply their skills in the weekend game.

Aim for equal playing time. Give basic tasks for players such as "when our Goalkeeper has the ball, can the defenders spread out wide to receive the ball facing forward?" At half time, reinforce the team task and what you would like to see more of or less of. Remember, be positive and ensure players are having fun! Maximum of 3/4 substitutes. Less substitutes equal more playing time).



FIELD SIZE	1/4 full size Pitch Length 60m - 70m Width 40m-50m	BALL SIZE	3
FIELD MARKINGS	Cone Markers or Line Markings	GOALKEEPER	Yes
PENALTY AREA	Width: 12m Depth: 5m	PLAYING TIME	2 X 20 minute halves
GOAL SIZE	Width: 2.5m-3m Height: 1.8m-2m	HALF TIME BREAK	5 minutes
GOAL TYPE	SSF Goals or Poles	REFEREE	GAME LEADER

U10 through to U12: 9 v 9- 1:3:2:3

GAME DAY COACHING GUIDE:

Start by working on a basic introduction of three lines of players (1 in goal, 3 at the back, 3 up front and 2 in midfield) again an extension of what the players were playing in 7 a side and a basic understanding of some team tasks (e.g.: how to defend and attack as a team). The coach should still let every player play in every position regularly. One week they want to be the Goalkeeper, next time the centre forward etc.

The coach or game day manager should not be too concerned with tactics. The focus in training is on the individual player, so they then apply their skills in the weekend game. Aim for equal playing time. If you have no goalkeeper, take it in turns each week; play one half as keeper then the rest of the game on the field.

Remember, be positive and ensure players are having fun!

Maximum of three substitutes. Less substitutes equal more game time.



FIELD SIZE	1/2 full size Pitch Length 60m - 70m Width 40m-50m	BALL SIZE	4
FIELD MARKINGS	Cone Markers or Line Markings	GOALKEEPER	Yes
PENALTY AREA	Width: 12m Depth: 5m	PLAYING TIME	2 X 25 minute halves
GOAL SIZE	Width: 4.5m-5m Height: 1.8m-2m	HALF TIME BREAK	5 minutes
GOAL TYPE	SSF Goals or Poles	REFEREE	GAME LEADER

Coaching the **Principles of Play.**

Everything in football has an opposite as there are two teams working in unison, to oppose each other. They either have the ball or don't have possession of the ball, defend a goal or attack the other, these are all happening simultaneously on the field during the game. In essence this is FOOTBALL. The coaches use this information to adjust and develop the players in the moments at training as an overall guide using this playing and training philosophy as its development structure.

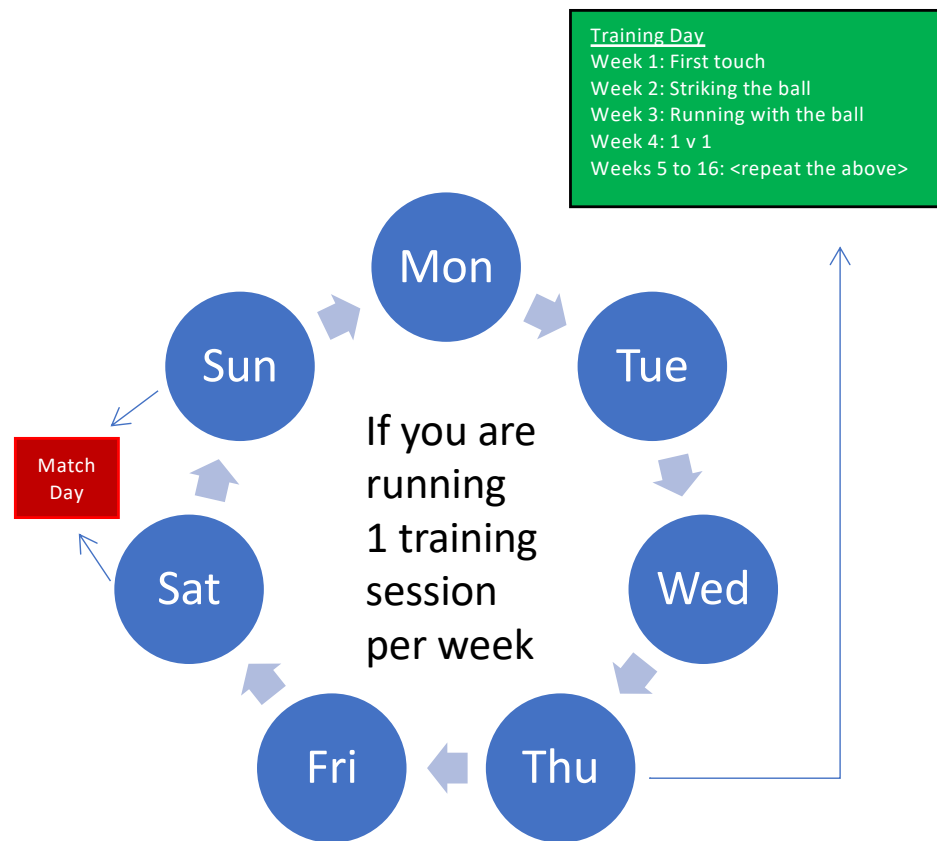
ATTACK	DEFENCE
When your team has the ball and is trying to score goals.	When the opposition have the ball and you are protecting your goal.
Penetration (including Improvisation): get the ball into scoring positions by either passing, or running with the ball.	Delay: Reduce the time and space for opponents to move the ball towards your goal, often by pressing the ball carrier.
Support (Depth): Create passing opportunities (behind the ball) when the player in possession of the ball can not pass or run forward.	Cover (Depth): Provide close support behind the first defender and be able to cut out forward passes to players in advanced positions.
Mobility: Be able to change the point of attack to another part of the field when progress is not possible or desirable.	Balance: Retaining team shape and being able to defend against changes in the point of attack.
Width: Players spread out to create passing opportunities to other players on the field and create spaces between defenders.	Concentration: Keeping close together or staying compact to intercept forward passes and be able to help each other quickly.
Improvisation: Being creative, using your imagination and the tools that you possess to accomplish something unpredictable.	Control and Restraint: Having patience and being cautious through considered decision making.

Core Skills applied as part of the Principles of Play.

The Four Core Skills are fundamental and below is how we introduce or apply them within the Principles of Play structure. This is not overly complicated and not at the top of the food chain when it comes to learning but still within the bounds of our football education, these are mostly introduced as secondary points and in hidden learning applied by the coaches.

	ATTACK	DEFENCE
FIRST TOUCH	Controlling the ball with all allowed body parts, including feet, thigh, chest and head.	Closest defender applies immediate pressure on the ball carrier. Challenge when a heavy touch is taken.
STRIKING THE BALL	Includes all forms of Striking the Ball, such as: Shooting, Crossing, Heading and Throw ins. Including Goal Keeping actions, such as: Throwing- Short, medium and long range. Delivery of kicking out of the hands-volley and side volley (for later game usage).	Includes player actions, such as: Delaying, Interception, Tackling, Blocking Shots. In addition, the GoalKeeper actions, such as: Starting position in relation to the ball, Dealing with through Balls, Diving and Parrying.
RUNING WITH THE BALL	Travelling at speed into open areas. Dribbling in tight areas.	Slow down the actions of the attacker. Apply pressure on a player running with the ball (frontal, backwards or sideways).
1V 1	All moves, feints and accelerations to get past and away from an opponent.	Apply immediate pressure on the ball Carrier, Win the 1v1 duel and retain possession.

Training Cycle



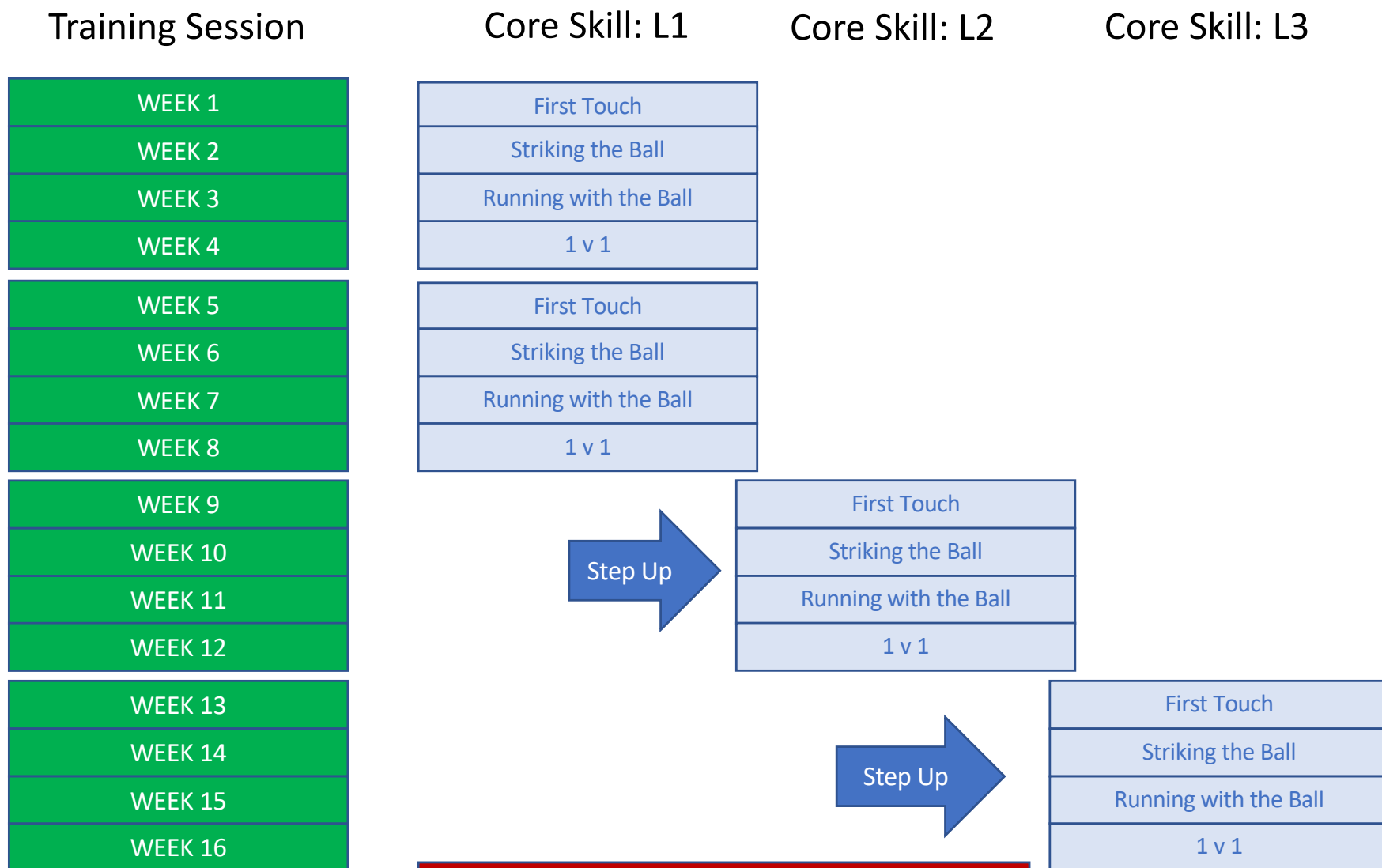
Coaching Tip:

Work out how many weeks you have in the season for training, divide this into 3 distinct cycles with each cycle representing a "Level", and plan out your Model Sessions based on 1, 2 or 3 sessions a week.

Try to avoid sessions longer than 75-90 mins



Training Plan



Coaching Tip:

Step up from Level 1 to Level 2 to Level 3 only if players are ready!

Key Thoughts



The Model Sessions contained elaborate our playing philosophy and are designed to help you train your players the right way. Please note that a 'one session fits all' approach obviously doesn't work; the exercises in these sessions should be modified/extended/simplified according to the needs of your players.

Number of players in the Model Sessions: Since coaches are faced with a range of squad sizes, and different numbers of players at training, it was decided that it would not be suitable for us to decide on a fixed number of players for the Model Sessions. Instead, a variety of exercises with differing numbers of players have been presented, allowing coaches to modify and adjust them as they see fit, depending on how many players they are working with.

When the kids start playing 11 v 11 while they are still in the Skill Acquisition Phase, (U12/13+) there is a common tendency for coaches to become totally obsessed with results, and forget that the players are still in the skill acquisition phase. This has a very negative effect on training session content as well as Match Day behaviour.

Training must remain focused on skill development; it is poor practice and detrimental to the players to sacrifice critical skill training time in order to conduct unnecessary 'tactical' coaching. Match Day is when the coach can start developing the players insight and understanding of the basic team and player tasks. This involves reinforcement and elaboration of the basic tasks introduced at training during Skill Games ('Get between the lines', 'Can you face forward?' 'Look for the killer pass', 'Make the field big', etc)

'The Training checklist'

1. Is football being played?
2. Is football being learned (and therefore taught)?
3. Is football being experienced (and enjoyed)?
4. Do the players understand the football purpose of the exercise?
5. Do the players recognise the relation to the real game of football?
6. Are the players challenged to improve as a football player?

Coaches should avoid:

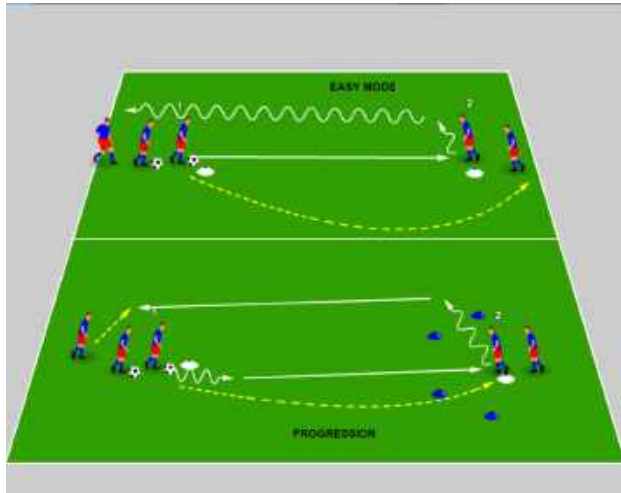
- Too long waiting in lines
- Non-stimulating or over-complicated exercises
- Intensity too high or too low
- Coach intervening too much and talking for too long.

It is also disadvantageous for young players' development to specialise for a specific team position too early; let them experience the various positions and aim for specialisation during the Game Training phase.

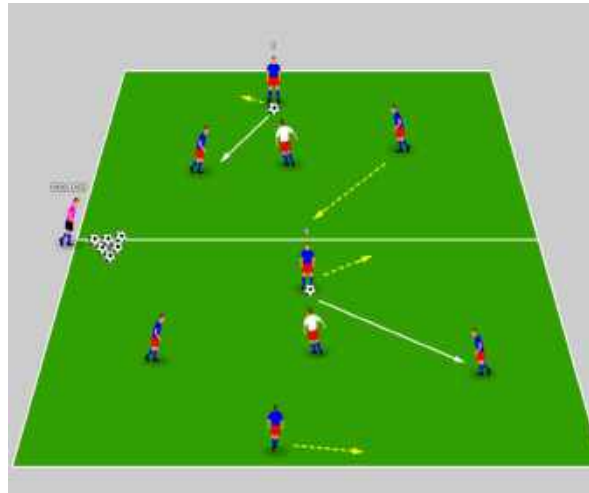
Running a Training Session

Training Session: 60-75 minutes

Skill Introduction 15-20 mins



Skill Training 25-30 mins



Skill Game 15 -20 mins



The emphasis in the Skill Acquisition Phase is on Skill Development but this can/should not be separated from developing insight/game understanding at the same time. If this approach is applied properly, it will provide a seamless transition into the Game Training Phase.

Skill Introduction, this is the warm-up as well as an introduction to the designated core skill for this session. This is the only part of the session where isolated exercises can be used, but the creative coach can include elements of decision-making. Flow, no 'stop-start coaching'.

Skill Training, this is the part of the session where conscious teaching and learning of the designated core skill takes place. Lots of repetition in game realistic scenarios, with task-based coaching, and effective feedback. Use of questioning (ask players 'why did you choose that option?', 'where do you think there might be more space?', etc.)

Skill Game, a game where as much as possible all the elements of the real game are present but organised in a way that the designated core skill has to be used regularly. The players play, the coach observes to see if learning of the specific objective has taken place. The Skill Game is preferably a small sided game to stimulate the number of repetitions/touches!

- * This leads to the following session timeline (This is a guide only):
- * The Beginning: Skill Intro (15-20 minutes)
- * The Middle: Skill Training (25-30 minutes)
- * The End: Skill Game (15-20 minutes)
- * Including an optional: Welcome and Wrap up (of maximum 5 minutes each).
- * Welcome optional (5 minutes)



Model Sessions: Level 1

B4: Beginning: **Pass through the Gates** (5-10min).



DESCRIPTION and PROGRESSIONS

This activity is played in rounds of 1min approx. At the end of each round the coach gathers players together to give coaching points and extra motivation.

Round 1: To get everyone going, ask players to go through as many gates as possible. **COUNT THEM!**

Round 2: Get players to partner up and ask them to do 5 passes through a gate and then move to a different gate and do it again.

Round 3: Can you beat your record of passes?

Round 4: Only weak foot pass.

Round 5: After getting 5 passes on one gate the next gate has to have a different colour.

Round 6: Step it up by getting a helper to help the coach as defender.

Coaching Point:

MINIMUM TWO TOUCHES: CONTROL, LOOK AND PASS

Open your body to receive facing where you want to play the ball.

Use the inside of your foot to control and then to pass.

CORE SKILLS: FT, STB, RWB, 1V1

KEY ASPECTS: Body shape to receive, control with the inside of the foot, lock the ankle, pace on the ball.

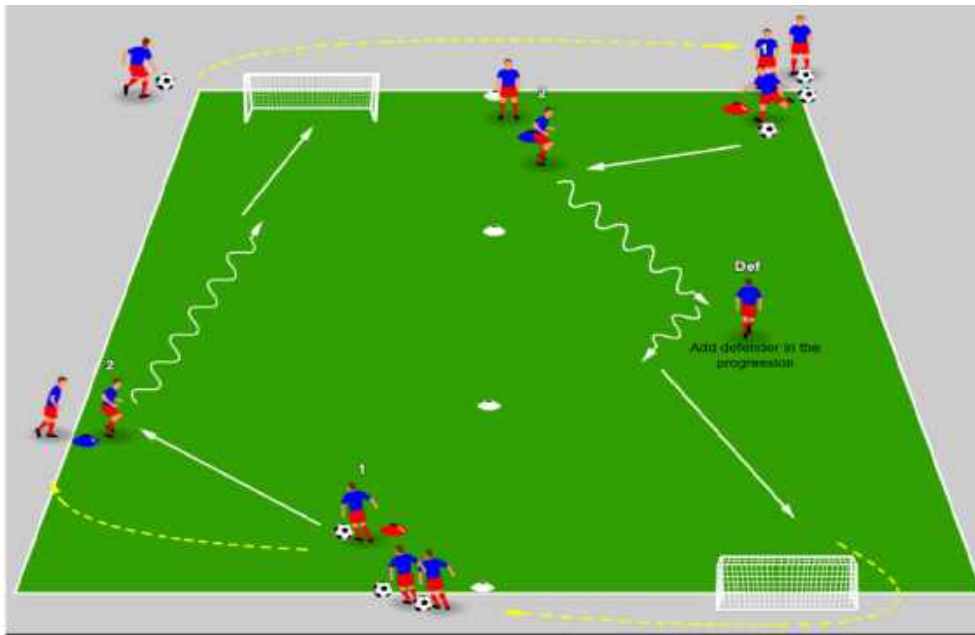
INSTRUCTIONS:

Ingredients: Ball per player, 2 mini goals, bibs and cones.

Set up:

Marked field of approx. $\frac{1}{4}$ of full field. Also with varied width gates of different colours. Players in pairs, if uneven one group of three (change them often).

M4: Middle: **Control and Score** (15min).



CORE SKILLS: FT, STB, RWB, 1V1

KEY ASPECTS: Body shape to receive the way they want to play, control with the inside of the foot.

INSTRUCTIONS:

Ingredients: Balls, 2 mini goals, bibs , cones.

Set up:

As in the picture, set up two players behind the blue cones and the rest of the player with a ball each behind the red cones. Important to do the set up as in the picture so players work on both profiles left and right.

DESCRIPTION

Players from the blue step inside the field and open their body, ready to receive the ball. As the picture shows, players 1 pass the ball to player 2, player 2 will control the ball, dribble and shoot on the run.

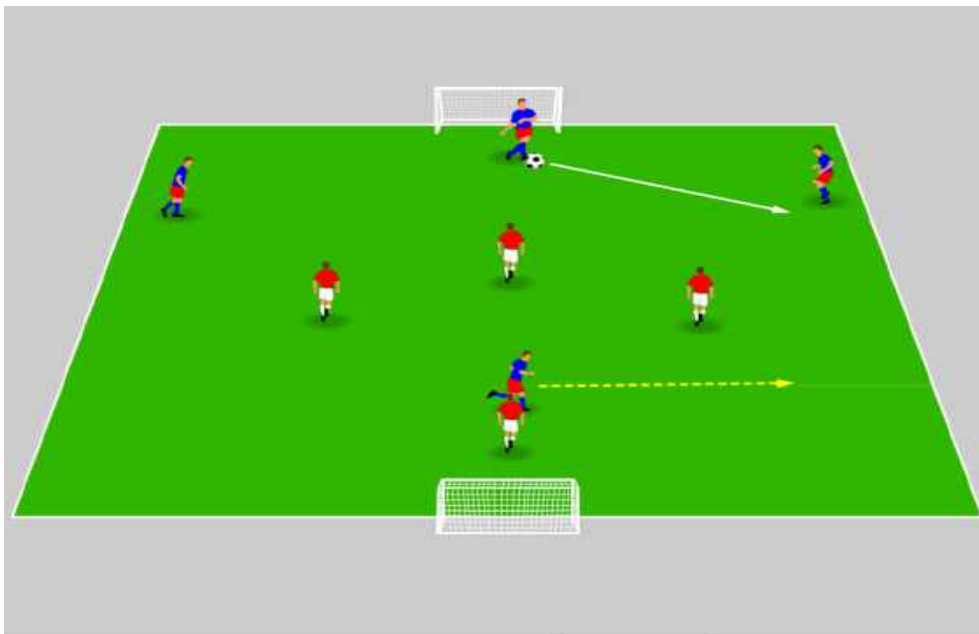
PROGRESSION

Add a defender defending each side. Defender needs to wait for the person to take two touches before they can tackle them. If the defender gets the ball, they will swap position with them. You can start with the defender being passive.

Coaching Points:

Work on body position of number 2. They need to open their body so they can see the person who is passing them and the goal they are attacking.

E4: End: **Game** (15min).



CORE SKILLS: FT, STB, RWB, 1V1

KEY ASPECTS: Open my body, control with the inside, lock my ankle, General body position

INSTRUCTIONS:

Ingredients: Balls, 2 mini goals, bibs, cones

Set up:

Two goals, two even teams

Try to create your even teams and give them positions. Kind of game will depend on your goals and number of players.

DESCRIPTION

If 8 players and mini goals: 4v4 no Gk. Diamond Formation.

If 8 players and medium or big goals: 4v4 with rush Gk. Diamond Formation.

If 10 or more players if you can split in two games in two fields to do 3v3 and 2v2.

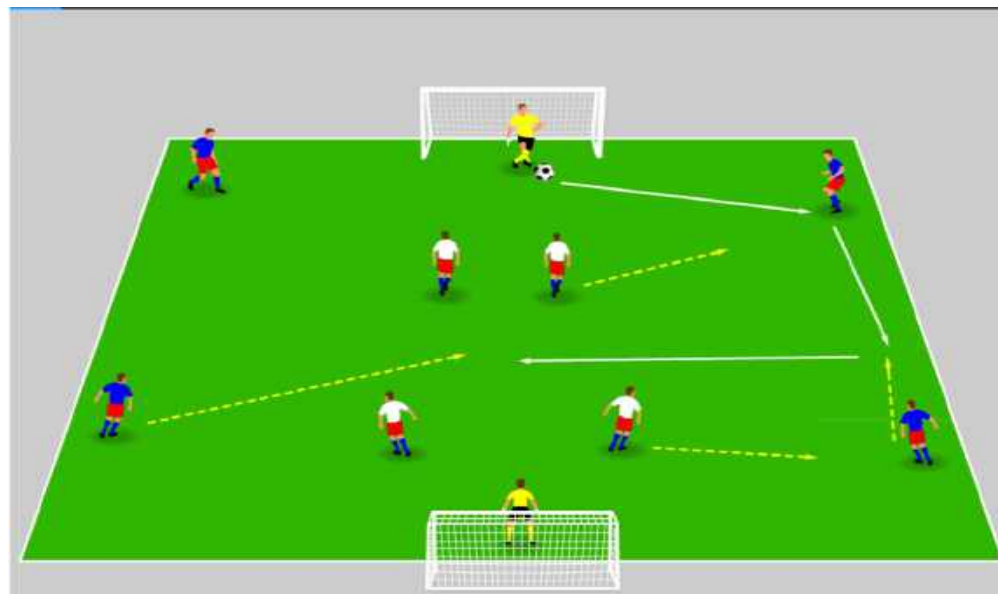
The Opposing team has to retreat half way line when there is a goal kick.

Minimum two touches: ONE TOUCH KICK is discouraged. All the players need to take a touch and control the ball.

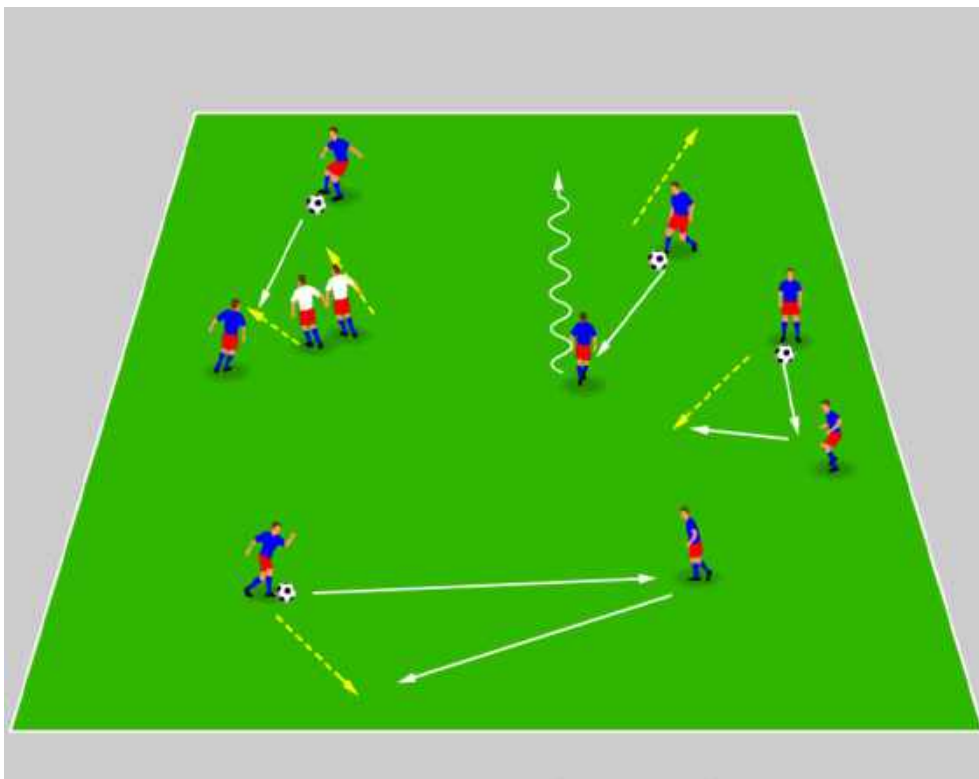
STOP THE GAME WHEN SOMEONE KICKS one touch.

Help with positioning assuring when there is a goal kick left and right options open their body to receive facing forward.

Optional 5 v 5 with GK or rush GK.



B8: Beginning: **Double Trouble** (10 -15 min).



CORE SKILLS: STB, RWB, First Touch

KEY ASPECTS: Use the inside of your foot to pass the ball, scan, open your body to receive, run when you have room in front of you, introduction to drag the defender, strike with both feet.

INSTRUCTIONS:

Ingredients: Ball per player, goals, cones, bibs

Set up:

Marked field of approx $\frac{1}{8}$ of full field. Partner up players. All the pairs need a ball.

DESCRIPTION

Game is played in rounds of two minutes.

The objective of the game is to get as many passes in a row as possible. Partners will start passing the ball and move around counting loudly their amount of passes. “Double Trouble” (players on white on the picture) will try to steal a ball while they are holding hands. Once they have stolen a ball, players that lost the ball will become “Double Trouble” and the two that just stole will start passing around.

If your balls get out of the field you become double trouble.

At the end of the round the pair with more passes will be the winners.

To avoid static passes you can apply the rule that players need to move after passing.

PROGRESSION

Play a round where they can only pass with their weak foot.

Step up: Increase the number of “Double Trouble” or “Double Trouble” don't have to hold hands.

Step down: “Double Trouble” can only intercept passes but not tackle

Coaching Point:

On passing control the ball first.

Move towards the ball.

Make the field big after passing.

Scan before passing.

Call to your team-mate or eye contact.

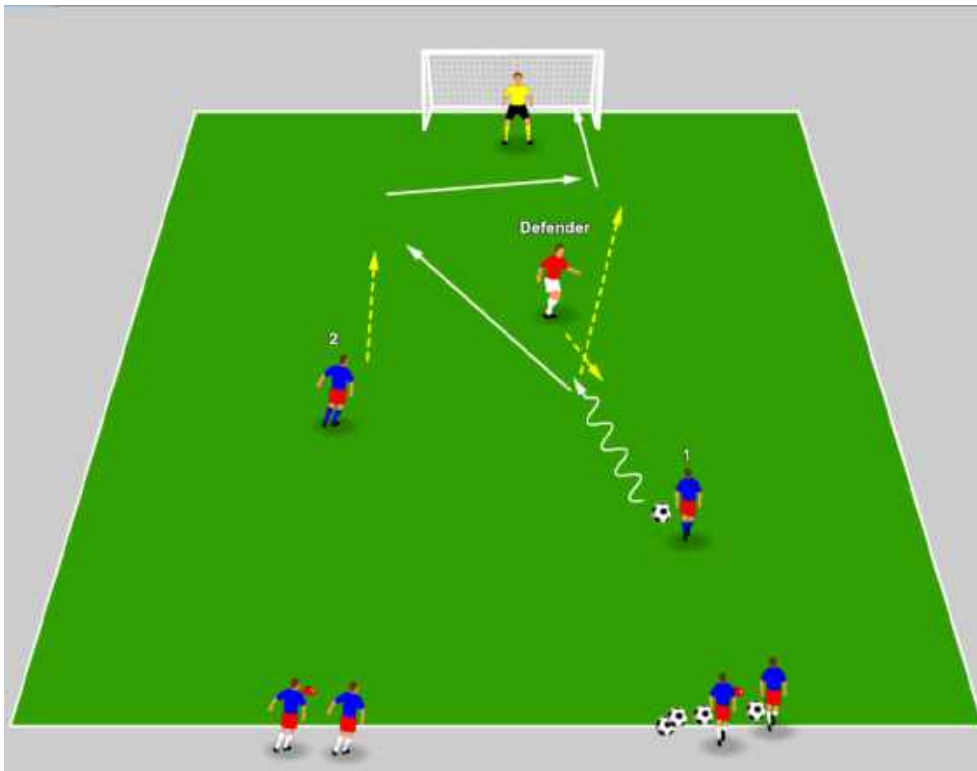
Use the inside of your foot to be more accurate.

Open your body to control.

If you are “blocked” by double trouble: MOVE!

Double Trouble: WORK TOGETHER.

M8: Middle: **Dos vs Uno** (10-15min).



CORE SKILLS: STB, RWB, 1v1.

KEY ASPECTS: SCAN (look around) , change speed and direction, use your skills

INSTRUCTIONS:

Ingredients: Balls, 1 goals, bibs , cones.

Set up:

Marked field using $\frac{1}{3}$ of an 11 a side field. Set up a goal with a goalkeeper. If you have two mini goals, you can put them together to create a bigger goal. Set up two lines behind the red cones, with balls on one side. Pick a player to start as defender.

DESCRIPTION

Players 1 and 2 (in picture) try to beat the defender and score. Once they have shot, they pick up the ball and come back to the lines using the outside of the field (swap lines).

Defender to hold a bib in his hand to be identified. If he gains the ball of you, he will drop the bib on the ground and the attacker that lost the ball, will become a defender.

Assure you speed up the exercise so there is not much waiting.

PROGRESSION

P1: If you score with your weak foot that goal counts double.

P2: If you score you can become a goalkeeper.

Step down: Make the area bigger. If one player gets stuck as defender, swap with him.

Step up: Make the area smaller.

Coaching Points:

On the run:

Head up

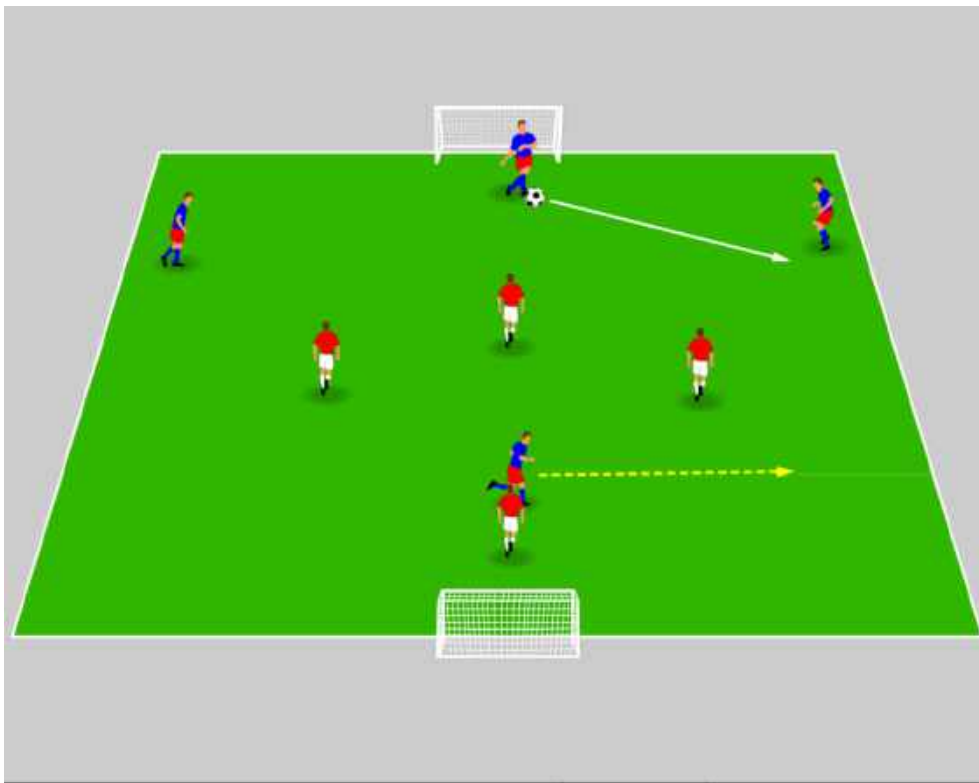
Drag the defender and pass.

Pass in front of your team-mate.

Shoot on the run.

Defender, don't give up!

E8: End: **Game** (10-15min).



CORE SKILLS: STB, RWB, 1V1.

KEY ASPECTS: SCAN (look around) , change speed and direction, use your skills

INSTRUCTIONS:

Ingredients: Balls, 2 mini goals, bibs , cones.

Set up:

Two goals, two even teams

Try to create you even teams and give them positions. Kind of game will depend on your goals and number of players.

If 8 players and mini goals: 4v4 no Goalkeeper. Diamond Formation.

If 8 players and medium or big goals: 4v4 with rush Gk. Diamond Formation.

If you have 10 or more players you can split it in two games in two fields to do a 3v3 and a 2v2 or adjust.

DESCRIPTION

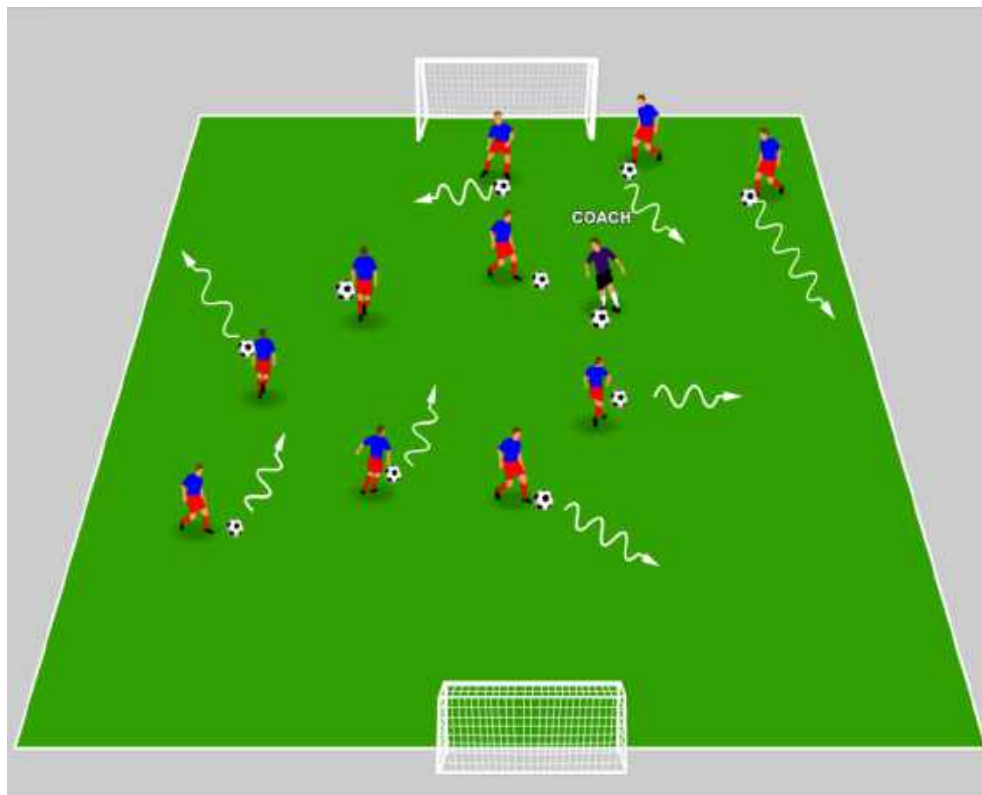
The Opposing team has to retreat half way line when there is a goal kick.

Minimum two touches: ONE TOUCH KICK IS BANNED. All the players need to take a touch and do something with it. STOP THE GAME WHEN SOMEONE KICKS one touch.

Help with positioning assuring when there is a goal kick left and right options open their body.

Reinforce shooting on the run.

B1: Beginning: **PART 2- Dribblers & Collectors** (10 min).



CORE SKILLS: RWB & 1V1

KEY ASPECTS: SCAN (look around) , use your feints with change of speed and direction.

INSTRUCTIONS:

Ingredients: Ball per player, cones bibs and any kind of goals.

Set up:

Same field, ball per player, we will use the goals now.

DESCRIPTION

The objective of this game is to be the last one standing with a ball. Everyone starts as “dribblers” dribbling inside of the field away from the coach who is starting as “collector”.

If the coach takes the ball from you, you can try to take it back but if the coach scores a goal with your ball then you will join the team of “collectors”. Game ends when there are only one, two, or three “dribblers” alive (depending on coach judgement).

Play at least two rounds.

PROGRESSION

The game progresses by his nature as defender numbers increase. When the coach starts as a collector tries to get one or two players quick. As soon as there are enough collectors around to keep everyone moving, coaches should step out of the game.

Coaching Point:

On the run:

Head up

Find the space

Speed up

Use your skills

Protect the ball

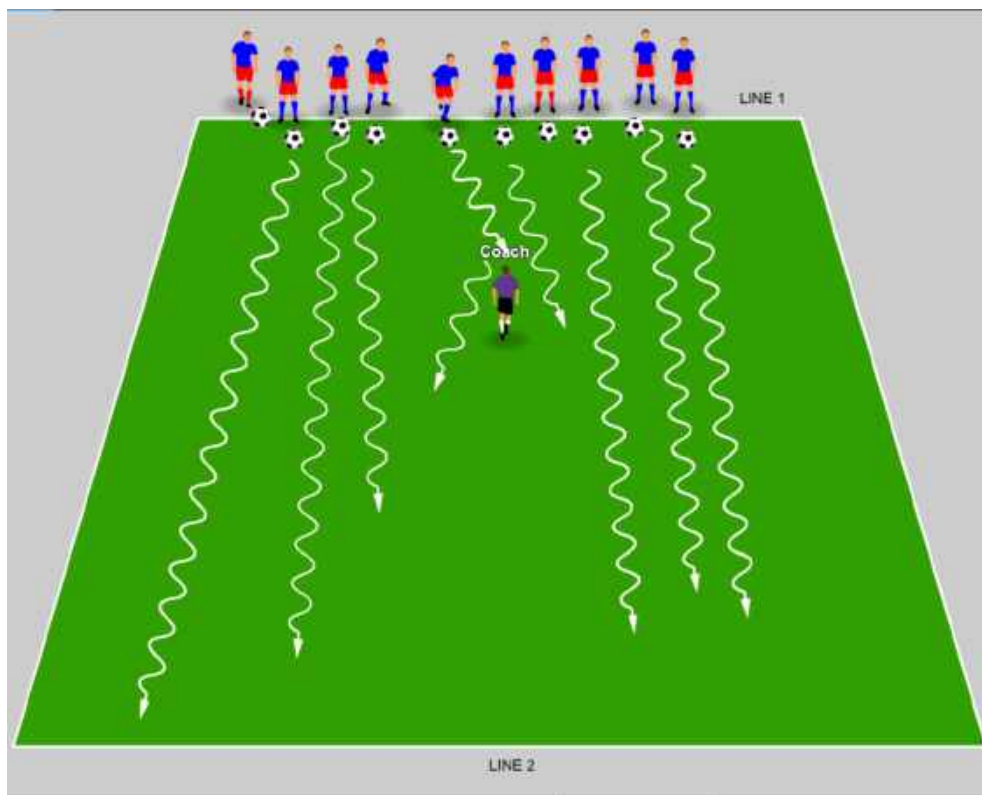
Praise the skills

Collectors: Work as a team to steal and score

At the end of the round:

Ask the winners about their strategy to win (guide them to say the found empty space, they change direction and speed, they use the skills, etc).

M1: Middle: **Bulldog** (10-15 min).



CORE SKILLS: RWB, 1v1

KEY ASPECTS: SCAN (look around) , change speed and direction.

INSTRUCTIONS:

Ingredients: Ball per player.

Set up:

Marked field and ball per player. $\frac{1}{2}$ of full field. You can remove the goals or ask players to be careful with them.

DESCRIPTION

All the players stand in the goal line with their own ball but one the “bulldog” , the coach on the picture, who positions himself in the middle of the pitch.

On the “bulldog” call players need to try to reach the opposite goal line avoiding the bulldog . Once they do they are safe. If the “bulldog” gets the ball from them they will become a bulldog as well HOLDING HANDS and stealing balls from the rest of the players.

When the players have reached line 2, the “bulldog” resets and the remaining players will wait for the “bulldog” call to try to get back to line 1 now.

If your ball goes out of control, from the field you also become a “bulldog” . The last person keeping the ball is the winner.

PROGRESSION

Remove the condition of holding hands.

Increase the holding hands to involve everybody so it creates a wide impasse.

Coaching Point:

On the run:

Find the space

Head up

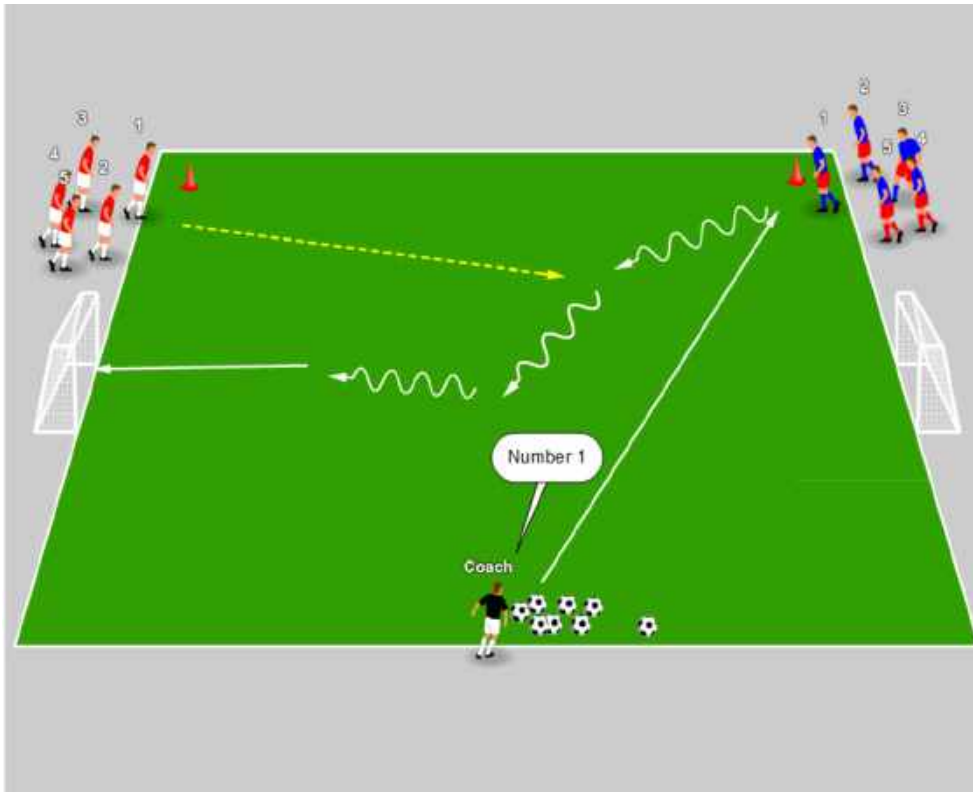
Change speed and Direction

Little touches

At the end of the round:

Ask the winners about their strategy to win (guide them to say the found empty space, they change direction and speed, they use the skills, etc)

E1: End: **Numbers Game** (10-15 min).



CORE SKILLS: RWB, 1v1, STB.

KEY ASPECTS: SCAN (look around) , change speed and direction.

INSTRUCTIONS:

Ingredients: Ball per player, cones bibs and any kind of goals.

Set up:

Two lines behind the two cones. All the balls with the coach.

DESCRIPTION

Coach gives numbers to players, trying to match up numbers and skills so the 1v1 are as even as possible.

On coach call, the coach passes the ball to one of them (alternate) and players receiving the ball try to score in the opposite goal. The other player tries to steal and score too.

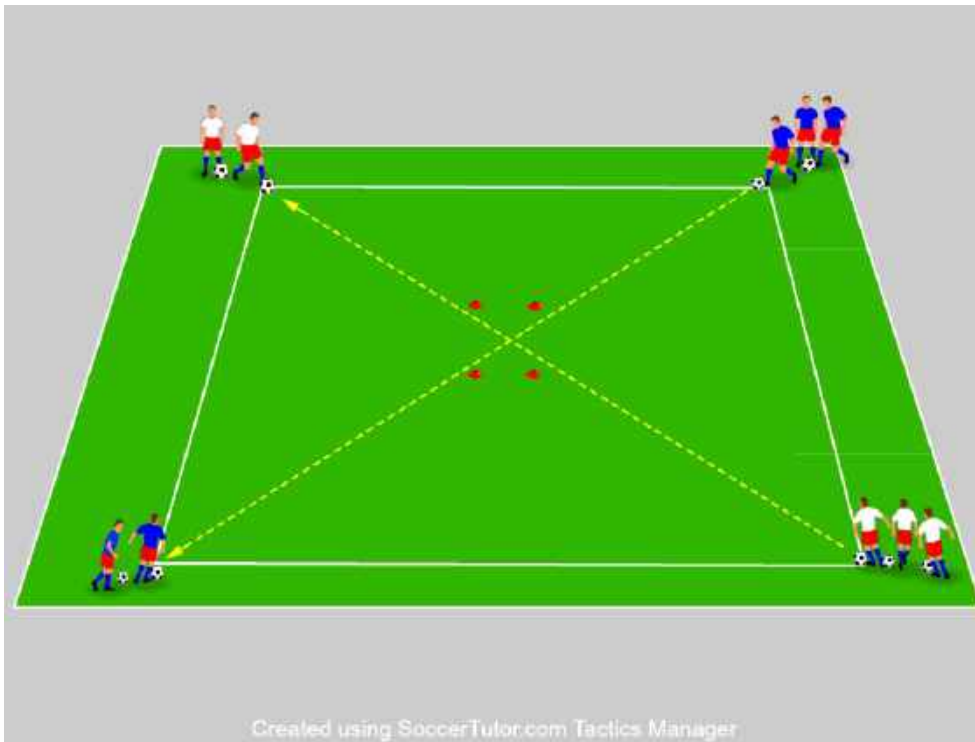
If an even number of players, give two numbers to one player.

Be sure you speed up the exercise so players do not wait on the lines long. You can call the next number even if the current 1v1 has not finished, so it keeps moving.

PROGRESSION

Progress into a 2v2 or 3v3 or even a match depending on skill level.

L2: 1 vs 1 – Skill Introduction (12-15min).



DESCRIPTION

All players with a ball dribble and try and pass through the area marked by cones, or enter and exit to the left.

Avoid collisions (balls and players) Make feints (free choice), try and move through the central zone.

Corners can be called numbers or letters and call them at Random to GO, you can have all 4 moving at once or opposites etc.

Players can get their own cues of when to go, both opposite teams are back they can then go again.

Coaching Point:

- Accelerate and change speeds.
- Run as fast as you can but keep the ball under control.
- Feint to turn and accelerate again.
- Feint to stop and accelerate again.

CORE SKILLS: 1 v 1, RWB. FOCUS on one core skill per session.

KEY ASPECTS: SCAN (look around), change speed and direction, use your skills, feints etc..

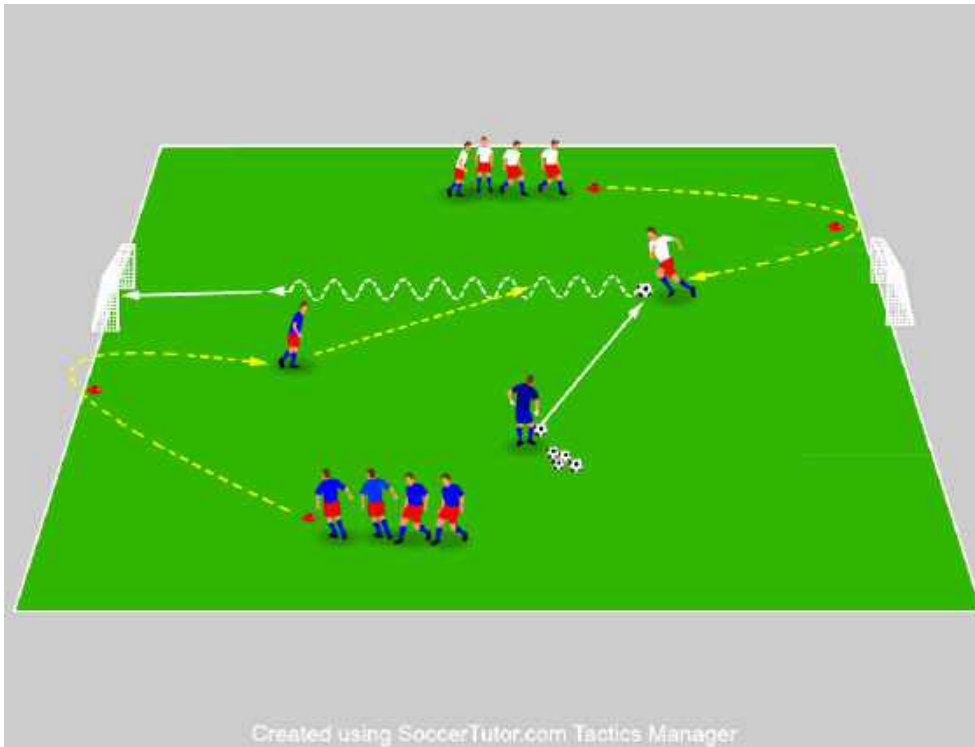
INSTRUCTIONS:

Ingredients: multiple Balls, bibs , cones

Set up:

Set up the organisation as shown in the diagram. In an area of approx. 20m x 20m,, with multiple triangle zones marked by cones.

L2: 1 vs 1 – Skill Training (12-15min).



CORE SKILLS: 1 v 1, RWB. FOCUS on one core skill per session.

KEY ASPECTS: SCAN (look around), change speed and direction, use your skills, feints etc..

INSTRUCTIONS:

Ingredients: multiple Balls, bibs , cones

Set up:

Set up the organisation as shown in the diagram. In an area of approx. 20m x 20m.

DESCRIPTION

Adapt field to players size/ability.

Set up two teams on the side behind the cones.

When coach say "GO" first two players on the lines need to run around the red cone, coach will pass the ball to one side, player need to control and try to beat opposite player in a 1v1 before scoring.

If opposition captures the ball they then try to score in the opposite goal.

Speed up lines so you have more than 1v1 at the same time in the middle and reduce waiting.

Players MUST BRING BALL BACK TO THE COACH after the finishing their shot.

Step down: 'Passive' defending by the defenders

Step up: 2 v 1 ('overlapping' player) and 2 v 1 with 2 x defenders. Create 2v2 etc.

Coaching Point:

Attacking

- Accelerate and change speeds.
- Run as fast as you can but keep the ball under control.
- Feint to turn and accelerate again.
- Feint to stop and accelerate again.
- Get defender off balance
- Cut off the attackers line by defending in front.
- Take on the defender 1 v 1 if they get in front.
- Threaten (fake) to pass to a the other attacker, but accelerate past the defender instead.

Defending

- Defenders, keep on the balls of your feet, and bend your knees, so you can react quicker.
- Force them one way to increase your chances of regaining the ball.
- If the attacker takes a "heavy touch" or slows down, that is your cue to pounce and try and recapture the ball.

L2: 1 vs 1 – Skill Game (12-15min).



DESCRIPTION

Two teams of 5 players each. They try and score by RWB into one of their goals, for 1 point.

- If a team beats a player 1v1 when they score its worth 5 points.
- If a team beats a player 2 v1 with a wall pass etc when they score its worth 3 points.
- The points are reset if the team loses possession before scoring.

Variations:

No goals but the attacker must run with the ball across the end zone line.

Step up:

- The attacking team must cross over the halfway line within 15 seconds otherwise the possession goes to the opponent
- Decrease the area width.

Step down:

- Increase the area width.

Coaching Points:

- Work as a team in attack and defence with third man runs.
- Use the width and depth of the area and keep mobile.

CORE SKILLS: 1 v 1, RWB. FOCUS on one core skill per session.

KEY ASPECTS: SCAN (look around), change speed and direction, use your skills, feints etc..

INSTRUCTIONS:

Ingredients: Balls, bibs , cones

Set up:

Set up the organisation as shown in the diagram. In an area of approx. 20m x 20m. With 2x mini goals for each team to score into.



Model Sessions: Level 2

L2: First Touch-Skill Introduction. (10-12min).



Description

Individual players, stand on a cone, ready to receive the oncoming pass, they in turn play to the next player and follow their pass. They receive with their outside foot, and pretend that the cone is a defender, so fake off the mark, before attacking the oncoming pass.

PROGRESSION:

Switch play from clockwise to anti clockwise to encourage both feet being played.

Coaching Point:

- *Check off marker after scanning.*
- *Make a fast dynamic run to the ball and use your away foot to control the ball and angle it towards where you are wanting to go.*
- *Keep your body open to the field*
- *Use body feints to disguise your intention.*

CORE SKILL: FT FOCUS on one core skill per session.

KEY ASPECTS: Body shape position, optimising the area in front of you. Checking off, prior to receiving the ball, Approach the ball to receive don't wait for it.

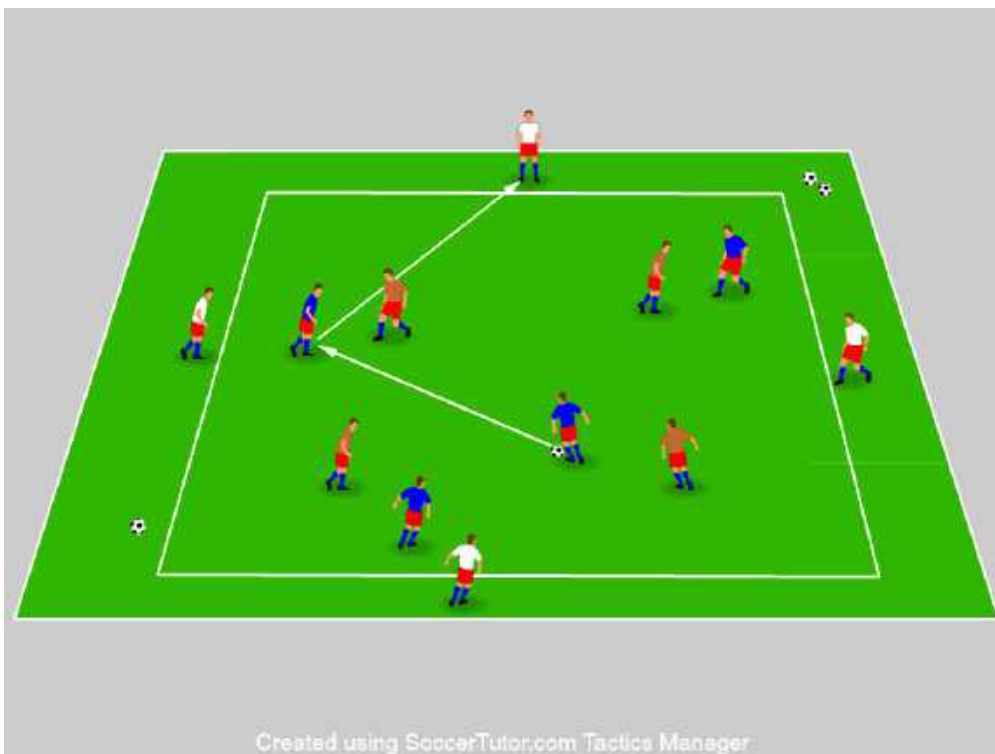
INSTRUCTIONS:

Ingredients: Multiple Balls per group (plus spares), Marker cones.

Set up

Individual players, stand on a cone, with extra players at one point to start. You can keep adding balls to accommodate players not originally on cones. .

L2: First Touch-Skill Training (15-20min).



Description

Positioning games with a minimum of two touches as a mandatory requirement (i.e. first touch = control the ball, second touch = pass the ball).

Disallowing a direct pass forces the players to have a good first touch in order to move the ball away from the defender(s) and keep possession!

When the defending team recaptures the ball, they then become the possession team (outside) with the outside group becoming inside the square, and the current possession team becoming the outside group, so always having a 8v4 game..

The coach can make the exercise more challenging for the players by simply decreasing the space or easier by making the grids bigger.

PROGRESSION:

Competition: which defending team colour, forces most mistakes in 2 minutes, swap on time limits not turnovers, when gaining possession play to outside players to restart the game.

CORE SKILL: FT, STB, RWB. FOCUS on one core skill per session.

KEY ASPECTS: Body shape position, optimising the area in front of you. Checking off, prior to receiving the ball, Approach the ball to receive don't wait for it.

INSTRUCTIONS:

Ingredients: Ball per group (plus spares), Marker cones. Bibs.

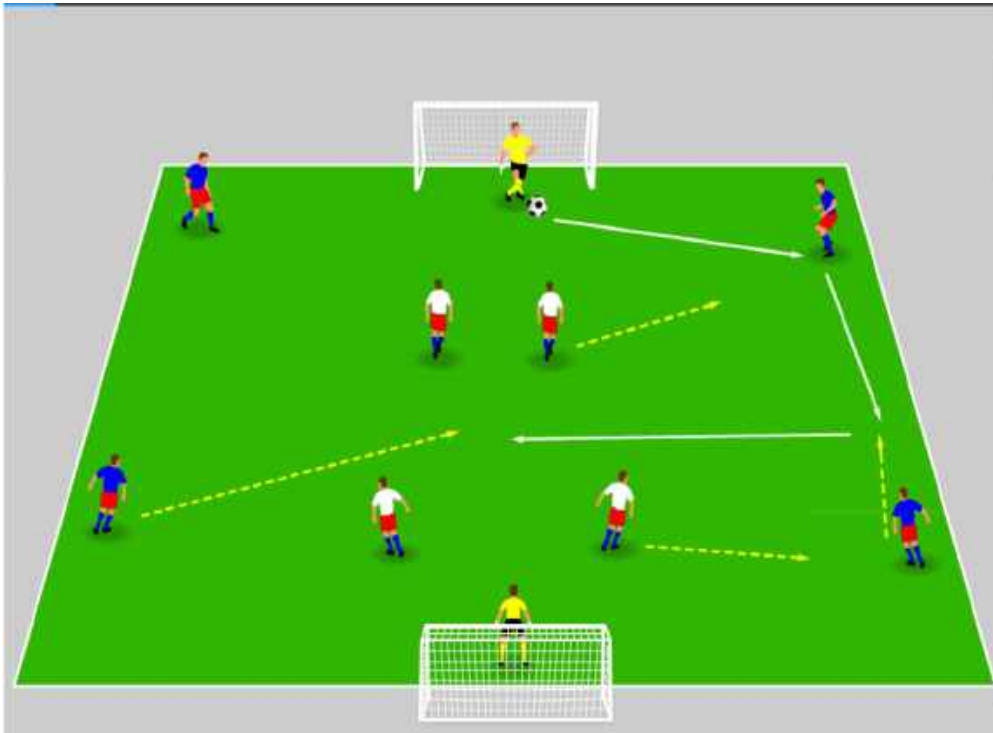
Set up

3 x groups of 4 players, ready for immediate transition. Grid size 15m x 15m as a guide only. Ensure enough area to slightly favour the possession team.

Coaching Point:

- *Move to support as the ball moves*
- *Make angles (do not stand in the corners)*
- *Keep your body open to the field*
- *Move the ball with your first touch away from the defender(s)*
- *Use body feints to disguise your intention.*

L2: First Touch-Skill Game (10-15min).



Description

5 v 5 with the restriction that with every ball contact each player must take a minimum of two touches.

Disallowing direct play forces the players to have a good first touch in order to move the ball away from the defender(s) and keep possession!

PROGRESSION:

Rotate GK's if you have in the game, encourage them to be more active on field by playing higher.

VARIATION:

Play 5v5 or 6v6 without GK's, or play 4v4 with the other group waiting on the outside, change on every ball that goes out of bounds or on a goal scoring team stays on. This is a high energy version.

Coaching Point:

The coach can make the game more challenging by simply decreasing the space or more easy by making the field bigger or creating a numerical advantage for the team in possession of the ball by adding a 'joker'.

CORE SKILL: FT, STB. FOCUS on one core skill per session.

KEY ASPECTS: Body shape position, optimising the area in front of you. Checking off, prior to receiving the ball, Approach the ball to receive don't wait for it.

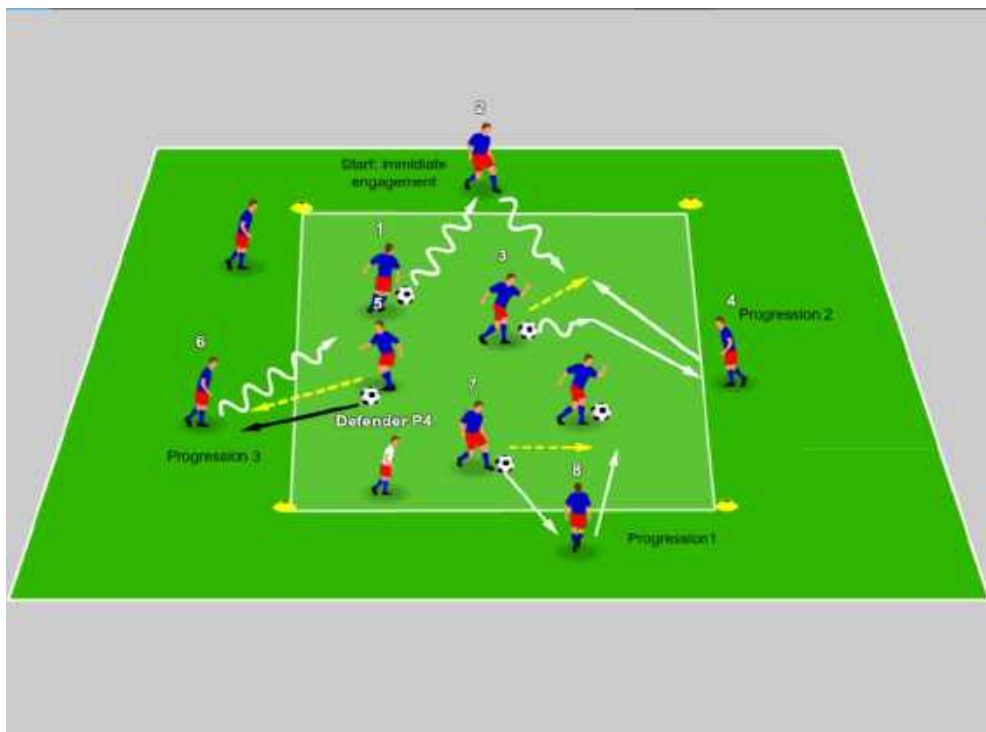
INSTRUCTIONS:

Ingredients: Ball per group (plus spares), Marker cones. Bibs.

Set up

2 x teams of 5/6 including GK or use smaller goals with no GK.

L1: Striking the Ball -Skill Introduction.



CORE SKILL: STB FOCUS on one core skill per session.

KEY ASPECTS: Body shape position, optimising the area in front of you. Checking off, prior to receiving the ball, Approach the ball to receive don't wait for it.

INSTRUCTIONS:

Ingredients: Ball per pair (plus spares), Marker cones.

Set up

Everyone in pairs, in an area with a 20m x 20m marked zone..

Instructions:

A: In a grid of approximately 20m x 20m (dependent on group size) half of the players position themselves outside the grid without a ball and the other half with a ball inside. The players inside the grid dribble freely until they can pass to a 'free' player on the outside who then passes the ball back to the same player. Change roles every two minutes, players must use left / right foot on coaches call i.e. 2 min left foot only; then 2 min right foot only.

Coaching Points:

- Only pass the ball when the passing line is 'open' and make sure someone else is not passing to that player at the same time. If you make eye contact with the receiver you will keep the passing controllable.
- Pass the ball precise and with the right speed.
- Look where you run when asking for the ball back and make an angle for the return pass. Your angle is that of a piece of pizza" use the language to visualise and understand the angled run and return pass.

PROGRESSION:

Alternative passing combinations,

Pass and swap positions.

Pass, return pass and then again, 2 pass interchange. (then interchange)

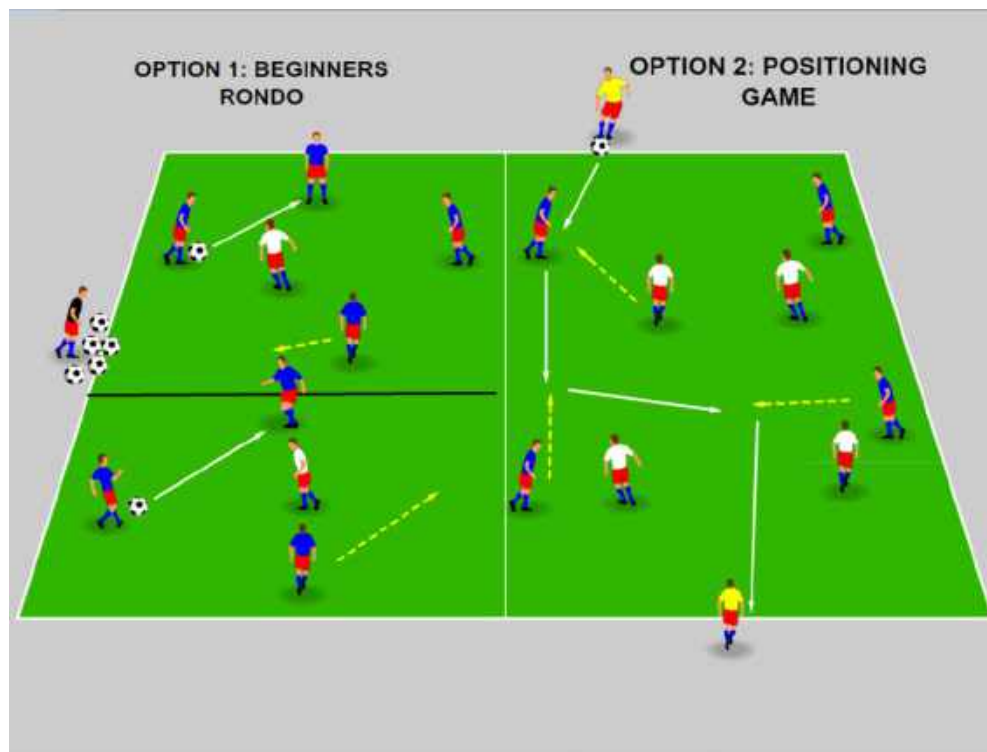
Left and alternate Right foot passing.

Have them make their passes from more than half way across the area, to increase passing distance.

Coaching Points:

- Complete player action at at their fastest speed.
- First touch where possible on less favoured foot, so that the second touch or pass is on strongest foot. Alternate.
- It is also encouraged at early stage to utilise both feet.
- Look around prior to receiving the ball, get into good habits early.
- Everything you do should be developed for game situations.
- Have the players call out their team mates name, good team bonding and necessary in a game to commence the "field talk".

L1: Striking the Ball -Skill Training.



CORE SKILL : STB FOCUS on one core skill per session.

KEY ASPECTS: Body shape position, optimising the area in front of you. Checking off, prior to receiving the ball, Approach the ball to receive don't wait for it.

INSTRUCTIONS:

Ingredients: Balls per area (plus spares), Marker cones. Bibs

Set up

Everyone in groups, in various marked areas. Holding bibs so you can change defenders quickly.

Instructions:- (Positioning games)

Depending on the ability of your players, choose any of the 3 'basic' positioning games i.e. 4 v 1; 3 v 1 and 4 v 2. All have similar objectives but with varying degrees of resistance and complexity.

See diagrams:

A. 4 v 1 (grid size 10m x 10m – 15m x 15m)

B. 3 v 1 (depending on the level of the players)

Coaching Points:

- *The player on the ball must always have a player to their left and right that they can play to.*
- *But do not stand in the corners, your angle is much smaller if you do that. With 3 v 1 this means that you have to move each time the ball move.*
- *Position yourself in a way that you can see the whole grid (with your back to the line)*
- *Play the ball to the proper foot of your team-mate (i.e. away from the defender) and with the proper speed and precision*
- *Please note that 3 v 1 asks for a lot of running and is therefore quite exhausting for players this age. Use regular drink breaks or breaks in play, to allow for recovery.*

Progression:

4 v 2 grid size 12m x 12m – 15m x 15m depending on level of players

Coaching Points: (specifically for 4 v 2):

- *Now the player on the ball must always have a player to their left, right and in between that they can pass to*
- *Especially look to pass through the 2 defenders, that's the most important pass! We call that the killer pass*

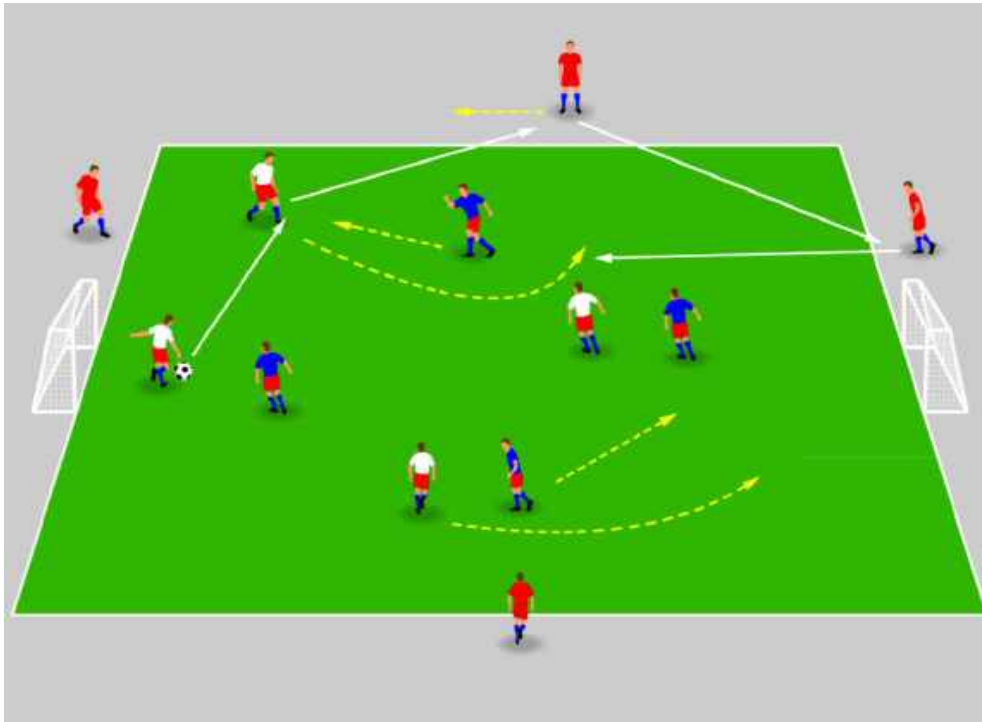
Step up:

- *Make the grid smaller*

Step down:

- *Make the grid bigger*

L1: Striking the Ball -Skill Game.



Instructions:

4 v 4 with 4 neutral players (walls) on a pitch of approximately 20m x 30m

4 small goals placed as shown (2m wide)

The team in possession of the ball can use the wall players (8 v 4)

Rotate teams after 3 min or after each score: scorers stay on

Depending on level of the players: 2-3 touches max (Optional pending level) in order to get an emphasis (or just encourage) on passing

Possible progressions:

Wall players must play the ball direct (One Touch).

Goals count as double if scored by a so-called 3rd man combination.

Coaching Points:

Monitor and encourage all parts of the foot to be used.

CORE SKILL: STB FOCUS on one core skill per session.

KEY ASPECTS: Body shape position, optimising the area in front of you. Checking off, prior to receiving the ball, Approach the ball to receive don't wait for it.

INSTRUCTIONS:

Ingredients: Balls per area (plus spares), Marker cones. Bibs and Goals.

Set up

#x teams of four each, 8v4 alternate the group of four.

L1: Running with the Ball – Skill Introduction



CORE SKILL: RWB & 1V1 FOCUS on only one core skill in a session.

KEY ASPECTS: Body shape position, optimising the area in front of you.

INSTRUCTIONS:

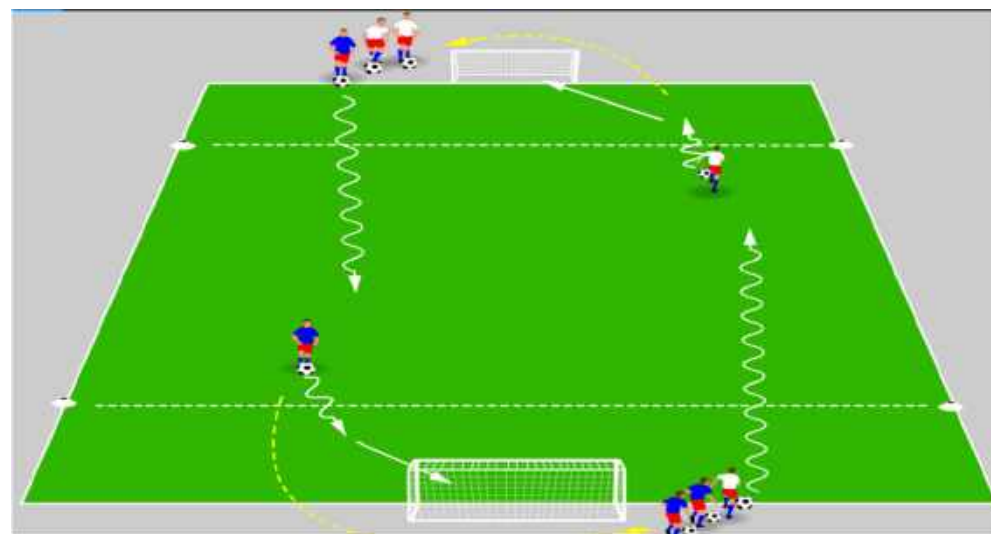
All players running with a ball freely in a grid of approximately 30m x 30m to warm up.

First 2-3 minutes: “low speed/intensity”, “use both feet”.

Next 2-3 minutes: “accelerate when you see a free space in front of you; now only use your right/left foot”.

Now split the players into 4 groups and number them 1 to 4 placing them on all 4 sides. When the coach calls a number, these players run with the ball as quickly as they can across the area and back (opposite group will need to move back to give the others room to turn!).

Now 2 groups at the same time: “take care; vision; if necessary slow down and then accelerate again”.



PROGRESSION (Concluding Competition):

Relay. Grid: 30m x 20m; small goals and a 5m-7m shooting line at each end. Two equal teams positioned as shown in a 30m x 20m grid; each player with a ball;

On the coach’s signal the first player from each team start running with the ball to the opposite goal. When they enter the shooting zone they pass/shoot the ball into the empty goal. As soon as the ball passes the goal line the next player can start running with the ball in the opposite direction. If the ball DOES NOT go into the goal the player who took the shot MUST go and touch the player waiting to run with the ball before they can start.

- Which team can complete one full sequence first?
- Use right foot only
- Use left foot only
- Each player runs twice (first time right foot, second time with left)

COACHING POINTS:

On the run:

Head up and look.

Change speed and direction.

L1: Running with the Ball -Skill Training (Run Rabbit Run).



Instructions:

A grid of 30m x 20m; small goals and a 5m-7m shooting line at each end

Evenly split teams positioned as shown

Minimum 4, maximum 8 players per grid; if the group is bigger then make two grids

The exercise starts with the first player of the yellow team running with the ball to the opposite side and shooting the ball through the goal. They can only shoot once they have crossed the line into the shooting zone

As soon as the player shoots at goal, the first player starts running with the ball to the opposite side

As soon as a player has had their shot at goal, they turn and chase the new attacking player to try and catch up with them and prevent them from scoring

Possible Progressions:

Step up: Narrow the distance between the two goals on the by-line

Step down: The chaser just races against the runner to beat him to the shooting line.

Coaching Points:

"Push the ball forward every 3-4 steps"

"Run as fast as you can but keep the ball under control"

"If the defender catches up with you, this is what you can do" (demonstrate!)

- *Feint to turn and accelerate again*
- *Feint to stop and accelerate again*
- *Cut off the defender's line by crossing in front of them*
- *Take on the defender 1 v 1 if they manage to get in front of you.*
- *Monitor and encourage all parts of the foot to be used.*
- *The lines can be closer together to change the direction of the defender's attack.*

CORE SKILL: RWB FOCUS on one core skill per session.

KEY ASPECTS: Body shape position, optimising the area in front of you. Checking off, prior to receiving the ball, Approach the ball to receive don't wait for it.

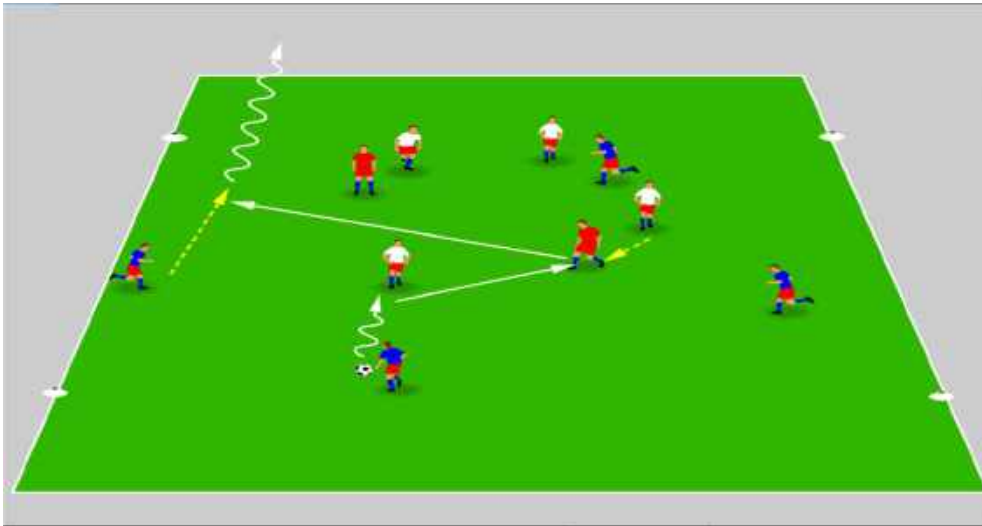
INSTRUCTIONS:

Ingredients: Balls per area (plus spares), Marker cones. Cones to mark goals (that way the next player receives the ball then takes it to the next position, without having to retrieve from a goal).

Set up

Players on each sector, minimum of two on the goals, as one will progress on the first round..

L1: Running with the Ball – Skill Game



CORE SKILL: RWB FOCUS on only one core skill in a session.

KEY ASPECTS: Body shape position, optimising the area in front of you.

INSTRUCTIONS:

4 v 4 line football

Grid size approximately 30m wide by 20m long (pitch shape is short but wide)

Explanation of the game:

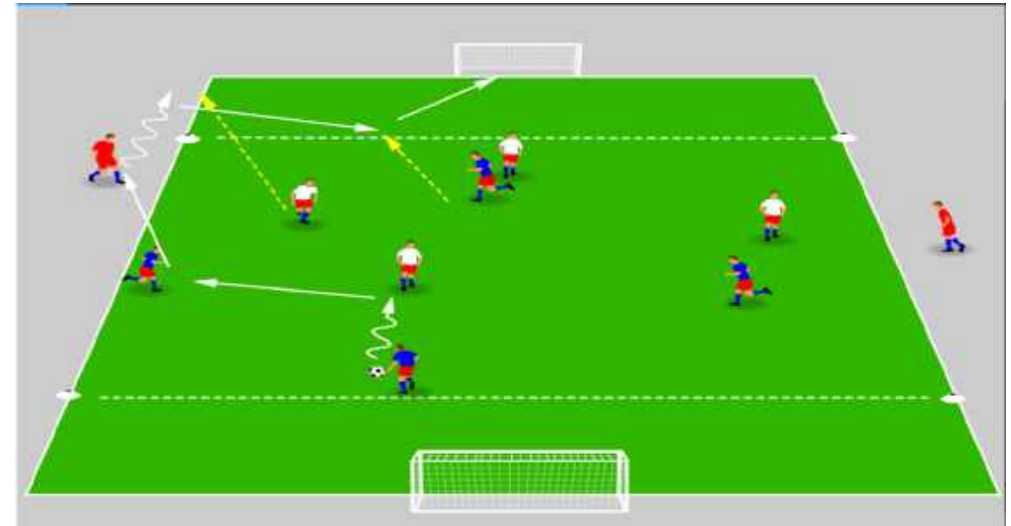
4 v 4 small sided game; to score a goal a player must run with the ball across the opponent's by-line (see diagram above).

Assess how the game goes: do all players run with the ball regularly and are goals being scored? If the answer is no, make it easier:

- Make the pitch wider
- Add a neutral player ("joker") who always plays with the team that has the ball (numerical advantage of 1 player).

If too easy:

- Make the field more narrow
- Scoring zones rather than the whole line



COACHING POINTS:

You can only Run forward, not pass forward to assist and encourage forward runs.

COR:

"Head up and look."

"Change speed and direction. "

"Spread out; use the width of the grid"

"We must have a centre forward and 2 wingers"

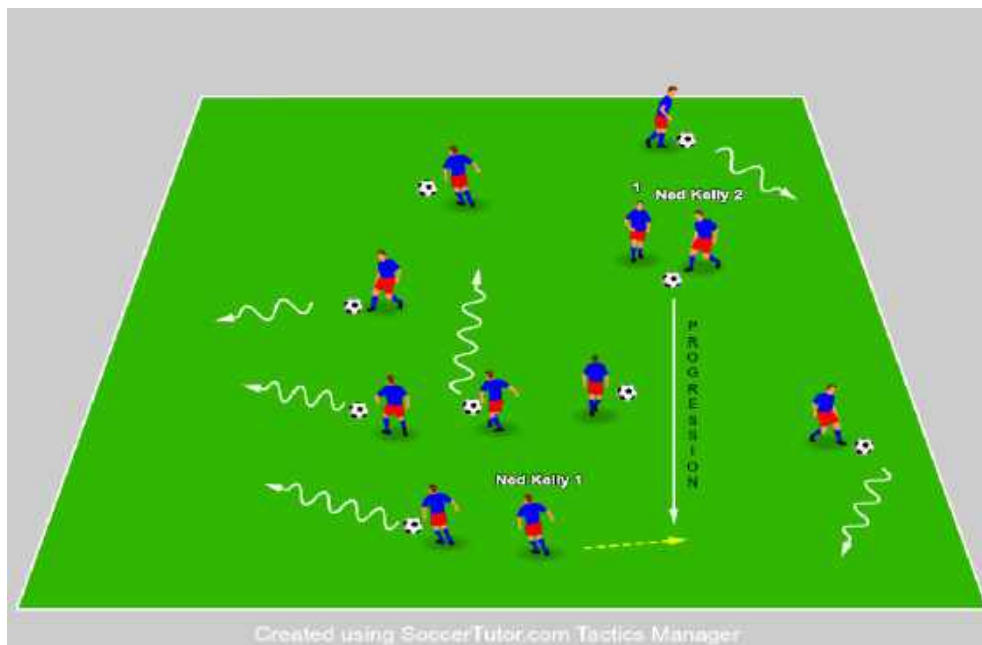
"Run with the ball whenever you see space in front of you"

"Don't be afraid to take on opponents"

"When a defender is chasing you use the feints you learned earlier"

Encourage the players to fail, as that allows them to attempt things out of their comfort zone, without trying they will never succeed.

B6: Beginning: **Ned Kelly Gang** (10-15-min).



CORE SKILLS: 1V1, STB, RWB. FOCUS on only one core skill in a session.

KEY ASPECTS: Look up , scan, shoot (fake) on the run , change speed and direction, use both feet.

INSTRUCTIONS:

Ingredients: Ball per player, Later we require- 2 goals or tall cones to create goals, bibs , marker cones.

Set up

Marked field of approx. 1/3 of full field. Every player will have a ball but the two starting as Ned Kelly Gang members.

DESCRIPTION

Game played by rounds of 1-2 min. Players start dribbling around inside of the area, their objective is to keep their balls. They need to run away from Ned Kelly Gang who will try to steal the ball from them. If Ned Kelly takes the ball from you (as happens in the picture, where Ned Kelly 2 takes the ball from player 1). Number 1 will become the new Ned Kelly 2 and he will have to steal a ball from somebody else.

Ned Kelly can not steal from the players who just stole from them.

At the end of the round the two Ned Kelly have lost, find two new Ned Kelly members for the next round.

PROGRESSION

Same dynamic but now who starts as a Ned Kelly Gang members will remain in the gang until the end of the round. Ned Kelly needs to try to steal the ball from you and pass it to another Kelly gang member who needs to control it so the person who lost the ball becomes a Kelly Gang member. In the picture Ned Kelly 2 steals the ball from player 1 and passes it to Ned Kelly 1, after that Player 1 will become Ned Kelly 3.

When a Ned Kelly steals the ball from you, you can try to get it back until he passes to another Ned Kelly.

The stolen balls from Ned Kelly are out of play
Last two players with a ball will be the winners.

Coaching Point:

On the run:

Head up, look.

Find the open area.

Speed up.

Use your skills.

Protect the ball.

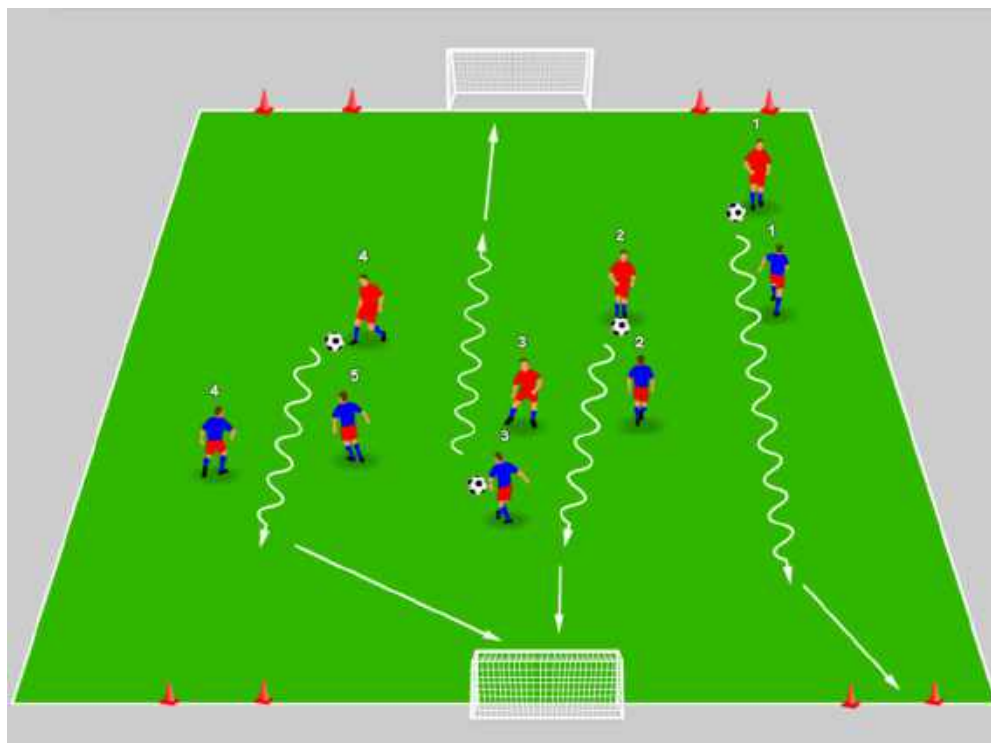
Praise their skills.

After progression to the Ned Kelly Gang:

Work together as team.

Move somewhere where your can receive the ball.

M6: Middle: **Kelly Gang Duels** (10-15min)



CORE SKILLS: 1v1, STB, RWB. FOCUS on only one core skill in a session.

KEY ASPECTS: Look up , scan, shoot on the run , change speed and direction, use both feet.

INSTRUCTIONS:

Ingredients: Balls, 2 goals or tall cones to create goals, bibs, marker cones.

Set Up:

Create 3 goals at each end of the field. Use whatever goals you have available.

DESCRIPTION

Game is played in rounds of 1 min and a half. Give opportunities for players to recover. Coach partner up players to play against each other 1v1 matches (in the picture player 1 vs player 1, etc). If you have an uneven number of players, the best player can play vs two (see picture player 4 on red playing vs player 4 and 5 from blue team). The 1v1 matches have normal rules, instead of kicking or through in's players will dribble the ball in. At the end of each round the coach brings everyone together, asks for the scores (to try to create new even matches by swapping players if needed) and gives some coaching points so players can rest.

PROGRESSION:

In an advance group you could progress it to 2v2.

COACHING POINTS:

On the run:
Head up
Find the open areas.
Speed up.
Use your skills.
Protect the ball.
Praise the players.
Find the scoring opportunities.

E6: End: **Game** (10-15min).



INSTRUCTIONS:

Core Skills: 1v1, STB, RWB. FOCUS on one core skill in a session.

Set up

Same field. Even teams.

If you have 10 - 12 players you can consider to create two different matches if extra field available so they can play 2v2 or 3v3.

Description

Normal Match but there are three goals they can score in.

Encourage 1v1 when a good opportunity appears.

Coaching on the run.

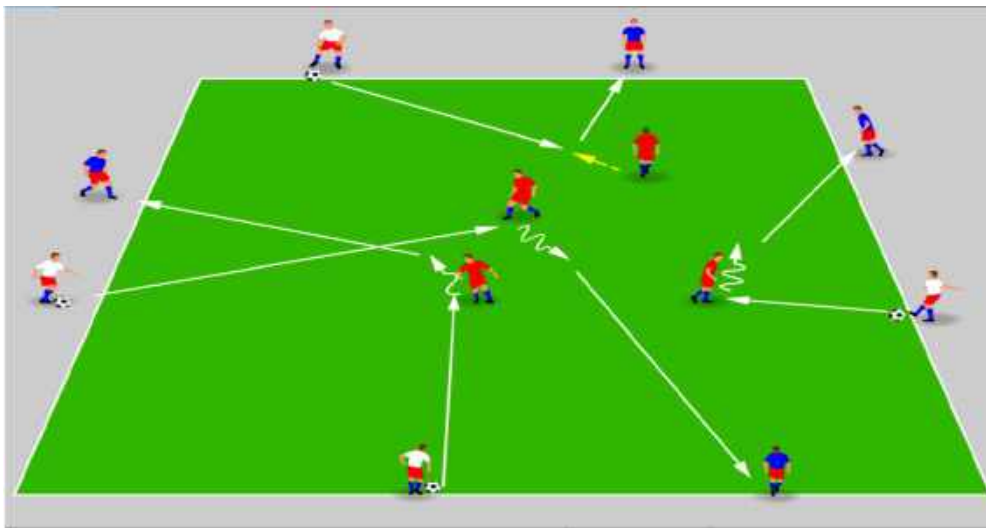
Coaching Points:

You may make the goals scored worth different amounts, side goals worth 1 central goal 2 points or what ever you decide.



Model Sessions: Level 3

L3: First Touch– Skill Introduction

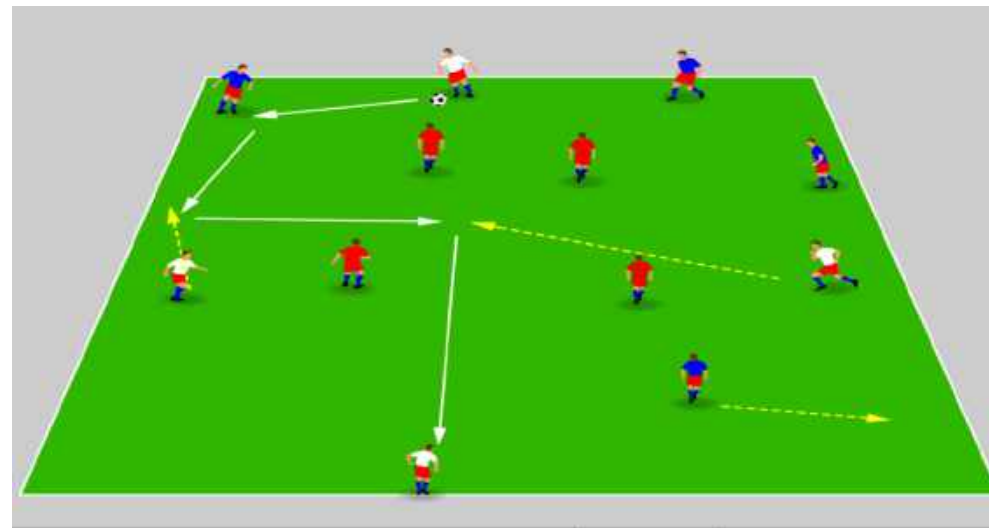


CORE SKILL: FT FOCUS on only one core skill in a session.

KEY ASPECTS: Body shape position, weight of pass and movement.

INSTRUCTIONS:

- In and around the area 3 groups of 4 (or more) players with different colour bibs are positioned as follows:
 - a. The white players outside the centre circle with a ball each
 - b. The blue players outside the centre circle without a ball
 - c. The red players inside the centre circle without a ball
- The red group moves around the circle calling for the ball and moving it with their first touch to pass it with their second touch to a player outside the circle who does not have a ball (anticipation, communication and awareness)
- Change roles after 1-2 min
- Only use left/right foot
- Only use inside/outside foot
- Serve out of hands to thigh/chest
- After passing the ball servers follow their pass to (passively) pressure the receiver on their 1st touch



CONCLUDING GAME:

8 v 4 in centre circle, mandatory 2 touches to emphasise a quality 1st touch.

Blue and orange try to keep possession with yellow defending

Always position 1 or 2 'link' players centrally

How long does it take for yellow to make 5 or 10 interceptions? Now blue defends and then orange

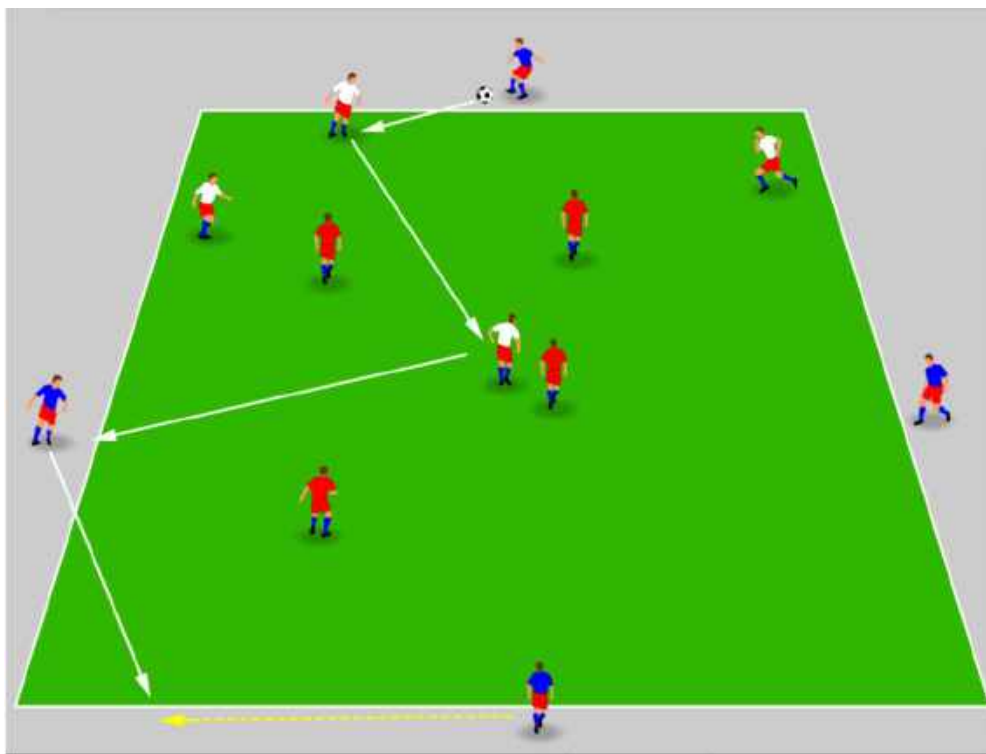
Who is the winner?

COACHING POINTS:

"Know beforehand to whom you are going to play the ball"

- *"Try to use 2 touches only, the 1st touch to receive the ball and the 2nd touch to pass it"*
- *"Do not just move the ball side-ways, try to make a full turn sometimes".*

L3: First Touch-Skill Training.



CORE SKILL: FIRST TOUCH FOCUS on one core skill per session.

KEY ASPECTS: Body shape position, optimising the area in front of you. Checking off, prior to receiving the ball, Approach the ball to receive don't wait for it.

INSTRUCTIONS:

Ingredients: Balls (plus spares) and bibs.

Set up

3 x 4 players in an area with a 20m x 20m marked zone..

Instructions:

Positioning game 4 v 4 with 4 'wall' players (8 v 4) in a 20m x 30m grid (depending on player's ability).

Mandatory 2 touches for all players including the 'walls' who must keep the ball moving (i.e. not allowed to stop the ball with their 1st touch). This simple restraint sees to it that each 1st touch must be perfect every time the player receives the ball.

Coaching Points:

Possible Comments - Coaching on the Run COR:

- *"Move the ball with your 1st touch away from the defender(s)"*
- *"Use body feints to disguise your intention"*
- *"Make an angle when asking for the ball"*
- *"Try to position yourself in such a way that you can see as much of the grid as possible"*
- *"Scan your options before receiving the ball"*
- *"Walls: help the players in the grid by coaching them"*

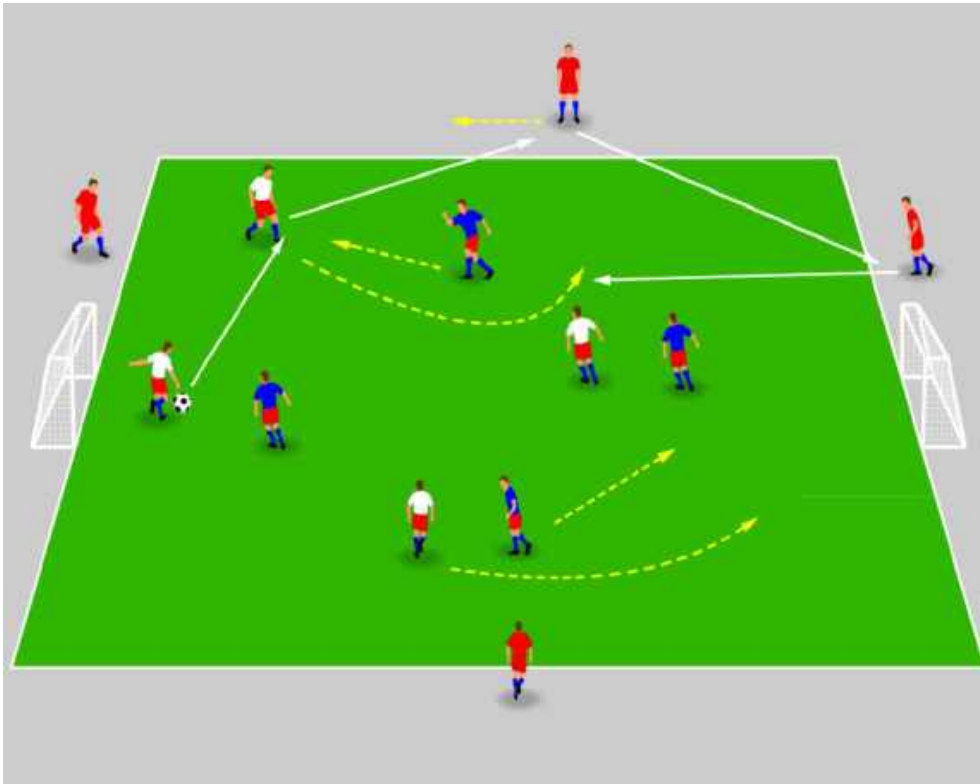
Step up

- *Reduce grid size*

Step down

- *Increase grid size or go back to an easier positioning game (4 v 1; 3 v 1 or 4 v 2)*

L3: First Touch -Skill Game.



INSTRUCTIONS:

- 4 v 4 with 4 walls (8 v 4) in a 20m x 30m grid with two 2m goals and a 5m-7m scoring zone at each end (see diagram)

GAME RULES:

- Minimum of 2 touches for every player (MUST touch the ball twice)
- Walls not allowed to stop the ball or play to each other
- Inside the scoring zone one touch finishes are allowed if the ball comes from the wall player between the goals
- Change teams every 2-3 minutes or after a goal is scored

CORE SKILL: FIRST TOUCH FOCUS on one core skill per session.

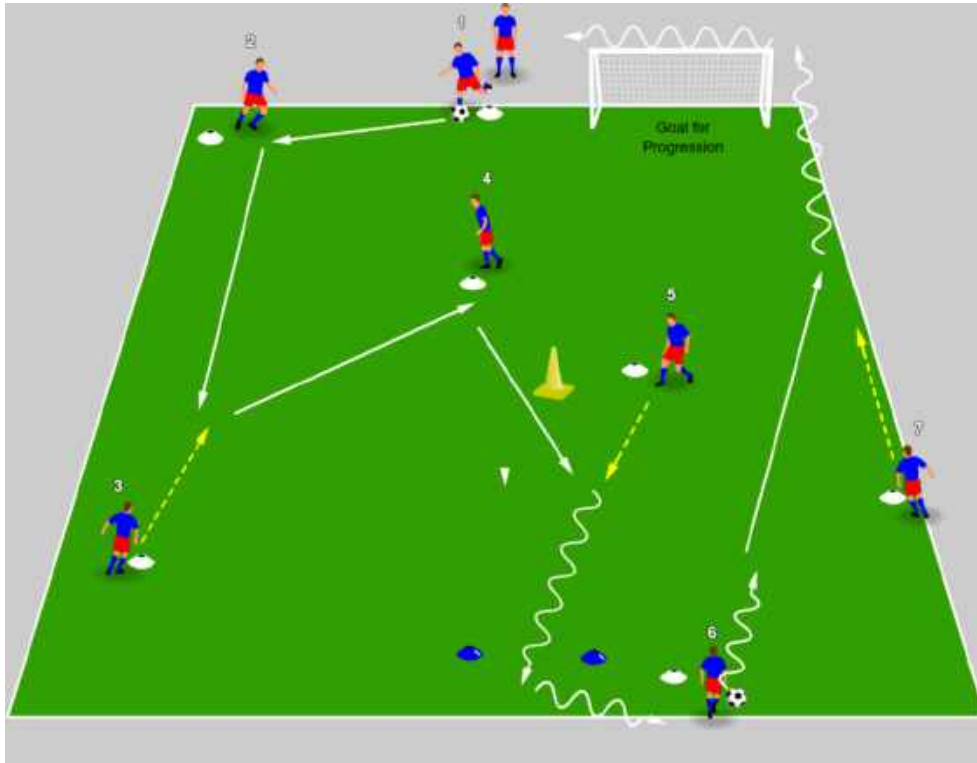
KEY ASPECTS: Body shape position, optimising the area in front of you. Checking off, prior to receiving the ball, Approach the ball to receive don't wait for it.

INGREDIENTS:: Balls (plus spares), Mini goals and bibs.

SET UP:

3 x 4 players in an area with a 20m x 20m marked zone..

L3: Striking the Ball -Skill Introduction.



INSTRUCTIONS:

Players are positioned as shown, distance between the cones 7m-8m.

The passing exercise starts with player #1 passing the ball to the feet of the player (who moves away with a dummy run as if getting away from an imaginary defender, then checks back to the ball to receive it).

3 bounces back to 4 who plays the killer pass to the first player 5.

They then move the ball (1st touch) and passes to the player 6 (2nd touch) and the same pattern is repeated.

All players involved move to the next cone after completing their action/pass (from cone to cone and follow your pass). Every 2-3 minutes: change the direction (use other foot).

PROGRESSION:

2 balls, starting with 1 and 6 at the same time

Coaching Points:

Possible Comments - Coaching on the Run COR:

- “More accuracy, play the ball to your mate’s right/left foot”
- “Play the ball with more speed”
- “Communicate, time your action”

CORE SKILL: STB. FOCUS on only one core skill in a session.

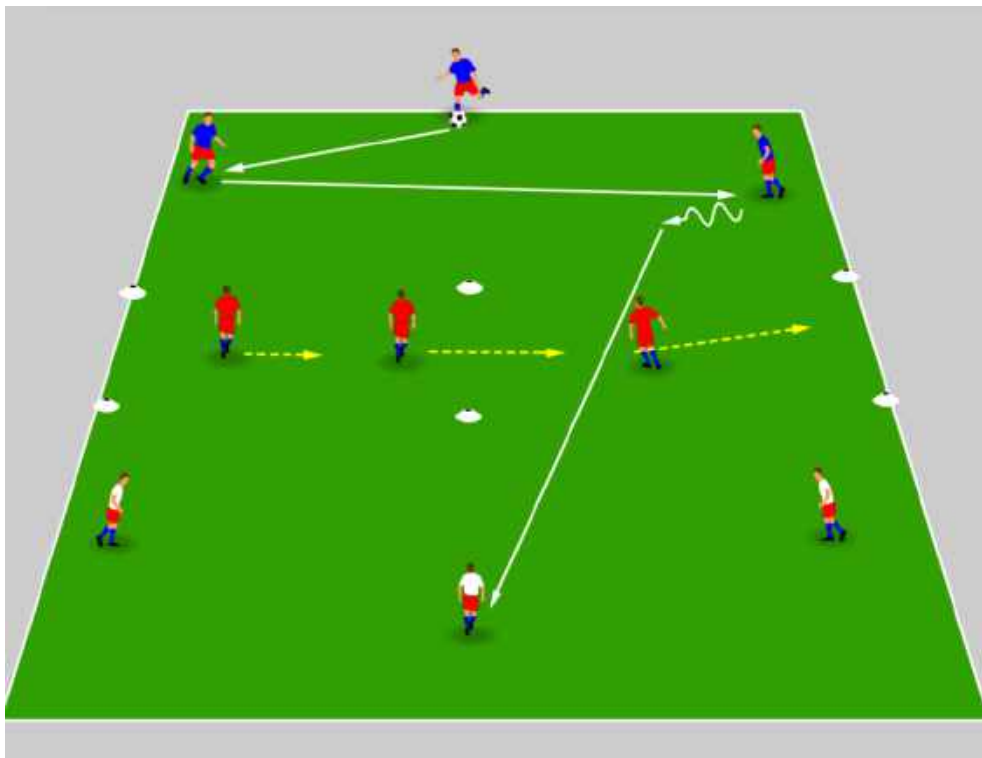
KEY ASPECTS: Body shape position, optimising the area in front of you. Checking off, prior to receiving the ball, Approach the ball to receive don’t wait for it.

INGREDIENTS: Balls (plus spares) markers (ideally Flats and High Cones) and a goal.

Set up

As shown 7-8m distance in a 40m x 40m area.

L3: Striking the Ball -Skill Training.



CORE SKILL: STB. FOCUS on only one core skill in a session.

KEY ASPECTS: Body shape position, optimising the area in front of you. Block the angle to provide a killer pass, cover and move with the ball laterally. Approach the ball to receive don't wait for it.

INGREDIENTS: Balls (plus spares), bibs and markers (ideally Flats).

Set up

As shown in a 45m x 20m area.

INSTRUCTIONS:

3 v 1 killer pass positioning game with 9 players.

Two grids of about 12m x 12m (Top and Lower) separated by a grid of 12m x 5m (Middle).

Three teams of 3 players with different colour bibs, one team in each grid as shown.

The coach is positioned with the balls centrally, next to the middle grid. The coach starts the game with a pass to a Blue player in the top grid. At that moment one Red player from the central grid sprints into the top grid to defend/win the ball:

Creating a 3 v 1 in the top grid.

Blue must now look for the right moment to play a killer pass through the central grid (with the two remaining defenders) to a white player in the lower grid. Then immediately another red player sprints into the lower grid to defend while the defender from the top grid returns to the middle.

If a defender wins the ball in either of the top or lower grids or the defenders intercept the killer pass in the middle grid, they change grids with the team that lost the ball.

PROGRESSIONS:

- Make the grids bigger/smaller
- Free or limited touches (2-3) in 3 v 1
- Killer pass: only on the ground or lofted pass allowed as well
- Make easier: 6 players (2 per grid: 2 v 1) or harder: 12 players (4 per grid: 4 v 2).

L3: Striking the Ball -Skill Game.



CORE SKILL: STB. FOCUS on only one core skill in a session.

KEY ASPECTS: Body shape position, optimising the area in front of you. Checking off, prior to receiving the ball, Approach the ball to receive don't wait for it.

INGREDIENTS: Balls (plus spares), bibs, markers (ideally Flats) and goals.

Set up

As shown in a 40m x 50m area.

INSTRUCTIONS:

5 v 5 (include goalkeepers) + 2 'neutral' players on a 40m x 50m pitch with big goals, divided in two grids (A & B) by a 5m 'killer pass zone' (see diagram). 2 defenders + goalkeeper and 2 attackers in each half as well as a 'neutral' player ('joker'). All players must stay in their designated grids.

The game starts in the bottom grid + the joker playing 4 v 2 against the 2 white players.

They must try to play a 'killer pass' through/across the middle zone to a team mate or the joker in the other grid. If the white players intercept the ball they can score immediately.

The blue players + joker in the top grid try to score against the 2 white defenders + goalkeeper (3 v 3). If they score the game starts again in the top grid. If they lose the ball to white, the game continues/re-starts in the other grid with white + joker playing 4 v 2 against the 2 blue players. Players to change roles/grids every 3-5 minutes.

Step up:

- 2 touches only in 4 v 2
- No jokers: 2 v 2 (or 3 v 3) + goalkeepers

Step down:

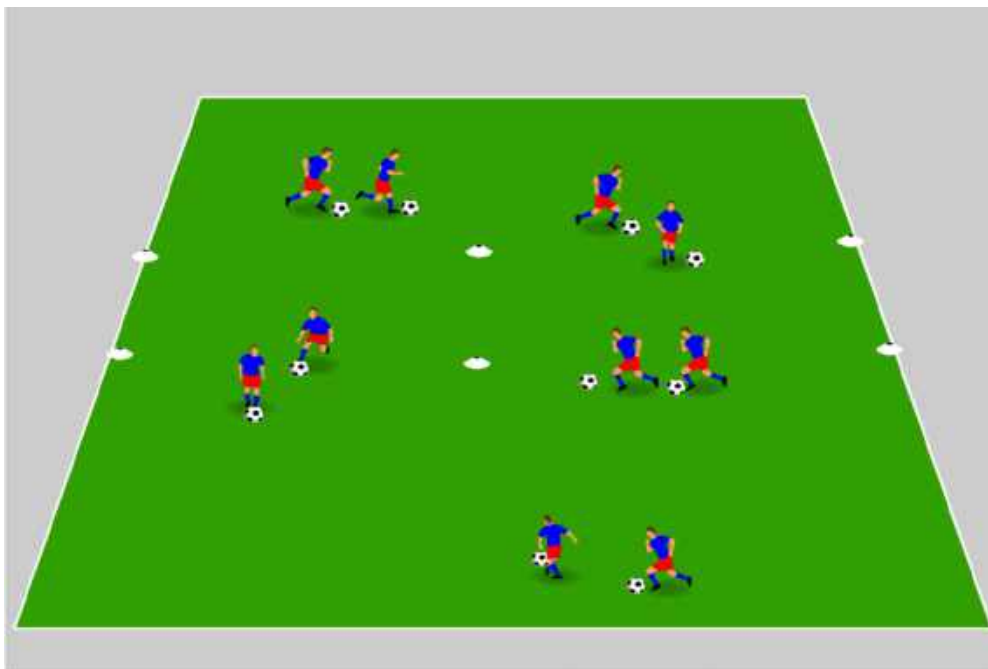
- 2 jokers per grid
- Make grids A & B bigger

Coaching Points:

Possible Comments - Coaching on the Run COR:

- *"Focus on properly playing 4 v 2 first"*
- *"look for the right moment to play the killer pass"*
- *"the right moment is when you are facing forward and make eye contact with the player(s) you want to pass to"*

L3: Running with the Ball - Skill Introduction (15-25min).



CORE SKILL: RWB

KEY ASPECTS: Using the inside or your foot, moving at speed into open areas changing direction to avoid other pairs.

Set up:

Ingredients: Ball per player, bibs , cones.

DESCRIPTION:

In a 30m x 30m grid the players are divided into pairs with a ball each. Make sure the grid is big enough to have room to run.

One player dribbles in front (leader), the other follows at short distance (change task of leader-follower regularly). In the beginning the speed is low and steady.

The coach asks the players to “scan” the field and be careful to not run into each other.

PROGRESSION:

- Accelerations (“when a space opens up in front of you”)
- Changes of direction and turns
- Stop-starts
- Feint stops followed by an acceleration

Concluding tagging game (using the same area)

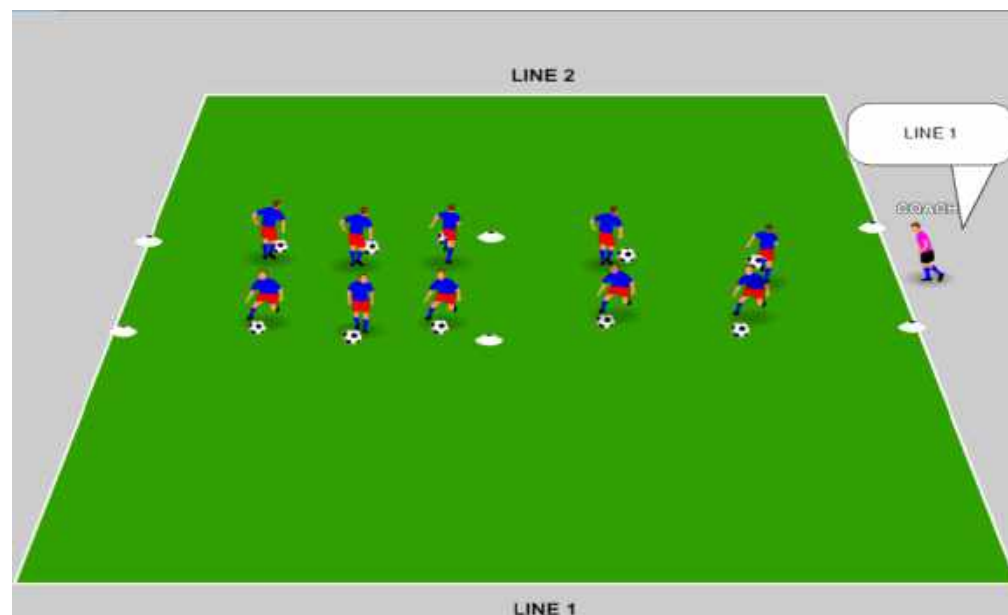
Give the players a bib to distinguish the the players in the pairs.

The players line up with a ball each and facing the sideline (backs to each other).

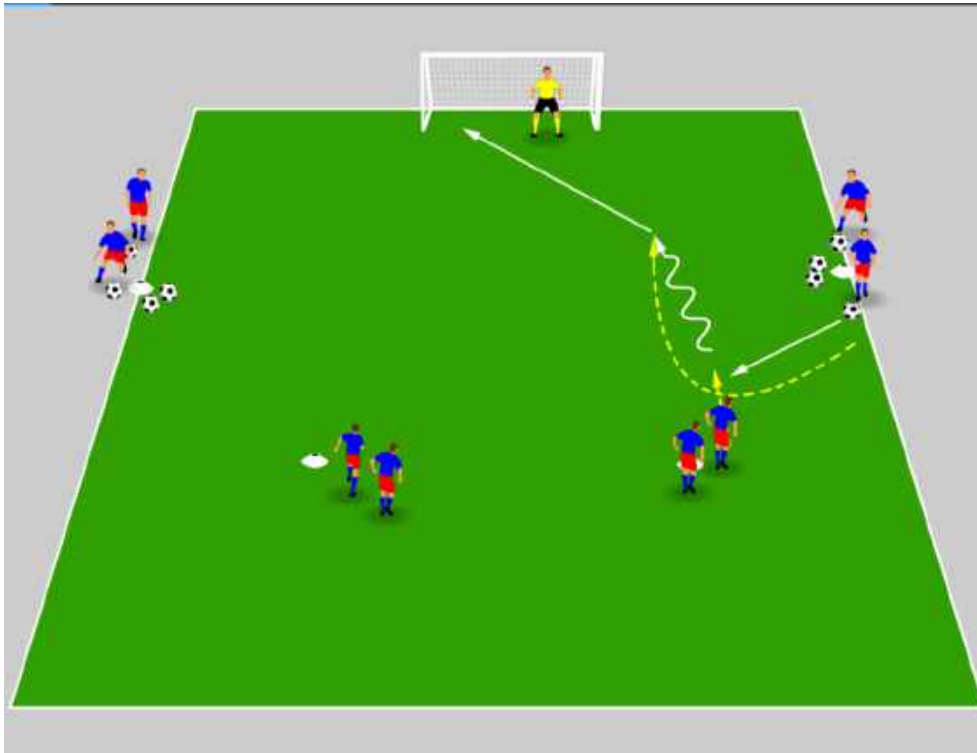
Distance between the players is 3m-4m and is marked out with cones.

When the coach calls “ORANGE or what ever bib colour ” the orange players run with ball to the sideline chased (without ball) by the other players who try to tag them before they’ve reached the line. Depending on outcome the runner or chaser earns a point and we line up again. (you could allocate numbers if you have no bibs).

When the coach calls “non bibs etc” the reverse happens.



L3: Running with the Ball –Skill Training (15-20min).



DESCRIPTION

Two groups of players (as shown) are divided in 4 groups of equal numbers as shown in the diagram.

Groups on the side have a ball each, the others line up between the cones.

The exercise starts with the first player passing the ball to the first player of the other group, they control the ball and runs with it at speed toward the goal.

The Player that initially passed the ball follows their pass, overlaps and then chases the player with the ball who tries to finish, the shot can only be taken from inside the penalty box (marked area).

After the action has ended, the shooting player goes with the ball to the side starting point.

Now it's the other sides turn. Groups change sides regularly (use of other foot!). "Who scores most?" you can even have them alternate where they return to so continually left and right useage.

Coaching Point:

- Push the ball forward every 3-4 steps.
- Run as fast as you can but keep the ball under control.
- If the defender catches up with you, this is what you can do: (demonstrate!)
 - Feint to turn and accelerate again
 - Feint to stop and accelerate again
 - Cut off the defenders line by crossing in front
 - Take on the defender 1 v 1 if they get in front.

Note ideally the defender does not reach the attacker to encourage Running with the ball it is used as a motivator to increase the running speed to make it more game realistic.

CORE SKILLS: RWB, STB.,FT. FOCUS on one core skill per session.

KEY ASPECTS: SCAN (look around), change speed and direction, use your skills.

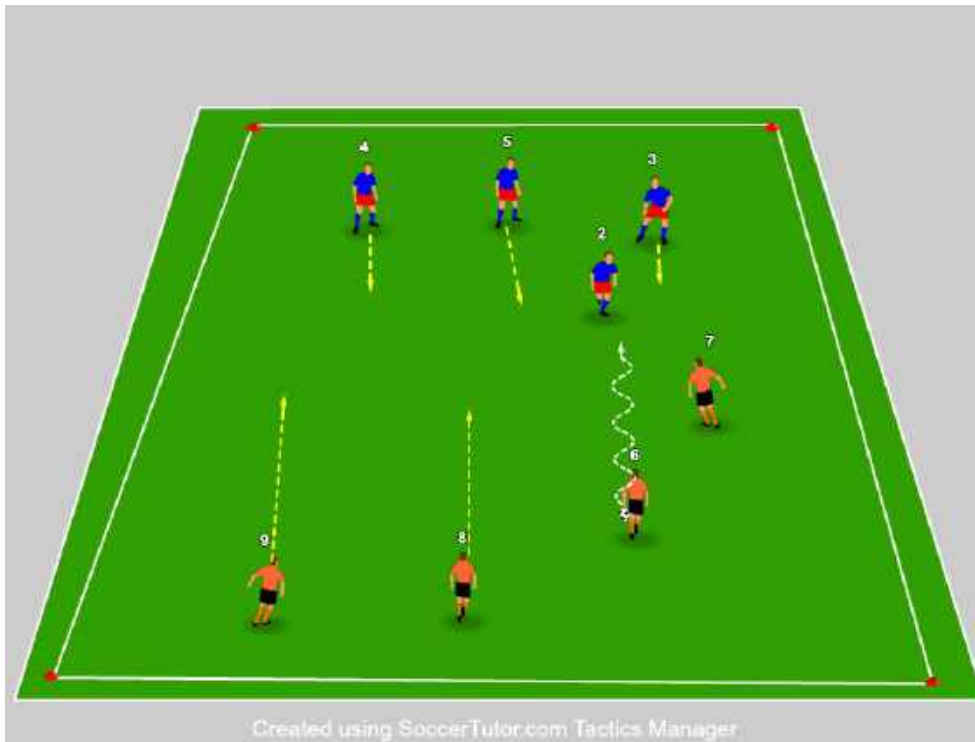
INSTRUCTIONS:

Ingredients: multiple Balls, 1 goals, bibs , cones

Set up:

Create with cones 2 different areas (left and Right). All the balls at the starting point.

L3: Running with the Ball –Skill Game (10-15min).



DESCRIPTION

Two teams play possession with the team able to run the ball over the end zone line scoring a goal.

Restriction you can initially pose, no forward passing, so you can only advance the ball by Running with it forward, try to remove this constraint ASAP to encourage positive play.

Note: you can create the pitch wider to increase scoring opportunities.

CORE SKILLS: RWB,FT. FOCUS on one core skill per session.

KEY ASPECTS: SCAN (look around), change speed and direction, use your skills.

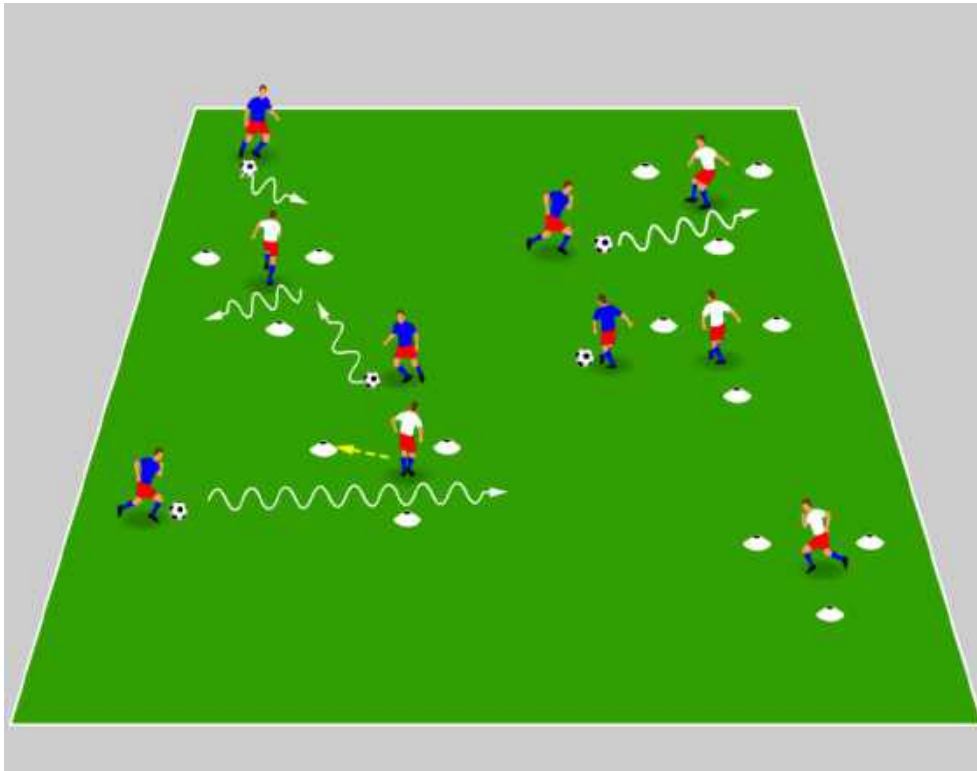
INSTRUCTIONS:

Ingredients: multiple Balls, bibs , cones

Set up:

Create with cones a field with an endzone.

L3: 1 vs 1 – Skill Introduction (12-15min).



DESCRIPTION

All players with a ball dribble and try and pass through the defended triangle zone /goals.

Avoid collisions (balls and players) Make feints (free choice), try and pass through the triangle zones as many as possible keep score.

Switch defenders and attackers regularly.

Coaching Point:

- Accelerate and change speeds.
- Run as fast as you can but keep the ball under control.
- Feint to turn and accelerate again.
- Feint to stop and accelerate again.
- Cut off the attackers line by defending in front.
- Take on the defender 1 v 1 if they get in front.

CORE SKILLS: 1 v 1, RWB. FOCUS on one core skill per session.

KEY ASPECTS: SCAN (look around), change speed and direction, use your skills, feints etc..

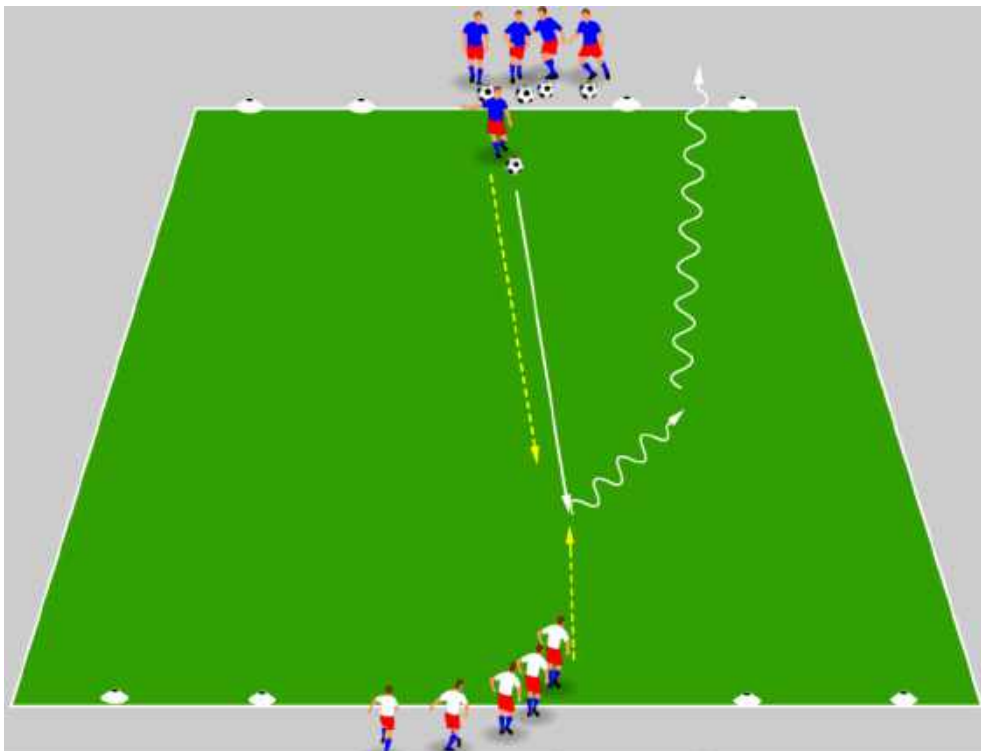
INSTRUCTIONS:

Ingredients: multiple Balls, bibs , cones

Set up:

Set up the organisation as shown in the diagram. In an area of approx. 20m x 20m,, with multiple triangle zones marked by cones.

L3: 1 vs 1 – Skill Training (12-15min).



CORE SKILLS: 1 v 1, RWB. FOCUS on one core skill per session.

KEY ASPECTS: SCAN (look around), change speed and direction, use your skills, feints etc..

INSTRUCTIONS:

Ingredients: multiple Balls, bibs , cones

Set up:

Set up the organisation as shown in the diagram. In an area of approx. 20m x 20m.

DESCRIPTION

All players with a ball (Blue), play the ball to the opposite side of players (white) who then attack the endzone while Blue tries to defend.

Switch defenders and attackers regularly.

After the action has finished the players involved move as follows:

- Blue moves to the white line.
- White moves to the Blue line.

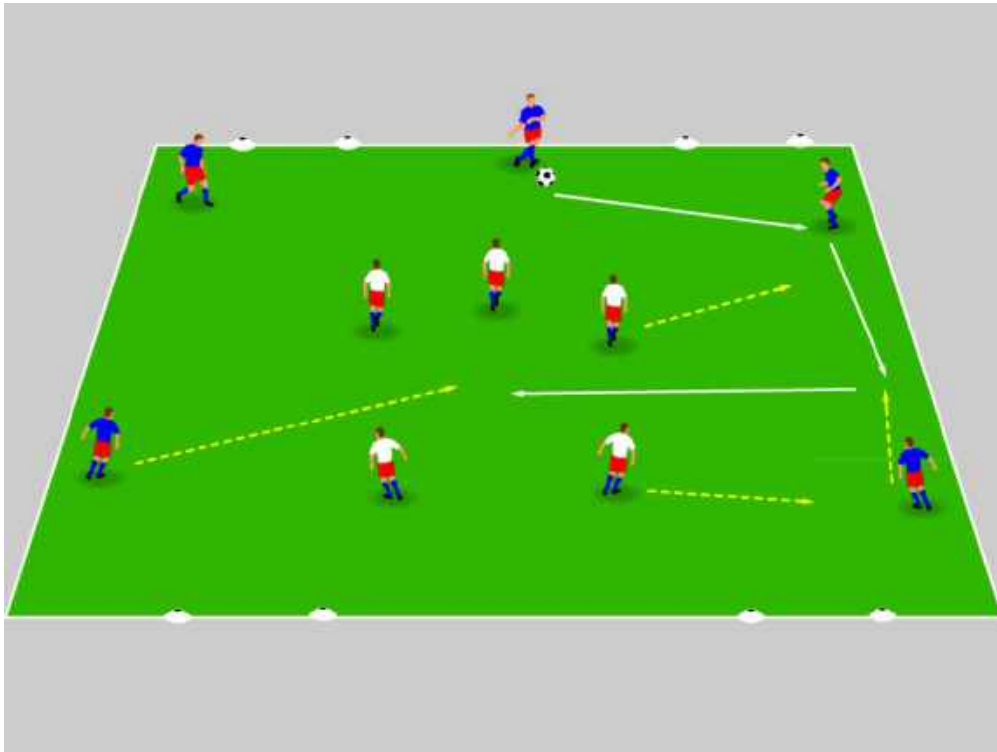
Step down: 'Passive' defending by the defenders

Step up: 2 v 1 ('overlapping' player) and 2v 1 with 2x defenders.

Coaching Point:

- Accelerate and change speeds.
- Run as fast as you can but keep the ball under control.
- Feint to turn and accelerate again.
- Feint to stop and accelerate again.
- Cut off the attackers line by defending in front.
- Take on the defender 1 v 1 if they get in front.
- Threaten (fake) to pass to a the other attacker, but accelerate past the defender instead.
- Defenders, keep on the balls of your feet, and bend your knees, so you can react quicker.
- Force them one way to increase your chances of regaining the ball.
- If the attacker takes a "heavy touch" or slows down, that is your cue to pounce and try and recapture the ball.

L3: 1 vs 1 – Skill Game (12-15min).



CORE SKILLS: 1 v 1, RWB. FOCUS on one core skill per session.

KEY ASPECTS: SCAN (look around), change speed and direction, use your skills, feints etc..

INSTRUCTIONS:

Ingredients: multiple Balls, bibs , cones

Set up:

Set up the organisation as shown in the diagram. In an area of approx. 20m x 20m. With 2x mini goals for each team to score into.

DESCRIPTION

Two teams of 5 players each. They try and score by RWB into one of their goals, for 1 point.

- If a team beats a player 1v1 when they score its worth 5 points.
- If a team beats a player 2 v1 with a wall pass etc when they score its worth 3 points.
- The points are reset if the team loses possession before scoring.

Variations:

No goals but the attacker must run with the ball across the end zone line.

Step up:

- The attacking team must cross over the halfway line within 15 seconds otherwise the possession goes to the opponent
- Decrease the area width.

Step down:

- Increase the area width.

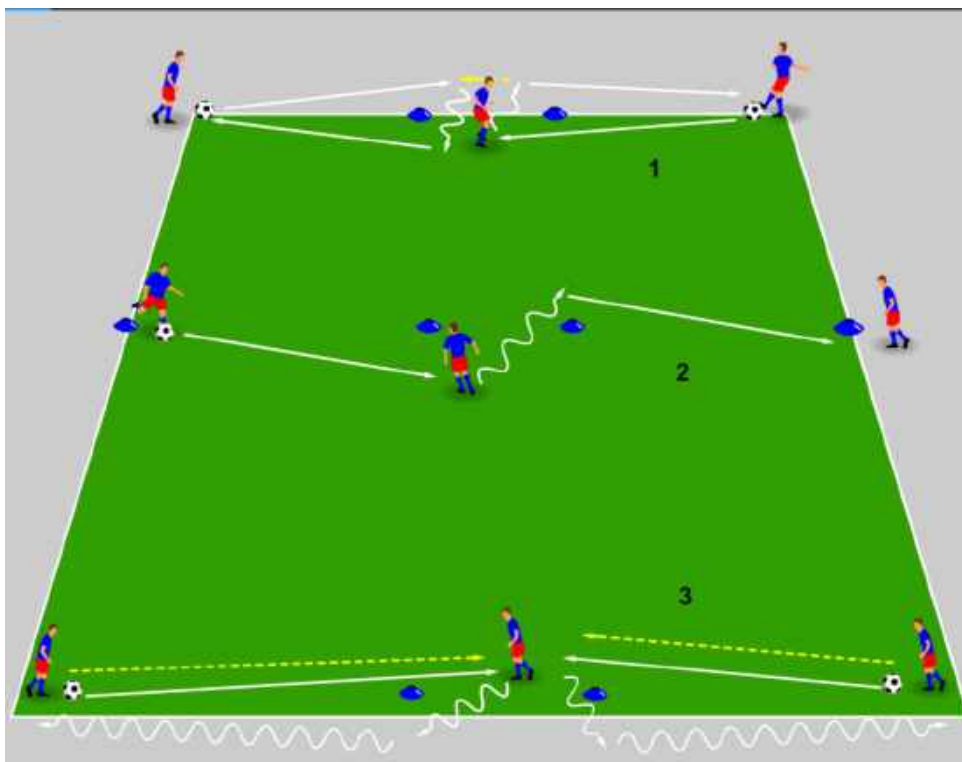
Coaching Points:

- Work as a team in attack and defence with third man runs.
- Use the width and depth of the area and keep mobile.



Model Sessions: Level 4

L4: First Touch– Skill Introduction (12-15min).



CORE SKILLS: FT, STB. FOCUS on one core skill per session.

KEY ASPECTS: SCAN (look around), open up your body pending on where you want the ball to go next.

INSTRUCTIONS:

Ingredients: multiple Balls, bibs , cones

Set up:

Set up the organisation as shown in the diagram. Players in threes, positioned as shown. Both players at the sides with a ball; the player in the middle stands in a 2m x 2m grid without ball.

DESCRIPTION

The exercise starts with a player on one side passing the ball to the player on the opposite side. They must move the ball with their first touch side-ways and pass it back with their second touch (or when they have it under control-basic players).

Then they receive the next ball from the player at the opposite side, etc. (see variation 1) Rotate positions after 10 repetitions. Use various techniques i.e. right/ left foot only; inside/outside foot only.

In variation 2, the central player receives the ball, turns in the grid (one touch) and passes to the player at the opposite side with their 2nd touch. This player receives the ball and passes it back again to the player in the grid, etc. (so here we use one ball only!). Again: left and right; inside and outside foot.

In variation 3, the outside players follow their pass, sprinting to the left or right cone of the grid. The player in the middle must now move the ball out of the grid in the opposite direction with their 1st touch and dribble the ball to the empty cone.

The new middle player now receives the ball from the other end and the pattern is repeated.

Concluding competition:

Use one of the 1st touch techniques for a relay:

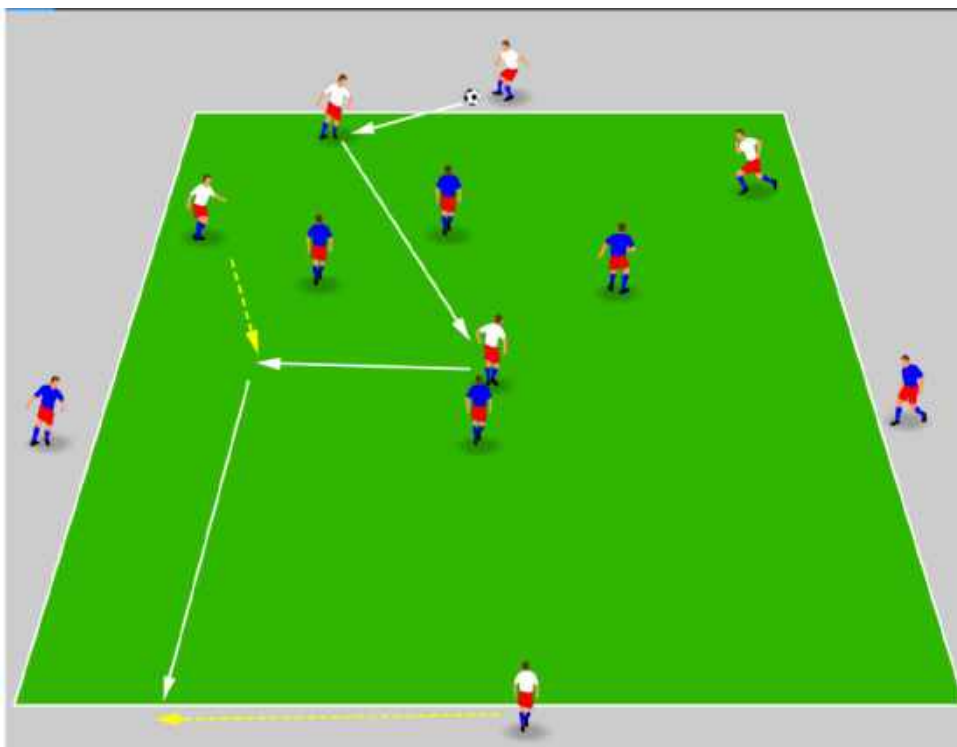
“which group has concluded 10 perfect repetitions by all 3 players first”

“OK, one more time and now(other technique).

Coaching Point:

- Scan before you receive the ball.
- Have your body position sorted prior to receiving the ball.
- Always be moving towards the oncoming ball.
- Game realistic actions.

L4: First Touch– Skill Training (12-15min).



CORE SKILLS: FT, STB. FOCUS on one core skill per session.

KEY ASPECTS: SCAN (look around), open up your body pending on where you want the ball to go next.

INSTRUCTIONS:

Ingredients: multiple Balls, bibs , cones

Set up:

Set up the organisation as shown in the diagram. In a positioning game 4 v 4 + 2 'rescue/bounce' players (6 v 4) in a 30m x 30m grid

DESCRIPTION

- The 'rescue' players of both teams are positioned opposite each other as shown in diagram)
- Mandatory 2 touches for all players, including the 'rescue' players (this simple restraint sees to it that each 1st touch is very important and must be good!)
- If someone passes to a rescue player, both players (passer and 'rescue' player) must immediately swap positions.

Step down:

- Increase grid size
- Use a 'joker' to overload the possession team.

Note: this can also be used to overload the defending team, for added difficulty.

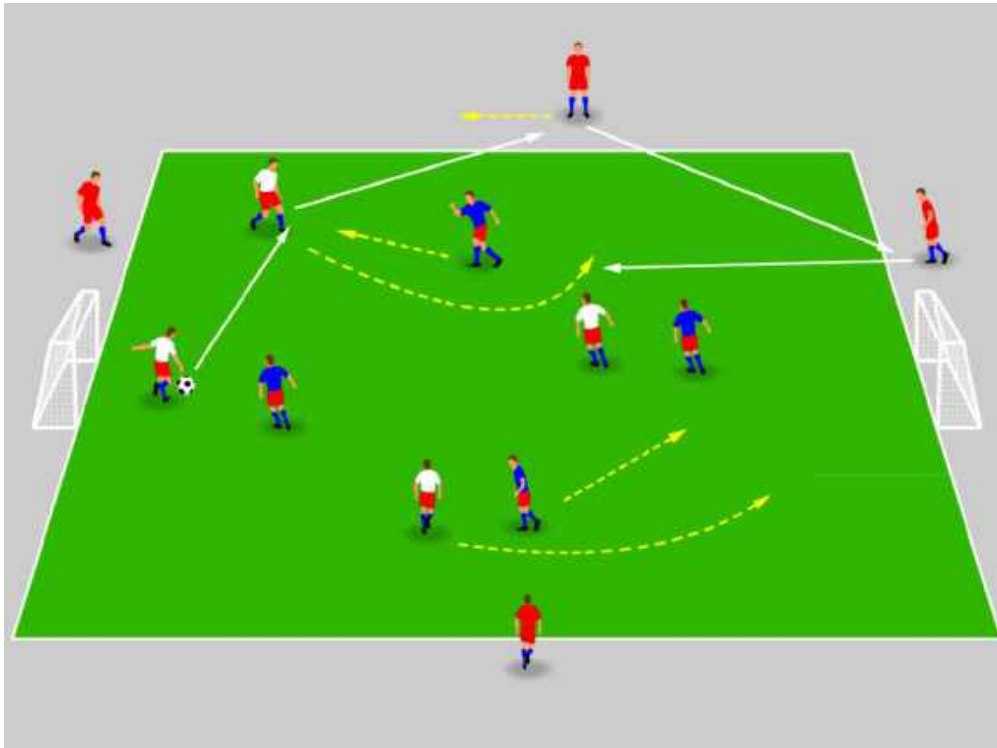
Step up:

- Reduce grid size, don't make it too restrictive.
- Game: one point for every successful interchange passer-rescue player (NB the rescue player must continue possession).

Coaching Point:

- Scan before you receive the ball.
- Have your body position sorted prior to receiving the ball.
- Always be moving towards the oncoming ball.
- Game realistic actions.

L4: First Touch– Skill Game (12-20min).



DESCRIPTION

4 v 4 (8) in a grid of approximately 35m x 35m with goals positioned as shown.

The team in possession plus the outside players scores a goal when one of their players passes the ball into the mini goals.

Mandatory 2 touches for all players

If the defending team wins the ball, the roles change without stopping the game.

“Which teams scores most?” swap the outside players in at regular time periods (every 4 minutes?).

Step up:

- The attacking team must make an effort to score within 30 seconds, otherwise the possession goes to the opponent

Step down:

- Add another goal
- Introduce a ‘joker’

Variations:

Swap after every goal or out of bounds change of possession.

CORE SKILLS: FT, STB, RWB, 1v1. FOCUS on one core skill per session.

KEY ASPECTS: SCAN (look around), Position your body to receive as to where you want to play the ball next. Away from the defender or towards goal etc.

INSTRUCTIONS:

Ingredients: multiple Balls, bibs , cones, 2x mini goals.

Set up:

Set up the organisation as shown in the diagram. In an area of approx. 35m x 35m. With 2x mini goals for each team to score into.

L4: Striking The Ball – Skill Introduction (12-15min).



DESCRIPTION

The players move and pass (with eye contact) to players on the outside of the grid, and they in turn return the ball to the passing player.

Progressions:

- Bounce the ball before moving on to another side player.
- Ensure that you are making a triangle (pizza shape) return pass.(see A).
- Pass the ball from more than half way in the area (laces) for power.
- Swap in after receiving the ball from a pass.

NOTE: Make sure you have all players equal time outside and inside.

Coaching Point:

- Scan before you receive the ball.
- Have your body position sorted prior to receiving the ball.
- Always be moving towards the oncoming ball.
- Game realistic actions. (speed of movement and ball speed).

CORE SKILLS: STB, FT. FOCUS on one core skill per session.

KEY ASPECTS: SCAN (look around), open up your body pending on where you want the ball to go next. Play the ball firmly with precision with the inside (accuracy) or laces (power).

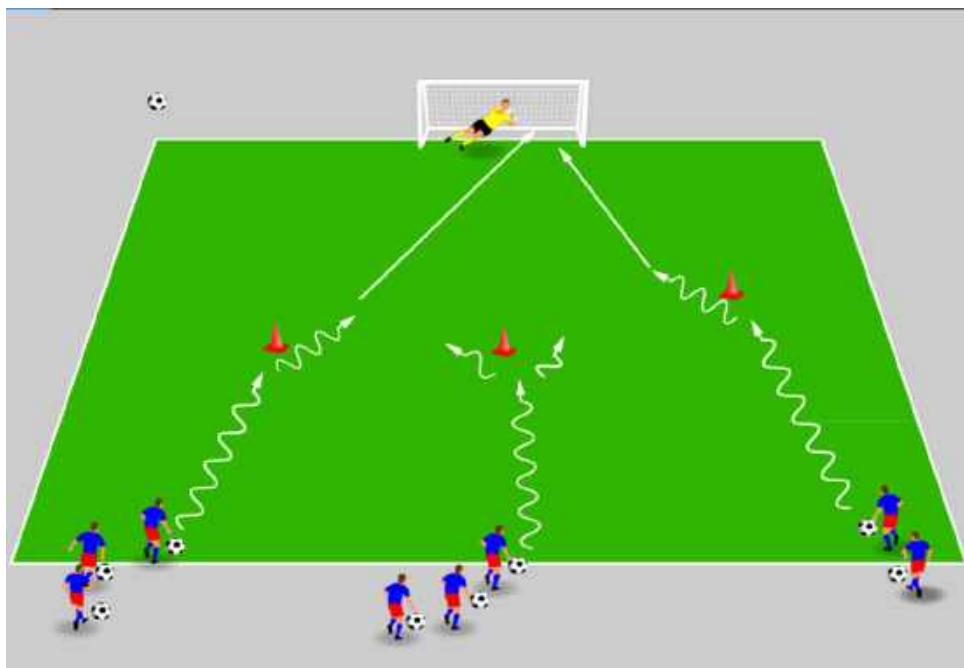
INSTRUCTIONS:

Ingredients: multiple Balls, bibs , cones

Set up:

Set up the organisation as shown in the diagram. Players in pairs, positioned as shown. Players outside with the player in the middle with a ball.

L4: Striking the Ball - Skill Training (15-25min).



CORE SKILL: STB, RWB FOCUS on one core skill per session.

KEY ASPECTS: Using the inside or your foot and the laces to strike the ball.

Ingredients: Multiple Balls, all per player, bibs , cones, goal.

Set up: In a 30m x 30m grid the players are divided into 3 groups with a ball each. Make sure the grid is big enough to have room to run.

DESCRIPTION:

One group focuses on right foot shooting, the other on left foot. Change groups regularly.

Line #1 moves at the goal and cuts inside to shoot, Middle line goes either Right or Left (could be coaches call), far Right line cuts inside to shoot.

After shooting the player fetches the ball and return to the next line progressing Left to Right so all have alternating turns.

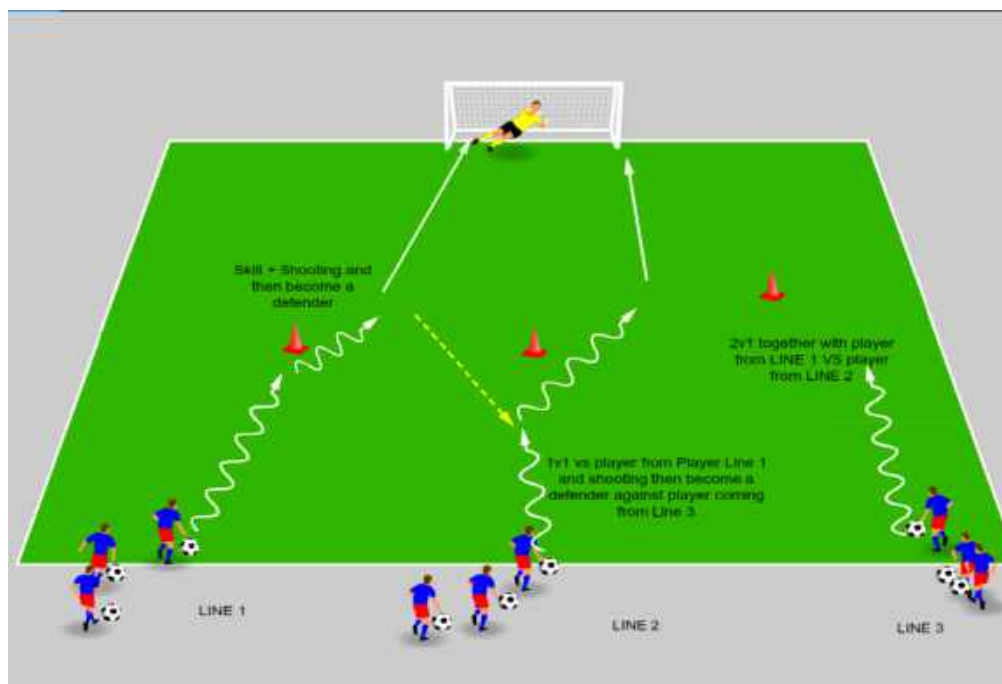
PROGRESSION:

Step up/step down

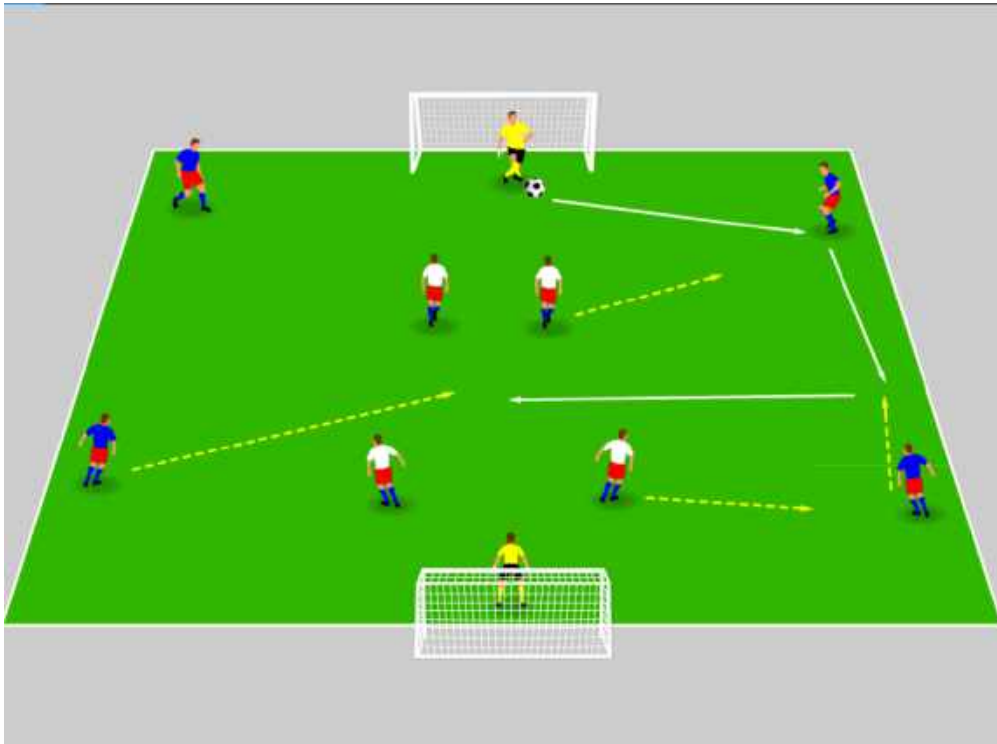
- Increase the angle and/or distance from the start point to the shot.
- With younger players, the coach may move the cones closer towards the goals so the shots are from shorter distance (ensure safety of players by not moving too close to the GK)

Variations:

- #1 after shooting can defend in line #2.
- Line #2 takes on the the defender of moves quickly forward to avoid them to shoot.
- Line #3 can combine with player from Line #1 and a defender from Line #2.
- Or variations of the same.



L4: Striking the Ball – Skill Game (12-15min).



DESCRIPTION

The game starts with a 5 v 5 game.
Rotate the GK regularly.

Step up:

- Limit the time or number of passes to take a shot (always more than 2).
- Give a time limit “Shot clock” to get shot away, 20 seconds.
- Make the area smaller / narrower.

Step down:

- Make the area bigger

Here is another option (with the emphasis on awareness and shooting precision):

- Add in mini goals either side of the main goal, players score by shooting in one of the three goals. The goalkeepers try to defend all 3 goals. You can even not have a GK in this game.
- If not enough shooting takes place: add 1 or 2 ‘jokers’, playing on the possession side.

Coaching Point:

- As soon as the line to the goal is open: **SHOOT.**
- Move the ball quickly to open the line to the goal.
- Don’t just boot it, precision is more important.

CORE SKILLS: STB, FT, RWB, 1v1. FOCUS on one core skill per session.

KEY ASPECTS: Using the inside or your foot and the laces to strike the ball.
SCAN (look around), Position your body to receive as to where you want to play the ball next. Away from the defender or towards goal etc.

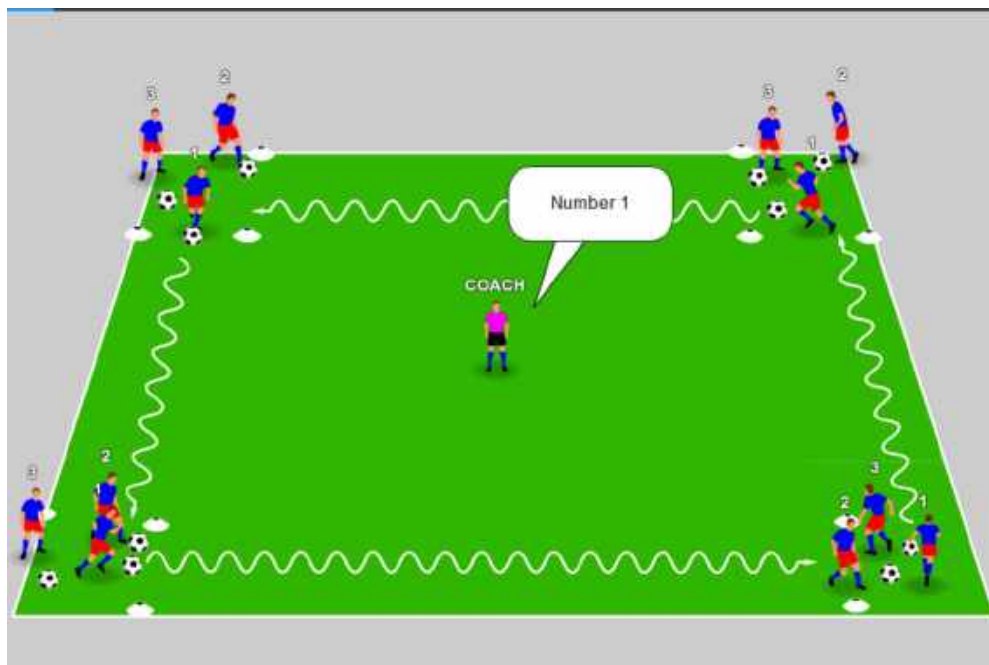
INSTRUCTIONS:

Ingredients: multiple Balls, bibs , cones, 2x goals.

Set up:

Set up the organisation as shown in the diagram. 5 v 5 ‘shooting game’ in a grid of approximately 30m x 30m. In each half there is a goalkeeper + 4 outfield players from each team Plenty of balls in/next to the goals.

L4: Running with the Ball - Skill Introduction (15-20min).



CORE SKILL: RWB

KEY ASPECTS: Using the inside or your foot, moving at speed into open areas changing direction to avoid other pairs.

Set up:

Ingredients: Ball per player, bibs, cones.

DESCRIPTION:

A grid of approximately 30m x 30m has 4 small 5m x 5m grids in all 4 corners.

The players are divided into 4 groups of 3 players and positioned in the corner grids with a ball each as shown.

The 3 players in the corners wear different colour bibs or are numbered 1-3.

On the coaches signal all players of the same group (all same colour or #1's) run with the ball to the next corner followed by the next group, again after the coaches signal.

When everyone is back in the grid where they started; we start again but now in the other direction using the other foot only. In the beginning the speed is low and should be raised gradually.

PROGRESSION: (both with right as well as with left foot):

- Accelerations
- Stop-starts
- Feint stops and turns followed by an acceleration

Concluding tagging game

One player with a ball in every corner grid; the rest of the players with a ball in the centre grid. There are one or two 'taggers' without a ball who try to tag the players with the ball. The players that get tagged, leave the grid and wait outside. A player can 'escape' the tagger by running with the ball into a corner grid but then the player that stands there must immediately leave the grid.

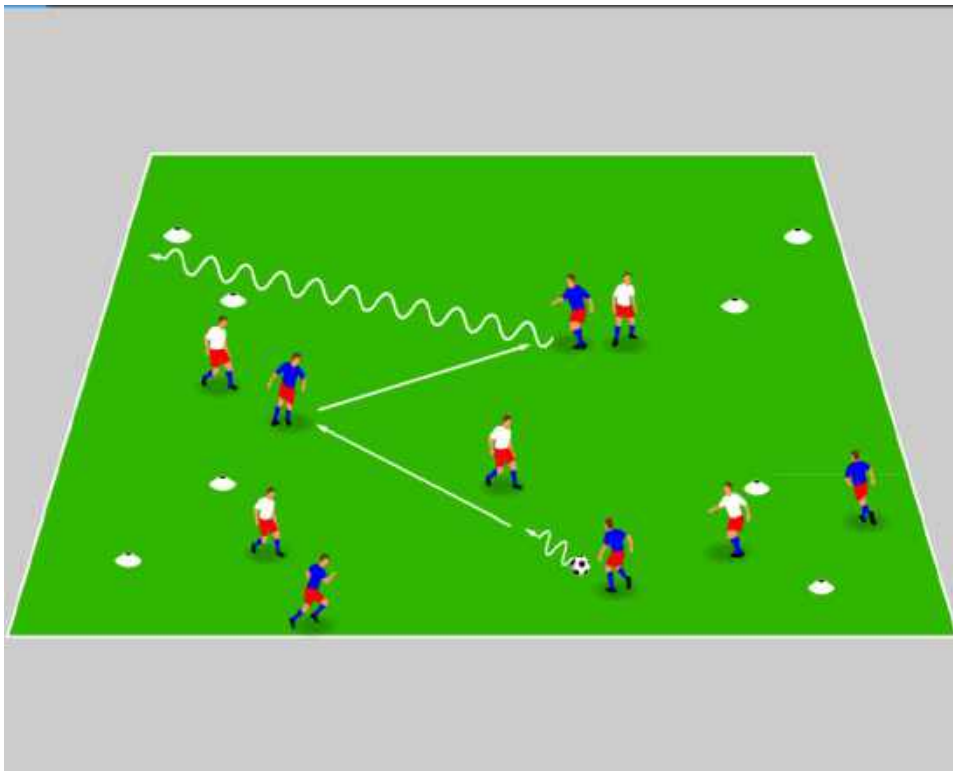
"How long does it take the taggers to tag all the players?"

After everyone has had a turn as taggers:

"Who are the winners?" (i.e. fastest time)



L4: Running with the Ball –Skill Training (15-20min).



DESCRIPTION

The pairs pass the ball back and forward to each other while waiting for their turn.

The exercise starts at the coach's whistle, player #2 passes the ball past #1 in the direction of the goal. Player #1 turns and runs with the ball towards the goal and tries to score (inside the box). Player #2 gives chase and tries to stop #1 from finishing.

As soon as the action ends, pair A return to their grid and pair B starts; etc. after every turn #1 and #2 change positions.

Regularly change the composition of the pairs as well.

Coaching Point:

- Push the ball forward every 3-4 steps.
- Run as fast as you can but keep the ball under control.
- If the defender catches up with you, this is what you can do: (demonstrate!)
 - Feint to turn and accelerate again
 - Feint to stop and accelerate again
 - Cut off the defenders line by crossing in front
 - Take on the defender 1 v 1 if they get in front.

CORE SKILLS: RWB, STB, FT. FOCUS on one core skill per session.

KEY ASPECTS: SCAN (look around), change speed and direction, use your skills.

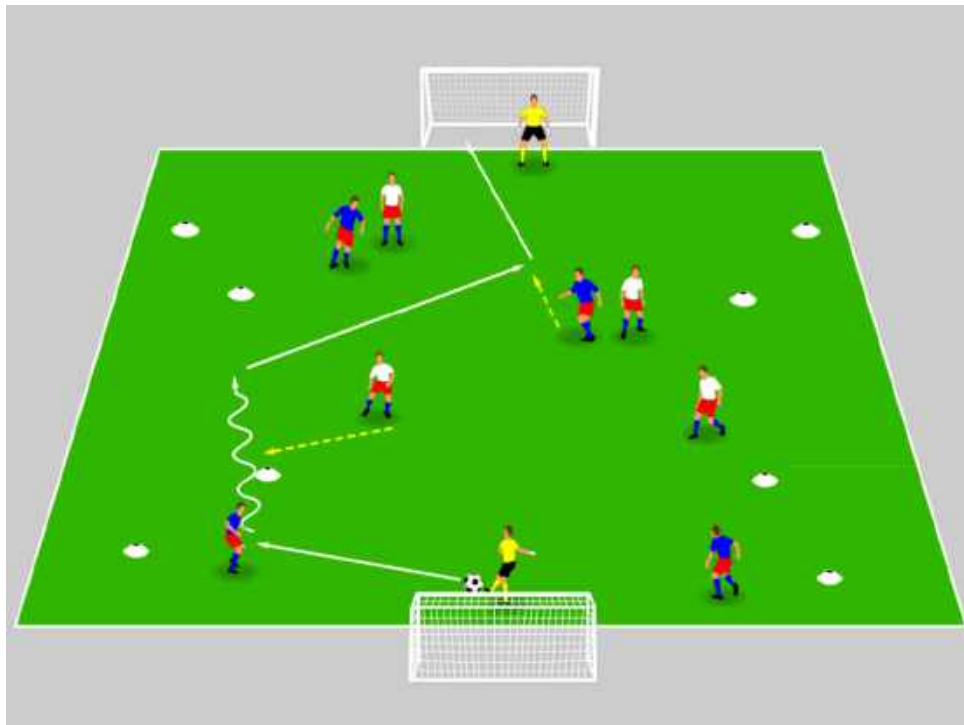
INSTRUCTIONS:

Ingredients: multiple Balls, bibs , cones

Set up:

Create gates with cones. Players in pairs.

L4: Running with the Ball –Skill Game (10-15min).



DESCRIPTION

The team in possession scores a goal when one of their players runs with the ball through one of the gates and that enables them to shoot.

“Which teams scores most?”

Step up:

- The attacking team must make an effort within 30 seconds, otherwise the possession goes to the opponent.
- Decrease the gate size

Step down:

- Increase the gate size
- Introduce a ‘joker’

Note: you can eliminate the GK and have smaller goals.

CORE SKILLS: RWB,FT. FOCUS on one core skill per session.

KEY ASPECTS: SCAN (look around), change speed and direction, use your skills.

INSTRUCTIONS:

Ingredients: multiple Balls, bibs , cones

Set up:

Create with cones a field with multiple gates. 5 v 5 in a area of approximately 35m x 35m. There are five gates of 3m positioned as shown.

L3: 1 vs 1 – Skill Introduction (12-15min).



CORE SKILLS: 1 v 1, RWB. FOCUS on one core skill per session.

KEY ASPECTS: SCAN (look around), change speed and direction, use your skills, feints etc..

INSTRUCTIONS:

Ingredients: multiple Balls, bibs , cones

Set up:

Set up the organisation as shown in the diagram, with multiple triangle zones marked by cones. Positioned inside a large area of approximately 40m x 40m are a number of 5m x 5m x 5m triangular grids. The players are split into 2 groups (orange and Blue) of equal numbers, orange with ball and blue without. The number of triangular grids equals the number of players per group.

DESCRIPTION:

Of the group without the ball, each player must stand inside a triangular grid (see diagram) and defend.

The orange players dribble around the area and ‘attack’ the triangles from any possible side. Only one player can attack a triangle at the same time (awareness; communication).

The blue players have to ‘defend’ the borders of their triangles (passively at the beginning).

Change roles of groups regularly.

Player Actions/Tasks to encourage:

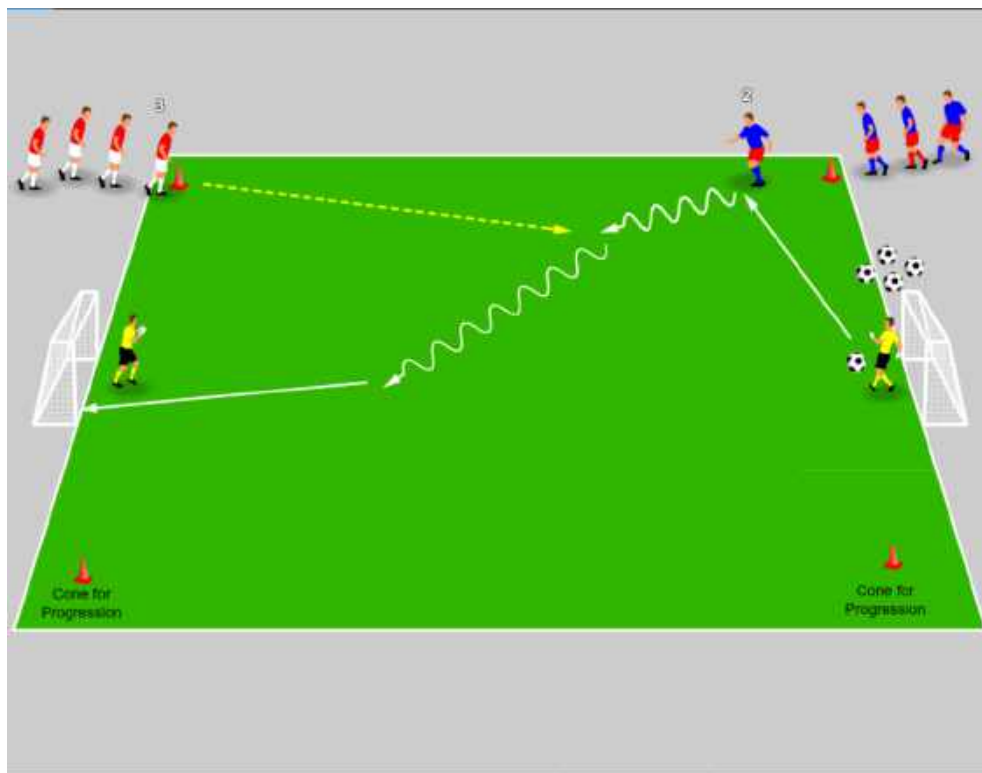
- “Make feints” (free choice or prescribed)
- “Now only use your weaker foot”
- “Now increase the tempo but avoid collisions” (“heads up”)
- “Defenders, gradually raise the resistance”
- “Defenders now full resistance, try to stop the attackers entering your grid”

Concluding Game:

Each player individually counts the number of times they are able to beat a defender and dribble through their triangle.

- “You have 2 minutes”
- “What is the group’s total?”
- “OK, now change roles and see if your group can beat that number”

L3: 1 vs 1 – Skill Training (12-15min).



CORE SKILLS: 1 v 1, RWB. FOCUS on one core skill per session.

KEY ASPECTS: SCAN (look around), change speed and direction, use your skills, feints etc..

INSTRUCTIONS:

Ingredients: multiple Balls, bibs , cones, and goals.

Set up:

Set up the organisation as shown in the diagram. In an area of approx. 20m x 20m. Two groups (red and blue) of 4 players positioned opposite one another.

DESCRIPTION

- GK plays the ball to Blue group. Red without a ball.
- #1 Blue immediately sprints to the attack the goal (red must start defending as forward as possible, waiting in own half is not allowed).
- Blue #1 receives the ball and takes on red #1 at speed, trying to get past them and score.
- The action stops when blue scores or red wins the ball.
- Red #1 now takes the ball and joins the blue line while blue #1 joins the red line.
- After everyone's had a turn, the blue now become the defenders and red the attackers.
- "Count the number of goals: who scored most?"

Progression:

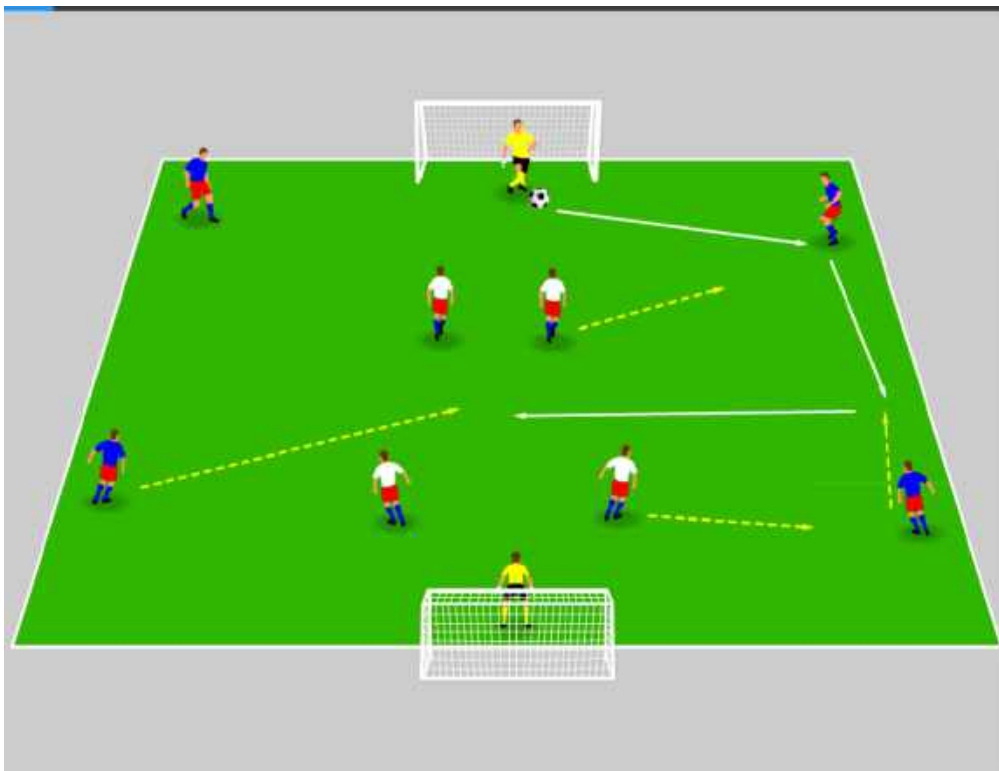
- Defenders can score too when they win the ball
- 2 v 1
- 2 v 2
- #1 passes to #1 orange and engage in 1 v 1
- #2 blue first runs around one of the corner cones before entering the area to make it 2 v 1.
- #2 red skips a turn and jogs around the grid to join the blue line, to keep the lines balanced.

Coaching Point:

- **Attacker:**
- Go at the defender with speed
- Use a feint to put the defender off balance.
- Threaten to pass to the overlapping player but accelerate past the defender instead.
- **Defender:**
- Show the attacker one way.
- Bend your knees and stand on the balls of your feet, so you're able to change direction quickly.
- The best moment to commit is when the attacker takes a heavy touch or slows down.

Note: You don't have to have a GK, the opposite line can pass the ball across to the opposite line to commence.

L4: 1 vs 1 – Skill Game (12-15min).



CORE SKILLS: 1 v 1, RWB. FOCUS on one core skill per session.

KEY ASPECTS: SCAN (look around), change speed and direction, use your skills, feints etc..

INSTRUCTIONS:

Ingredients: multiple Balls, bibs , cones, goals.

Set up:

Set up the organisation as shown in the diagram. In an area of approx. 20m x 20m. With 2x goals for each team to score into.

DESCRIPTION

Two teams of 5 players each. They try and score by shooting into their goals, for 1 point.

- If a team beats a player 1v1 when they score its worth 5 points.
- If a team beats a player 2 v1 with a wall pass etc when they score its worth 3 points.
- The points are reset if the team loses possession before scoring.

Variations:

No goals but the attacker must run with the ball across the end zone line to score.

Step up:

- The attacking team must cross over the halfway line within 15 seconds otherwise the possession goes to the opponent
- Decrease the area width.

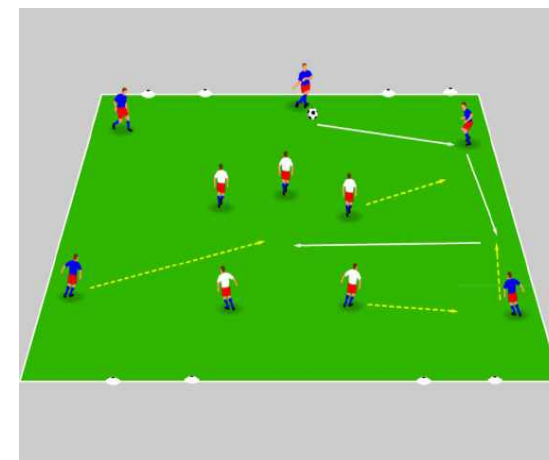
Step down:

- Increase the area width.

Coaching Points:

- Work as a team in attack and
- defence with third man runs.
- Use the width and depth of
- the area and keep mobile.

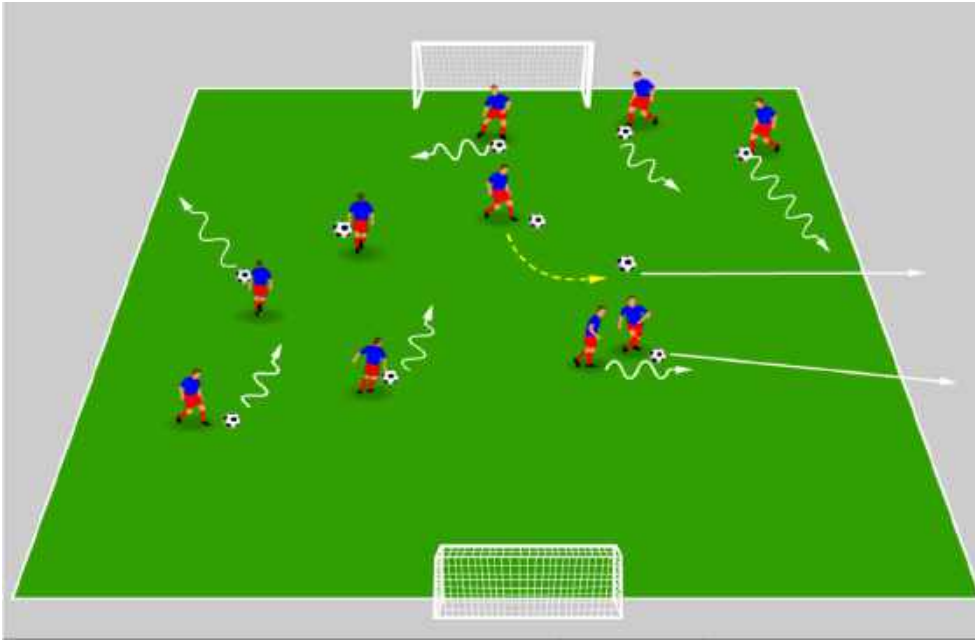
Variation without GK's





Additional: Reset & Solo sessions.

BR: Beginning/Reset Activity: **Bee Hive** (10-15 min).



DESCRIPTION

They attempt to kick the other players' balls out of the area while keeping their own ball under control.

The players must be careful – while they are kicking someone's ball out, someone else might kick theirs out! If their ball is kicked out, the player must leave the area immediately without kicking any other balls out.

The player can fetch their own ball and juggle or practice their skill while they wait until there is a winner and the game starts again.

Coaching Points:

Keep the ball close.

Look up and be aware of all other "dangerous" players.

CORE SKILLS: RWB, 1v1

KEY ASPECTS: Feints, change speed and direction, use your body.

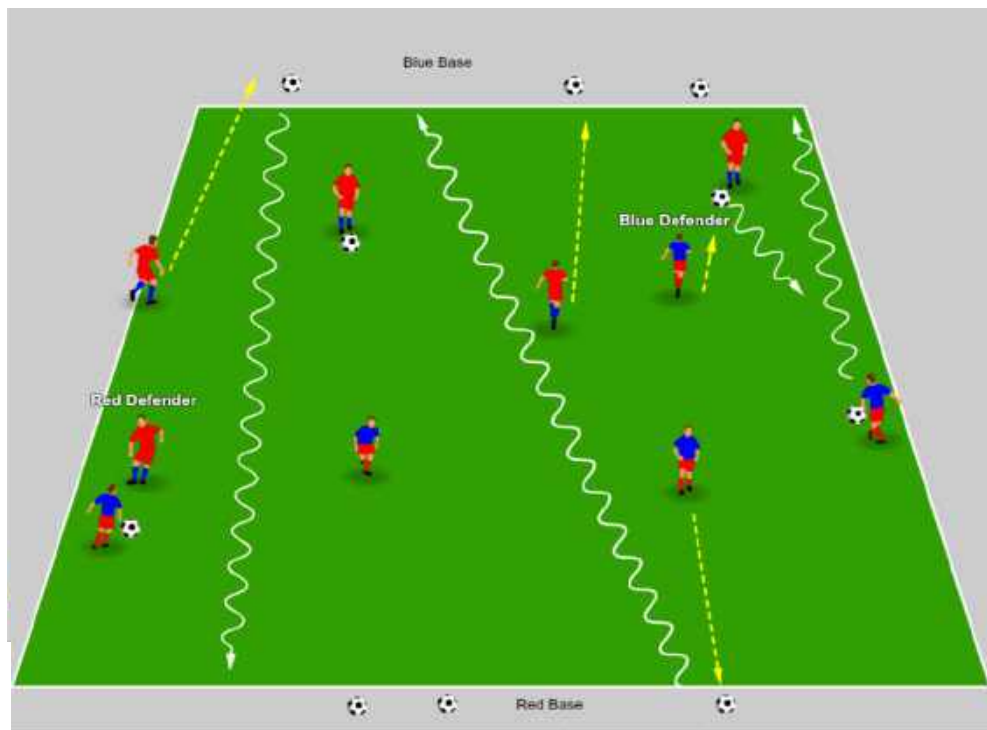
INSTRUCTIONS:

Ingredients: Marker cones , goals, ball per player.

Set up

Players with a ball each dribble around an area about 7m × 10m.

BR: Beginning/Reset Activity : **Dribble and Steal** (10-15 min).



DESCRIPTION

Players try to steal the other team's balls and dribble them to their own half without being dispossessed by the other team.

Assign one player from each team to be the defender to try and stop the other team from reaching their goal line.

Coaching Points:

Keep the ball close.

Change Speed and direction.

Constantly scan.

Shield the ball away from defender.

CORE SKILLS: RWB, 1v1.

KEY ASPECTS: Running with the ball, Scan, Little Touches, 1v1.

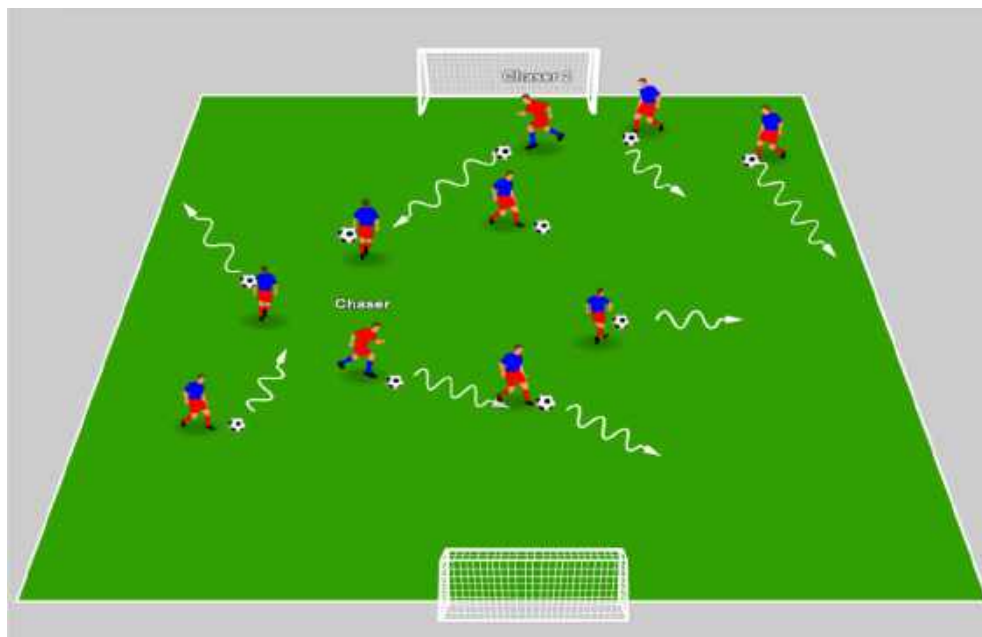
INSTRUCTIONS:

Ingredients: Balls, cones, bibs.

Set up

Organise players into two even teams, each in separate halves of the playing area
Place a number of balls behind each goal line.

BR: Beginning/Reset Activity: **Dribble Tag** (10-15 min).



CORE SKILLS: RWB

KEY ASPECTS: Running with the ball, changing speed and direction, scanning.

INSTRUCTIONS:

Ingredients: Marker cones , goals, ball per player, bibs.

Set up

In an area about 10m × 14m, players dribble their balls around.

DESCRIPTION

A 'chaser' is nominated and they try to tag the other players while keeping control of their own ball.

The other players avoid him or her while keeping control of their balls.

If you are the tagger you must carry a bib so everyone knows who the chaser is. Step up using more than one chaser.

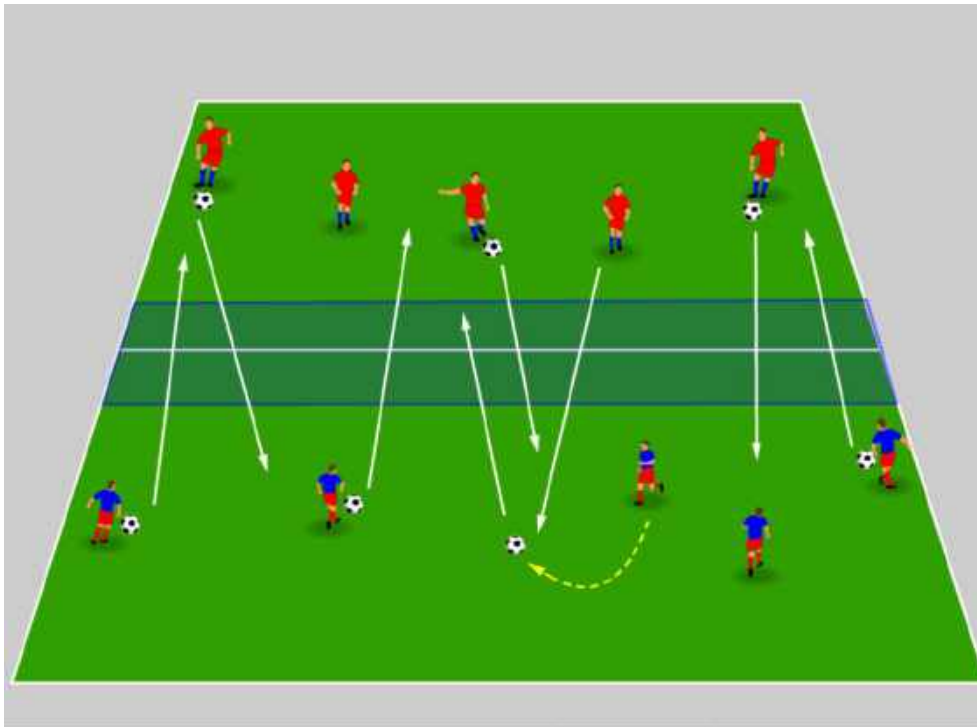
Coaching Points:

Keep the ball close.

Scan and be aware of your surroundings.

Shield the ball from other players.

B: Beginning: **Cross the River** (10-15 min).



CORE SKILLS: STB

KEY ASPECTS: Shooting and passing from different angles.

INSTRUCTIONS:

Ingredients: Ball per player, cones for areas.

Set up

2 groups of equal size face each other at each half of the field. Each player has a ball at their feet.

DESCRIPTION

On a signal, players pass their ball over a line or zone (*the River*) in the direction of the opposite team. They continue to pass any balls in their area over to the other side to try and clear their own area. After a set period, balls are counted to see who has the fewest balls in their area.

Coaching Points:

Make sure the players control the ball before playing it.

Move back after passing the ball.

Go towards the oncoming ball.

Keep out of the "river".

B: Beginning: **Twister** (10-12 min).



CORE SKILLS: RWB

KEY ASPECTS: Dribbling with the ball close to your foot, scan around, use both feet, perception.

INSTRUCTIONS:

Ingredients: Ball per player, different coloured cones.

Set up

This activity should be arranged in a square 15m x 15m and requires at least three cones of two or more colours placed randomly inside the square.

DESCRIPTION

Players dribble their balls round the outside perimeter of the area. Call out a colour and the kids must dribble into the square, around the cone with their football. Remind players to keep their heads up and watch out for possible collisions.

PROGRESSION

Round all cones of that colour.

Players to use their right foot only.

Players to use their left foot only.

Players to use the inside of their foot only.

Players to use the outside of their foot only.

Coaching Points:

Player running:

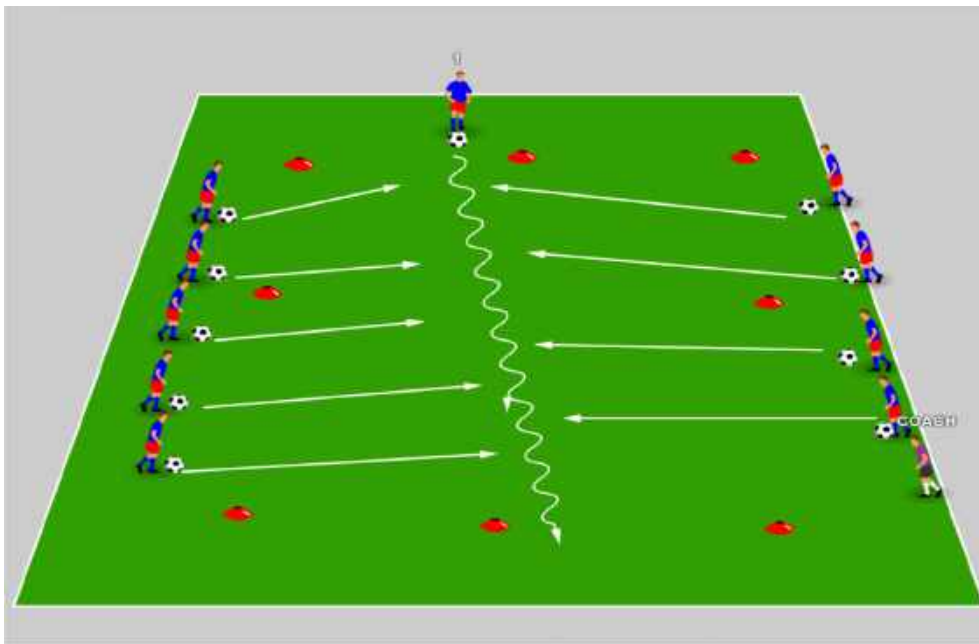
Accelerate, decelerate

Practice their feints

ALTERNATIVE: There are more possible variations, limited only by the number and colour of your cones, and your imagination!



B: Beginning: **Space Invaders** (10-12 min).



CORE SKILLS: STB, RWB

KEY ASPECTS: Look up, scan surroundings, shoot on the run, change speed and direction, use both foot.

INSTRUCTIONS:

Ingredients: Ball per player, cones.

Set up

Set up a rectangle and position all players at each side of the rectangle with their ball but 1 (player 1 in the picture). Size of the rectangle should depend on player ability. Mind the strength to kick the distance.

DESCRIPTION

Rules: Player 1 needs to try to reach the opposite line avoiding his ball being hit by other players. Other players try to hit player 1 ball. Rotate players running. Once everyone has a turn, the player who got less hits will be the winner.

PROGRESSION

Step down: Play by elimination. Everyone starts running and the coach starts by kicking alone, if coach hits you, you join his team and kick balls from the side to the other.

Step up: Advance level. Set up pairs and one ball per pair. One pair will stay in the middle with no ball. Players on the side try to pass the ball to their partners on the opposite side. Players in the middle try to intercept the ball, if they do they swap places with the pair who lost the ball.

Coaching Points:

Player running:

Protect your ball

Accelerate, decelerate

Fake, feints

Players shooting:

Use inside to be more accurate

Predict where he is moving.

Mind the strength to kick the distance.

B: Beginning: **1vs1 World Cup** (10-12 min).



CORE SKILLS: 1v1

KEY ASPECTS: 1v1 skills, defending, feints, change speed and direction, use your body.

INSTRUCTIONS:

Ingredients: Marker cones , goals, balls.

Set up

Set up different fields close to each other. Number and type of goals can vary depending on what is available.

DESCRIPTION

Players play 1v1 games of 2 min. Set up different divisions for each field, if you win, you will move up to the next division, unless you are in the top division (in this case you will play on the same field). If you lose, you move down one division, unless you are in the lowest division (in this case you will play on the same field).

Coaching Points:

DEFENDING:

Body Shape.

Keep on the balls of feet.

Angle and shape your body slightly sideways.

Keep your eye on the ball.

Always stay between the ball and goal.

ATTACKING:

Accelerate, decelerate.

Fake, feints.

Predict where defender is moving.

Try and send the defender the other way.

B: Beginning: **Relays** (10 min).



CORE SKILLS: RWB

KEY ASPECTS: Look up , change speed and direction, use both foot, close control.

INSTRUCTIONS:

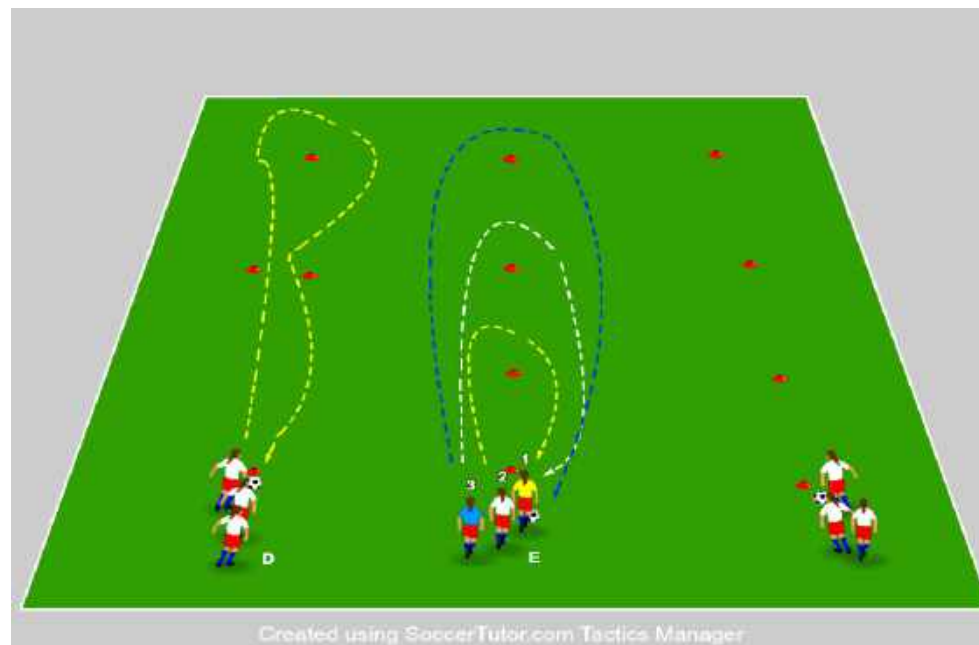
Ingredients: Ball per player, cones.

Set up

Each player starts with a ball, dribbles around the marker (as shown in diagrams A B C D E and returns to the start. Each section is its own game illustrated here for space on the page.

Upon returning to the starting point, the next player starts the same pattern with their own ball or with one ball per group. If one ball per group they then starts their turn on the same course after the first player returns and tags them in.

Give the group a quick break for a drink when necessary



DESCRIPTION

The more skill your players acquire, the more the ball should be used and the greater the challenges can be, if there are more than six players, make another lane of cones and keep it to two players in a line (this avoids long queues)

PROGRESSION

Each player starts with the ball at the front of the line, and dribbles around the marker in a full circle, as shown in the diagram, then dribbles around the second marker then returns to the beginning. When they return the next player starts.

Players use their Right Foot only (Left) (Inside of their foot only) (Outside) etc.

Each Group to use the same shared ball.

In E change the player positions regularly so they all run cover the same distance or have them do all three sectors to complete a turn.

Coaching Points:

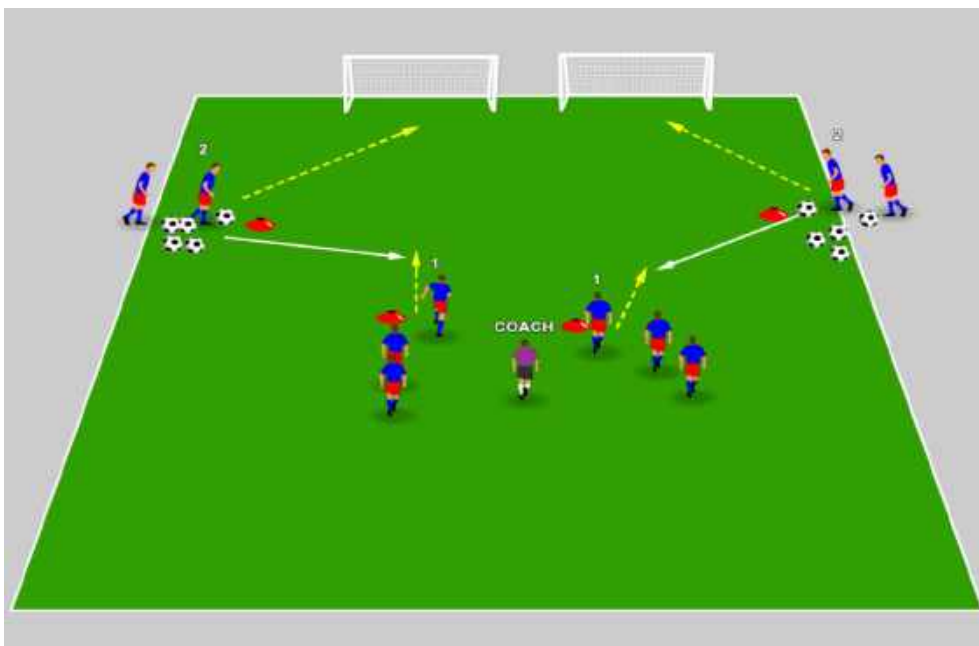
Players running quickly:

Protect your ball with close control

Looking up always.

Note: You can vary the width of the gates based on ability.

M: Middle: **Strikers & Goal Keepers** (10-15-min).



CORE SKILLS: STB, First Touch

KEY ASPECTS: First Touch, control the ball, STB (pass and shoot), shoot on the run.

INSTRUCTIONS:

Ingredients: 2 goals or tall cones to make goals (better not use mini goals so goalkeepers have more to do), balls, cones, bibs.

Set up

Marked field of approx. 1/3 of full field. Set up two goals big enough to have goalkeepers. Use cones if no goals available. Set up 4 lines with cones.

DESCRIPTION

Players on the passing line (2 in the picture) pass the ball to the middle line and run to their closest goal to perform as Goalkeepers. Players in the middle line (1 in the picture) control the ball and try to score in the goal in front of them.

After shooting, both players swap places and come back to their lines using the outside of the field.

Goals with weak foot count double.

Swap lines so players practice from both profiles.

Step down: Goalkeepers can only stay in the line

Step up: Fixed Goalkeepers and player 2 will be a defender instead of a Goalkeepers so player 1 need to get past player 2 before scoring.

Coaching Point:

Open your body to control the ball

Can you take a touch in the direction you want to go?

Shoot on the run

Run and attack goal as quickly as possible

M: Middle: **Crazy Keepers** (10-15-min).



CORE SKILLS: STB, RWB, 1V1

KEY ASPECTS: Look up, scan surroundings, shoot on the run, change speed and direction, use both feet.

INSTRUCTIONS:

Ingredients: Ball per player, Tall cones to create goals, bibs, cones.

Set up

Marked field of approx. 1/3 of full field. Set up 3 goals with tall cones and select two players to be the "Crazy Keepers". Rest of the players but two will go to the blue starting point with a ball. Position two players as controllers behind the goals.

DESCRIPTION

Game is played in rounds of 2 minutes. Player with more points at the end of the round is the winner and can be Crazy Keeper if he wants to.

You get 1 point by scoring a goal, shooting into any of the goals. 2 points by scoring with your weak foot. 2 points by scoring at the same time that one of the controllers controls the ball behind the goal. 3 points if you score with your weak foot at the same time that one of the controllers controls the ball behind the goal. You get 1 point as controller when you control a ball which somebody has scored.

After shooting you became a controller. After somebody shoots controllers get that ball and dribble the ball back to the starting point using the outside of the field (see players 3 and 4 in the picture).

Coach speeds up the exercise by calling more than one player at a time.

PROGRESSION

Step down: U6s or low skill groups can play without the controllers. Speed up the game so there is no waiting.

NOTE: you don't want the ball going astray through the goals and then having to chase them.

Step up: You can add a defender in the middle.

Coaching Points:

Shoot on the Run

Get Comfortable before shooting

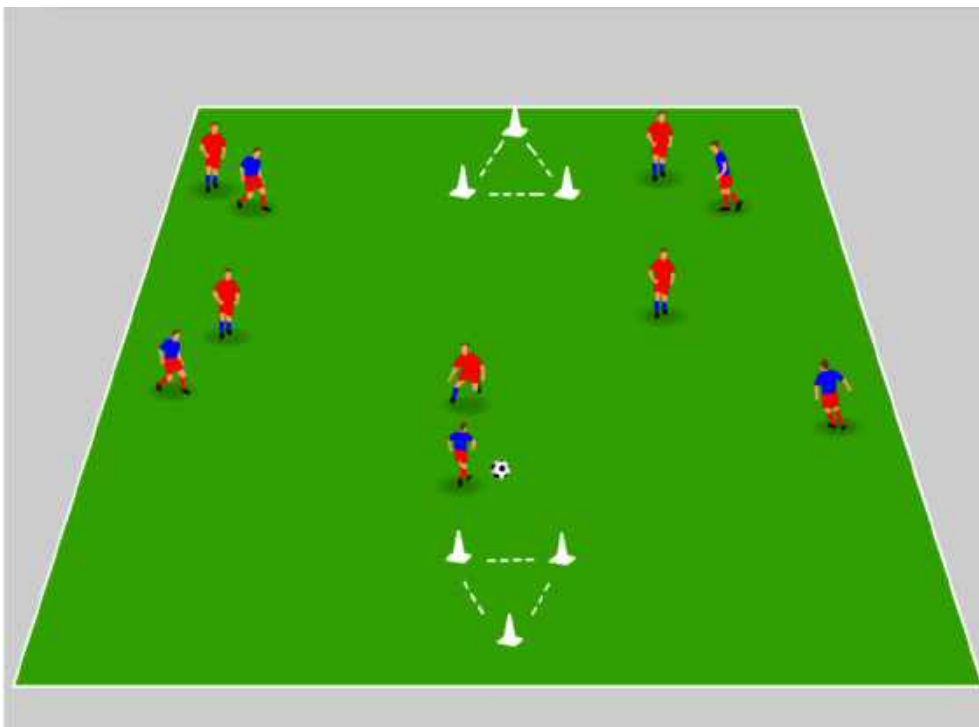
Use both feet

Scan, what goal is free?

Part of the foot to shoot

Controller: Create a passing line!

E: End: **Triangle Goal Game** (10-15 min).



CORE SKILLS: STB

KEY ASPECTS: Shooting and passing from different angles, body shape.

INSTRUCTIONS:

Ingredients: Tall cones or different colour cones, ball, bibs, marker cones.

Set up

Set up two triangular goals and create two even teams.

DESCRIPTION

Triangular goal football 3 v 3 (or 4 v 4, 5 v 5).

To score players must shoot or pass through any one of the 3 sides of the triangle of their designated goal.

Coaching Points:

DEFENDING:

Keep on the balls of your feet.

Body Shape.

Angle and shape your body slightly sideways.

Keep your eye on the ball.

Always stay between the ball and goal.

ATTACKING:

Accelerate, decelerate.

Fake, feints.

Body Shape.

Predict where defender is moving.

Try and send the defender the other way.

Match Day and Game Management.

It's game day in the **Skill Acquisition Phase**

Have a plan or structure.

Have a plan to get the best out of your team.

Be Positive

Observe and consider your match focus and be positive & show composure.

Observe

Check on your players wellbeing and use effective simplified communication in a positive, calm manner. (Look at what each of them needs to work on next week at training. Take notes).

Encourage

Focus on positives and appreciate the players achievements.

• **DO**

- Encourage your players
- Be calm and composed.
- Observe what is happening in the game.
- Give your players equal playing time.
- Be Patient.
- Appreciate the Game Leaders.

• **DON'T**

- Don't try and control or influence the Game Leaders.
- Don't criticise the players.
- Avoid over coaching (less info is more).
- Don't react to the game moments.
- Don't bench players just to win, it's not worth it, they all need even time to develop.
- Avoid long winded speech's, key simplified points.

Everything has context and it depends on the age of your players:

The age and ability of your players will have the biggest impact on how you coach. Coaching a team of 5year old's is very different than a team of 23year old's.

However, the fundamental points are still the same if applied to the appropriate level and needs of your players.

MATCH DAY in the **Skill Acquisition Phase**

Pre Game

Follow a schedule and have a focus for every game, (*“try and play forward”*).

Give your players 2-3 key tasks that follow on from what you worked on at training.

Provide a ball centred warm up.

-35 mins	Organise change room and notes.
-30 mins	Players arrive
-25 mins	Team talk
-20 mins	Ball centred warm up (see warm activity suggestions).
-05 mins	Players organised and ready to play.
-00 mins	Kick off.

How well are you executing your Plan? – Game Day Manager review.

During The Game:

Observe and record key points, Try and observe individual player actions.

Look for 2-3 team tasks (what/how you want your team to perform).

Look for 2-3 player tasks (what/how you want your defenders / attackers to perform).

Write some main points of positive feedback to give players at half time. (team & player tasks).

DON'T OVER COACH. OBSERVE. KEEP IT SIMPLE.

Half Time:

First 2.5 minutes: Let yourself and the players unwind (grab an orange slice/water) for a few minutes. Take a deep breath, check on players welfare/injuries, organise the environment.

Middle 5 minutes: Team talk.

Last 2.5 minutes: Finalise prep and ensure players are ready and know their task. (Alternate Goal Keepers, if required). Remember to illustrate your message, if possible, engage players by asking them for input in your message (still guide and manage this), stick to 2-3 main points. *“Less, is more”*.

Post Game:

Focus on the positives, recognise and give praise to individuals for trying something new or achieving the team task set for the game, no matter what the score.

Do not go over the negatives from a game, especially in a loss, that's the last thing your players want after a difficult match.

Check on your players wellbeing, make sure they cool down physically and emotionally, and when training is on next week.

**PROVIDE LOTS OF
POSITIVE
REINFORCEMENT.**

Player and Team Objectives:(7 v 7).



We continue this process and build upon what we do through specific player and team tasks such as the chart below for 7 v 7 age groups and playing formats. At Football Canterbury we are continually looking at the long-term objectives to graduate footballers as adult fully equipped players, not quick season results that don't develop the player into a fully adaptable footballer.

	U8-U9	Formation: 1 - 3 - 3	
1	BP	Goal Kicks: Play to the side #2 or #5, and if avail the #6.	Longer pass if you see the chance #7 or #11 (more advanced).
		Give support to the defenders when they are in possession	
	BPO	Communication/ Present for the ball / be a player not just a GK Come out of the goal to make it smaller	
2 and 5	BP	Goal Kicks	Give an option high wide or central (where you think you can receive the ball & play forward). Position yourself side on, (ready to play forward and to see both back and forwards). Look to then play 7 / 11 or 9 if possible.
		Take all the throw ins and corners from his/her side	
		Attack when they have the chance	Use overlapping wide runs with your winger to SUPPORT the attack.
		Go towards half way when your team is attacking	
	BPO	Get back between the ball and the goal, to get the ball back asap	
		Defend between the ball and our goal. Try and be compact and central, when their 6 is attacking	
6	BP	Goal Kicks	Position yourself as a CM to give an option diagonally to #2 & #5 and forward if open to #7/#11 & #9.
		Go towards half way when the team is attacking to SUPPORT	
		Travel forward when you are in possession	
	BPO	Mark between the goal and the #9 and anticipate their involvement.	
		Lead the other defenders (Communication) CONCENTRATION Press to get the ball back asap	
7 and 11	BP	Goal Kicks	Position yourself around the halfway line, to move a defender with you. Move away, so as to shift the defender to give room for the #2 and #5 when they get the ball (TIMING) Don't allow the defender to get in front of him
		Throw ins and Corners	Start away to get away from the defender, then make your positive run-forward or in behind.
		Travel forward when you are in possession	Shoot as soon as you have a chance.
		Cut the ball in when you get to the end line.	
	BPO	Press immediately to win the ball back asap.	
9	BP	Goal Kicks	Position yourself high (half way) to drag defenders with you. Give an option to #2, #5, #7 & #11 if possible. Use the area that #7 & #11 will create when they go to receive.
		Travel forward when you are in possession.	Shooting when chances present themselves.
	BPO	Press to re-capture the ball asap.	

Player and Team Objectives:(9 v 9).



We continue this process with the next age group and playing format. At Football Canterbury we are continually building upon the previous years development and adding to the learning, not changing it as you can see by the 9 v 9 progression of two more playing positions.

U10-U12		Formation: 1 - 3 - 2 - 3	
1	BP	Goal Kicks: Play to the side #2 or #5, and if avail the #6, #8 & #10. Give support to the defenders when they are in possession	Longer pass if you see the chance #8 & #10 or (more advanced) #7 or #11. SHORT WIDE PREFERRED.
	BPO	Communication/ Present for the ball / be a player not just a GK Come out of the goal to make it smaller	
2 and 5	BP	Goal Kicks	Give an option high wide or central (where you think you can receive the ball & play forward).
			Position yourself side on, (ready to play forward and to see both back and forwards).
			Look to then play 7 / 11 or 9 if possible.
		Take all the throw ins and corners from his/her side	
	BPO	Attack when they have the chance	Use overlapping wide runs with your winger to SUPPORT the attack.
		Go towards half way when your team is attacking	
6	BP	Get back between the ball and the goal, to get the ball back asap	Position yourself as a CM to give an option diagonally to #2 & #5 and forward if open to #7/#11 & #9.
		Defend between the ball and our goal.	
	BPO	Try and be compact and central, when their 6 is attacking	
8 and 10	BP	Goal Kicks	Position yourself just short of the halfway line, to move defenders with you.
		Go towards half way when the team is attacking to SUPPORT	Move away, so as to shift the defender to give room for the # 2 and #5 when they get the ball (TIMING)
		Travel forward when you are in possession	Don't allow the defender to get in front of you. Always be ready to receive (to play forward).
		Throw ins and Corners	Start away to get away from the defender, then make your positive run-forward or in behind.
	BPO	Drive the ball forward to play in #7, #11 & #9 or go your self.	Shoot, if you have a chance.
		Press immediately to win the ball back asap.	
7 and 11	BP	Goal Kicks	Position yourself around the halfway line, to move a defender with you.
			Move away, so as to shift the defender to give room for the # 2 and #5 when they get the ball (TIMING)
			Don't allow the defender to get in front of him
		Throw ins and Corners	Start away to get away from the defender, then make your positive run-forward or in behind.
	BPO	Travel forward when you are in possession	Shoot as soon as you have a chance.
		Cut the ball in when you get to the end line.	
9	BP	Goal Kicks	Position yourself high (half way) to drag defenders with you.
			Give an option to #2, #5, #7 & #11 if possible.
	BPO	Travel forward when you are in possession.	Use the area that #7 & #11 will create when they go to receive.
		Press to re-capture the ball asap.	Shooting when chances present themselves.

Language (Useful terms).

angles - most often used for goal keepers, "narrowing the angles".

angle of the pass - the direction of a pass in relation to defender, attacker.

angle of run - the direction of the run from a supporting player.

area – the open space in front /or around you that you can run or play into.

back four - often used to describe the defensive line, e.g. right and left back and two central defenders.

ball - the spherical object that the game revolves around!

ball watching - describes a football player who is not aware of what's going on around them as they are more intent on focusing on the ball rather than players and situations building around them.

block tackle - strong frontal tackle.

body Shape or positioning – the position of your body to receive the ball, ideally to play forward quickly (and to see both forward and behind – side on).

box - the penalty area / where your Goalkeeper can handle the ball.

breakaway - counter attack where rapid movement is made into forward space. **Closing down** - players should advance to an opponent with the ball in an attempt to DELAY play or win back possession.

calling - communication between football players e.g. call for the ball.

channels - areas running length ways can be wide or central.

chip - short lofted pass or shot that gets the ball in the air.

closing down - *players should advance to an opponent with the ball in an attempt to stall play or win back possession.*

commit - getting your opponent to commit to a course of action that your player can then do the opposite too.

conditioned play - where an artificial restriction or constraint is placed upon players so that they are forced to perform a specific technique, skill or tactic.

control (ball) - bringing the ball under control by cushioning its arrival at a player with a surface on the body.

control (play) - possession and tempo are the key to having control of the football game. Oh yes, and a couple of goals!

corner - dead ball restart situation where a player touches the ball last, and it travels over their own goal line.

cover - defensively where a second football player provides cover to another player. This follows the defensive football principles of first and second defender.

cross - a long pass often in the air that is played diagonally from the flanks or channels into the box.

cross, in swinging - a cross which arcs from the centre of the pitch towards the goal area.

cross, out swinger - a cross which arcs from the goal line out to the centre of the football pitch.

cross, far post - long cross from a corner that aims for the furthest post.

cross, near post - shortish cross aimed at the nearest post.

Language (Useful terms).



decoy run - where a football player executes a run to draw attention from the intended play. Also known as a 'dummy run'.

defenders - players who should stop, hold up and minimize any attempts on goal.

direct free kick – direct dead ball restart situation when play has been stopped by the referee for an infringement of the laws of the game.

dribbling - the art of close control while running with the ball at your feet.

dummy - (or decoy) any technique or skill that unbalances or confuses an opponent and can send them the wrong way, usually by moving your body and not touching the ball.

early ball - simple phase of football play where an immediate pass is played to a teammate at the earliest opportunity, often to exploit the opposition.

feint - an action that attempts to confuse an opponent e.g. step over, scissors. (see Dummy).

first touch - vital core skill , to be able to get the ball under control and set up their next option. (Do not confuse it with ONE TOUCH).

flank - the area in from the side lines, often where crosses come in from.

flight - referred to the flight of the football ball.

give and go - were a player passes the ball and then moves to receive the ball back from the player they played it to, also known as a wall pass or 1 – 2.

goal – the ball crossing the goal line in its entirety. Something every team needs to focus on, whether its defending or scoring!

goal side - the area between ball and the goal we are defending or attacking.

half volley - when a player volleys (using their laces) an upward bouncing ball that has just landed in front of them.

heading - using the head to direct the balls flight.

head up – to scan and look around at your surroundings and opportunities. (Constantly required to develop this as a habit). (see scanning).

in-direct free kick - dead ball restart situation where another player needs to touch the ball before a goal can be allowed.

jockeying - DELAYING and holding up play, not diving in (CONSTRAINT) with a tackle but staying up right and preventing the advancement of the opponent.

killer pass - a perfectly timed and weighted pass through their defence to an attacking teammate.

late tackle - an unfair challenge, where a football player commits a tackle after an opponent has already played the ball.

mark - to cover a player who may or may not have the ball, and preventing a player from receiving the ball.

man to man marking - where individuals are given specific tasks of marking individual players, especially whilst defending corners.

narrowing the angle - closing down a player so that the angle they have to shoot, or pass is reduced significantly.

off the ball - movement of players not near the ball, to create areas to play into and provide SUPPORT.

one touch football - players move the ball quickly and immediately when they receive it, usually with their first and only touch (Advanced). or power of the ball. (see Pace).



Language (Useful terms).

one touch football - players move the ball quickly and immediately when they receive it, usually with their first and only touch (Advanced).

one two - (see give and go).

open your body - to receive the ball the way you face to play quickly. (Ideally forward).

pass - technique to move the ball from one player to another.

pace - the speed of a player or ball (see Weight of Pass).

penetration - a principle of play where a team breaks through the opponent's defence.

peripheral vision - being able to see wider than just what's direct in front vision.

pitch - the lovely green turf, where football should be played.

pizza - (see give & go). Creating a pizza shaped pass to play forward.

play on the break - counter attacking football.

play maker - a designated player who has good vision, excellent passing ability, can open up defence lines and create opportunities (usually a mid fielder).

press - where players apply immediate pressure to the opponents when possession is conceded.

scanning - Head up look around at your surroundings and opportunities. (Constantly required to develop this as a habit). (see Head up)

shape - your formation and positioning on the field.

shielding - keeping possession and control of the ball by using the body to come between the ball and the opponent.

show - when a player makes themselves available to receive the ball.

sliding tackle - when a defending, a player goes to ground and uses an extended leg to win the ball.

small sided football - game format designed for younger age groups where the emphasis is on more touches/repetition and learning to play.

through pass - (or Killer Pass) a pass that is played between opposition players.

weak side - playing the ball to the opposite side of where an opponent is focused.

weight of pass - key ingredient to a perfect pass, the pace or power of the ball. (see Pace).



Coaches / Game day Managers: **code of conduct.**

- **All coaches, managers and registered team officials must comply with the following:**
- I will remember that players participate for enjoyment personal and skill development and winning is only part of the fun.
- I will operate within the rules and spirit of the game and teach my players to do the same.
- I will encourage players to develop their skills and improve their fitness, flexibility and strength, while all the time ensuring the safety and wellbeing of players.
- I will never ridicule or yell at players for making a mistake or not winning.
- I will be impartial, consistent, objective and courteous when making decisions.
- I will accept responsibility for my actions and decisions.
- I will be reasonable in my demands on players' time, energy and enthusiasm.
- I will ensure that the time players spend with me is a positive experience. I will avoid overplaying the more talented players and understand that all the players need and deserve equal time.
- I will communicate clearly with players and parents about training and games.
- I will not use offensive language or gestures, nor will I harass players, officials, spectators or other coaches.
- I will ensure that equipment and facilities meet safety standards and are appropriate to the age and ability of all players.
- I will avoid any situations that may lead to or be construed as a conflict of interest.
- I will be a positive role model in behaviour and personal appearance and ensure my comments are positive and supportive.
- I will display control, respect and professionalism to all involved with the sport including opponents, referees, coaches, officials, administrators, the media, parents and spectators. I will encourage my players to do the same.
- I will show concern and caution toward sick and injured players and follow the advice of a physician when determining whether an injured player is ready to recommence training or competition.
- I will obtain appropriate qualifications, endeavour to continuously improve my coaching skills and keep up to date with the latest coaching practices, principles of growth and development of young players and the laws of the game.
- I will not arrive at the venue intoxicated or drink alcohol at matches, nor will I supply anyone alcohol or any illicit material including drugs.
- I will respect the rights, dignity and worth of all people involved in the game, regardless of their gender, ability or cultural background.
- I will discourage and wherever possible prevent the use of performance enhancing drugs by players and others.
- I understand the significant duty of care I have in coaching/managing players.
- I will liaise with my Club and keep them properly informed of any, and all events and issues that may affect the club, players or parents etc.

Introduction to Game Training (11 a side football).



About the Game Training Phase

The most important aspect of this age bracket is the fact that these players are in (or entering into) **puberty** which is a phase of radical mental and physical changes.

Huge changes in the hormonal system cause confusion while the physical changes can also unsettle the youngsters. Physically they may sometimes suddenly look like adults but mentally they often are still children, something that may also confuse coaches. Another aspect for coaches to consider is that in general, girls enter the puberty phase slightly earlier than boys.

The main **mental** characteristics of the puberty phase are:

- **Sudden mood changes.**
- **Resistance against authority.**
- **Impulsiveness (first acting then thinking).**
- **Accelerated intellectual development.**
- **Identity search which leads to a desire to be part of a group.**

The main physical characteristic of the puberty phase is a sudden acceleration in growth. One of the consequences of this **growth spurt** may be a temporary decrease of coordination and strength.

Because suddenly the bones start growing fast and the muscles and ligaments as well as the nervous system need time to adjust to the new proportions, players may look 'clumsy'.

Players are also prone to overuse injuries like Osgood-Schlatter disease during this phase.

It goes without saying that it's of the ultimate importance that coaches working with players this age have knowledge and understanding of all these aspects to be able to guide youngsters through this critical development phase in a well-considered way.

While during the puberty phase players' physical and technical development temporarily stagnates or loses ground, their intellectual development accelerates as does their understanding of and appreciation for teamwork. This makes the Game Training Phase exceptionally suited for developing tactical awareness and insight.

Whereas the purpose of the Skill Acquisition Phase is to acquire the core skills, the Game Training Phase is about learning how to apply them in a functional way. **In the Game Training Phase, the focus shifts towards learning to play as a team** and developing an understanding of the team tasks during the main moments (attacking; defending; transitioning), as well as the specific tasks that go with the individual team positions.

To be able to properly develop the team tasks and the individual player tasks we need the context of a playing formation. After all, team tasks and player tasks may differ depending on the playing formation.

THE 1-4-3-3 FORMATION

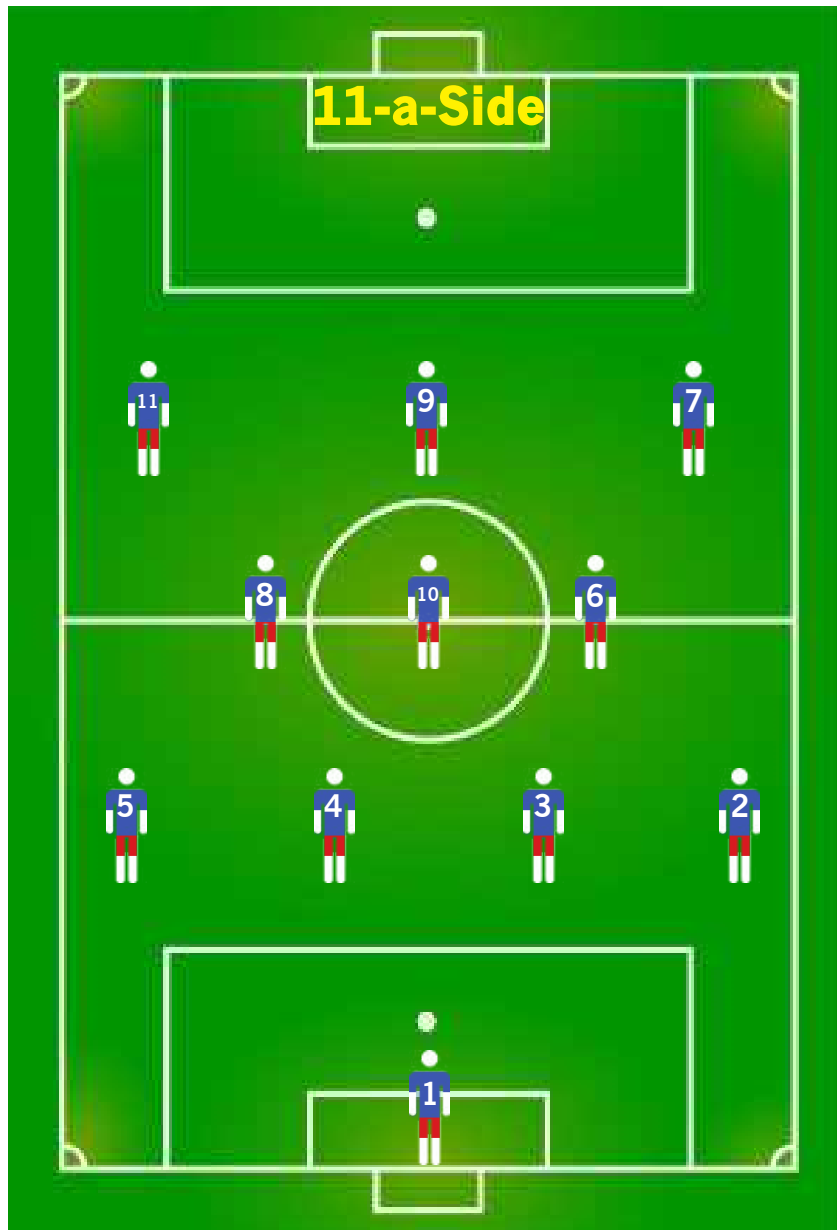
It is important to realise that we did not just take 1-4-3-3 as a starting point! Unfortunately, this has been and continues to be widely misunderstood and far too much attention has been devoted to discussions about playing formations.

There are many successful styles and formations in football, but we consider 1-4-3-3 the most appropriate formation to develop an understanding of **team play** in young players.

The FA and our opinion is supported by very interesting research on Europe's most successful academies:

"THERE WAS A CLEAR EMPHASIS ON A POSSESSION BASED PHILOSOPHY AND MOST EMPLOYED A 4-3-3 MODEL WITH AN EXPLICIT ATTEMPT TO PASS THE BALL THROUGH THE UNITS. THERE WAS A TANGIBLE DIFFERENCE IN THE TYPE OF WORK DELIVERED TO THE PLAYERS FROM WHAT IS TYPICALLY DELIVERED AT EPL ACADEMIES. EARLY AGE PLAYERS TYPICALLY PARTICIPATED IN RANDOM AND VARIABLE PRACTICES THAT INVOLVED DECISION-MAKING TACTICALLY. THE CONSISTENT TALENT ID CRITERIA WAS CENTRED AROUND THE PLAYER'S ABILITY TO HANDLE THE BALL, MAKE GOOD DECISIONS AND SPEED, AS OPPOSED TO THE NOTIONS OF POWER, SIZE AND STRENGTH THAT STILL DOMINATE THE ENGLISH YOUTH SYSTEM".

What's next? 11 a side Football. (U13 and above).



Why?

- In the 1-4-3-3 formation there are 3 lines with a balanced spread of players over the pitch ('triangles' of players). As explained earlier, this is one of the basic conditions for successful positioning play or to put it more simply: this creates a range of other, more 'logical', options for youth players. Instead of just kicking the ball forward, players almost 'automatically' start making combinations.
- The 1-4-3-3 formation stimulates the development of creative attacking players; more specifically the 3 attackers and the attacking midfielder(s).
- Defensively 1-4-3-3 also has an advantage since pressuring an opponent's defensive line (proactive defending!) is easier to do with 3 attackers as it requires less running and is tactically less complicated
- For youth players, the positions and the attached player tasks are logical, recognisable and easy to comprehend.

Every position has a specific number which makes learning to play as a team easier.

You will also notice that our learning from 4v4, 7v7 & 9v9 all lead into the 4:3:3. There is purpose in the formations played through scaffold learning for the players.

Notes:



Notes:





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